

## **STUDENT BEHAVIOUR EDUCATION POLICY**

**Reynella Primary School strives to be a safe, secure, caring, harassment free environment.**

We believe that all students have the right to learn, all staff members have a right to support the learning process and everyone has the right to feel safe. For the learning process to be successful and to ensure that we are making a difference to student learning outcomes, we aim to create a positive and supportive learning environment throughout the school by:

- encouraging responsible student behaviour
- protecting the rights of students, teachers and support staff.

Collaboration between school and home and consistency of expectations between all parties involved is vital to achieve our outcomes.

### **EXPECTATIONS AT REYNELLA PRIMARY SCHOOL**

We use ***Play is the Way*** as our social skills program to assist students to develop skills and strategies to manage their own behaviour. It is based on the following key concepts:

- **Treat others as you would like them to treat you.**
- **Be brave – participate to progress.**
- **Pursue your personal best no matter who you work with.**
- **Have reasons for the things you say and do.**
- **It takes great strength to be sensible.**

From the key concepts, we have developed five Whole School Agreements which are prominently displayed around the school. Teachers explicitly address these with their students each year and develop common understandings of what each means.

1. **Attentive Listening:** We will always listen with our eyes, ears and hearts.
2. **Mutual Respect:** We always show respect for others and property.
3. **Safety:** We will always think of safety first.
4. **Personal Best:** We will always achieve the best we possibly can.
5. **Appreciation and Acknowledgement:** We will always talk kindly to each other and acknowledge what others do for us.

**Students, staff and families need to have a clear understanding of what is expected in regards to how we treat each other to ensure a welcoming learning environment that is supportive and safe.**

#### **Students will:-**

- develop an awareness of the impact their decisions have on their environment, themselves and others and actively work towards positive changes in their behaviour
- develop effective interpersonal and social skills to work and play cooperatively
- develop reflective skills to create personal strategies to assist in conflict resolution.

#### **Staff will:-**

- apply the Behaviour Education Policy consistently to ensure a safe and successful learning environment for all
- develop student skills and values to enhance social relationships and behaviour self-management through the use of ***Play is the Way*** games and language.
- involve students in the establishment, implementation and review of a consistent set of procedures for managing classroom behaviour.

#### **Families will:-**

- be encouraged to actively support the school to ensure appropriate student behaviour enhances student learning and social development
  - be kept Informed and updated regarding our Student Behaviour Management Policy
  - contact the school to seek clarification on any behaviour of their child

## **CLASSROOM BEHAVIOUR MANAGEMENT:**

**We expect classrooms to be safe, harassment free and focussed on optimum learning. For this to be achieved the following will happen:-**

- At the start of each year classroom teachers will work with students to develop an understanding of the Whole School Agreements in order to establish a successful teaching and learning environment.
- Key questions from ***Play is the Way*** will be used by adults and peers to assist students to reflect on and manage their own behaviour (e.g. Are you doing the right thing?).
- An area will be set up within each classroom for students who require time to reflect on and change their behaviour. (This may involve discussion with an adult/peer and/or the completion of a reflection sheet.)
- Students may be required to access the reflection space in a neighbouring classroom (buddy class) for a short period of time.
- When there are ongoing concerns about a child's engagement it is the responsibility of the class teacher to make contact with the parent to share their concerns and appraise them of the strategies they have implemented to support their child to be successful.
- A Reflection Room is available in the Admin building for students whose behaviour impacts significantly on the teaching and learning of others.
- Leadership members will assist students to reflect on their behaviour, repair relationships and make restitution. (Alternatively, the teacher may be released from class by leadership to carry out this process.)
- In some instances, a student may be required to attend the Reflection Room during recess or lunch time instead of learning time.
- The amount of time spent in the Reflection Room will be at the discretion of leadership.
- Students will return to class in the company of a leadership member who will manage a verbal re-entry agreement between the student and teacher.
- Parents will be notified of their child's attendance in the Reflection Room via a text message and/or phone call.

## **YARD BEHAVIOUR MANAGEMENT:**

**We expect a yard environment that is safe for all people, where respect is shown for others and property. We therefore believe the following behaviours are inappropriate:-**

- Violence – threatened or actual
- Verbal abuse
- Non-compliance with reasonable instructions
- Playing or being in out of bounds areas
- Property damage

### **Yard Duty**

- Teachers on duty are punctual, vigilant and mobile.
- Key questions from ***Play is the Way*** will be used by adults and peers to assist students to reflect on and manage their own behaviour (e.g. Are you doing the right thing?).
- While teachers will intervene in inappropriate behaviours, they will also actively acknowledge appropriate behaviours.

**Consequences for inappropriate behaviours will depend on their severity and will range from:**

- counselling/redirection
- community service (e.g. rubbish collection as a consequence for littering)
- isolating a student for a short time on a yard dot located underneath verandahs
- being sent to the Time Out Room where a teacher is on duty at lunchtime
- having restricted play areas
- removal from the yard for a designated period followed by a supervised re-entry process

## Time Out Room

When a student is sent to the Time Out Room, behaviour is recorded in a quadruplicate book. The procedure for managing the various slips is as follows:

- **White Copy**  
Student takes this to the Time Out Room where information is recorded on to the data sheet.
- **Yellow Copy**  
Yard Duty teacher delivers this to the student's teacher as soon as possible. This copy is then sent home to be signed by the parent and returned to the class teacher the following day. After being checked it will be forwarded to the front office.
- **Blue Copy**  
Yard Duty teacher delivers this to the student's teacher as soon as possible. This copy is retained by the class teacher and filed in the student record folder after the yellow copy has been signed and returned. It is suggested that the blue forms be temporarily stored in the class information folder until the yellow copy is returned.
- **Pink Copy**  
Remains in the Yard Duty Book.

The Time Out duty teacher counsels the student and supervises the completion of a yard contract which summarises the student's plan for new behaviours in the yard before he/she re-enters. The student takes this contract with them when they return to class to share with their teacher and then takes it home to share with their parents. In the case of an R-2 student completing Time Out during the first session of lunch, the Time Out duty teacher will arrange for the contract to be given to the student's class teacher at the end of lunch time.

## LEVELS OF BEHAVIOUR

Whilst we will have separate Yard and Class procedures, incidents will be viewed together. Where student behaviour in the yard and class continues to require Reflection Room and / or Yard Time Out, the following incident frequency levels will apply. Levels of behaviour will be monitored by the classroom teacher and leadership.

- **First incident (either Reflection Room or Yard Time Out) is recorded as LEVEL 1.**  
Student remains on this level for the next 5 days (R-2) or 10 school days (3-7)  
Parent notification letter sent home
- **Second incident within time period is recorded as LEVEL 2.**  
Student remains on this level for the next 5 or 10 school days  
Student is counselled  
Parent notification letter sent home
- **Third incident within time period is recorded as LEVEL 3.**  
Student remains on this level for the next 5 or 10 school days  
Reflection Room for one session during recess/lunch  
Parent notification letter sent home
- **Fourth incident within time period is recorded as LEVEL 4.**  
Student remains on this level for the next 5 or 10 school days  
Reflection Room for two sessions during recess/lunch  
No special class activities for the next 4 weeks  
Parent notification letter sent home
- **Fifth incident recorded as LEVEL 5**  
Student suspended internally/externally 1-5 days at the discretion of the Principal  
Re-entry procedures as usual  
Student placed on an individual behaviour plan  
Interagency involvement at the discretion of Leadership  
No excursions or special class activities for the next 4 weeks  
Parent notification letter sent home

## **SUSPENSION:**

- is a short-term response to concerning student behaviour that affects the safety and learning of others
- means that the student does not attend school for between 1 and 5 school days
- is decided by the principal
- cannot be for more than 15 school days or 4 times in one school year without the approval of an education director.

## **GROUNDINGS FOR SUSPENSION**

The principal may suspend a student from attendance at the school if they believe on reasonable grounds that the student:

- has threatened or perpetrated violence
- has acted in a way that threatens the safety or wellbeing of a student, member of staff or other person associated with the school (including by sexually harassing, racially vilifying, verbally abusing or bullying that person)
- has acted illegally
- has interfered with the ability of a teacher to teach or of a student to learn
- has acted in a way that threatens the good order of the school by persistently contravening or failing to comply with rules applying within the school about behaviour
- shows persistent and wilful inattention or indifference to school work.

A reconnections discussion will occur with the parent/caregivers before the students is allowed to return to school

## **EXCLUSION:**

**Exclusion is a longer term response to serious student behaviour that affects the safety and learning of others**

- means that the student does not attend school for between 4 and 10 calendar weeks or the rest of the school term
- can only happen if the student has first been suspended for between 1 and 5 school days
- is decided by the principal
- cannot be for more than 20 weeks in one calendar year without the approval of the education director.

## **GROUNDINGS FOR EXCLUSION**

The principal might exclude a student from attendance at the school if they believe on reasonable grounds that the student:

- has threatened or perpetrated violence
- has acted in a way that threatens the safety or wellbeing of a student, member of staff or other person associated with the school (including by sexually harassing, racially vilifying, verbally abusing or bullying that person)
- has acted illegally
- has persistently interfered with the ability of a teacher to teach students or of a student to learn
- has acted in a way that threatens the good order of the school by persistently contravening or failing to comply with rules applying within the school about behaviour.

## **What happens when the principal is considering excluding a student?**

- the student is suspended for up to 5 days
- the student and their parents or carers must be informed
- a directions conference is held to:
  - discuss behaviour of concern and the appropriate next steps
  - inform the principal's decision as to whether or not a student will be excluded.

If the principal decides not to exclude, the student will return to school at the end of the suspension period. The process for reconnection after suspension is followed.

## **What happens when a student is excluded?**

- the student and their parents or carers must be informed, and told of their right to appeal the decision
- the student does not attend school for 4 to 10 weeks (or until the end of the term)
- An alternative learning program must be provided for students who are aged 16 years and younger
- A mid-exclusion review is held to see how the student is progressing
- a reconnection meeting is held before the student is scheduled to return to school (refer to reconnection meetings and directions conferences)
- a behaviour support plan is developed.