

Olinda Primary School



Student Behaviour Policy

This policy reflects the Department of Education
and Early Childhood Development,
Student Engagement and Inclusion Guidance.

*To be read in conjunction with
policies and advice to schools in the
School Policy and Advisory Guide*

Principal: Cornelia Sheeran

School Council President: Sharryn Veto

2017

This policy reflects Olinda Primary School's values of: Respect, responsibility, resilience, creativity and persistence. 'Play Is The Way' concepts are implemented throughout of our lessons as well as within all aspects of behaviour management.

CAPABILITY

Key Concepts

Self-awareness

Blue Poster:

If you don't know why you're doing something then don't do it because it's most likely wrong.

HAVE REASONS FOR THE THINGS YOU SAY AND DO

Yellow Poster:

We do the right thing because it's the best thing to do.

IT TAKES GREAT STRENGTH TO BE SENSIBLE

Self-management

Green Poster:

School is about stepping bravely into the unknown. The unknown is often uncomfortable. The braver you are, the more you will learn.

BE BRAVE – PARTICIPATE TO PROGRESS

Yellow Poster:

We do the right thing because it's the best thing to do.

IT TAKES GREAT STRENGTH TO BE SENSIBLE

Social-awareness

Red Poster:

We don't come to school to be better than others. We come to school to better ourselves by being able to work with others.

PURSUE YOUR PERSONAL BEST NO MATTER WHO YOU WORK WITH

Blue Poster:

If you don't know why you're doing something then don't do it because it's most likely wrong.

HAVE REASONS FOR THE THINGS YOU SAY AND DO

Social-management

Orange Poster:

If someone is unlike you, seek to understand them.

TREAT OTHERS AS YOU WOULD LIKE THEM TO TREAT YOU

Red Poster:

We don't come to school to be better than others. We come to school to better ourselves by being able to work with others.

PURSUE YOUR PERSONAL BEST NO MATTER WHO YOU WORK WITH

Overarching

Purple Poster:

SELF-MASTERY CHECKLIST • Am I doing the right thing or the wrong thing? • Am I making a strong decision or a weak decision? • Are my feelings in charge of my actions or is my thinking in charge? • Am I running away from the problem or am I dealing with it? • Am I being my own boss or am I inviting my teacher to be my boss? • Is my teacher trying to help me or hurt me?

BE THE MASTER, NOT THE VICTIM OF YOUR FEELINGS

Orange Poster:

If someone is unlike you, seek to understand them.

TREAT OTHERS AS YOU WOULD LIKE THEM TO TREAT YOU

Our school must be a calm, safe and caring learning environment in which the rights of all students to learn and all teachers to teach must be supported.

We believe that:

- The greater the consistency of approach towards behaviour management between teachers the better they are able to support each other, students and their parents/carers.

Our approach to behaviour management is consistent across the school and is aligned with DET policy.

- Teachers have the right to teach and students have the right to learn. Our teachers plan and implement a classroom management plan, which outlines consequences for inappropriate behaviour as well as reinforcing appropriate behaviour.
- Students should accept responsibility for their own behaviour. Behaviour occurs as a result of choices, conscious or unconscious, which are based on the student's perception of the best way to satisfy a particular need. In our classrooms we display behaviour expectations and students will be helped to meet these through consistent approaches.
- Good behaviour management is based on rules that are maintained consistently. The classroom management plan is for all students and operates fairly and predictably for them.
- All behaviour has consequences, which affect future opportunities. Good behaviour management provides students with a choice by making clear the consequences that result from particular behaviours. Students need opportunities to alter inappropriate behaviour. Classroom management plans are discussed with students at the commencement of each semester/term/year. A "step" warning system is used, when appropriate, so that students can exercise a choice about continuing inappropriate behaviour before a consequence occurs.
- Inappropriate behaviour requires a response which protects the rights of students who want to learn, supports the rights of teachers to teach, and offers the students involved a chance to learn how to make a more appropriate choice in the future. We consistently; refer to classroom rules and OPS's school values, provide students with the opportunity to behave appropriately, use consequences that are previously understood by students, apply consequences firmly but without use of physical or verbal aggression, use other staff to remove an unwilling student from a class.
- The relationship between the student and the teacher is at the heart of learning and that disciplining and confronting disruptive behaviour is initially the classroom staff's responsibility. Other staff will not become involved unless requested or deemed necessary.
- Students should not be allowed to engage in behaviour that is not in the best interest of themselves or the best interests of others. We operate a supervised "Calm Room" for students who move beyond the full range of classroom management steps.
- Appropriate behaviour applies equally to out of lesson times such as recess, lunch, while travelling, on excursions and camps. Recess and lunch time out systems are in place to provide consequences in such circumstances which gives the students the opportunity to reflect on their behaviour.
- Teachers have the right to behaviour management support from other staff. All Olinda staff will provide support in developing classroom management plans, calm room organisation, record keeping, parent contact and interview, suspension, exclusion and external referrals and follow up counselling of students.

Our school is committed to and takes responsibility for social justice and the implication for our school. In particular every student has the right to access education free from impediment caused by inappropriate behaviour by others.

Every student has the opportunity to develop appropriate behaviour which allows them to work harmoniously in the various situations in which they find themselves in the school environment.

PROCEDURES

Classroom Behaviour

Teachers will display the common classroom expectations in their classrooms. They will also discuss their classroom behaviour management plan at the commencement of the semester/term/year and as required.

When a student behaves inappropriately:

Step 1:

A verbal warning explaining the inappropriate behaviour and reiterating the classroom expectations will be given.

Step 2:

A consequence is given of 5 minutes time out during the next play break.

Step 3:

A consequence is given of 10 minutes time out during the next play break.

Step 4:

A consequence is given of 20 minutes time out during the next play break. (No more than half the play time will be lost, time out will be broken up across all play breaks when necessary)

Step 5:

Parents are contacted and possible step down is enacted.

Teachers will keep a Behaviour Management Record on gradExpert with all relevant details relating to inappropriate behaviour and consequences given. This must involve communication with parent/caregivers.

Stepping down/stepping up

- After the third parent contact in a week, or evidence of any form of bullying or harassment, students may be internally suspended.
- On the second internal suspension students may be externally suspended by the principal, following DET policy.
- External suspension may be invoked immediately and without prior history for severe offences.

Exclusion

- Exclusion will generally be recommended to the Principal where a student has accumulated four external suspensions or a total of 15 days of external suspension. A member of the teaching team, in conjunction with the principal, will manage the exclusion in line with DET policy.
- Exclusion may be invoked immediately and without prior history for violent or illegal actions.