



# YEA PRIMARY SCHOOL

## Behaviour Management Policy & Procedures

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### **Aims**

At Yea Primary School we want to have positive people who are able to go about their task of learning and growing together. Our aim is to provide a learning environment that enables all members of our community to achieve their best. Consistent application of agreed school rules and expectations together with a range of supportive strategies including positive and negative consequences will help us to achieve this goal.

### **Implementation**

At Yea Primary School we look to provide guidance and advice to our students throughout the day. This happens in a variety of ways:

- In the classroom teachers look to provide students with the necessary skills to work their way through problems rather than getting angry and despondent. This could involve one on one counselling, class circle time to discuss issues and revisit agreed classroom norms, common rules, personal goal setting, using Restorative Justice Principles and other programs such as Stop/Think/Do,
- Teachers provide clear instructions to children for and during learning sessions with expectations for the session clearly described,
- Teachers recognize children demonstrating appropriate behaviour and provide positive feedback and reinforcement,
- Warnings are given to a child who is behaving inappropriately,
- We make clear to children that everyone makes mistakes but when a warning is given they must stop and change their behaviour,
- Teachers on Yard Duty play an active role talking with children, helping them with problem solving and helping to set rules for games, Restorative Justice Practice is used.
- At lunchtime a wide variety of sport equipment, clubs and other facilities are available for the children to use. We firmly believe that being involved in active games and activities not only helps with fitness and also helps children socially.



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Parents will be kept informed if there is any concern with a child's behaviour. On occasion the school will seek advice in dealing with these circumstances to develop on-going management strategies. This may include the use of an individual behavioural support plan or behaviour & learning contract.

### **Positive Strategies**

#### **Affirmative Discipline**

Affirmative discipline is the means of establishing secure parameters for children's behaviour in classrooms and in the playground so that the classroom is an optimal learning environment for every child and the playground is a safe and happy environment for every child.

The focus of affirmative discipline is positive. Appropriate behaviour is rewarded. Children are encouraged to realize that they are responsible for their own behaviour. Affirmative discipline determines expectations for children and the consequences that the children earn and receive for inappropriate behaviour are consistent throughout the school.

#### **Restorative Justice**

Yea Primary School is using Restorative Justice counselling as an additional strategy to assist children to deal with disputes and bullying behaviour.

Children who have behaved inappropriately are asked to consider how their behaviour impacted on others. They are asked to think of how they were feeling when they behaved inappropriately. Next, they are asked to identify the harm they caused, especially to their relationships with other children. They are also asked how they can fix the harm that they have done. Those children affected are asked for their advice about this and agreements are made for the future.

The teacher will follow up these issues over a number of weeks to ensure that the agreements are being appropriately adhered to.

#### **Buddies**

Students build relationships in a class setting and at break times. Many students at Yea Primary School participate in the Buddy program. Each student is matched with another child and they work together in a variety of activities. Participation in buddy programs enhances children's cooperative learning behaviours such as taking turns, listening, sharing, praising another's effort, helping and completing tasks.



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### Circle Time

'Circle time' describes a time when a large group such as the whole class or a smaller cohort meets together to discuss learning intentions, social skills, problems and to develop a wide range of skills and attitudes such as confidence, self-esteem, listening, and problem solving. It is particularly useful for:

- developing trust;
- helping a class to develop cohesive relationships;
- working on problems such as bullying;
- developing children's awareness of their responsibilities towards others and towards themselves;
- learning to listen
- exploring new ideas;
- developing moral values;
- helping children to feel they 'belong';
- making children feel special
- learning to share ideas and speak to the group; and
- having fun.

Circle time can help children to enjoy learning. It also helps children with their friendships and strengthens the relationship between the teacher and the class. This in turn improves everyone's experience of school and helps children to get the most out of their school day.

### Awards & Recognition

Good behaviours are reinforced through positive recognition such as Values awards.

### School Action & Consequences - 3 Stage Behaviour Management Process

Student misbehaviour is classified under 3 different categories:

- Inappropriate Behaviours;
- Behaviours which affect others; and
- Extreme Behaviours.

The following table sets out the types of behaviour that fall within each category and the likely consequences.

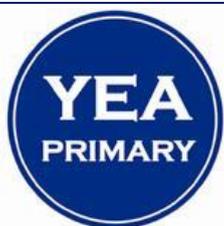
Note – Corporal Punishment is prohibited in all Victorian school. Corporal punishment must NOT be used at the School under any circumstances.



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<b>Inappropriate Behaviours</b>		
	<b>Examples</b>	<b>Possible Consequences</b>
Managed by classroom teacher with support from team members.	Negative attitude to learning. Back chatting in class. Choosing not to listen to instructions. Task avoidance. Deliberately wasting time.	One verbal reminder or warning. Name on the board  Timeout – lunchtime (Restorative chat if required). Removal from classroom Teacher to notify parent.
<b>Behaviours Which Affect Others</b>		
Managed by classroom teacher with support from team members and Principal & AP	Teasing. Disrupting others. Continually calling out. Lack of respect for staff. Refusing to follow instructions from staff. Verbal or emotional bullying.	One verbal warning Name on board, crosses for repeated offences Time in / walk with yard duty teacher Removal from classroom for 25 minutes. Student to complete reflection sheet and class work. 25 minute timeout. Teacher to notify parent and information entered on whole school tracking If this is repeated  Removal from yard for further 25 minute period.
<b>Extreme Behaviours</b>		
Managed by Principal & AP	Stealing. Leaving grounds without permission. Endangering self or others. Physical bullying or fighting. Swearing. Deliberately damaging property or hurting others.	Immediate removal from classroom and sent to the Principal. Notify parents & consequences implemented (Reflection, timeout) Information entered on whole school tracking system Suspension if required Follow up process



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### Individual Behaviour Support Plans & Contracts

A Behaviour Support Plan (BSP) is a school-based document designed to assist individual students who have experienced harm, are at risk of harm, or have caused harm to others.

Targeted plans may be developed for students who have been diagnosed with severe behaviour disorders; students who have bullied others; students who have been bullied; students who require additional assistance because they display difficult, challenging or disruptive behaviours; as well as students who can benefit from additional wellbeing support.

Physical Contact with students

Yea Primary School seeks to develop an ethos and environment where using physical contact to manage student behaviour is not necessary. However, at times, a situation may arise where physical contact or physical restraint is warranted.

Staff may take action, including physical contact with a student or a student's property, as is reasonable to:

- manage or care for a student;
- maintain or re-establish order;
- prevent or restrain a person from placing at risk the safety of any person, including the individuals involved and staff members.

### Other Policies

The Victorian Government requirements for behaviour management are included as part of this policy. These requirements can be found at:

<http://www.education.vic.gov.au/school/principals/participation/Pages/studentbehaviour.aspx>

and form part of this policy.

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<b>Author</b>	F Joseph
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<b>School Council President</b>	Sign _____ Date _____ Amanda Jolly
<b>Principle</b>	Sign _____ Date _____ Deborah George
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<b>Responsible for Review</b>	D George
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