



FOOTSCRAY PRIMARY SCHOOL

Promoting Positive Behaviours at FPS



Rationale

Footscray Primary School is committed to providing safe, secure and high quality learning and development opportunities for every students. Students can only achieve their personal best when they are safe, healthy and safe, and when there is a positive school culture that is fair, respectful to engage and support their learning. A safe and orderly school is a key factor for the school's success

Purpose

The purpose of this policy is relates to the effective School are Engaging Schools :Student Engagement Guidelines:

1. Establish predictable, fair, respectful and democratic classrooms and school environments
2. Foster a healthy school culture in which high levels of achievement take place within a positive social environment through engagement.
3. Provide all students with a safe learning and playground environment where the risk of harm is minimised and students feel physically and emotionally secure.
4. Build a school environment based on positive behaviours connected to the P.Y.P attitudes and Learner Profile and the School's values. Empower students by creating opportunities for them to take responsibility and be involved with decision-making.
5. Provide cognitive, behavioural and emotional prevention and intervention for all students at risk. Personalised learning plans will need to be developed for these students.
6. Provide genuine opportunities for student(s) and parent(s) voice and participation with developing classroom and whole school expectations.
7. Recognising achievement and development of PYP Attitudes and the learner profile through Student of the Week/Term, student reports, newsletter and formal and informal conversations with parents.

Implementation

1. The student's rights and responsibilities chart are displayed in every learning area including specialist classrooms and is incorporated into each teacher's classroom essential agreements. Each learning area operates within the expectations and responsibilities as established by the teachers and children. Classroom Essential Agreements are developed at the beginning of each school year and are reviewed and revised regularly (see Positive Behaviours Essential Agreement).
2. Prevention and being proactive is our preferred approach to developing a positive classroom and playground environment. The teaching of social skills is through the Programme of Inquiry, the P.Y.P attitudes and the Learner Profile.
3. The rights and responsibilities of all stakeholders are included in Appendix 1 the following legislation was considered when determining rights and responsibilities of all members of our community: Equal Opportunity Act 1995, Charter of Human Rights and Responsibilities Act 2006, Disability Discrimination Act 1992, Education and Training reform Act 2006 and education Act 1958.
4. The process for classroom management is outlined in appendix 2. This needs to be a consistent process throughout the school and was developed by teachers supported by the research of Marzano as outlined in the Art and Science of Teaching.
5. The process for management of students in the playground is outlined in Appendix 3.

Evaluation

This Policy was developed by the teaching staff in 2017 and will be ratified at Council in 2017

The rights and responsibilities of all stakeholders (Appendix 1)

Everyone within our community must be aware that their actions have consequences and that they, as individuals, are at times responsible for their own behavior. At Footscray Primary School we believe a positive and proactive approach to student behavior with the intent to develop a positive school climate where personal responsibility and commitment to self-discipline are developed and celebrated.

It is not possible to list every rule to cover every classroom or playground situation. We must be guided by common sense around safety and respect for ourselves and others. Student actions that impinge on the rights of others should be accompanied with a fair and reasonable consequence.

School Rules

There are five basic rules:

1. Move and play safely
2. Respect yourself, others and property
3. Follow teachers' instructions
4. Resolve problems calmly, sensibly and fairly.
5. Take responsibility.

Students:

| Rights | Responsibilities |
|--------------|---|
| To learn | Cooperate Listen when others are speaking Do your personal best |
| Be Safe | Move and play in a safe way Be friendly Include others |
| Be respected | Treat people and property with care and respect. Listen to other's perspectives. |

Teachers:

| Rights | Responsibilities |
|-----------------------------|--|
| To teach | To develop and provide relevant, engaging and challenging curriculum that gives all students the opportunity to experience success in their learning. Know the content they teach Know their students Plan and assess for effective learning Create and maintain safe and challenging learning environments |
| To be respected | To provide a safe environment for learning Act fairly with care Listen and consider different points of view Acknowledge parents as partners in the education of their children Communicate effectively with parents and colleagues Act positively in relationships with students, parents, colleagues and community. |
| To be valued professionally | Act and support school protocols Maintain and develop professional practice Work cooperatively with parents and colleagues in the best interests of the students. |

Parents

| Rights | Responsibilities |
|--|---|
| To expect that their child will be educated in a safe environment in which care and respect for the rights of others are encouraged. We live the P.Y.P Attitudes and Learner Profile | Ensure students attend school every day so they can engage and learn. Provide children with the resources they need to engage in school activities Support students with home learning. |
| To be respected | Act fairly and with care Listen and consider different points of view Be an active partner with the school connected to student learning and school wide initiatives. Support the school in maintaining a safe and respectful learning environment for all students. |

The Charter of Human rights and responsibilities Act (2006) outlines a vision of human rights for all Victorians. The Charter affirms that all people are born free and equal in dignity and rights. While the charter demands equality for all, it also emphasizes the value of difference (diversity is one of our school's values). The charter requires public authorities, including government schools and their employees to act compatibly with human rights and to consider them when making decisions and delivering services.

Classroom Management (Appendix 2)

The process through which these rights and responsibilities are followed is consistent throughout the school and follows these steps:

| | |
|--|--|
| <p>Step 1: First Chance</p> | <p>Students are given a chance to stop what they are doing, behave safely and sensibly so that they and your class can learn.</p> |
| <p>Step 2: Warning <i>Two important reasons for calmness:</i></p> <p><i>1. A child's brain is a work in progress – as a result they frequently respond more emotionally or intuitively than an adult does, with less regard or understanding for natural or logical consequences, particularly when under stress.</i></p> <p><i>2. You need to provide the appropriate model for children. The best way to create responsible students is to ensure they are around responsible adults.</i></p> | <p>Stage 1: Student is given a warning telling them that their behaviour is affecting other people's safety and/or learning and it must stop now.</p> <ol style="list-style-type: none"> 1. Identify the student 2. Describe the behaviour 3. Indicate which rights are being denied 4. Request firmly and calmly responsible behaviour <p>Stage 2: Calmly repeat your demand. This 'broken record' routine is essential to show that your immediate aim is to stop the inappropriate behaviour. The routine can be used a number of times if necessary. It is important to note that at no time should you sound angry. The repetition of the demand should be done calmly.</p> |
| <p>Step 3: Time out in the classroom</p> | <p>Students are told that their behaviour is affecting others and because they have not stopped after a chance and a warning, they are to move away from the group for five minutes.</p> <p>Stage 3: If calm repetition does not work, offer the student a choice. The choice is straightforward – either stop the unacceptable behaviour or accept an unpleasant and undesired consequence. eg "Lucy, you have a choice, stop talking to Jane or you will be seated elsewhere".</p> <p>If a student resists to the point where they will not follow your instructions, do not argue. It is better to hear the resistance and calm the student by acknowledging the reality of the situation. 'I don't intend to force you, However, if you choose not to move, then immediately after the lesson I am going to...The choice is yours, you have 10 seconds to think about it.'</p> |
| <p>Step 4: Time out in another classroom- student- student takes timer set for 15 minutes</p> | <p>Students are sent to another classroom for 10 minutes where (if in Year 3-6) they complete an exit sheet. After 10 minutes they return to their own classroom and resume their work.</p> <p>At the end of the session the class teacher will discuss the behavioural issue with them, and indicate what behavior/s need to be adopted to restore the situation. (This is the relationship building part of the behaviour management program)</p> |

The following steps are to be taken if the student is unable or unwilling to cooperate:

Step 5: Accompany (if possible) or send student with escort to the office. Ring through to Principal or Assistant Principal to outline behaviour (formal recording in Compass & parent contacted)

Step 6: When student returns to learning area, discuss the behavioural issue with them, and indicate what behavior/s need to be adopted to restore the situation. *This is the critical relationship building part of the behaviour management program.* What do you need to do to make it right?

With incidents that occur in the classroom that are not deemed severe, the teacher concerned will be responsible for conducting and supervising any time out at recess or lunch times. In the case of steps 3, 4 & 5 teachers have the right to use their discretion in detaining students at recess or lunchtime to complete any unfinished class work as a result of being on time out or exited.

All time outs and exits are recorded on compass.

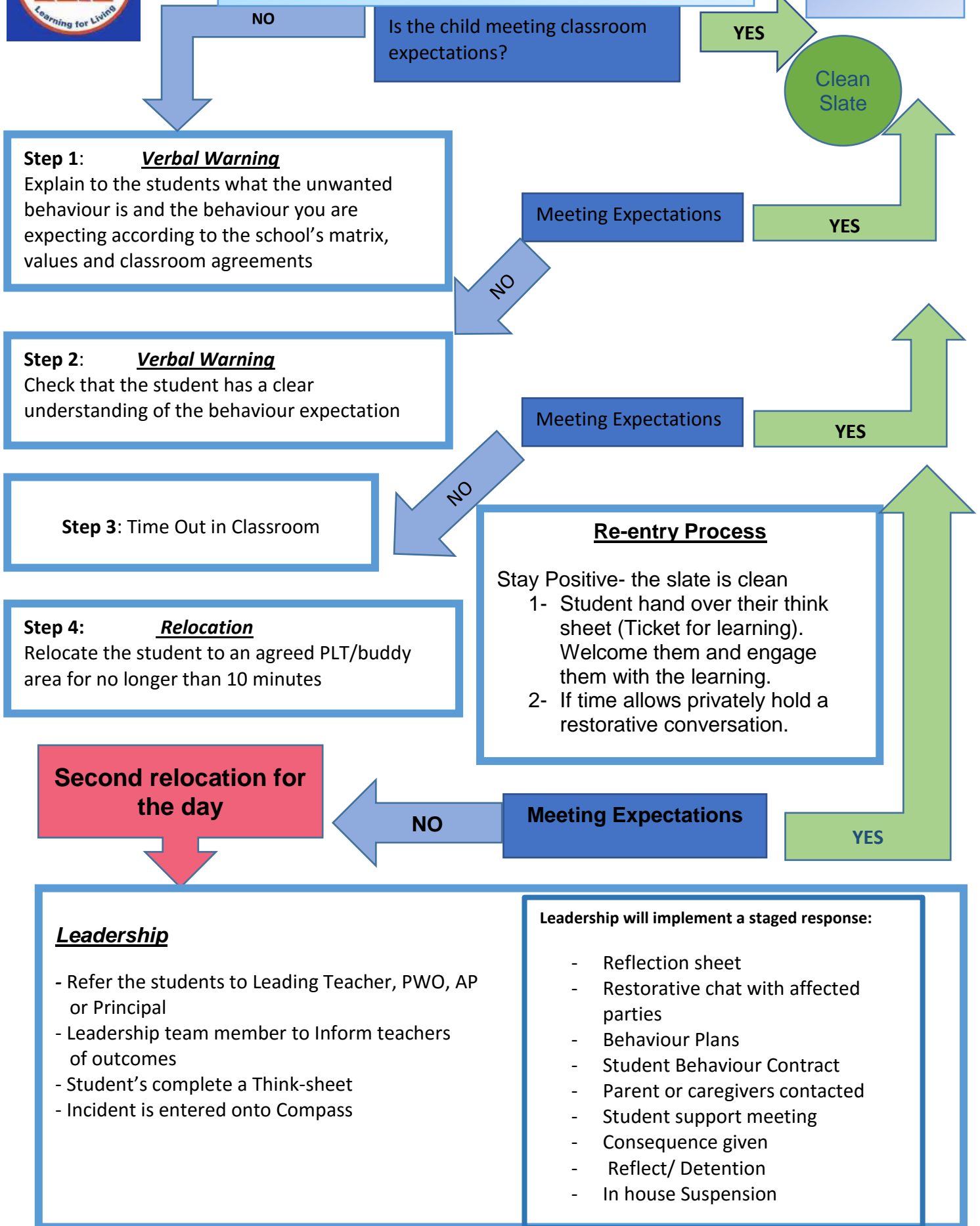
Please see the flow diagram for an outline of this process in the classroom.



FOOTSCRAY PRIMARY SCHOOL

Classroom Management Procedures:
Flow Chart

BE RESPECTFUL
BE RESPONSIBLE
BE SAFE
BE A LEARNER

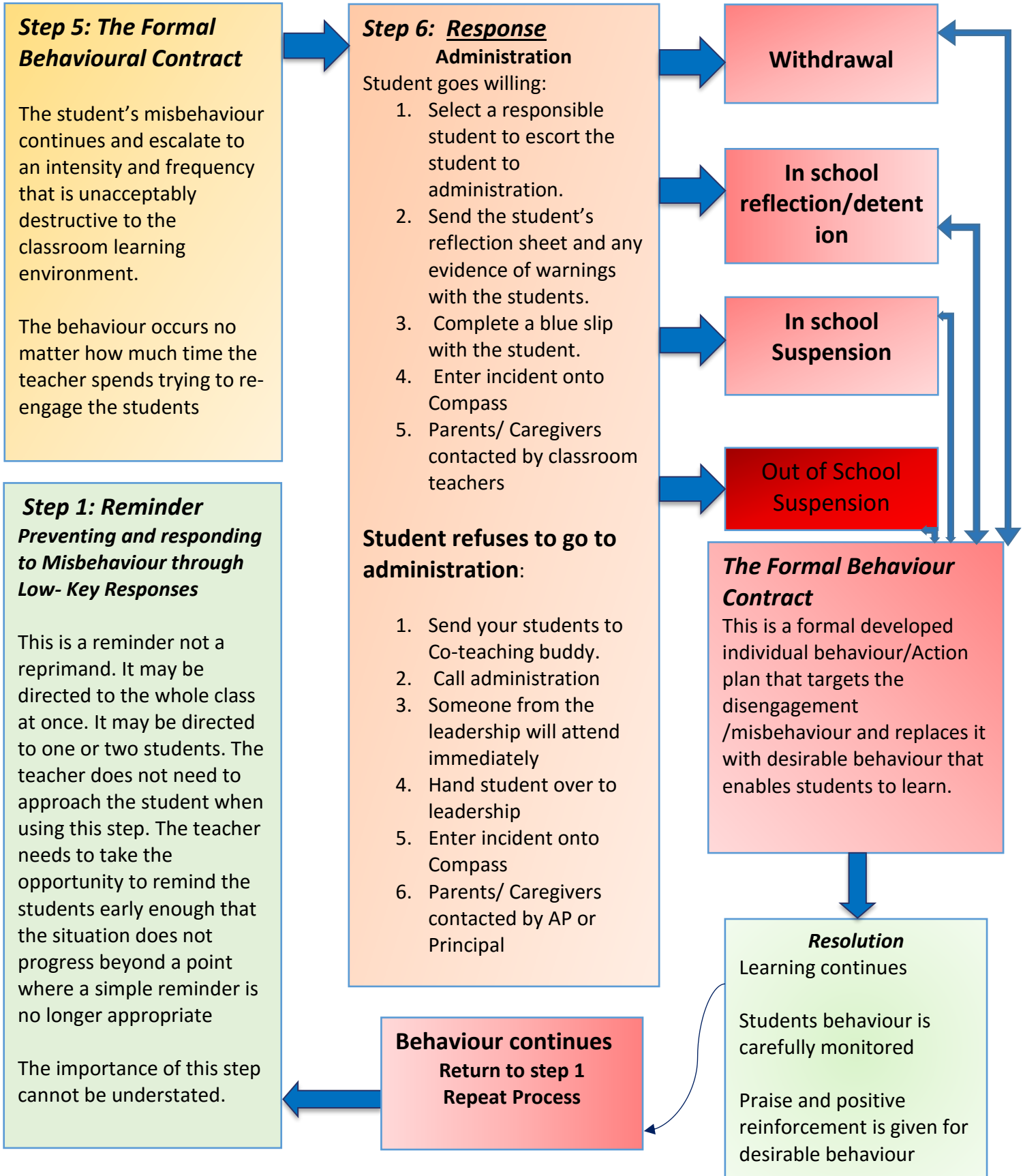




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Classroom Management Procedures: Flow Chart

BE RESPECTFUL
BE RESPONSIBLE
BE SAFE
BE A LEARNER



Playground Behaviour (Appendix 3)

At FPS there is a hierarchy of behaviours and consequences from low level playground incidents up to severe playground incidents. Appropriate behaviour in the playground will be acknowledged by the staff through positive reinforcement. The following is an explanation of the consequences outlined on the playground incidence chart.

Managing Playground Behaviour- A staged response for minor behaviours

| | |
|--|--|
| <p>First Chance - Warning</p> | <p>Student returns to the activity or game if the yard duty staff member believes:</p> <ul style="list-style-type: none"> - the student has been cooperative - reflected on their behaviour and future action - be trusted not to affect the safety and well-being of other students in the yard. |
| <p>Yard Duty Teacher completes a 'Walk and Talk' with student for 10 minutes</p> <p>Not entered into Compass unless repeated behaviour pattern has been observed by that yard duty teacher</p> | <p>Student behaviour is affecting the safety and wellbeing of others around them. The student is to walk with the yard duty teacher for 10 minutes. In this time, restorative discussions unpack the reason for the behaviour.</p> <p>What was the student thinking? Who was affected by the behaviour? How were they affected? What could have been done differently? What can be done to make it right?</p> <p>After the situation has been restored (e.g. apology was made) the student returns to play.</p> |
| <p>Time out (inside)</p> <p>The yard duty teacher is responsible for logging the incident on Compass</p> | <p>Student behaviour is serious and warrants immediate exclusion from the yard. See 'playground incidences and their consequences'</p> <p>The student is asked to go inside to the office by a yard duty member. If the student does not cooperate, ask responsible students to take a RED card to the office and provide the name of the student who needs to be called in over the P.A.</p> <p>In the event of an emergency, send a help needed card to the office where assistance from other staff will be provided.</p> <p>Once the student is inside, the nominated 'Reflection Supervisor' will discuss the incident and ways to restore the situation and improve behaviour. Notes of the reflection are taken as evidence and entered into Compass by the Reflection Supervisor.</p> |

Playground incidents and their consequences

| Minor | Major (with intent) | Severe |
|---|--|--|
| <p>Consequence: (must be age appropriate) Thinking time removed from peers Community service Walk and talk with yard duty teacher In conjunction with verbal apology, returning of property, cleaning graffiti and discussion with teacher reinforcing school expectations where appropriate.</p> | <p>Consequence: (must be age appropriate) Lunchtime reflection Individual Student Management Plan Logged on Compass In conjunction with verbal/written apology, returning of property, cleaning, parents contacted where appropriate.</p> | <p>Consequence: (must be age appropriate) In school suspension Suspension Individual Behaviour contract Logged on Compass Parents notified Police notified if leaving school grounds</p> |
| <p>Climbing/damaging trees</p> <p>Incorrectly using equipment</p> <p>Playing unsafely with water, sticks, stones</p> <p>Tacking in the context of a game (one off incident with a reminder).</p> <p>Inappropriate language.</p> <p>Answering a staff member back</p> <p>Inside buildings without permission.</p> <p>Excluding others from games</p> <p>Disrespectful body language</p> <p>Not respecting personal space.</p> <p>Littering</p> | <p>Targeted inappropriate language, directed at an individual or group.</p> <p>Engaging in rough play after warning</p> <p>Spitting at others</p> <p>Swearing at others</p> <p>Engaging in unsafe behaviour (putting themselves and others at risk)</p> <p>Pulling down pants (exposing body parts)</p> <p>Manipulating others</p> <p>Inappropriate use of toilet facilities (vandalism)</p> <p>Leaving the school ground</p> <p>Repeated defiance</p> | <p>In school suspension applies to children who Fail to comply with any reasonable and clearly communicated instruction by a staff member</p> <p>Behave in a way that threatens the good order of the school's program or facility and consistently behaves in a manner that interferes with the educational opportunities of other students.</p> <p>Engaging in physical fighting</p> <p>Repeatedly leaving the school grounds.</p> <p>Racist or sexual comments and language.</p> <p>Throwing objects to hurt others</p> <p>Theft or deliberate damage to property</p> <p>Suspensions Immediate suspension will apply to children who;</p> <p>Behave in such a way as to constitute a danger to the health of any staff member, student or any other person assisting in the conduct of school activities.</p> <p>Commit an act of significant violence or causes significant damage or destruction to property.</p> |

Discipline Procedures – Detention, Suspension and Expulsion

Detention

Detentions will be given for high level incidents which occur in the yard as explained on the chart. Students who commit a high level incident in the yard will be sent by the yard duty teacher to the ‘chill out seat’ (seat located outside Principal’s office).

The Assistant Principal or Principal will be alerted by the staff member dealing with the incident to the behaviour, and formal recording of the behaviour along with any further investigations will take place. The staff member dealing with the student eg, the home group teacher, will contact the parents and issue a detention letter to the parents.

If the child receives three detentions in one term, the next high level incident the student is involved in may result in an in-school suspension.

Three recorded exits / time outs in another teacher’s room will result in a lunchtime detention.

With low-level incidents, it will be left to the discretion of teachers, Assistant Principal and Principal as to when parents are to be brought in to discuss the behaviour of their child.

Discussions with parents will take place if any inappropriate behaviour appears to be recurring.

In-School Suspension

In-school suspension will take place near the Assistant Principal’s office with the child only receiving play for half of recess and lunchtime. The teacher will provide work for the student to complete independently. This is not a teaching time; the idea being an in-school suspension is to separate children from contact with peers and adults.

Increase in Frequency of Playground & Classroom Behaviours – Consequences

In any one term:

- 3 classroom exits / time outs
- 3 time outs on the designated seat in the playground

may result in:

- a lunchtime detention supervised by the Principal, Assistant Principal or a member of the leadership team in the office area
- higher level supervision and/or structure
- individual behaviour plan

When a child receives 3 lunchtime detentions in one term, the next **high level incident** the student is involved in will result in a meeting with parents and possible in-school suspension

When a child receives 2 in–school suspensions in one term, the next **severe incident** will result in the child being suspended for one day. A student support group will also be convened.

Due to the process in place, parents will be aware that a one day suspension is the next step in the discipline plan and should therefore be prepared for it. For all detentions and in–school suspensions, the parents will be notified.

Discipline procedures – suspension and expulsion

When considering suspension or expulsion, schools are required to follow the procedures listed in section 4.3 of the DEECD guidelines published in *Effective Schools are Engaging Schools – Student Engagement Policy Guidelines*. Appendices 12 to 18 of the guidelines provide flowcharts and proforma for use in suspension and expulsion procedures.

A student may only be excluded from school in a situation where all other measures have been implemented without success or where an immediate suspension is the only appropriate course of action in response to the student's behaviour. Consequences which may be used prior to suspension include:

- Withdrawal of privileges
- Withdrawal from class if a student's behaviour significantly interferes with the rights of other students to learn or the capacity of a teacher to teach a class. The student may be temporarily isolated from regular classroom activities or, in more severe cases, required to leave the classroom for a specified period of time.
- Convening of a support group (See *Effective Schools are Engaging Schools – Student Engagement Policy Guidelines* for process required).

Grounds for Suspension

Students can be suspended if, while at school, travelling to or from school or during an out-of-school activity (including travel there and back), if they:

- threaten or constitute a danger to the health, safety or wellbeing of any person
- commit an act of significant violence against a person or cause significant damage to or destruction of property; are knowingly involved in the theft of property
- possess, use, or deliberately assist another person to use prohibited drugs or substances
- fail to comply with any reasonable and clearly communicated instruction of a principal, teacher or other staff member
- consistently interfere with the wellbeing, safety or educational opportunities of any other student
- consistently vilify, defame, degrade or humiliate another person based on age; breastfeeding; gender identity; impairment; industrial activity; lawful sexual activity; marital status; parental status or status as a carer; physical features; political belief or activity; pregnancy; race; religious belief or activity; sexual orientation; personal association (whether as a relative or otherwise) with a person who is identified by reference to any of the above attributes.

In determining whether to suspend a student the principal must also take into account:

- in favour of the student any special needs of a student who has an impairment; and
- the age of the student

Children engaging in the above mentioned behaviours will be immediately withdrawn from class/yard and parents will be contacted. If available, the parent/carer will come and get the child and the suspension will take place the next day.

References

Effective Schools are Engaging Schools - Student Engagement Policy Guidelines

<http://www.education.vic.gov.au/school/principals/participation/Pages/studengage.aspx>

School Accountability and Improvement Framework

<http://www.education.vic.gov.au/school/principals/governance/Pages/aiframework.aspx>

Effective Schools are Engaging Schools

<http://www.eduweb.vic.gov.au/edulibrary/public/stuman/wellbeing/segpolicy.pdf>

<http://www.education.vic.gov.au/Documents/school/principals/participation/segpolicy.pdf>

Disability Standards for Education

<http://www.education.vic.gov.au/school/principals/health/Pages/legislation.aspx>

Safe Schools

<http://www.education.vic.gov.au/school/parents/health/Pages/bully.aspx>

<http://www.education.vic.gov.au/about/programs/bullystoppers/Pages/prinprevent.aspx>

<http://www.education.vic.gov.au/school/teachers/health/Pages/lolrescybersafety.aspx>

<http://www.cybersmart.gov.au/>

http://www.mindmatters.edu.au/resources/mindmatters/booklets/dealing_with_bullying_and_harrassment.html

<http://www.valueseducation.edu.au/values/>

Charter of Human Rights

<http://www.education.vic.gov.au/school/principals/governance/Pages/multirightchart.aspx>

http://www.austlii.edu.au/au/legis/vic/consol_act/cohrara2006433/

Equal Opportunity Act http://www.education.vic.gov.au/hrweb/divequity/Pages/default_eeo.aspx

Education and Training Reform Act 2006

<http://www.education.vic.gov.au/about/departement/legislation/Pages/act2006faq.aspx>

VIT Teacher Code of Conduct http://www.vit.vic.edu.au/SiteCollectionDocuments/PDF/1543_Code-of-Conduct-June-2008.pdf

Melbourne Declaration on Educational Goals for Young Australians

http://www.mceecdya.edu.au/verve/_resources/National_Declaration_on_the_Educational_Goals_for_Young_Australians.pdf