



Burwood East Primary School No. 454

MANAGING STUDENT BEHAVIOUR POLICY

1. Rationale

Burwood East Primary School endeavours to promote a healthy, supportive and secure environment for all students, where coping skills are enhanced and awareness is raised of what makes students resilient and optimistic.

The school aims:

- To provide a happy, positive learning environment in which relationships are based on trust and mutual respect.
- To develop students' self-confidence and willingness to take risks in their learning to help them reach their full potential.
- To provide a physically and emotionally safe environment.
- To encourage students to accept responsibility for their own behaviour – choose the behaviour – choose the consequence.
- To ensure expectations are applied consistently, fairly, consequentially and reviewed regularly.
- To enable teachers to teach in a purposeful and non-disruptive environment.
- Establish procedures so that conflicts can be resolved in a positive non-violent manner.

2. Guidelines

The discipline procedure provides consistent, logical and clear expectations along with consequences made familiar to all involved. The support of parents, teachers and children is needed to ensure the development of self-disciplined students.

The following guidelines underpin Burwood East Primary Schools' approach to managing student behaviour to ensure procedural fairness:

Consistency: All staff embrace the policy and implement it as it is written. Staff follow the procedures so that issues of fairness and equity are adhered to when managing student behaviour.

Process: The children learn a framework within which they can work. Children can see a logical progression and a relationship between their behaviour and the consequences.

Discussion: It is unfair to punish a child for infringing the expectations without offering a means for the child to address the situation and assimilate strategies that will help them overcome similar situations in the future. Discussion and reflection must be offered at the point of error or conflict.

Responsibility: Children are responsible for their behaviour and need to accept this. The first step in changing the behaviour is an understanding that if they choose the behaviour, they are also choosing the consequences of the behaviour.

Communication: Education of a child involves a partnership between the school and home. It is vital that the children's behaviour, both positive and negative, be reported to parents, sooner rather than later.

Relationships. It is recognised that positive working relationships between the students and staff are essential for mutual respect in the school community.

CORE VALUES

- Respect
- Responsibility
- Resilience
- Honesty
- Confidence

SCHOOL EXPECTATIONS

- Respect the right of others including their right to learn
- Always use 'safe hands and safe feet'
- Listen to and follow teacher directions
- Walk quietly and safely within the school environment
- Share and care for school equipment

Corporal Punishment is prohibited in all Victorian Schools . Corporal Punishment must NOT be used at the school under any circumstances.

WHOLE SCHOOL INCENTIVES

Classroom: e.g. Student of the week award, raffle tickets

Playground: e.g. Raffle Tickets

RIGHTS AND RESPONSIBILITIES	
<p><i>Students have the RIGHT to:</i></p> <ul style="list-style-type: none"> • Learn in a purposeful and supportive environment. • Work and play in a safe, secure, friendly and clean environment. • Respect, courtesy and honesty. • Equal treatment regardless of race, gender of physical ability. • Interact with others in an atmosphere free from harassment and bullying. • Express themselves. 	<p><i>Students have the RESPONSIBILITY to:</i></p> <ul style="list-style-type: none"> • Display respectful, courteous and honest behaviour. • Ensure that their behaviour is not disruptive to the learning of others. • Ensure that the school environment is kept neat, tidy and secure. • Ensure that they are punctual, polite, prepared and display a positive manner. • Behave in a way that protects the safety and well-being of others. • Ensure their behaviour does not intimidate others.
<p><i>Staff have the RIGHT to:</i></p> <ul style="list-style-type: none"> • Respect, courtesy and honesty. • Teach in a safe, secure and clean environment. • Teach in a purposeful and non-disruptive environment. • Cooperation and support from parents in matters relating to their children's education. • To be the first point of contact if there is 	<p><i>Staff have the RESPONSIBILITY to:</i></p> <ul style="list-style-type: none"> • Model respectful, courteous and honest behaviour. • Ensure that the school environment is kept neat, tidy and secure. • Establish positive relationships with students (open door by 8:45am to allow informal discussions and preparation) • Ensure good organisation and planning. • Report student progress to parents.

an issue or concern with one of their students.	<ul style="list-style-type: none"> • Be vigilant about bullying and ensure all stakeholders are aware of the school's policy.
<p><i>Parents have the RIGHT to:</i></p> <ul style="list-style-type: none"> • Respect, courtesy and honesty. • Be informed of curriculum material, behaviour management procedures and decisions affecting their child's health and welfare. • Be informed of their child's progress. • Be heard in an appropriate forum on matters related to the rights of their child to an appropriate education. • Expect that bullying will be dealt with. • Cooperation and support from teachers in matters relating to their child's education. 	<p><i>Parents have the RESPONSIBILITY to:</i></p> <ul style="list-style-type: none"> • Model respectful, courteous and honest behaviour. • Ensure that their child attends school. • Support the school in implementing behaviour management strategies, particularly in relation to their own child. • Ensure that the physical and emotional condition of their child is at an optimum for effective learning. • Ensure that their child is provided with appropriate materials to make effective use of the learning environment. • Support the school in providing a meaningful and adequate education for their children. • Inform the school about bullying when appropriate.

3. Implementation

BEPS BEHAVIOURAL MANAGEMENT PROCEDURE

This overview gives staff, students and parents an insight into the steps being followed throughout the school. Staff have very specific guidelines to adhere to at each stage of the overview.

STAGE 1 POSITIVE ENVIRONMENT

- Teachers establish a positive, inclusive, classroom environment.
- Expectations, rewards and consequences clearly explained to children.
- Lots of positive feedback.

Each day stage 1 is the focus for teachers and students

STAGE 2 DISRUPTION

- Name recorded on board if in the classroom. Expectations briefly explained.
- If in the yard duty teacher discusses behaviour and gives a verbal warning.

Very few children choose to move above stage 2.

STAGE 3 TIME-OUT IN CLASS

- Second disruption. Child placed in *class* time-out area.
- If outside, student is required to walk with duty teacher.
- Child does time out and completes a reflection sheet (See Appendix 1)
- Child discusses reflection sheet with teacher. Reflection sheet is sent home, signed, returned and filed by class teacher. If sheet is not received by teacher a phone call home is required.
- Three sheets in a term requires interview with child and principal.
- Any further sheets require an interview between Principal, teacher and parent.
- Teachers are to keep a record of any sheet given and to notify

STAGE 4 TIME-OUT IN ANOTHER CLASS

- Child chooses to escalate behaviour. Child moved to another class to complete time out. The reflection sheet is completed.
- Child discusses reflection sheet with teacher. Reflection sheet is sent home, signed, returned and filed by class teacher.
- Three sheets in a term require a Principal interview with child.
- Any further sheets require an interview between Principal, teacher and parent.
- Any further sheets after this stage proceeds to stage 5.

STAGE 5 IN-SCHOOL SUSPENSION

- No contact with other students.
- Parent notified and interview requested.
- Student completes written contract for return to class.

STAGE 6 SUSPENSION

- Child suspended from school.

NOTE: If at any stage a student displays extreme behaviour they are sent directly to principal.

4. Policy Evaluation

This policy will be reviewed as part of the school's three year review cycle.

APPROVED: 2015

NEXT REVIEW DATE: 2018

APPENDIX 1

My Reflection Sheet

TIME-OUT My Classroom Another Classroom Principal's Office

Name: _____ Date: _____ Time In: _____

School Rules

- Respect the rights of others including their right to learn
- Always use 'safe hands' and 'safe feet'
- Listen to and follow teacher directions
- Walk quietly and safely within the school environment
- Share and care for school equipment

School Values

- Respect
- Responsibility
- Resilience
- Honesty
- Confidence

WORKING IT OUT

1. Circle the School Rule and/or Values that were broken.
2. How do I feel about my behaviour? Circle the face.



Don't Care



Sad



Happy



Angry

3. What did I do?

4. What help do I need to make better choices?

MAKING IT RIGHT

I will: _____

STUDENT SIGN: _____

RESOLVED: YES / NO

TEACHER SIGN: _____

TIME-OUT (mins): _____

PARENT SIGN: _____

INTERVIEW REQUESTED: TEACHER YES / NO

PARENT YES / NO