



Behaviour Education in Schools Policy

Eddystone Primary School

Our Behaviour Education policy is intended to assist teachers to consistently maintain positive behaviour of students and consequences of misbehaviour. Our philosophy is based on the process of positive reinforcement of student behaviour and underpinned by the Positive Behaviour Support program and the subsequent following three behaviour expectations:

- *Be Respectful*
- *Be Responsible*
- *Be your Best*

2022

for Review in 2020

Behaviour Agreements



Eddystone Primary School Behaviour Expectations

		We are Respectful	We are Responsible	We are Cooperative	We are Purposeful
Behaviour Agreements	Entering and Exiting School Grounds	<ul style="list-style-type: none"> Smile and say good morning/good afternoon to others Speak politely and appropriately to all members of the school community and visitors Wait quietly to be dismissed when exiting class or the quadrangle 	<ul style="list-style-type: none"> Walk quietly and on footpaths where appropriate Walk scooters, bikes and skateboards Go to the designated area 	<ul style="list-style-type: none"> Help and remind each other of school expectations when entering/exiting school grounds with senior students leading by example Listen carefully and follow instructions given by the cross walk attendants, bus wardens, duty teachers and education assistants When dismissed from the quadrangle at 8.25am go promptly to class and prepare for the day Ensure my family understands the correct pick up and drop off zones at my school 	<ul style="list-style-type: none"> Go to and leave class in a calm, orderly manner Go to the quadrangle or designated area if I arrive before 8.25am Wait quietly by the fence at the Kiss n Drive Leave school promptly
	Classroom	<ul style="list-style-type: none"> Show whole body listening when others are talking Follow staff instructions promptly Use common courtesies (please, thank you, excuse me) with everyone 	<ul style="list-style-type: none"> Be ready to learn Take care of personal and classroom equipment 	<ul style="list-style-type: none"> Value and acknowledge others' opinions and views. Help and encourage others when they need it Share and take turns 	<ul style="list-style-type: none"> Set goals and work to achieve them in the given time Stay on task Present my work to the best of my ability Try to solve my problems before asking for help
	Playground	<ul style="list-style-type: none"> Be polite and use appropriate language with others Listen to adult's instructions the first time Follow game rules 	<ul style="list-style-type: none"> Play in my designated zone Play with and on equipment appropriately Play safely Return my play equipment promptly 	<ul style="list-style-type: none"> Take turns when using equipment Help others in need Play fairly with others 	<ul style="list-style-type: none"> Seek the duty teacher when necessary Return to class promptly when the first siren sounds
	Whole School Community	<ul style="list-style-type: none"> Communicate to others with respect, tolerance and kindness Show respect to my school environment 	<ul style="list-style-type: none"> Wear my school uniform and appropriate footwear at school Wear my Eddystone hat outside at all times Take responsibility for my actions Represent my school appropriately on and during excursions and incursions 	<ul style="list-style-type: none"> Be a positive bystander to support others 	<ul style="list-style-type: none"> Use ICT resources as instructed for educational purposes Be in the classroom ready to start the school day by 8:40am Line up and move around the school as instructed
	Toilets	<ul style="list-style-type: none"> Respect other people's privacy and my own Leave the toilet area neat and tidy 	<ul style="list-style-type: none"> Inform an adult if there is a problem Flush the toilet when finished and wash my hands afterwards Use the toilet facilities correctly 	<ul style="list-style-type: none"> Be sensible and quiet whilst waiting to use the toilet 	<ul style="list-style-type: none"> Use the toilet at lunch and recess Go directly to and from the toilet to the classroom

As Visible Learners, the following key tactics are clearly defined in every classroom:

- School behaviour expectations will be charted and visibly present in all classrooms.
- Behaviour Education is a whole school program.
- Eddy Star stamps to recognise student positive behaviour as outlined by PBS
- Duty teachers are to be vigilant and seen in playground to supervise student play and interactions.
- Duty teachers will have a file to record file to collate information about student behaviour.
- Behaviours that are not appropriate can be referred to a Deputy Principal for further investigation. A referral form is required.
- Appropriate consequences based on a thorough process of investigation involving alleged parties and available witnesses. **Only the Deputy Principals and Principal are authorised to give detentions to students.**
- All reports of behaviour that result in a withdrawal (playground/classroom), detention or suspension are to be recorded on Integris.
- Parents will be notified of any reported behaviour that results in withdrawals, detentions or suspensions. Class teacher should keep parents regularly informed if poor behaviour patterns are forming in the classroom.
- Parents of students suspended from school for severe cases of misbehaviour will have a case conference with a Deputy Principal upon completion of the suspension before the return to school.
- Teachers should take advantage of the buddy class strategy after the failure of the student to adhere to class behaviour processes for a maximum period of 30 minutes. Both student and buddy teacher should be informed of the time frames.
- Students continued poor behaviour should be referred to a Deputy Principal. The referral should be accompanied with documents supporting the referral.
- For major breaches of behaviour, teachers should refer the student to a Deputy Principal immediately with clearly document evidence of actions taken.
- Students who place their learning at risk with poor behaviour education will have a plan developed in conjunction with parents, class teachers and facilitated by a Deputy Principal. Such a plan remains in place until the student consistently displays improved behaviour education.
- Parents will be notified where cases of cyber bullying or offensive use of ICT against students and staff is known.
- All reports of bullying will be investigated thoroughly by following the school bullying policy

CLASSROOM BEHAVIOUR EDUCATION

As visible learners, the following process is established in every classroom:

Step 1

- **Verbal Warning.** Advise student of the breach of code of conduct and give first warning

Step 2

- **Name on board.** Student to place name on board or chart for second breach of the code of conduct.

Step 3

- **X on name on board.** Class time out as third breach of the code of conduct (Student remains in view of teacher inside building)

Step 4

- **XX on name on board.** Sent to buddy class for up to 30 minutes for the fourth breach of the code of conduct.

Step 5

- **XXX on name on board.** Sent to administration for intervention. Administration discretion as to consequence and period of time withdrawn from class.

Positive Behaviour Education Messages

At Eddystone PS, teachers ensure that positive behaviour is recognised and rewarded. The Positive Behaviour Support (PBS) committee has established a whole school classroom incentive system that will promote and reward expected behaviours outlined in the schools Behaviour Expectations Matrix. Students are rewarded Eddy STAR stamps or tokens for their desk chart when they demonstrate an expected behaviour; this ultimately leads to the completion of an associated school value and desk chart to be an Eddy STAR. The receiving of stamps is free and frequent to encourage expected behaviours which results in class rewards and subsequently the achievement of the schools tiered standings of bronze, silver or gold values award. Students require the following number of completed cards to receive their value reward.

Value Reward	Present for 4 terms	Present for 3 terms	Present for 2 terms	Present for 1 term
Gold	21	16	11	6
Silver	14	11	7	4
Bronze	7	5	3	2

Students achieving the Eddy STAR values awards will receive a certificate and wrist band and become immediately eligible for the end of year reward day celebrations.

We are also committed to open communication not only between teachers and students but school and home. This may take the form of encouraging phone calls or emails, certificates or positive notes home and informal meetings.

We aim to assist students to understand that they are responsible for their behaviour and to learn what is right and wrong. If they make poor choices, students will be reminded that the behaviour is unacceptable. Students must accept responsibility for their actions and the consequences that follow.

Low key responses as per the CMS Professional Learning program are endorsed at Eddystone PS to maintain and respond to student misbehaviour. A summary of these responses is found in the appendices.

Consequences of inappropriate behaviour

Detention

Can only be issued by a Deputy Principal or Principal. Students will sit in a location that ensures supervision requirements account for duty of care at all times. Detention will occur during lunch or afternoon recess breaks.

Withdrawal

Students are withdrawn from class only once the classroom behaviour education process has been followed, or for severe breaches of behaviour. Students may be withdrawn to a buddy room by a class teacher or by a Deputy Principal for a determined period to a location that ensures supervision

requirements account for duty of care at all times. Where a child is withdrawn, parents will be notified as soon as possible about the incident and withdrawal consequence, either verbally or in writing.

Suspension

A suspension is used when the breach of school discipline causes significant disruption to the student, other students or staff. Only the Principal has authority in the school to make a decision to suspend a student. Suspensions are issued **immediately** when students:

- Threaten and/or swear or makes physical contact with a staff member;
- Physically hurt a fellow student (usually to the point of drawing blood);
- Bring banned/illegal objects or substances to school; or
- Leave the school grounds without prior arrangement.

Suspensions are a consequence of the above actions and are reviewed by Regional and Central Office. Suspensions can be appealed by parents and as a result, any suspension can be overturned.

The principal has the discretion to suspend a student for other behaviours but acknowledges that the decision to invoke a suspension for behaviours other than those listed will be investigated by Regional or Central Office with the possible outcome to reverse the decision.

Definition of Minor Offences

Teachers should deal with minor offences at the point of incident. Students should be counselled immediately by the teacher and be made aware of their poor decision and what is expected of them. In class, behaviour issues should be dealt with using low key responses as per CMS to bring student or students back to on task behaviour. The classroom behaviour education process is present in all classrooms.

Examples of minor behaviour

- Classroom behaviour expectations not demonstrated, low key responses and behaviour education process not followed;
- Running on paths, student is sat out of play for a 5 minute period by duty teacher
- Not wearing school hat in playground, student sent to no hat area in quadrangle
- Walking and eating food around school and on oval, duty teacher gives litter duty to student
- Being in classroom without permission, student sat out of play for 5 minutes on bench
- Minor playground breaches of behaviour expectations to be managed by duty teacher and written on "Playground Incident Report" for possible follow up of incident by a Deputy Principal. Duty teachers can manage minor offences with reprimands, removing from game or having student walk with duty teacher for a short period as a consequence.

Major Offences

Are those behaviours that disrupt the orderly function of the school and threaten the well being or safety of others. This includes, but is not limited, to open defiance of authority, physical or mental abuse of others, continuous disruptive behaviour in class and possessing a weapon on school grounds.

Major offences should be handled through a formal process by a Deputy Principal or Principal. Open communication will be maintained by the class teacher with administration and parent. The consequences of major offences will be decided upon each individual case by the Principal or Deputy Principal but may result in detention, withdrawal, school suspensions, repair or replacement of damaged property or police involvement. The Principal or Deputy Principal are the only two staff members who can administer detention as a consequence for misbehaviour.

Continuous behaviour of this description should result in a formal behaviour education plan with communication between all stakeholders including School Psychologist and other relevant agencies to negotiate support and management of the student.

Examples of major offences include:

- Physical or verbal abuse of student or adult.
- Disrespecting school, teacher or student property with intent to damage or steal.
- Non compliance or verbal dissent towards teacher instructions.
- Inappropriate use of ICT resources including accessing inappropriate material online, and distributing inappropriate material as well as to abuse, threaten or post derogatory comments or images about staff or students on social networking sites.
- Bringing a weapon to school
- Repeated and reported incidents of bullying

Eddystone PS has an anti-bullying standard...

Eddystone PS aims to achieve a safe, secure and caring learning environment for all of our students.

Our school does not tolerate bullying and expects all members of the School Community to treat each other with respect and dignity.

Bullying Process

- Student's name should be recorded in the school's behaviour records.
- Students will be counselled by classroom teacher, duty teacher or Principal/Deputy Principal. Students to be given the opportunity to resolve the situation and discuss the issue with the person bullied.
- Student may also be given time out of the playground to reflect on their actions at the discretion of the Principal/Deputy Principal.
- If the student is reported to have continued the bullying they will be referred to a Deputy Principal for counselling and to develop a solution to the problem. Parents will be informed.
- If there are subsequent incidents of bullying by the student, further consequences will be applied. This may include: detention (recess / lunchtime), letter home to parents, parent interview, counselling program, loss of privileges, withdrawal and/or suspension.

Repeated bullying offences will result in another formal parent meeting and consequences outlined.

GOOD STANDING

All students commence with and retain good standing while exhibiting behaviours that align with our values as articulated in our Behaviour Expectations. If a student has lost good standing because of inappropriate behaviour a meeting to reinstate good standing with relevant stake holders will take place – implementing a restorative and educative return to school processes to confirm and re-establish positive behaviour.