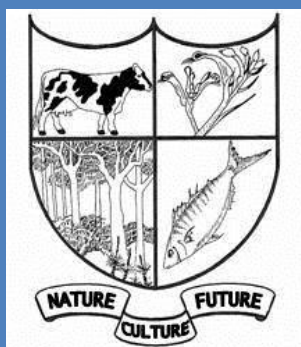


WALPOLE PRIMARY SCHOOL
BEHAVIOUR MANAGEMENT POLICY
2018





Goal: A safe and orderly learning environment

Walpole PS will work at creating and maintaining an atmosphere in the school where students are actively engaged in the curriculum and provided with interesting ways to learn; where they feel cared for by staff and develop a sense of belonging; where teachers know each student well, build on their strengths and encourage them to persist with tasks until they succeed so that each and every student feels respected and capable.

Objectives

- We recognise that misbehaviour serves a purpose for each student and so we will enable students to develop more socially acceptable methods of relating to others.
 - We will view student behaviour in educational terms.
 - We will take a whole school approach to behaviour management.
 - We will adopt a **Positive Behaviour Support** approach.
- We will set clear limits to behaviour and apply consistent consequences when those limits are breached.
- We will respond to behaviour as learned and assist students to replace existing misbehaviour patterns with more productive and responsible ones.
- We understand that behaviour can be influenced by the situation in which it occurs and so we will act to change unproductive behaviour by altering aspects of the classroom situation.
- A one page overview (attached) is available for parents and for classroom display so that whole school understandings and implementation is achieved.





School Expectations

- We play and learn in a safe and friendly manner.
- We use materials and equipment correctly and appropriately.
- We are considerate, cooperative and courteous.
- We strive to achieve our personal best.

Curriculum

Walpole PS uses [Friendly Schools Plus](#) as a teaching program to support learning of social and emotional skills and understanding;

Friendly Schools Plus provides a common understanding of, and a common language to promote, positive behaviour.

The school will proactively encourage positive and responsible behaviour. Students are taught to value difference and empathise with others. They learn to reflect on their own behaviour and make positive choices. Students learn the importance of standing up for themselves and others and are given explicit strategies to manage their emotions and behaviours in positive ways.

Classroom strategies

Teachers will promote positive and responsible behaviour in the classroom through

- Use of cooperative learning strategies
- Encouraging empathy
- Providing social problem solving with positive action, support and guidance
- Encouraging and supporting help seeking and effective bystander behaviours
- Reinforcing good examples of communication and conflict resolution





- Developing an understanding of bullying
- Providing awareness raising experiences of cyber bullying and strategies for dealing with it
- Teachers will monitor their ratio of providing positive feedback and corrective feedback to achieve a ratio of 4:1
- Merit certificates will focus on the positive achievement of an academic or behavioural goal
- End of year awards and Aussie of the Month awards will focus on consistent achievement of high academic or behavioural expectations

Playground Strategies

- Supervision to be highly visible and active
- Visibly reinforcing positive playground behaviour and social relationships
- Managing and recording any playground bullying behaviour

Pastoral Care

- **Restorative Justice** processes will be utilised where required
- Teachers will be observant and proactive in dismantling any circumstances likely to lead to conflict
- A Chaplain will provide access to emotional and pastoral care support to students who require it

Inappropriate Behaviours

This can take many forms, too numerous to cover specifically, however staff should adhere to the general principals set out above and apply consequences commensurate with the level of misbehaviour as outlined below, and where physical injury or threat is the highest level of offence.





BEHAVIOUR MANAGEMENT POLICY

Level	Behaviour	Management Response
1	<ul style="list-style-type: none"> • Disrupting learning • Playing without a hat • Running on walkways • Littering • Playing unsafely • Not being prepared 	<ul style="list-style-type: none"> • Conscious praise for those doing the correct thing • Positive correction
2	<ul style="list-style-type: none"> • Repeated level 1 behaviours • Treating others with disrespect • Swearing • Refusing to follow instructions • Using toilets inappropriately • Verbal abuse 	<ul style="list-style-type: none"> • Conscious praise for those doing the correct thing • Loss of privilege • In class isolation • Walking with duty teacher
3	<ul style="list-style-type: none"> • Repeated level 2 behaviours • Cruelty • Property damage • Stealing • Bullying • Leaving school grounds • Cyber bullying 	<ul style="list-style-type: none"> • Buddy class • Lunch/recess detention • In school suspension • Parents informed • Loss of good standing • Referral to Principal
4	<ul style="list-style-type: none"> • Repeated level 3 behaviours • Physical violence • Bystander behaviour • Suicidal indications 	<ul style="list-style-type: none"> • Referral to Principal • Parent contact • Integris entry (data base) • In school suspension • Loss of good standing
5	<ul style="list-style-type: none"> • Repeated level 4 behaviours • Bring inappropriate materials to school <ul style="list-style-type: none"> - Flammable - Weapons - Pictorial/written material 	<ul style="list-style-type: none"> • Referral to Principal • Integris entry (data base) • Loss of good standing • Individual Behaviour Management Plan • Suspension

Good Standing

Means the right to represent the school and to attend non-compulsory events such as excursions, camps and sports days. Parents are informed.





Bullying

Bullying occurs when an individual or group misuses power to intentionally threaten or harm another individual or group on more than one occasion. Bullying is marked by a power imbalance between the parties or by the fact that one of the parties is consistently the victim. Teasing or fighting between peers is not necessarily bullying. Some types of bullying include:

- **Verbal Bullying:** The repeated use of words to hurt or humiliate another individual or group. Verbal bullying includes using put-downs, insulting language, name-calling, swearing, nasty notes and homophobic, racist or sexist comments.
- **Psychological Bullying:** Includes repeated stalking, threats or implied threats, unwanted email or text messaging, abusive websites, threatening gestures, manipulation, emotional blackmail, and threats to an individual's reputation and sense of safety.
- **Relational Bullying:** Usually involves repeatedly ostracising others by leaving them out or convincing others to exclude or reject another individual or group from their social connections, making up or spreading rumours and sharing or threatening to share another's personal information.
- **Physical Bullying:** Includes repetitive hitting, kicking, pinching, pushing, tripping, "ganging up", unwanted physical or sexual touching, and damage to personal property.
- **Cyber Bullying:** Involves the use of information and communication technologies such as e-mail, text messages, instant messaging and websites to engage in the bullying of other individuals or groups. This technology provides an alternative means for verbal, relational and psychological forms of bullying.

Bullying also involves the concept of "bystanders". A bystander may be someone who sees bullying or knows about it but he or she is not usually directly involved. Everyone at the school has a role in supporting those who are being bullied and bullying behaviours when they observe them. Bystanders are encouraged to report to someone who can help, such as a member of the school staff.

Suspension

The principal may suspend a student from attendance at school as part of a school's behaviour support plan. [Suspension](#) of attendance may be for the whole or part of each day during the suspension period and is used when the breach of school discipline causes significant disruption to the student, other students or staff, and is for the purpose of providing an opportunity:

- for the student, other students and staff to calm and recover; and/or
- for all to reflect on and learn from the incident, including where appropriate participating in restorative processes; and/or
- for the school to evaluate existing behaviour support plans, meet with any internal or external stakeholders, seek advice on how better to support the student, and put in place any adjustments to plans, resources, staff or strategies that may be required; and/or
- for the parent to meet with the school to discuss how to improve coordination between school and home to help the student behave appropriately at school.

Notwithstanding the above, suspension is to be understood as a severe sanction, reserved for use in severe circumstances. The most extreme sanction is [exclusion](#). Only the Director General may exclude a student.





BEHAVIOUR MANAGEMENT POLICY

Name of Document: Behaviour Management Policy
Author: Mr Brian Devereux
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Date of next review: February 2021

Revision History		
Date	Author	Reviewed
February 7, 2018	C Cook	Suspension & Individual Behaviour Management Plan
February 23, 2018	C Cook	Exclusion

