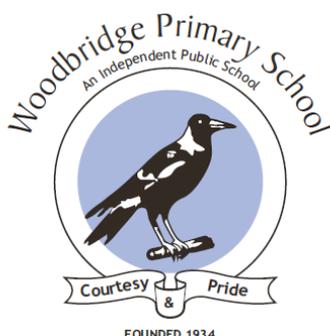


# Woodbridge Primary School



## Student Behaviour Policy

**EFFECTIVE: June 2016**

Review Date: June 2019

## **1. POLICY STATEMENT**

The purpose of this policy is to set the requirements and guidelines to ensure every student is provided with the educational support they need to learn and maintain positive behaviour at Woodbridge Primary School.

The policy has been developed in accordance with the Department of Education *Student Behaviour Policy* (2016).

## **2. BACKGROUND**

Students have the greatest opportunity to learn when they are engaged in their learning in a safe and supportive environment. The management of student behaviour is a joint responsibility between staff, student and parent/carer. The policy therefore outlines the rights and responsibilities of each party.

## **3. SCOPE**

The policy applies to all staff, students and parents/carers at Woodbridge Primary School.

## **4. PROCEDURES**

### **4.1 ESTABLISHING A POSITIVE AND SUPPORTIVE SCHOOL CULTURE**

Positive behaviour is fostered through the building of strong relationships, the provision of developmentally-appropriate learning programs that engage and challenge students whilst ensuring success, positive consequences, and appropriate support structures. The following lists outline measures in the school to achieving this.

Staff will:

- Implement whole school programs as outlined in the English and Numeracy Expectations, using differentiation to meet individual student needs;
- Implement Visible Learning practices including use of self-monitoring tools (rubrics/checklists etc.), individual conferencing, and 4 levels of feedback;
- Implement Classroom Management Strategies including active participation and low key skills;
- Implement a Gradual Release Model of Responsibility, with explicit teaching, to support students' knowledge and skill development;
- Implement Kidsmatter, YCDI! and values programs;
- Provide a variety of positive consequences for achieving learning or behaviour goals. This may include extrinsic rewards (stickers, stamps, notes to parents, negotiated rewards etc.), administration visits to present work, group/individual points, raffle tickets, etc.;
- Liaise with members of administration to develop and implement Individual Behaviour Management Plans (where required); and
- Conference students on procedures for managing and reporting incidences of bullying (Appendix A).

At the whole school level, the following may be implemented:

- Peer mediation program;
- Chaplaincy;
- Holyoake Drumbeat®;
- Sports lunchtime program;
- Library lunchtime program;
- Senior leadership program;
- Merit certificates at assembly;
- Raffle ticket prizes drawn and awarded at assembly;
- YCDI! and Learning Area semester awards;
- Positive encouragement awards (orange memo);

- End of term rewards (e.g. reward play);
- Recognition of achievements at assembly and in the newsletter;
- Super Students;
- School Spirit Award; and
- Office Displays (class and visual art).

This is a sample of the many positive strategies used by staff. Positive reinforcements for students on Individual Behaviour Management Plans will be negotiated with the students, parents/carers and staff.

## 4.2 CODE OF CONDUCT

	<b>Rights</b>	<b>Responsibilities</b>
<b>Students</b>	<ul style="list-style-type: none"> <li>• To be shown respect, courtesy and honesty</li> <li>• To be engaged in purposeful lessons in a supportive environment</li> <li>• To learn and play in a safe, friendly and clean environment</li> </ul>	<ul style="list-style-type: none"> <li>• Be respectful, courteous and honest</li> <li>• Do not disrupt others' learning</li> <li>• Help keep the school environment tidy, clean and secure</li> <li>• Be punctual, polite and friendly</li> <li>• Learn and play safely with others</li> <li>• Do not use personal mobile electronic devices during school hours.</li> <li>• Follow school plans and procedures</li> </ul>
<b>Staff</b>	<ul style="list-style-type: none"> <li>• To be shown respect, courtesy and honesty</li> <li>• To teach in a safe, secure, friendly and clean environment</li> <li>• To receive cooperation and support from colleagues, parents and students</li> </ul>	<ul style="list-style-type: none"> <li>• Model respectful, courteous and honest behaviour</li> <li>• Provide engaging, developmentally-appropriate lessons</li> <li>• Help keep the school environment tidy, clean and secure</li> <li>• Establish positive relationships with students, colleagues and parents/carers</li> <li>• Engage with students' concerns to resolve issues</li> <li>• Communicate student behaviour to parents/carers</li> <li>• Involve parent/carers in their child's education</li> </ul>
<b>Parents/Carers</b>	<ul style="list-style-type: none"> <li>• Respect, courtesy and honesty</li> <li>• Be informed of course and curriculum materials, behaviour management procedures and decisions affecting the health and well-being of their child</li> <li>• Be informed of their child's progress</li> <li>• Be heard in an appropriate forum on matters relating to the rights of their child to an appropriate education</li> </ul>	<ul style="list-style-type: none"> <li>• Model respectful, courteous and honest behaviour</li> <li>• Ensure that their child attends school</li> <li>• Ensure that the physical and emotional condition of their child is at an optimum for effective learning</li> <li>• Ensure that their child is provided with appropriate materials to make effective use of the learning environment</li> <li>• Support the school in providing a meaningful and adequate education for their child/children</li> <li>• Establish positive relationships with students, staff and other parents</li> <li>• Inform staff as soon as possible if their child is dealing with issues that may affect their behaviour</li> </ul>

## 4.3 RESPONDING TO INAPPROPRIATE STUDENT BEHAVIOUR

The following schedule outlines the process for responding to inappropriate behaviour in the classroom. Implementation is not prescriptive, as each instance is dealt with in isolation and consequences given are reflective of the context in which the behaviour has occurred.

If an Individual Behaviour Management Plan (IBMP) is developed for students requiring extra support, alterations to the steps may be made after discussions between the class teacher, Administration and/or School Psychologist, external agencies and the student's parent/carer.



## Managing Student Behaviour Overview of Classroom Procedures

### *Positive Classroom Environment*

Students at Woodbridge Primary School are encouraged to work together showing care, consideration and respect for others.

#### **Stage 1: Reminder**

Teacher reminds student of required behaviour/instruction using low key responses (e.g. proximity, verbal reminder).

#### **Stage 2: Warning**

Teacher warns student and redirects student to appropriate behaviour (record of warnings issued to be maintained by teacher).

#### **Stage 3: Cool Off / Conferencing**

Student spends 10 minutes in class 'cool off', taking time to rethink his/her behaviour. Teacher to conference with student and develop positive expectations for next session.

#### **Stage 4: Buddy Class**

Student to attend buddy class (10-20 mins, or until next break).

#### **Stage 5: Referral to Administration**

Student referred to Admin. Discussion/counselling/reflection. Time-out at next lunchbreak. Parent contact made at the discretion of admin.

#### **Stage 6: Withdrawal**

Student referred to Admin. Discussion/counselling. Withdrawal from class and work completed in admin. Parent contact made.

#### **Stage 7: Suspension**

Student referred to Admin. Discussion/counselling. Suspension. Parent contact made.

#### **Fast Track**

*Incidents of a serious disciplinary nature to be referred to Administration immediately.*

Behaviours include: fighting, inappropriate language, smoking, blatant disobedience, offensive behaviour towards students/staff.

Extreme behaviour problems may be referred to School of Special Educational Needs: Behaviour and Engagement for further advice and support. Students may also be referred to the School Chaplain to support their wellbeing, if this is deemed appropriate. Parents will be informed.

To facilitate effective management of student behaviour, staff must record information regarding the behaviour on a blue form: Classroom Behaviour Management Record (Appendix B) or white slip: Playground Behaviour Record (Appendix C).

An accumulation of three white slips within a five week period results in a student being referred to Administration.

Upon returning to the classroom following a misdemeanour, staff are expected to repair and rebuild their relationship with the student.

#### **4.5 WITHDRAWAL FROM CLASS, BREAKS OR OTHER SCHOOL ACTIVITIES**

Withdrawal of students from class, breaks or other school activities is a planned strategy that involves consultation between the teacher and Administration. It provides students with an opportunity to calm down, reflect on and learn from the incident, discuss supports that may be required, and/or continue learning in a less stimulating environment.

Withdrawal from special events or activities will be at the discretion of Administration. Students are expected to maintain appropriate levels of good behaviour in order to represent the school in such activities.

Administration will inform the parent/carer as soon as possible, and ensure provision is made for the student to continue their learning program.

#### **4.6 SUSPENSION**

Suspension may be used when the breach of school discipline causes significant disruption to the student, other students or staff. It is for the purpose of allowing those involved to calm and recover, reflect and learn from the incident, evaluate existing behaviour support plans and/or seek advice, make adjustments to plans, and meet with parents/carers.

Department of Education procedures will be followed in the event of the decision to suspend.

#### **4.7 COMMUNICATION BETWEEN THE SCHOOL AND PARENTS/CARERS**

Teachers are expected to communicate with students' parents/carers regarding both positive and negative behaviour. If students are referred to Administration, parents/carers may be called if further consequences are given.

Parents/carers are expected to inform staff as soon as possible if their child is dealing with issues that may negatively impact on their behaviour to enable staff to better support their child.

#### **4.8 RECORD KEEPING AND DATA USAGE**

Student behaviour records are stored by the classroom teacher until the end of the year, and then archived. If students are referred to Administration, their record is entered onto the Department of Education's Student Information System under Categories of Behaviour (Appendix D).

Data from student records may be used to review class and whole school procedures, Individual Behaviour Management Plans, and the Student Behaviour Policy.

### **5. DEFINITIONS**

#### **GRADUAL RELEASE MODEL OF RESPONSIBILITY**

A teaching approach that provides a lot of support when students first learn a concept to less support as they become more confident. The approach typically involves the sequence of modelled, shared, guided then independent learning.

#### **LOW KEY SKILLS**

The things teachers say and do to prevent or respond to inappropriate behaviour before or when it first occurs; including politeness, enthusiasm, proximity, scanning and private conversations.

#### **RUBRIC**

A rubric outlines the expectations for a task by listing the criteria and describing levels of detail or quality. Students use rubrics to set and reflect on goals in the learning.

### **SELF-ESTEEM**

A person's overall sense of self-worth or personal value. It comes from knowing they are loved and valued. Students who have healthy self-esteem feel good about themselves and proud about what they can do.

## **6. RELATED DOCUMENTS**

*Department of Education Student Behaviour Policy 2016*  
*Department of Education Student Behaviour Procedures 2016*  
*Woodbridge Primary School Student Online Policy 2014*

## **6. REVIEW DATE**

15 May 2019

## APPENDIX A

### COUNTER BULLYING PROCEDURES

#### 1. DEFINITIONS

*Bullying* is the inappropriate use of power by an individual or group, with intent to injure either emotionally or physically. It is usually **deliberate** and **repetitive**.

A *bystander* is someone who may have witnessed a bullying situation.

A *Shared Concern Approach* involves conferencing students complicit in the bullying incident to identify the problem, brainstorm ways to improve the situation, and evaluate the effectiveness of strategies after implementation.

#### 2. RESPONDING TO INCIDENTS OF BULLYING

Bullying can be a complicated problem, which takes time and patience to properly resolve. Each party listed below has a role to play in countering bullying.

Students are encouraged to:

- Tell the bully to stop by clearly stating that the behaviour is unwelcome and offensive;
- Seek help by talking to someone they can trust; and
- Report it to a staff member, peer mediator or support person.

Bystanders are encouraged to:

- Tell the person to stop bullying;
- Refuse to join in;
- Get help from a teacher or support person;
- Encourage the person being bullied to report it; and
- Be a friend to the person being bullied.

Staff will:

- Teach and encourage appropriate responses to bullying;
- Actively counteract bullying behaviour;
- Ensure safety of the victim;
- Identify the extent, nature and location of the bullying;
- Adopt a Shared Concern Approach to investigate the incident and resolve issues;
- Wear fluorescent vests when on recess or lunch duty;
- Communicate incidents of bullying to parents/carers; and
- Monitor for further incidents of bullying.

Parents/carers are encouraged to:

- Make themselves aware of the Student Behaviour Policy;
- Actively build their child's self-esteem;
- Report signs of stress in their child to the school;
- Discourage any planned retaliation, either physical or verbal, if their child is bullied;
- Discuss positive strategies to counter bullying with the child;
- Speak to their child's classroom teacher or Administration to report incidents or suspicions of bullying;
- Support the school to manage the bullying by not directly dealing with other students and their parents; and
- Work with the school to manage bullying incidents.

**APPENDIX B**

**CLASSROOM BEHAVIOUR MANAGEMENT RECORD (blue form)**

These forms are used to record breaches of the Code of Conduct and measures for managing behaviour in class.



**Woodbridge Primary School  
Behaviour Management Record**

Student \_\_\_\_\_ Year \_\_\_\_\_ Class \_\_\_\_\_  
 Teacher \_\_\_\_\_ Date \_\_\_\_\_

Stage	Time	Behaviour Details
<b>Stage 1: Reminder</b> (low key strategies)	Session: 1	
	2	
	3	
	4	
	5	
	6	
<b>Stage 2: Warning</b>	Session: 1	
	2	
	3	
	4	
	5	
	6	
<b>Stage 3: Cool Off/ Conferencing</b> (10 minutes)	Session: 1	
	2	
	3	
	4	
	5	
	6	
<b>Stage 4: Buddy Class</b> (10 – 20 minutes)	Session: 1	Class:
	2	
	3	
	4	
	5	
	6	
<b>Stage 5: Referral to Administration</b>	Session: 1	Intervention/Consequence:
	2	
	3	
	4	
	5	
	6	
<b>Major Misbehaviour</b> Fast Track to Administration	Session: 1	Intervention/Consequence:
	2	
	3	
	4	
	5	
	6	

Teacher Signature: \_\_\_\_\_

**Please file this form in the MSB folder immediately**  
 S:\850 STUDENTS\865 Managing Student Behaviour\Behaviour Management Record.doc

## APPENDIX C

### PLAYGROUND BEHAVIOUR RECORD (white slip)

These slips are used to record breaches of the Code of Conduct during break times. Students are referred to Administration if they receive three or more in a five week period.

<b>Playground Behaviour Record</b>	
Name: _____	
Room: _____ Date: _____	
No hat	<input type="checkbox"/>
Running on paths	<input type="checkbox"/>
Not sitting while eating	<input type="checkbox"/>
Out of bounds	<input type="checkbox"/>
Showing disrespect	<input type="checkbox"/>
Not following instructions	<input type="checkbox"/>
Answering back/arguing	<input type="checkbox"/>
Swearing	<input type="checkbox"/>
Hurting others	<input type="checkbox"/>
Tackling/roughness	<input type="checkbox"/>
Misuse of equipment	<input type="checkbox"/>
Damage to school property	<input type="checkbox"/>
Use of mobile phone	<input type="checkbox"/>
Late back to class	<input type="checkbox"/>
Other: _____	<input type="checkbox"/>
_____	
Oval	<input type="checkbox"/>
Courts	<input type="checkbox"/>
Undercover	<input type="checkbox"/>
Junior area	<input type="checkbox"/>
Library	<input type="checkbox"/>
Other	<input type="checkbox"/>
Teacher: _____	

## APPENDIX D

### CATEGORIES OF BEHAVIOUR

These categories are provided to facilitate state-wide consistency in systemic reporting.

- Category 1: **Physical aggression towards staff**  
Aggressive physical contact committed intentionally against staff.
- Category 2: **Abuse, threats, harassment or intimidation of staff**  
Verbal or non-verbal actions that are abusive, harassing, intimidating or threatening; including stalking, sexual harassment, sexual innuendo and manipulation.
- Category 3: **Physical aggression towards students**  
Aggressive physical contact committed intentionally against another student.
- Category 4: **Abuse, threats, harassment or intimidation of students**  
Verbal or non-verbal actions that are abusive, harassing, intimidating or threatening; including stalking, sexual harassment, sexual innuendo and manipulation.
- Category 5: **Damage to or theft of property**  
Direct or indirect damage to, or theft of, property.
- Category 6: **Violation of Code of Conduct or school/classroom rules**  
This covers student misconduct not addressed in any of the other categories that violate the school's Code of Conduct.
- Category 7: **Possession, use or supply of substances with restricted sale**  
This category covers use or supply of substances such as cigarettes, alcohol and prescribed medications, that are not in themselves illegal, but the sale of which may be restricted to persons over 18.
- Category 8: **Possession, use or supply of illegal substance(s) or objects**  
The substances referred to in this category are those that are illegal under the Criminal Code. This includes weapons and illegal drugs.
- Category 9: **E-breaches**  
Breaches under the *Students Online Policy* or *Personal Use of Mobile Electronic Devices* requirements. Includes breaches of an *Acceptable Use Agreement*; *Appropriate Use of Online Services Agreement*; and recording, distributing, or uploading on inappropriate images or messages of students, parents or staff with reasonable nexus to the school.