



ALLENBY GARDENS PRIMARY SCHOOL

BEHAVIOUR POLICY

CONFIDENCE, HONESTY, EXCELLENCE, RESPONSIBILITY

At Allenby Gardens Primary School we believe that all students have the right to feel safe, the right to learn and the right to enjoy school. We believe that **'the stronger the relationships, the more likely we are to act appropriately/positively towards one another.'**

At Allenby Gardens Primary School we acknowledge positive behaviour choices in a range of different ways. Some of these include:

- *Positive reinforcement and recognition*
- *verbal/non-verbal acknowledgement or feedback*
- *class celebrations*
- *student/class awards*
- *communication with parent/caregiver(s)*
- *added responsibilities*
- *leadership recognition*

We expect students to be:

RESPECTFUL, SAFE and **CARING** in the way that they interact with all members of the school community and their school environment through modelling the school values of **CONFIDENCE, HONESTY, EXCELLENCE, & RESPONSIBILITY.**

When these expectations are not met we will use a RESTORATIVE APPROACH where students will have the opportunity to 'make things right' by REFLECTING on the situation and repairing the relationship, using the following RESTORATIVE QUESTIONS as a guide.

1. What happened?
2. What were you thinking at the time?
3. What have you thought about since?
4. Who has been affected by what you have done? In what way?
5. What do you think you need to do to make things right?
6. How would you or what would you do differently next time?

Staff aim to apply consequences for inappropriate behaviour in a consistent and fair manner. The frequency and/or severity of the behaviour is also taken into account when applying consequences. The age of students, their year levels and individual circumstances are also considered.

As behaviours move to the serious and very serious categories, other consequences will apply as well as restorative practices.

Please note that participation in extracurricular activities is dependent on behaviour.

MINOR BEHAVIOURS

POSSIBLE BEHAVIOURS

Below are just a list of possible behaviours that could fall within this category

- Running indoors
- Pushing in
- Play fighting
- Not following instructions
- Inappropriate noises or noise level
- Attention seeking
- Interrupting the teacher
- Off task
- Coming late to class
- Failure to complete homework
- Uncooperative play
- Using a non-directed swear word (eg during a game)

RESPONSE

The staff member who has duty of care will give a verbal reminder of expectations to the individual, group or class.

A discussion may include the Restorative Questions:

- What happened?
- What were you thinking at the time?
- What have you thought about since?
- Who has been affected by what you have done? In what way?
- What do you think you need to do to make things right?

It is appropriate to use natural/logical consequences for the behaviour if they exist.

Further poor behaviour choices will result in a 'Moderate Behaviour' response.

MODERATE BEHAVIOURS

POSSIBLE BEHAVIOURS	RESPONSE
<p>(This also includes repeated minor behaviours)</p> <p><i>Below are just a list of possible behaviours that could fall within this category</i></p> <ul style="list-style-type: none"> • Avoiding learning • Teasing • Refusal to follow instructions • Arguing back • Using swear words deliberately directed towards someone • Being rude to others • Lying to avoid ownership • Rough conduct • Computer misuse • Misuse of property • Leaving the school yard without permission (eg to retrieve a ball) 	<p>The staff member who has duty of care will give a verbal reminder of expectations to the individual, group or class and make it explicit that they need to make a better behaviour choice. If they choose not to, it will result in some Reflection Time in class, or if in the yard, time at the Reflection Seat.</p> <p>Further poor behaviour choices will result in Reflection Time in another class or at the Reflection Seat if yard related.</p> <p>The student may fill in an age appropriate Reflection Sheet with the following Restorative Questions:</p> <ul style="list-style-type: none"> - What happened? - What were you thinking at the time? - What have you thought about since? - Who has been affected by what you have done? In what way? - What do you think you need to do to make things right? <p>A Restorative Chat may need to occur depending on the degree to which others have been affected.</p> <p>It is also appropriate to use natural/logical consequences for the behaviour if they exist.</p> <p>Parents will be contacted if students have been sent for Reflection Time to another class (school note/phone call). In the case where a student is sent to out of class Reflection Time multiple times in a week, in consultation with parents and leadership, a behaviour plan/communication plan may be required. The affected person's parents/caregiver will also be notified.</p> <p>If reflection sheets are used, the class teacher will file them in a folder.</p> <p>Further poor behaviour choices will result in a 'Serious Behaviour' response.</p>

SERIOUS BEHAVIOURS

POSSIBLE BEHAVIOURS	RESPONSE
<p>(This also includes repeated moderate behaviours)</p> <p><i>Below are just a list of possible behaviours that could fall within this category</i></p> <ul style="list-style-type: none"> • Racial abuse/discrimination • Bullying • Inappropriate use of social media in relation to the school, staff and other students. • Spitting at others • Biting • Dangerous refusal to follow instructions • Fighting/retaliation • Verbal abuse towards an adult • Graffiti • Vandalism 	<p>The staff member who has duty of care will send the student to the office with an office reflection request and another student; or will ring and ask for support.</p> <p>The student will fill in an age appropriate Reflection Sheet with the following Restorative Questions:</p> <ul style="list-style-type: none"> - What happened? - What were you thinking at the time? - What have you thought about since? - Who has been affected by what you have done? In what way? - What do you think you need to do to make things right? <p>Leadership will follow up by investigating the issue further.</p> <p>The consequence given will be determined by the outcome of the investigation. Appropriate consequences include: Office Reflection Time, Take Home, Internal Suspension and Suspension.</p> <p>Parents will be contacted by either the staff member who reported the issue or a member of the school Leadership Team.</p> <p>The Leadership Team will follow up and communicate the result of the investigation with the teacher who reported the issue and classroom teacher.</p> <p>If required, a Restorative Chat will occur between the offender and those that were affected by the behaviour. The affected person's parents/caregiver will also be notified.</p> <p>The Office Reflection Sheet will be copied and sent home. The original will be kept on file in the office. The information will be entered into EDSAS.</p> <p>If a re-entry meeting is required, the reflection sheet will form the basis of the discussion.</p> <p>Further poor behaviour choices will result in a 'Very Serious Behaviour' response.</p>

VERY SERIOUS BEHAVIOURS

POSSIBLE BEHAVIOURS	RESPONSE
<p>(This also includes repeated serious behaviours)</p> <p><i>Below are just a list of possible behaviours that could fall within this category</i></p> <ul style="list-style-type: none"> • Extreme vandalism • Inappropriate touching • Sexual assault • Bringing drugs to school • Physical abuse of a staff member • Stealing (context dependant) • Bringing weapons to school • Intentionally leaving the school grounds • Fighting which causes serious injury 	<p>The staff member who has duty of care will send the student to the office with an office reflection request and another student; or will ring and ask for support. *Safety is paramount; if the situation is dangerous please evacuate the area.</p> <p>Leadership will follow up by investigating the issue further.</p> <p>The consequence given will be determined by the outcome of the investigation. Appropriate consequences include: Internal Suspension, Suspension, Exclusion and/or Police Involvement.</p> <p>Parents will be contacted by a member of the school Leadership Team.</p> <p>Leadership will follow up and communicate the result of the investigation with the teacher who reported the issue and classroom teacher.</p> <p>While serving their suspension, the student will complete an age appropriate Reflection Sheet with the following Restorative Questions:</p> <ul style="list-style-type: none"> - What happened? - What were you thinking at the time? - What have you thought about since? - Who has been affected by what you have done? In what way? - What do you think you need to do to make things right? <p>The Reflection Sheet will form the basis of the re-entry meeting with a Leadership Team member, parents and possibly the classroom teacher.</p> <p>A behaviour plan for the student will be developed collaboratively between the student, parents and Leadership Team.</p> <p>If required, a Restorative Chat will occur with between the offender and those that were affected by the behaviour.</p> <p>The Office Reflection Sheet will be copied and sent home. The original will be kept on file in the office. The information will be entered into EDSAS.</p>

GLOSSARY of TERMS

Restorative Chat – A structured discussion between the student/s that have made a poor behaviour choice and students affected by that poor behaviour choice. The aim of the discussion is to repair any broken relationships. This discussion will be facilitated by a staff member and will generally follow these questions:

1. What happened?
2. What were you thinking/feeling at the time? What have you thought about/felt since?
3. Who has been affected by what you have done? In what way?
4. What needs to happen to make things right?
5. What could/would you do differently next time?

Natural/Logical Consequence – A consequence given that matches the inappropriate behaviour and gives students the opportunity to practice the desired behaviour. Eg Littering – picking up rubbish, Running in the classroom – going back and practicing walking.

Reminder – A reminder given by a teacher for a minor inappropriate behaviour.

In Class Reflection – A consequence given for moderately inappropriate behaviours or for students that have already had a reminder. Students may fill in a reflection sheet, in a quiet space near the classroom.

Out of Class Reflection – A consequence given to students if they have not chosen to behave appropriately after an 'In Class Reflection'. Students will go to another class to fill in a reflection sheet.

Reflection Seat – A yellow seat outside the office, where students who display inappropriate behaviour in the yard are asked to go to reflect on their behaviour or sort out a yard issue with a staff member.

Office Reflection – A consequence given for serious behaviour in the class or yard. Students are sent to the office to fill in a reflection sheet and to speak with a member of the leadership team.

Take Home (TH) – A student is collected from the office by a parent or caregiver during the school day and taken home for the remainder of the day.

Internal Suspension (IS) – A consequence given for serious behaviour. The student will be removed from the classroom for a period of between ½ a day and 2 days and will be based in the office area, where they will complete school work in isolation from their class.

Suspension (SU) – A consequence given for serious or very serious behaviour. The student must remain off the school premises for a period of 1-5 days and upon return to school, will be accompanied by a parent and involved in a re-entry meeting with a member of the school leadership team.

Exclusion (EX) – A consequence given for repeated serious/very serious behaviours whereby the student is placed at another school for an extended period.