

AVONDALE PRIMARY SCHOOL

BEHAVIOUR MANAGEMENT & CODE OF CONDUCT

1. BEHAVIOUR MANAGEMENT AND STUDENT ENGAGEMENT

Avondale Primary School implements a whole-school behaviour management approach that is based on building connections at school through: positive social values, social competencies, incentives and positive peer relationships.

Our goals are:

- To allow effective teaching and learning to take place.
- To promote a school wide climate of caring for, and about each other.
- To promote values of: respect for self and others, being courteous/polite and well mannered, showing tolerance for differences, high quality work, demonstrating care for our environment.
- To enable students to recognise and respect the rights of others.
- To develop in students a sense of responsibility, self-discipline and self-control in relation to their own behaviour.
- To develop students' resiliency and coping skills to deal with stressful and challenging life situations.
- To provide appropriate structures for students to develop communication, negotiation, conflict resolution and problem solving skills.

Avondale Primary School, implements positive social and emotional values through the promotion of:

- Avondale School Values
- Kids Matter Philosophy
- You Can Do It & the Keys to Success Program
- Student Leadership & Student Voice

The strategies will be to:

- Define and teach school-wide and classroom expectations
- Establish consistent school-wide and classroom consequences for problem behaviour
- Establish school-wide and classroom processes for early identification of students experiencing academic and/ or behaviour difficulty
- Empower students by creating multiple opportunities for them to take responsibility and be involved in decision-making so they know that their decisions lead to certain consequences
- Provide a physical environment conducive to positive behaviours and effective engagement in learning
- Utilise evidence-based interventions, monitored regularly for those students who face difficulty with learning and/or behaviour
- Continue to implement school-wide activities that build upon our school values
- Promote a student, parent and staff code of conduct.
- Engage students in decision making
- Follow a Code of Conduct that is consistent and well understood by entire school community.

School Rules

School rules are based on our school values. School rules help ensure a safe environment for all, promotion of student learning & engagement and constructive communication between all members of the school community.

Safety

Students are required to behave in a safe manner at all times at school. They are required to:

- Follow teacher instructions
- Remain in school ground during school hours
- Play safely with other students
- Use the playground equipment in an appropriate manner
- Play in designated areas
- Remain in classrooms until given permission to leave

Learning

We believe that every child can and wants to learn and that we should all be responsible members of our learning community.

Students and staff will:

- Be on time for school each day
- Respond to bells promptly
- Work co-operatively and productively together
- Follow classroom rules
- Be respectful and attentive
- Support the learning of others

Communicating

Avondale Primary School is a learning environment in which students, teachers and parents all interact respectfully and with integrity.

Students, parents and staff will:

- Show good manners and respect at all times
- Listen to and have empathy for others
- Treat all staff, visitors and helpers with courtesy
- Communicate honestly

Respect

Students, staff and parents all have a responsibility for showing respect and sensitivity to others.

Students will:

- Accept responsibility and discipline
- Not interfere, disrupt or distract the learning of other students
- Show care and thoughtfulness to others without teasing, bullying, violence, swearing, rude gestures, harassment or discrimination
- Show care of our environment by placing litter in bins and caring for our gardens
- Caring for school property and the property of others

Conflict Settlement

Being a responsible community member involves knowing how to resolve a problem in a positive manner when it arises.

Students, parents and staff will:

- Try to solve problems in a calm, sensible and fair manner
- Consider the feelings and rights of others
- Communicate their grievance clearly and negotiate for a positive outcome
- Focus on the issue rather than personalities
- Speak to a teacher should help be required

Conflict Resolution Process

Most conflicts in a school setting are minor and the school will encourage students to resolve them fairly themselves. There are occasions when an incident or conflict situation is more serious and it has been brought to the attention of a teacher.

The teacher will work through a resolution process that is fair to all. A typical line of questioning may be:

1. What happened?	<i>The teacher focuses on the specific behaviour or incident without blaming.</i>
2. How did it happen?	
3. What did you do in that situation?	
4. Who do you think was affected?	<i>Draw out who was affected & how they were affected.</i>
5. How were they affected?	
6. How were you affected?	
7. What needs to happen now to make this right?	<i>Direct questions towards problem solving what needs to happen to 'make things right.'</i>
8. If you find yourself in this situation again, how would you do things differently?	
	<i>Discuss agreed consequences if necessary.</i>

2. CONSEQUENCES AND SCHOOL RULES

When a behaviour is such that it requires a consequence then this is discussed with the student and if necessary with the student's parents/guardians so that everyone understands that the consequence is part of a behaviour management process. A consequence needs to reflect the level of misbehaviour and needs to be understood by all involved.

CONSEQUENCES OF INAPPROPRIATE BEHAVIOUR

Action	By Whom	Why	When	How (Examples)
Step 1 Cautioning	Class teacher/ Yard Duty Teacher	To refocus. To return to appropriate behaviour	When student's behaviour is disruptive. For example; spoiling games, calling out, interfering with others, on task.	Remind student of appropriate behaviours/values/rules Instruct them to return to task.
Step 2 Interventio	Class Teacher / Yard Duty Teacher	To stop disruptive behaviours To manage conflict situations/incidents	When student's behaviour is not inline with school rules and values	Relocate student within classroom / yard. Walk with the yard duty teacher. Extra time in class at recess / lunchtime
Step 3 Behaviour Managem	Class Teacher Yard Duty Teacher PLTs Assistant Principal Student Welfare Coordinator	To assist student to modify unacceptable behaviour	When student's behavior continues to intrude on other students learning and wellbeing in the classroom and in the yard.	Implement Behaviour Management strategies example, reward charts and incentives. Withdrawal of privileges. Provision of tasks, such s picking up papers. Communicate with parents
Step 4 External Assistanc	Class Teacher Parent Principal Assistant ncipal Student Welfare Coordinator	To set up and monitor a formal action plan To manage concerns about student behaviour	When the student's behaviour intrudes beyond normal manageable limits.	Parents, Assistant Principal, Student Welfare Coordinator and external support services to assist teacher to develop a plan of action.
Step 5 Suspensio	Principal	Action plan has failed to modify seriously disruptive behaviour.	When all of the above Steps have been unsuccessful.	In line with DET guidelines
Step 6 Expulsion	Principal	Student's behaviour has not changed. Student is deemed to be an acceptable risk	When all the above steps have been unsuccessful.	In line with DET delines.

3. SUSPENSION

Suspension is a serious disciplinary measure and would usually only be used for serious incidents or where other behaviour management strategies have not produced a satisfactory result.

A student may be suspended for up to 10 days at any time, to a maximum of 20 days in a year. Suspension may initially be for a 2/3 day period. The decision for suspension will be made by the principal in consultation with the class teacher. The length of further suspensions will be determined by the Principal, in consultation with the teacher and based on the seriousness of the misbehaviour. Outside agencies may be asked to provide advice in some circumstances.

Grounds for Suspension

A state primary school Principal can suspend a student if whilst attending school or travelling directly to or from school, or engaged in a school activity away from school during school time:

- Behaves 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
- Commits an act of significant violence or causes significant damage or destruction to property, or is knowingly involved in theft of property
- Fails to comply with any reasonable and clearly communicated instruction of a teacher or Principal
- Consistently behaves in a manner that consistently interferes with the educational opportunities of others
- Behaves in any way which threatens the good order of the school's program or facility
- Engages in any unacceptable discriminatory behaviour towards another person

4. EXPULSION

A state primary school Principal can expel a student if whilst attending school or travelling directly to or from school, or engaged in a school activity away from school during school time:

- The student does anything mentioned under Grounds for Suspension
- The student has not responded to behaviour management and support strategies
- The need of a student to receive an education at Avondale Primary School is outweighed by the welfare and safety of other students at the school
- The need of a student to receive an education at Avondale Primary School is outweighed by the need to maintain order and discipline within the school
- A suspension is inadequate to deal with that behaviour

Please note that Suspension and Expulsion procedures are set out in “Student Code of Conduct”, Directorate of School Education 1994.

This policy will be reviewed in 2018.

