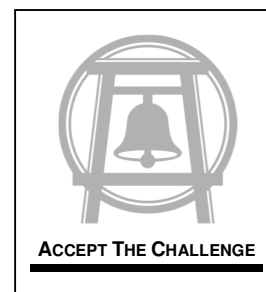


Drysdale Primary School



Behaviour Management Policy

Drysdale Primary School has a long record of very high standards of behaviour within its school community. This policy seeks to set out openly and transparently those consistent elements that have created this safe and well ordered learning community.

Rationale

Effective management of students' behaviour creates a well ordered environment in which children can learn and teachers can teach. A consistent set of expectations provides an agreed framework for all members of the school community to use that support the school's values and help everyone learn how to get along with each other in greater harmony. Effective behaviour management sets out the rewards and sanctions as well as each person's role and responsibilities that will support the development of this well ordered learning environment.

Guiding Principles

1. All members of the school's community, children, parents and staff are responsible for ensuring their own behaviour meets the agreed expectations.
2. The school will generally use the principles of restorative practice to manage behavioural issues.
3. The school's approach to managing behaviour is framed in the positive with emphasis on identifying the correct approaches and rewarding those who meet these expectations.
4. Meeting the agreed expectations for behaviour is as much a part of children's learning experiences at school as academic elements of the curriculum.
5. The school will respond to instances of inappropriate behaviour with understanding of circumstances including age and maturity but will not accept these as excuses.

Core Expectations

- | | |
|---------------------|---|
| 1. Communication: | to listen and respond with respect and kindness. |
| 2. Movement: | to move and play safely within all areas of the school. |
| 3. Respect: | to treat others with kindness and property with respect. |
| 4. Learning: | to be responsible for your own learning and respect the rights of others to learn to the best of their ability. |
| 5. Problem Solving: | to deal with problems sensibly and fairly and if required to seek adult help. |

Rewards

The school places an emphasis on acknowledging and rewarding those children who make strong choices regarding their behaviour. There are two main elements to this emphasis: Golden Time and Certificates.

Golden Time:

The last lesson of the week on Friday afternoon is designated as Golden Time. This is a time when the children can take part in a range of children selected activities as a reward for meeting the school's expectations in class during the week.

Certificates:

Each week each grade will make two Student of the Week Awards to children deserving of recognition over the previous five school days. These certificates will be presented in the phase assemblies. Each week two children from each phase will receive a Principal's Award in the whole school assembly.

Sanctions

Most issues which arise will be dealt with using the principles of restorative practice which will enable the children involved to reach a negotiated solution to fix the problem. Further information about the restorative practice approach can be found at <http://www.education.vic.gov.au/about/programs/bullystoppers/Pages/methodrestorative.aspx>.

When necessary a member of staff may apply a further sanction commensurate with the seriousness of the issue. Further sanctions can include:

1. Writing a note of apology
2. Being withdrawn from the other children for a period of time within a classroom for a period of time (inside) or from a game e.g. basketball (outside)
3. Being withdrawn for a period of time from the classroom to another classroom (inside) or to walk with the yard duty teacher or to sit quietly at the side of the yard (outside)
4. Being withdrawn to the assistant principal's office or the principal's office

For the most serious issues or in response to continuing misbehaviour, the principal also holds the right, within the terms of the Education Department's policy, to suspend a student from the school for up to five days or to expel a student from the school permanently.

Children whose behaviour continually falls below the agreed expectations will have a separate behaviour management plan with clearly defined rewards and sanctions designed to bring the standard of behaviour within the agreed expectations as soon as possible.

Bullying

Bullying is repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons.

Behaviours that do not constitute bullying include:

- mutual arguments and disagreements
- not liking someone or a single act of social rejection
- one-off acts of meanness or spite
- isolated incidents of aggression, intimidation or violence.

However, these conflicts still need to be addressed and resolved.

Cyberbullying refers to bullying that is carried out through information and communication technologies. Just as not all disagreements are bullying, not all online issues are cyberbullying.

The school takes all incidents of bullying extremely seriously. The school will use this policy to address such concerns recognising that repeated and deliberate actions that harm another require a more robust response which will usually include an individual behaviour management plan. More information about bullying can be found at <http://bullyingnoway.gov.au/index.html>.

Staff Responsible

All children are continuously supervised by a qualified teacher. In the classroom this is normally the child's grade teacher or specialist subject teacher. Before school (from 8.45 a.m.) during recess and lunchtime, there are teachers on duty in the yard and on the oval. These teachers will be wearing high visibility vests to make them more easily identified. Issues arising will normally be dealt with by the responsible member of staff. As issues become more serious they will be addressed by a:

1. Phase Team Leader (Prep Leader, y1&y2 Leader, y3&y4 Leader, or y5&y6 Leader)
2. Leading Teacher
3. Assistant Principal
4. Principal

Partnership with Parents

Maintaining high standards of behaviour in school is only possible with the continuing support of parents. The school will communicate openly with parents as necessary to maintain this partnership and continuing support. Parents who wish to discuss any aspect of their child's welfare and well-being should speak to their child's grade teacher in the first instance. More complex concerns can be raised with more senior staff. The school will address parents' concerns in a timely manner in accordance with this policy and at a level that will bring about the most effective and efficient resolution.

Conclusion

Creating and maintaining a safe learning environment in which all children can develop to their full potential academically and socially is fundamental to the values and goals of Drysdale Primary School. This policy sets out the positive approach to the establishment of this learning environment.

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