



Acting Principal : Penny Wilde

Behaviour Management Policy

RATIONALE

Pimpala Primary School strongly promotes students being responsible for managing their own behaviour and has a strong commitment to living our school values. Therefore, Student Behaviour Management (SBM) is underpinned by our values and students are encouraged to conduct themselves in accordance with these values in both class and yard. This policy is applicable in all areas of the school including 'Pimpala Out of School Hours Care' (POSHC) and school based extra-curricular activities.

We believe a supportive school environment is one that endeavours to meet the needs of the school community. Our Behaviour Management Policy provides a system of relationships, expectations, acknowledgements and consequences designed to promote effective learning in a positive school environment. It strongly emphasises the use of positive practices to support the students in making appropriate choices and accepting responsibility for their behaviour. We believe collaboration between school and home and consistency of expectations between all parties is vital to achieve our outcomes.

OUR SCHOOL VALUES IN ACTION

Friendship

- Be kind and welcoming to others
- Take an interest in other people
- Accept new people
- Include others
- Cooperate with others
- Have fun

Respect

- Treat people with dignity
- Value yourself, others and all property
- Accept people's differences
- Use good manners consistently
- Cooperate with others

Communication

- Listen carefully to others
- Give eye-contact to the speaker
- Be a confident speaker
- Be a good listener
- Deliver information clearly

Responsibility

- Take responsibility for your behaviour
- Be organised for learning
- Be on task in class and complete tasks
- Wear school uniform
- Be aware of your own and other's safety

Excellence

- Work to the very best of your ability
- Remember that practice makes perfect
- If at first you don't succeed, try, try again
- Set goals and work hard to achieve them
- Have a positive attitude and try new challenges

RECOGNISING AND ENCOURAGING VALUE BASED BEHAVIOUR

"In a success oriented school the time and energy spent on consequences for responsible behaviour should exceed the time and energy spent on consequences for irresponsible behaviour."

At the start of each school year all classes develop negotiated strategies for recognising and encouraging behaviour that supports our school values through our whole school 'Jump Start' values program.

At Pimpala we believe that relationships are at the core of learning. When relationships break down we use a restorative approach to rebuild and restore them. All staff have been trained in Restorative Practices and use these practices in their day to day interactions with students. (See appendix 1 for more information on Restorative Practice)

We recognise and acknowledge positive behaviour that support our school values in a variety of ways including verbal praise, positive notes to parents, publishing student work etc in the newsletter, certificates, stickers etc.

WHOLE SCHOOL FRAMEWORK FOR DEVELOPING VALUES BASED BEHAVIOUR

In the first few weeks of school classes negotiate their class code of conduct, identifying positive and value based behaviour. Low, moderate and severe level inappropriate behaviours are also identified and their consequences determined in line with school and department behaviour policy.

Value based relationships are built upon within classes and as a school community through adult role-modelling, peer mentoring through buddy classes and a variety of getting to know you games. Using 'Heart Masters' and the relationships focus area of the 'Child Protection Curriculum' to guide us, we teach explicitly about relationships to deepen children's understanding of effective communication.

All students have a diary issued to them at the start of the school year. This is an important document as it facilitates daily home / school communication. This is a working document and is required at school every day.

CLASS PROCESSES TO DEVELOP BEHAVIOUR

All teachers' use a pro-active approach and know that some students are likely to present with challenging behaviours. Through this approach antecedents can be recognised and avoided. The rights of children to learn and of teachers to teach are paramount when working with students to develop positive behaviours.

Student learning is well planned, prepared and supervised providing an environment where students feel safe and secure and are able to develop their behaviour.

Individual student needs around social, emotional and cognitive development are taken into account. **Student Development Plans** are drawn up for individual students with challenging behaviours to provide successful pathways for their individual behaviour development.

Minor behaviour issues are addressed by teacher judgement using their class code of conduct. All students are supported before their behaviour escalates to a no-win situation. **Low level strategies** are used initially.

If a student continues to behave irresponsibly they are given **time out in another class**.

If behaviour continues or escalates it requires a more formal consequence and the student is sent to **office sit out** for up to 30 minutes.

In this situation the teacher sends a completed **Behaviour Support Form** to front office along with **student's diary**.

The student will be **counselled** by a member of the leadership team.

When the student is ready to be **re-entered** they will be escorted back to class. Negotiation will occur between leadership and the class teacher as to how this is done.

Parents are informed via a completed stamp in the student diary. The teacher informs the leadership team if the parent does not sign the diary and they follow up.

If behaviour continues or escalates the student will attend **repeat office sit out**. The **same** Behaviour Support Form is sent to the front office with the student on any day.

A member of the leadership team negotiates a more formal consequence which can be a phone call to a parent / caregiver, take home, internal suspension or suspension.

Behaviours requiring a more formal consequence include:

- Threatened or actual violence
- Illegal actions
- Damaging or stealing property
- Threatening the safety or well-being of another person
- Interference with the learning of the class
- Continued irresponsible attitude to their work

The first four behaviours may be 'fast-tracked' avoiding the initial stages outlined above.

When a formal consequence is required it is coded against the rule that has been disrespected and recorded on EDSAS / DUX.

Formal consequences may include:

- Office sit out
- Internal suspension
- Take home
- Suspension
- Exclusion
- Expulsion

On return from suspension a re-entry meeting will occur where the student, their parent / carer, teacher and a member of the leadership team will negotiate a **Student Development Plan** which clearly outlines behaviour goals. At this stage referral to our Regional Educational Support team will be considered (Interagency Student Behaviour Management, Social Worker, CAMHS, etc.)

YARD PROCESSES TO DEVELOP BEHAVIOUR

If a student behaves irresponsibly in the yard they are firstly given an opportunity to adjust their behaviour. Teachers may ask a student to sit on a time out spot in the yard or another appropriate area.

If behaviour is repeated or yard rules are broken, students are referred to the next library session for yard time out by informing the student and their teacher via a white 'Yard Support Form' and informing the Library duty teacher via a blue 'Yard Support Form'.

Parents are informed via a completed stamp in the student's diary. This is a formally recorded consequence.

Once a student has been given more than three yard time outs in a term parents are contacted by a member of the Leadership Team to discuss ways in which the student can be further supported to modify their behaviour. Further actions may be outlined. These may include restricted play, community service during play periods, "take home" or even suspension.

UNACCEPTABLE BEHAVIOURS

→ → → → → SERIOUSNESS → → → → →		
May result in time out on a red spot	May result in time out on a red spot and / or yard time out	May result in immediate exit from yard and/or yard time out - even suspension
<ul style="list-style-type: none"> Swearing Jumping off the play equipment Chasey on the playground Throwing Lifting younger students 	<ul style="list-style-type: none"> Bullying / Harassment including name calling, teasing, pushing others, threatening. Not following instructions Play fighting Tackling Out of boundaries 	<ul style="list-style-type: none"> Violence Strong defiance

AGREED YARD RULES AT PIMPALA PRIMARY SCHOOL

Yard rules exist to provide a safe, healthy and fair environment for all community members.

Before School

Students are not permitted on the playground equipment.

Hat Policy

All students must wear a broad brimmed or legionnaires hat in the yard during school hours. If a student does not have a hat they must sit under the library verandah for the duration of play time. Junior Primary classes have spare hats available for their students. *Hats are not required in Winter months, 1st June to 31st August each year.*

Food

Students may take food outside but must eat sitting under the verandah of their classroom area. No wrappers should be taken out. On canteen days food must be eaten under the library verandah.

Wet Weather Procedures

If it starts to drizzle all students should come directly to the verandah area and keep dry. Only in prolonged heavy rain will a rain bell ring signalling return to classes for students and teachers.

Playgrounds

R to 2 students only may play on the JP playground. Year 3 to 7 students only may play on the primary playground. Students are not allowed to play chasey or have any sports equipment on the playgrounds.

Ball Games

No balls or other play equipment is permitted on the playgrounds. Balls must be used on the hard court area or on the oval. Balls may only be kicked on the oval. Balls are not allowed under the verandahs even in wet weather.