



Grovelands Primary School Behaviour Policy

The Grovelands Primary School Behaviour Management Policy has been written with reference to the *Department of Education's Requirements Related to the Student Behaviour in Public Schools Policy* document as found on Ikon.

At Grovelands Primary School, we acknowledge that all students are of differing abilities. Staff acknowledge that everyone has different levels of social, emotional, and behavioural success.

Students' individual positive behaviours will be acknowledged via classroom and whole-school positive reward systems including 'Blueys'. Students' social, emotional and behavioural needs will be catered for in a variety of ways using trauma informed practice. Staff at Grovelands will ensure that the following key programmes and strategies are implemented: 'You Can Do It!', Restorative Practices, '1,2,3, Magic! & Emotion Coaching', 'Zones of Regulation', Individual Behaviour Plans (IBPs), and Team Teach. Students also have access to our Aboriginal and Islander Education Officer (AIEO), School Chaplain, Wanslea (counselling services), and School Psychology services. Case management of students with additional behavioural needs will be prioritised when required and may be referred to the School of Special Educational Needs: Behaviour and Engagement (SEEN:BE).

SCHOOL RULES

1. Respect people and property.
2. Play and move safely around the school.
3. Be punctual and prepared.

All students are expected to adhere to the School Rules.

Repeated violations of the school rules may result in students completing in-class reflections, office reflections, or suspensions for more serious behaviours. Students who repeatedly violate the school rules will also be managed using the Good Standing Policy.

CLASSROOM

- Staff will implement 'You Can Do It!' strategies to support the learning of socially acceptable behaviour through the explicit teaching of interpersonal and self-management skills, e.g., a focus on positive rather than negative behaviour.
- Establish a positive learning environment and actively support colleagues in addressing behaviour management concerns and contributing to shared problem solving through reflective practice.
- All classroom management plans will comply with a consistent whole school approach to behaviour management and include '1, 2, 3 Magic!', self-regulation, and Restorative Practices.
- Classroom rules will be established and explained to all students.

CODE OF CONDUCT:

The school community has agreed to the following student expectations:

SCHOOL GROUNDS – STUDENTS WILL:

- Use appropriate and courteous language in the school grounds.
- Move peacefully and quietly, and walk on pathways and around buildings.
- Respectfully comply with staff instructions.
- Only be in a classroom or wet area if a teacher is present/permission given.
- Walk bicycles and scooters in the school grounds at all times.
- Wear bucket hats when playing in the sun.
- Play safely and respectfully, remaining within designated play areas.
- Stay on the school grounds.
- Be seated in designated area when consuming food or drink and lunch boxes returned.
- Remain in designated areas (undercover area) if arriving before 8:40am.
- Place all litter in the bins provided.
- Respect the rights and property of others.

CLASSROOM – STUDENTS WILL:

- Show respect and use appropriate and courteous language to all people in the school environment.
- Respectfully comply with staff instructions.
- Switch mobile phones off on arrival at school, hand in to office and collect on departure.
- Come prepared for class (e.g. pens, pencils, rulers, etc.).
- Respect the rights and property of others.
- Enter/leave the room and move around the school in an orderly fashion.
- Wear correct school uniform, including footwear. No jewellery (religious icons an exception when negotiated with the school).
- Remain in the classroom unless instructed otherwise

NOTE: It is important that teachers establish classroom rules in negotiation with the students. Rules are to be expressed in positive terms.

Staff will use the “Orange and Red Card System” to document behaviours, and to request assistance from Administration.

Behaviour Management Clarification for Staff	
Level 1 Staff to Action	Actions
<ul style="list-style-type: none"> • Refusal to complete work. • Ignoring instructions. • Disrupting others. • Being unprepared for class. • Running on the pavement. • Littering. • Out of assigned areas. • Minor teasing. 	<ul style="list-style-type: none"> • Staff to record anecdotal records. • Staff issuing reflections for these incidents are to send an Orange Card and contact the parents if behaviour persists. • Commence IBP or contract at teachers’ discretion.
Level 2 Categories Orange Card	Actions
<ul style="list-style-type: none"> • Consistent refusal to complete work. • Being disrespectful to teachers/students. • Refusal to comply with instructions. • Continual disruption to the class. • Throwing honky nuts/sticks. • Bullying behaviours. • Leaving class without permission. • Returning late after recess/lunch. • Electronic breaches/ misuse of Internet. 	<ul style="list-style-type: none"> • Staff send Orange Card to office for further action. • Admin will enter details on Integris and Good Standing document, as required. • Teachers will be informed of the outcomes.
Level 3 Red Card	Actions
<ul style="list-style-type: none"> • Fighting. • Bullying (Physical, Verbal or Social Media). • Verbal abuse/swearing/ intimidation. • Vandalism/graffiti. • Damage to other’s property. • Leaving school grounds without permission. • Stealing. • Weapons in schools. • Use of illegal substances. • Swearing/threatening staff /students. • Self-harm. 	<ul style="list-style-type: none"> • Staff send Red Card. Admin will respond immediately and decide the appropriate course of action. • Admin will enter the details into Integris and Good Standing document. • Teachers will be informed of the outcomes.

WITHDRAWAL AND SUSPENSION OF STUDENTS

Office Withdrawal may be used by administration in preference to suspension, or when suspension has previously proven to be ineffective at modifying student behaviours. Withdrawal is distinct from regular classroom management strategies, such as moving a student to a buddy class, a sensory space at the back of the room, or the office of a school administrator.

Only the Principal has authority in the school to decide to suspend a student. This authority cannot be passed to another member of staff, except to a school administrator in circumstances where the Principal is unable to exercise the suspension. Deputy Principals, or those acting in this role, are also given authority to suspend students in the absence of the Principal. The decision to suspend a student, and the duration of suspension, will be a case by case decision based on students' needs and equity. Parents must be informed on that day via verbal or written advice of any instance of withdrawal or suspension.

BEHAVIOUR AND STUDENTS WITH DISABILITY AND ADDITIONAL NEEDS

Some forms of disability or additional needs may involve symptoms that impede a student's ability to control their behaviours. Administration will consider their response to a breach of school rules when it is committed by a student with additional needs.

PHYSICAL RESTRAINT OF A STUDENT

The Principal will ensure that physical restraint of a student is only used:

- in circumstances where a student's emotional or behavioural state prevents other strategies to maintain the good order of the learning environment from being successful;
- where that emotional or behavioural state poses imminent risk of harm to self or others, or risks significant damage to property; and
- for the minimum amount of time needed for the student to recover an emotional or behavioural state whereby less restrictive strategies may be successful.

BEHAVIOUR MANAGEMENT – WHOLE SCHOOL APPROACH

STEP 1:

STAFF BEHAVIOURS: In order to manage the behaviour of others, we must first manage our own behaviour.

- (A) Self-Management Plan (Do I have one?)
- (B) We will strive to practise and model:
 - Calmness
 - Politeness
 - Clarity
 - Flexibility
 - Consistency
 - Restoration
 - Proximity (be around the room)

The standard we walk past is the standard we accept.

STEP 2:

SETTING UP THE LEARNING ENVIRONMENT: To build positive cohesion and establish your classroom management plan, communicate:

- Clear consistent boundaries and expectations
- Rules, routines and relationships
- Positive reward system e.g., use of 'Blueys'
- Safe and stimulating environment
- Get to know your students and let them know you

SETTING UP A CLASSROOM MANAGEMENT SYSTEM:

- Based on respect and school rules
- Embedded 'You Can Do It!' strategies
- Embedded Zones of Regulation strategies
- Clear and visible
- Hierarchical
- Restorative

STEP 4:

INTERVENTION REQUIRED (CLASSROOM LEVEL): When students do not respond to the classroom management plan, the teacher will intervene. Actions/consequences may include:

- Thinking chair/ spot
- Offer sensory activity/ break
- 'Take 5', each class to negotiate an appropriate area (5-10 minutes)
- Teacher supervised reflections
- Parent contact
- Choice
- Logical consequence
- Informal Plan/ consequence
- Restorative question

Refer to Behaviour Clarification, be aware that students identified with ASD, ADHD, ID or Trauma may require alternate approaches.

STEP 3:

IMPLEMENTING YOUR CLASSROOM MANAGEMENT PLAN: 'Nip and Teach'

- Positives continue
- Use classroom management system
- Attend to the basics of behaviour management e.g., proximity, non-verbal cues, redirection (CMIS strategies)
- Be active in the room (teacher)

Consequences/ actions at this time could include:

- Isolation within the room
- Private Dialogue
- Restorative questions
- Cool down time
- Think spot

Positives/ praise/ rewards when compliance is demonstrated.

STEP 5

INTERVENTION ATTEMPTED, ISSUE UNRESOLVED:

- Complete Orange card including brief summary, actions taken, tick unresolved box
- Admin will attend if requested and required
- May involve formal planning of IBMP

STEP 6

SEVERITY CLAUSE. IMMEDIATE REFERRAL TO ADMIN (RED CARD) FOR ACTS OF:

- Violence
- Verbal and physical abuse
- Self-harm
- Stealing/ vandalism
- Leaving school grounds
- Continual violation of school code

STEP 7:

CASE MANAGEMENT

- Post suspension
- IBMP
- Risk management
- Escalation profile
- SSEN:BE referral
- Agency referral
- School Psychologist