

# Wantirna South Primary School

## Behaviour Management Policy and Procedures

### A Positive and Pro-active Approach

#### **Rationale:**

All students have the right to feel safe and secure at school. A Positive and Pro-active approach to behavior management communicates that all actions will be treated in fairness. There is not room for any form of corporal punishment and there is an approach to zero tolerance of child abuse; therefore a positive approach complements wellbeing creating a positive learning environment.

#### **CLASSROOM INDUCTION PROCESS**

*Laying the foundations for a positive learning culture*

The induction process is an essential start to the beginning of each school year and builds a sense of shared values, goals and understandings within every classroom and across the whole school. Our teachers and students spend time at the start of each school year:

- revisiting the WASPS values;
- developing class Code of Conduct; and
- creating a purpose statement that states what the class wants to achieve over the year.

Teachers create learning activities appropriate to their students' level, providing children with clear guidelines for appropriate behaviour in the classroom at school. Classroom rules reflect our values and include such things as fair play, speaking up, listening to others, co-operating, sharing and taking turns.

The lessons and discussions that occur in the Induction Process are extremely valuable. Teachers and students identify behaviours that help us work and learn together and develop group rules and goals that support a co-operative and engaging classroom. The process is also a powerful learning activity that is focused on both personal and social reflection. Children are challenged to think individually and as part of a team. What will work for us as a class? What would happen if I acted like this? How can we work together to achieve our best, personally and as a group? Students think and reflect, offer opinions, listen, write, draw, role play, compare, and respond.

Our school is a 'learning community'. It is vital that our students recognise the special behaviours that help all people achieve success in learning and in life. Our Induction Process plays a key role in developing these skills and understandings throughout the whole school.

#### **OUR SCHOOL VALUES**

*Care, respect, responsibility, honesty, inclusion:  
a right and a responsibility*

At WASPS, we acknowledge the right of all school community members to be treated in accordance with our values and that our words, actions, programs and procedures should reflect our school values. We also acknowledge that where there are rights, there are also responsibilities. Students are taught the importance of social responsibility through values education. For example, I have the right to have my opinion heard respectfully and the responsibility to listen to others respectfully.

Throughout the school, values education provides clear messages about acceptable standards of behavior, safety, emotional well-being, social responsibility, self-discipline and conflict

resolution. Learning is supported in the classrooms through our Well-being program. Teachers, teacher-aides, office staff and our Assistant Principal and Principal are key to our values education program. Children learn much from what they see, hear and experience in relation to the world around them. As a staff, we are committed to modelling the values in our everyday interactions with the children and with one another. Teachers are also able to find daily 'teachable moments' where students can think about how the values can be applied to different situations. The Aussie of the Month and Principal Awards as well as weekly awards presented in the classrooms further promotes a celebration of living by our WASPS values.

Fundamental to our approach to student well-being is that we create a positive school culture. Values education is vital to providing 'a safe, caring and positive social environment, where all students can learn and grow'.

## OUR SCHOOL RULES

### *Personal and social responsibility*

The WASPS Well-Being Policy recognises the rights of all children and encourages individual responsibility, self-discipline, conflict resolution and personal development.

Each classroom displays a set of easily understood school rules and these are discussed during the induction process. If a rule is broken, logical consequences are applied.

When making judgements about the management of student behaviour and incidents in the playground, classroom and organised events such as camps and excursions, teachers respond in a serious and consistent manner ensuring a duty of care for all children. Incidents vary in frequency and seriousness and so the consequences will also vary with each situation. Sometimes, if a rule is broken, a quiet word from a teacher may be all that is needed to deal with a situation. On another occasion, a logical consequence may need to be applied. For example, if work is not completed in class, it may need to be completed at recess or at home. Sometimes, students may need to be brought together to discuss their differences and to begin to see things from someone else's perspective, such as in a circle group or counselling situation.

Teachers work together with the Wellbeing Officer, Principal and Assistant Principal to ensure that there are clear lines of communication about students or incidents that require further follow-up. The home-school partnership is essential to student well-being and parents will be notified in particular circumstances.

As a general guideline:

1. For minor incidents the logical consequences set out in the school rules will be followed.
2. Student to complete Student Reflection: 'What happened?' Retain in file and notify parents.
3. 'Incident Report to Parents' form to be sent home, signed and returned the following day.
4. 'Student Welfare Conference' note to be sent home to facilitate a home-school partnership and problem solving approach.
5. Assistance of external agencies where necessary.

### **Evaluation:**

This policy will be reviewed as part of the school's three-year review cycle or earlier as required.

This policy will be ratified by School Council on May 2018.