




POLICY	 SPW EARLY LEARNING AND PRIMARY EDUCATION
Title: Behaviour	
Authorised by: Principal	Page Number: 1 of 7
No.: PRIN-02	
Issue Date: September 2011	
Last Reviewed: March 2020	
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Behaviour Policy

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1 INTRODUCTION

All children have the right to be in a safe, caring, success-orientated learning environment in which the rights of all children to learn and all teachers to teach are valued and supported. We seek to foster a cooperative relationship between staff, parents and children to assist in managing student behaviour. As we believe that behaviour is learned, we at SPW ensure that the Physical Environment, School Routines, Learning Programme, School Expectations, Class Rules and Teacher Methodology are such that appropriate behaviour is promoted. School Expectations and Class Rules are negotiated with children, monitored and reviewed regularly.

We reinforce appropriate behaviour by regularly acknowledging such and rewarding it through:

- Social reinforcement
- Activity reinforcement
- Token reinforcement
- Tangible reinforcements

2 SCOPE

This policy applies to all school activities, including camps and excursions.

3 PURPOSE

The purpose of this policy is to ensure that all students and our school community understand:


- Our commitment to providing a safe and supporting learning environment for students
- Our expectations for positive student behaviour
- The support available to students and families
- Our School's policies and procedures for responding to inappropriate and unacceptable student behaviour.

We understand that students reach their full potential only when they are happy, healthy, and safe, and that a positive school culture helps to engage students and support them in their learning. SPW acknowledges student wellbeing and student learning outcomes are closely linked. The objective of this policy is to support out School to create and maintain a safe, supportive, and inclusive school environment consistent with our school's values.

4 PRINCIPLES

4.1 PARENTS AT SPW EXPECT

- Fairness
- Equity
- Consistency
- A safe and caring environment with nurturing staff
- Individual attention to each child
- Clear communication between home and the school
- Clearly stated expectations and procedures understood by the entire community
- Teachers who are adequately trained in appropriate systems of protective behaviours, problem solving, conflict resolution and the development of children's self-esteem
- Appropriate Bullying and Harassment Policies

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4.2 CHILDREN LEARN BEST WHEN

- Opinions and ideas are valued and respected
- Successes are recognised and prior knowledge is built upon
- Efforts are valued and risk-taking is encouraged
- Relevant technologies are provided
- Self-esteem is nurtured
- The learning environment is safe and secure
- Learning is activity based and collaborative
- Curriculum is interesting, relevant and challenging
- Individual learning styles are recognised and catered for
- Feedback is specific
- Staff are happily engaged in their own lifelong learning
- Collaboration is evident between home and school
- Expectations, routines and behaviour management strategies are clear and practised
- Adults model appropriate behaviour
- Learning is fun

4.3 CHILDREN AT SPW ARE ENCOURAGED AND EXPECTED TO BEHAVE IN AN ACCEPTABLE WAY AT ALL TIMES

- While at school
- While on any official school excursions, camps, or school organised events
- When travelling to and from school or in school uniform

5 CONSEQUENCES FOR INAPPROPRIATE BEHAVIOUR


All teachers use the remind/warn/act system to ensure that continued learning is the focus of our Behaviour Policy.

Children are encouraged to recognise their behaviour, take responsibility for their choices and identify what appropriate behaviour is. **Teachers use their discretion and apply logical consequences for inappropriate behaviour.**

- A. If an infringement of the St Peter's Woodlands expectations comes to the notice of the yard duty teacher, and consequences are applied, a pastoral note on iWise, with the class teacher copied in, will be completed a Yard Duty Report will be completed and sent to the relevant Head of School, who will monitor all such reports.
- B. If a child's behaviour in the classroom warrants time with the Head of School/Deputy Principal in order to protect the rights of other children, after counselling, parents will be notified.

5.1 WHAT IS UNACCEPTABLE BEHAVIOUR AT SPW

- A repeated lack of regard for class rules (child sent to office)
- A continued lack of regard for school expectations as specified in the St Peter's Woodlands expectations
- Physical, verbal, sexual, racial abuse/harassment
- Behaviour that is illegal, unlawful or threatens the safety, well-being or good order of the school community
- Threatened or perpetrated violence
- Interference with the rights of a child/staff to carry out tasks
- Persistent or wilful inattention or indifference to school work or school life

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5.2 ORDER OF CONSEQUENCES

The following order of consequences may apply for instances of unacceptable behaviour as reported to the Principal/Nominee.

The First Time:

- Notify parents/caregivers
- Negotiated consequences
- Record unacceptable behaviour
- Documentation signed by Principal/Nominee

The Second Time:

- Notify parents/caregivers
- Internal suspension (from yard or from class)
- Behaviour change plan (re-entry negotiated)
- Documentation signed by Principal/Nominee

The Third Time:

- Notify parents/caregivers
- External suspension for up to 1 week
- Behaviour change plan (re-entry negotiated)
- Documentation signed by Principal/Nominee

The Fourth Time:

- Notify parents/caregivers
- External suspension for up to 2 weeks
- Behaviour change plan (re-entry negotiated)
- Documentation signed by Principal/Nominee

The Fifth Time:

- Notify parents/caregivers
- External suspension for up to 4 weeks
- Behaviour change plan (re-entry negotiated)
- Documentation signed by Principal/Nominee

The Sixth Time:

- Expulsion from the School

As every child has an opportunity for forgiveness and continuous learning, they start the new school year with a new beginning, hence the identified order of consequences as outlined above are relevant for one school year only.

5.3 TAKE-HOME PROCEDURE (IMMEDIATE SUSPENSION)

If the child is unwilling or unable to comply with any of the above, or is a danger to themselves, staff or other children, then take home procedure (suspension) will apply immediately.


- The Principal/Nominee will contact parents/caregivers, or emergency contact person to organise for an adult to collect the child for the remainder of the day. If there is no adult to collect the child the police will be called.
- When the child returns, a re-entry plan must be negotiated.

5.4 IMMEDIATE EXPULSION/SUSPENSION

If the severity of the unacceptable behaviour warrants a stronger and immediate response, the child may be expelled/suspended straight away at the discretion of the Principal.

5.5 USE OF POLICE

In circumstances where the safety or well-being of a child/staff/parent is threatened, and a parent/caregiver/ emergency contact person cannot assist, the police may be called (this includes a child leaving the school grounds without permission).

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6 ROLES AND RESPONSIBILITIES

Principal: The ultimate responsibility for decisions regarding behaviour management lies with the Principal. The Principal:

- Provides effective leadership to all staff to establish consistent school-wide and classroom expectations, and classroom consequences for problem behaviour, involving the reinforcement of positive social behaviours and the use of school protocols and expectations to improve student behaviour
- Facilitates student suspensions and expulsions and ensures processes are followed
- Is accountable for ensuring a safe, secure and harmonious work environment for students and staff
- Provides leadership, advice, and direction. Is a role model.
- Oversees suspensions and complex welfare and discipline issues
- Ensures students, staff and parents/caregivers are provided with opportunities to contribute to the development of the policy, and staff are provided with training and development opportunities in behaviour management
- Ensures the School's policy is evaluated and reviewed.

Deputy Principal/Heads of School: The Deputy Principal, the Head of Primary, and the Head of Early Years responsible for:


- Documenting incidents relating to the management of student behaviours to inform decision-making. When concerns arise about a student's ongoing behaviour, or when a student is displaying chronic patterns of problem behaviour, implementing a targeted response to address the problem
- Overseeing the implementation of the Attendance Policy and addressing repeated attendance issues
- Overseeing the implementation of the Behaviour Policy, including the review and ongoing and monitoring of the Policy
- Supporting classroom teachers in the overall management of student behaviours
- Monitoring playground behaviour of students and regularly report individual incidents, trends, and data to staff
- Keeping staff informed in relation to students who are experiencing difficulty and the strategies in place to manage and support the students
- Implementing strategies to assist students to improve behaviour

Teaching Staff: Teaching staff are responsible for:

- Being mindful of the physical and psychological wellbeing of each child
- Knowing how students learn and how to teach effectively, using a range of strategies to engage students in effective learning
- Know the content, and plan and assess for effective learning
- Being familiar with, and fairly, reasonably, and consistently implement the Behaviour Policy
- Documenting incidents relating to the management of student behaviour to help inform decision-making
- Informing parents/caregivers of any welfare/behavioural concerns they have about their children
- Modelling and promoting appropriate behaviour
- Maintaining clear communication with parents/caregivers and working with them to achieve positive outcomes for students
- Being proactive in playground supervision and classroom management and respond in a timely manner to incidents.

Students: Students are responsible for:

- Contributing positively to the educational experience for themselves and other students

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- Participating fully in the school's educational program without distracting students from their work and teachers from their teaching
- Ensuring their behaviours demonstrate respect for themselves, their peers, their teachers, and all other members of the school community
- Looking after School property and equipment
- Caring for property belonging to themselves and other students
- Treating one another with respect

Parents/Caregivers: Parents/caregivers are responsible for:

- Ensuring their child's regular attendance at school, in accordance with the Attendance Policy
- Ensure their children are at school on time each day
- Support the School in maintaining a safe and respectful learning environment for all students
- Engaging in regular and constructive communication with school staff regarding their child's learning
- Informing the School of issues that may affect their child's learning
- Supporting the School in the implementation of the Behaviour Policy

7 FURTHER INFORMATION

Further information regarding this policy is available from any member of the Executive Leadership Team.

Relevant Legislation

None

Related Policies

PRIN-03	Bullying and Harassment
PRIN-04	Child Protection
PRIN-06	Communication
PRIN-09	Attendance
PRIN-39	Wellbeing

Related Procedures & Standard Operating Procedures

PRIN-41-02	Pastoral Notes on iWise
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Related Forms & Checklists

None

Related Safe Work Practices & Guidance Notes

None

Related Other Documentation

Information Sheet	Behaviour Expectations Information for Students
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PRINCIPAL (Signature)	DATE