



VICTORIA PARK PRIMARY SCHOOL

BEHAVIOUR MANAGEMENT POLICY

The Student Behaviour Policy at Victoria Park Primary School represents a whole school approach towards the achievement of a friendly, safe and caring environment in which students and staff can work harmoniously to achieve optional educational outcomes.

Our codes of behaviour are based upon our **school values**: Respect, Responsibility, Honesty, Self-Esteem, Self-Motivation and Teamwork. The students strive to;

- **Respect**
 - the feelings of others e.g. no bullying, teasing
 - the property of others e.g. no vandalism, stealing
 - the right of others to learn / teach uninterrupted and in safe, nurturing environment
- **Responsibility**
 - to observe safety around the school e.g. no physical abuse, walk on bitumen areas, take care using the stairs and moving along verandas
 - to care for own personal possessions and school equipment
 - to respect the rights of others
- **Honesty**
 - be truthful at all times
- **Self Esteem**
 - be confident, resilient and realistic about your abilities
 - have a positive opinion of yourself
- **Self-Motivation**
 - show initiative
 - be self reliant and independent workers as appropriate
 - take risks as learners.
- **Teamwork**
 - work collaboratively and cooperatively with others
 - be fair when playing with others
 - give others a 'fair go'

All members of the school community – students, teachers and parents, have rights and responsibilities in regard to student behaviour.

RIGHTS AND RESPONSIBILITIES

<p>Students have the RIGHT to:</p> <ul style="list-style-type: none"> • Learn in a purposeful and supportive environment; • Work and play in a safe, secure, friendly and clean environment. 	<p>Students have the RESPONSIBILITY to:</p> <ul style="list-style-type: none"> • Ensure that their behaviour is positive and not disruptive to the learning of others; • Ensure that the school environment is kept neat, tidy and secure; • Ensure that they are punctual, polite, prepared and display a positive manner; • Behave in a way that protects the safety and wellbeing of others.
<p>Staff have the RIGHT to:</p> <ul style="list-style-type: none"> • Respect, courtesy and honesty; • Teach in a safe, secure and clean environment; • Teach in a purposeful and non-disruptive environment; • Co-operation and support from parents. 	<p>Staff have the RESPONSIBILITY to:</p> <ul style="list-style-type: none"> • Model respectful, courteous and honest behaviour; • Ensure that the school environment is kept neat, tidy and secure; • Establish positive relationships with students; • Ensure good organisation and planning; • Report student's progress to parents.
<p>Parents have the RIGHT to:</p> <ul style="list-style-type: none"> • Be informed of curriculum material, behaviour management procedures, and decisions affecting their child's health and welfare; • Be informed of their child's progress; • Access a meaningful and adequate education for their child; • Be heard in an appropriate forum on matters related to the rights of their child to an appropriate education. 	<p>Parents have the RESPONSIBILITY to:</p> <ul style="list-style-type: none"> • Ensure that their child attends school and is punctual; • Ensure that the physical and emotional condition of their child is at an optimum for effective learning; • Ensure that their child is provided with appropriate materials to make effective use of the learning environment; • Support the school in providing a meaningful and adequate education for their children.

Rights, responsibilities are rules and inextricably linked and need to be considered in conjunction with one another.

PROCEDURES FOR PARENT CONTACT

Staff are encouraged to maximise their contact with parents/caregivers. It is important that the efforts of students are recognised and acknowledged and parents/caregivers are informed of their child's progress. Regular Class meetings, letters of commendation, phone contact, letters of concern, acknowledgement slips and scheduling parents/caregivers interviews are just some of the means of improving staff/parent relationships.

Staff must contact parents when a child's disruptive behaviour is adversely affecting the learning of that child or others in the class. Staff are reminded that they can call on other school personnel (Principal, Deputy Principal, and Student Services personnel) to assist with interviews and parent/caregivers contact.

PLAYGROUND BEHAVIOUR

Incentives For Positive Behaviour

- V.I.P. Vouchers – will be issued to students demonstrating excellent behaviour in the playground and in class. The vouchers are put in a V.I.P. box outside the office. At each assembly three vouchers are drawn from the box and prizes awarded to the students whose names appear on the vouchers.
- Peer Mediators – select Year 5 and 6 students are trained as peer mediators to help resolve minor conflicts and encourage positive play and behaviour.

CONSEQUENCES OF BREAKING 'CODES OF BEHAVIOUR'

*Please refer to Individual Behaviour Management Plans and associated documents for students with a functional disability (a deficit physical, cognitive, or mental/emotional functioning that interferes with personal and social behaviours that is direct result of a health condition).

Playground Procedures

Any student sighted not acting responsibly, showing respect and acknowledging the rights of others as well as breaking Codes of Behaviour will be subject to the following process:

1st Offence **Warning** – name entered in the Duty File

2nd Offence **Accompany Duty Teacher** – name entered in the Duty File

3rd Offence **Admin follow up** – student to be supervised in the office by admin during the next playtime. Students will be counselled and complete a Think-Sheet during this time.

- a) Depending on severity of the offence, a student may receive a more severe punishment eg detention, for 1st or 2nd offence. **This will be determined by admin.**
- b) Detention will be supervised by for a period of 20 minutes in the Office and will occur during the next playtime. Admin will use this time to counsel the student.
- c) Normally, students will begin with a clean slate every five weeks (mid-term).

Names of students who have appeared in the Duty Files for the week prior will be published each Monday in the Memo. This also allows classroom teachers to keep track of those students who may be experiencing difficulties in the playground and allow for appropriate follow-up.

Classroom Procedures

These procedures are based on:

- A consistent and unified approach to classroom management and discipline across the school.
- A policy which is based on the rights and responsibilities of all individuals.
- An understanding that at each stage the problem must be resolved between all parties involved.
- A certainty of the consequences for breaking school rules.

Guidelines

Each teacher will implement their individual Behaviour Management plans depending on the needs of their class. It is anticipated that the teacher will negotiate a short set of appropriate behaviours with their students at the commencement of the school year. The guidelines will highlight and promote student behaviour that will enhance and maintain a positive learning environment. This will be achieved by adopting a variety of strategies depending on age, nature and needs eg stickers, point systems, merit certificates, letters of commendation. (See Proforma)

Early in the year each class will take part in a proactive programme to prevent bullying. This programme will include such activities as:

- Videos
- Role Plays
- Class discussions
- Cross Curricula activities eg co-operation and conflict theme in Society and Environment.

Supporting documentation will be distributed to parents via newsletters.

If a student is consistently breaching the classroom guidelines or incurs serious breach of school rules then the following will occur:

1. **Classroom Withdrawal** – the student is placed in an 'isolated' area of the classroom (but must be able to be seen by the teacher). Students are placed in withdrawal for a maximum of 10 minutes at a time and must complete a class withdrawal 'think sheet'. This sheet is discussed with the teacher at an appropriate time and put on record for future reference. This is recorded on a Classroom Behaviour Record.
2. **Buddy Class** – if a student continues to display inappropriate behaviour, they are taken to a 'buddy class'. The student will work in an isolated area of the buddy class and complete a 'working it out' withdrawal sheet, supplied by the referring teacher. The student will remain in the class until the next break (recess, lunch, home time). They hand the 'working it out' sheet to their classroom teacher when they return. It is discussed and placed on record for future referral. A copy is sent home with the standard letter provided to parents for comment. This action is recorded on a Classroom Behaviour Record.
3. **Detention** – for serious breaches of behaviour or as an end of line consequence of classroom behaviour management, students may be placed on detention for 20 minutes at lunchtime 12.20pm – 12.40pm. Teachers are to forward a Detention Request to either the Principal or one of the deputies to follow-up, and record this action on their classroom behaviour record. The Principal or one of the deputies will notify the parents by phone and /or in writing.
4. **In School Withdrawal** – for very serious breaches or as a result of three detentions, the Principal may place a student on 'in school' withdrawal for a maximum of one day at a time. The student will be supervised in the office area where they will complete work set by the classroom teacher. Parents will be informed in writing and an individual behaviour plan established in consultation with the parents and classroom teacher. School Support Services will be contacted as a reference and may become active at this point.

5. **Suspension From School** – students can be suspended by the Principal (or Deputy Principal in the event that the Principal is not present in the school), from between 1 – 10 days for serious or persistent breach of the school discipline code. If the Principal is not present in the school, the Deputy Principal has been delegated the authority to suspend. Reasons for suspension would include:

- **Physical aggression toward staff**
Aggressive physical contact committed intentionally against staff
- **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
- **Physical aggression toward students**
Aggressive physical contact committed intentionally against another student
- **Abuse, threats, harassment or intimidation of students**
Verbal or non-verbal actions that are abusive, harassing, intimidating or threatening, incl stalking, sexual harassment, sexual innuendo and manipulation
- **Damage to or theft of property**
Direct or indirect damage to, or theft of, property
- **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
- **Possession, use or supply of substances with restricted sale**
This category covers use or supply of substances such as cigarettes, alcohol and prescribed medicines, that are not in themselves illegal, but the sale of which may be restricted to persons over 18.
- **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
- **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 of inappropriate images or messages of students, parents or staff with reasonable nexus to the school.

Guidelines for In School Withdrawal

The placement of students in withdrawal will be authorised by the Principal or one of the Deputy Principals in consultation with the classroom teacher as an end of line behaviour management measure in dealing with a student exhibiting disruptive behaviour.

Withdrawal will be for a period of time not exceeding one day.

Details of a student's unacceptable behaviour will be documented. Details of withdrawal will be entered in the school's behaviour management records.

A designated area will be set up in the Administration so that students in withdrawal will be segregated from their peers and, at the same time, be under supervision within the specifications of Regulation 34.

The Principal or one of the Deputy Principals, in consultation with class teachers, will be responsible for ensuring that students in withdrawal are provided with an adequate amount of work. Work is to be from the student's normal learning program at a level that the I can carry out without explanation or assistance.

Students in withdrawal are under the general supervision of the Principal or one of the Deputy Principals.

Breaches of withdrawal procedures by a student will be dealt with by the Principal, and will usually involve suspension from school.

Every effort will be made to notify parents immediately children are placed into school withdrawal, and they shall then have the right to remove them from school and convert the consequence to a suspension from school.

Suspension Policy

Rationale

The Education Department of Western Australia accepts the use of student suspension and exclusion procedures by schools as end of line behaviour management strategies for students in serious or persistent breach of discipline code of their school.

Suspension is a legal process of preventing students from attending school for a limited period of time if their behaviour and conduct is not conducive to a good order and proper management of the school.

Students can be suspended from school under Regulation 35 of the Education Act. **Purpose** Suspension can serve multiple purposes, which includes a cooling off period, discipline, the protection of an individual or school, to act as a deterrent, an opportunity to allow students to reassess their attitude/behaviour in relation to the school community, and parent/guardian involvement.

Length of suspension

Students can be suspended from between 1 and 10 days depending on the type, frequency and severity of the offence. This is at the discretion of the Principal (or Deputy Principal in the event that the Principal is not present in the school).

A suspension may not carry over the holiday period into the following term or year.

Reasons

Students can be suspended from school per persistent breaches of our Behaviour Management Plan.

Students can also be suspended for:

- Physical aggression towards staff
- Abuse, threats, harassment or intimidation of staff
- Physical aggression towards students
- Abuse, threats, harassment or intimidation of students
- Damage to or theft of property
- Violation of Code of Conduct or school/classroom rules
- Possession, use or supply of substances with restricted sale
- Possession, use or supply of illegal substance(s) or objects
- E-breaches

Procedure

Once a student has been cited for unacceptable behaviour and suspension is being considered the following should occur:

1. A full written report should be obtained giving the specific details and witnesses if appropriate.
2. All people involved should be interviewed to substantiate to a reasonable level the facts surrounding the incident.
3. Parents are contacted and the parents and the student are provided with the opportunity to discuss the situation before the final decision is made.
4. Once a suspension is determined the principal provides written notification to the student and parents, citing procedures, duration, reasons and a return from suspension strategy.
5. Length of suspension needs to be considered taking into account all known information and approved in consultation with at least two members of the School Administration Team.

6. Students sent home on suspension will be given a 'suspension package' of schoolwork to complete. This is to be supervised by the parent/guardian and returned at the conclusion of the suspension period. The student must make a reasonable attempt to complete the work.
7. Once parental contact has been made, the student should be sent or taken home immediately. If no parent or emergency contact is available, the student must remain at school under appropriate supervision until the end of the day. Parent contact must then be reasonably attempted, through a letter carried by the student, or a further phone call. The original copy must be mailed home.
8. The notice of suspension should be typed, giving complete and accurate details of the suspension and the incident. This will be accompanied by a letter of explanation and Victoria Park Primary School Suspension Pamphlet. Copies of the suspension notice must be distributed to:
 - Student
 - Parent/Guardian
 - District Office
 - Student File
 - Principal

Return from suspension

1. Students returning from suspension must be accompanied by a parent/guardian and complete a satisfactory interview with a member of the School Administration Team.
2. The student should submit their complete 'suspension package' of school work.
3. The incident or issue which led to suspension must be resolved before the child is able to resume normal classes. At this point strategies should be implemented to prevent future re-occurrences of the behaviour/s.
4. The student shall be placed on a Behaviour Card and monitored by the Deputy Principal until satisfied that the student's behaviour is acceptable and that the initial problem is resolved.

Exclusion

Exclusion is a legal process which involves a prevention of a student from attending a particular school, or all schools, for a fixed period of time or for all time.

The purpose of student exclusion is the protection of the school community. Exclusion benefits the school rather than the excluded student because it preserves the rights of others in the school community to learn, to teach or to support those who do.

Students can be recommended for exclusion under the following circumstances.

1. The student has threatened the safety of any person on the school premises or participating in an educational programme of the school, or
2. Is likely to cause or result in damage to school or personal property, or
3. Has significantly disrupted the education instruction of other students.

Role of the Principal

- The Principal shall monitor and review all suspensions. In the event that the Principal is not present in the school, the Deputy Principal has been delegated the authority to suspend.
- Parents and student have the right of appeal to the Principal regarding suspensions.
- In exceptional circumstances the Principal may permit variation from this policy in order to ensure equity and good order in the school.



VICTORIA PARK PRIMARY SCHOOL

LETTER OF CONCERN

Dear Parent/Guardian

Student's Name: _____ Year: _____

Class: _____ Date: _____

We would like to bring to your attention the following concerns about your child. These concerns are adversely affecting his/her performance at school.

Areas of concern are:

Talking continuously in class	<input type="checkbox"/>	Refusing instructions	<input type="checkbox"/>
Disrupting other students	<input type="checkbox"/>	Homework not completed	<input type="checkbox"/>
Coming unprepared for lessons	<input type="checkbox"/>	Homework not handed in on time	<input type="checkbox"/>
Inappropriate use of computer	<input type="checkbox"/>		

Other:

We believe it is important that you are aware of these concerns so that you can help your child improve his/her behaviour or performance.

We would welcome you contacting your child's teacher to discuss this further. We appreciate your support in this matter.

Yours sincerely

Teacher: _____ Signature: _____

Principal: _____ Signature: _____

LETTER OF CONCERN – RETURN SLIP

I have received your letter dated.....

Parent Signature: _____



VICTORIA PARK PRIMARY SCHOOL

LETTER OF COMMENDATION

Dear Parent/Guardian

Student's Name: _____ Year: _____

Class: _____ Date: _____

We are delighted to inform you that your child should be commended for:

- | | | | |
|---|--------------------------|-----------------------------------|--------------------------|
| Outstanding achievement | <input type="checkbox"/> | Consistently working well | <input type="checkbox"/> |
| Excellent attitude to school work | <input type="checkbox"/> | Consistent punctuality/attendance | <input type="checkbox"/> |
| Excellent participation in school or class activities | <input type="checkbox"/> | Completing all set homework | <input type="checkbox"/> |
| Excellent classroom behaviour | <input type="checkbox"/> | Improved attitude | <input type="checkbox"/> |
| Continue high performance | <input type="checkbox"/> | Improved co-operation | <input type="checkbox"/> |
| | | Improved punctuality & attendance | <input type="checkbox"/> |

Comment:

It is always a pleasure to commend students who work hard at their studies and make the most of their schooling.

Yours sincerely

Teacher: _____ Signature: _____

Principal: _____ Signature: _____



VICTORIA PARK PRIMARY SCHOOL

TIME OUT - BUDDY CLASS

Dear _____

I regret to inform you that your child _____ has been placed in "time out" in our Buddy Class today because of his/her behaviour. This behaviour is affecting his/her learning and the learning of others.

While in "time out" no class work is done. I hope you can appreciate the seriousness of the situation and that you will remind your child of his/her responsibilities concerning behaviour at school.

Please contact me to arrange a meeting to discuss this matter.

Yours faithfully

PAM POLLARD
PRINCIPAL

DATE: _____

Under Review



VICTORIA PARK PRIMARY SCHOOL

DETENTION

Dear _____

Today your child _____ was referred to me as a consequence of classroom/playground misbehaviour. _____ has been placed in detention at lunchtime for twenty minutes

This consequence is part of the School's Student Behaviour Management Policy.

This note is to inform you of the current situation. Please feel free to contact the school to make an appointment should you wish to discuss the matter further.

Yours sincerely

PAM POLLARD
PRINCIPAL

Date _____

..... ✂

VICTORIA PARK PRIMARY SCHOOL

Dear

I acknowledge receipt of the note dated indicating that my child has been displaying inappropriate behaviour at school.

Signature

Date



VICTORIA PARK PRIMARY SCHOOL

DETENTION

Dear _____

Today your child _____ was referred to me as a consequence of serious recurring classroom/playground misbehaviour. _____ has been now placed in detention at lunchtime for twenty minutes on three successive occasions.

This consequence is part of the School's Student Behaviour Management Policy. Should this behaviour be repeated it will necessitate an "In School Withdrawal".

This note is to inform you of the current situation. Please feel free to contact the school to make an appointment should you wish to discuss the matter further.

Yours sincerely

PAM POLLARD
PRINCIPAL
Date:

Date _____

..... ✂

VICTORIA PARK PRIMARY SCHOOL

Dear

I acknowledge receipt of the note dated indicating that my child has been displaying inappropriate behaviour at school.

Signature

Date



VICTORIA PARK PRIMARY SCHOOL

IN-SCHOOL WITHDRAWAL

Dear _____

To day your child _____ was referred to me as a consequence of serious recurring classroom/playground misbehaviour. _____ will be placed in IN-SCHOOL WITHDRAWAL on _____ for a period of a day.

This consequence is part of the School's Student Behaviour Management Policy. Should this kind of behaviour persist it could result in a period of suspension from school.

This note is to inform you of the current situation. Please feel free to contact the school to make an appointment should you wish to discuss the matter further.

Yours sincerely

PAM POLLARD
PRINCIPAL

Date _____

..... ✂

VICTORIA PARK PRIMARY SCHOOL

Dear

I acknowledge receipt of the note dated indicating that my child has been displaying inappropriate behaviour at school and will attend in-school detention on

Signature

Date



VICTORIA PARK PRIMARY SCHOOL

Individual Behaviour Documentation Sheet

STUDENT'S NAME: _____
Parent(s) Name(s): _____
Home Phone: _____ Work Phone: _____
Address: _____

Date: _____ Time: _____ Place: _____

Description of Problem/Incident" _____

Action Taken: _____

Date: _____ Time: _____ Place: _____

Description of Problem/Incident" _____

Action Taken: _____

Date: _____ Time: _____ Place: _____

Description of Problem/Incident" _____

Action Taken: _____

Date: _____ Time: _____ Place: _____

Description of Problem/Incident" _____

Action Taken: _____

Date: _____ Time: _____ Place: _____

Description of Problem/Incident" _____

Action Taken: _____