

MVAC Primary Behaviour Management Policy and Procedure

Introduction

This policy operates in the context of the College's Code of Conduct and reflects the ethos of the school. We are a caring community with a sound value base.

We believe that rewarding good behaviour and providing encouragement promotes a climate of consideration for others and encourages good behaviour rather than merely deterring anti-social behaviour.

The objectives for this policy are to:

- have a clear statement on discipline and how to action the plan;
- have an agreed set of rules for conduct in school and on the playground;
- provide rewards and sanctions for behaviour;
- improve communication among and involvement between, all members of the school community;
- maintain a regular review of discipline in school.

Aims

- To ensure that every member of the school community feels valued and respected.
- To support the way in which all members of this school community can live and work together in an environment that is happy, safe and secure and where effective learning can take place.
- To promote teaching and learning through the building of good relationships based on mutual respect and consideration for others.
- To help children grow in a safe, happy and secure environment and become positive, responsible and independent members of the community.
- To reward good behaviour and provide encouragement and stimulation to all pupils.
- To treat all children fairly and apply this policy in a consistent way.
- To ensure that children are aware of the school rules and the Code of Conduct. Each class has its own classroom code.
- To teach, through the school curriculum, values and attitudes as well as knowledge and skills, in order to promote responsible behaviour, self-discipline and respect for self, others and the world around us.

A Positive Approach

An effective discipline policy is one that seeks to lead children towards high self-esteem and self-discipline. Consequently, good discipline arises from good relationships and from setting expectations of good behaviour. We reinforce good behaviour and help our children feel good about themselves.

We will use a positive system of rewards, which will include:

- Verbal praise
- Positive comments in diaries/ notes
- Special awards in class or in Assembly
- Informal referral to Principal or Head of Junior School for commendation
- Using stars/smiley faces on charts, books etc
- Use of special award certificates within classrooms
- Use of classroom rewards systems such as 'Raffle Tickets' and 'Smiley Faces' for good work and behaviour.

At MVAC, our rules system is based on the 'Five Aussie Fair Rules' which are positive "I Can" statements. These statements encourage each student to understand what they can do to show good behaviours in the classroom and in the playground.

Five Aussie Fair Rules

- 1. I can listen.**
- 2. I can follow instructions.**
- 3. I can raise my hand and wait.**
- 4. I can work quietly.**
- 5. I can control what I do and say.**

Sequence of Punishments/Sanctions

Failure to abide by the principles of the Code of Conduct or to obey College rules may result in the following punishments or sanctions being applied:

In Class

- (i) Verbal Warning - If a child breaks a rule he or she is reminded of it and given a verbal warning.

(ii) Written Warning - If during the same session the child breaks the same or another rule his or her name is put in a cloud on the board or beneath a sad face or similar system.

(iii) If during the same session the child breaks the same or another rule a third time a tick or a sad face is put next to his or her name and she or he loses five minutes of class time and has to sit in a previously specified area (such as a mat or chair) for some 'thinking time'.

(iv) A fourth offence may cause the child to be sent to another class, usually the next one up the school, for five to fifteen minutes. Any further offences in that session may result in the student being sent to the Head of Junior School, and/ or the Time Out Room at Lunch play time.

At the start of each session (after recess and Lunch breaks), the student is given a 'fresh start' and the process begins again from step one.

On the Playground

(i) Verbal Warning - If a child breaks a rule he or she is reminded of it and given a verbal warning.

(ii) If the student breaks the same or similar rule, the student will be required to spend 5 minutes with the teacher on duty or on a silver seat/ white dot at the side of the playground.

(iii) A further offence in the same session, will result in the student spending the remainder of the session with the teacher on duty or on a silver seat/ white dot at the side of the playground. The teacher on duty should inform the Head of Junior School at the conclusion of the duty, so a note can be made to help support the student.

In more serious offences, such as violence or vandalism, the student may be sent directly to the Time Out Room.

Time Out Room

The Time Out Room will operate during the second half Lunch break during play time. Students will eat their Lunch during the first half Lunch period. The Time Out Room is monitored daily by a Primary Staff member as their allocated playground duty.

Students are required to sit quietly at an individual desk within the time Out Room until the rostered Teacher is able to conference with them.

The student is given a 'Planning Sheet' in which they are encouraged to identify the 'Aussie Rule' they need to follow. K-2 students will trace the appropriate rule and copy, whilst Years 3-6 students will write for themselves as appropriate to the student's ability.

In the conference with the teacher, the student will be told that his/her behaviour is unsuitable, given the opportunity to discuss the situation and will be encouraged to modify that behaviour.

At the end of the session, the student is given the planning sheet to take home and discuss with their parents/ carers. This sheet is to be signed by the parent/ carer to acknowledge they are aware of the breach of conduct and returned to the Time out Teacher the following school day.

If a student fails to return their signed sheet, the student may be required to attend Time Out again as developmentally appropriate. Generally students in K-2 will be given another reminder to return the sheet before a second Time Out is given.

If a student attends the Time Out room for 5 days in any one term, the student's parents/ carers are notified by the Head of Junior School, and the student is placed on a Behaviour Chart for as long as deemed necessary (usually around 4 weeks). These charts are used to monitor behaviour in the classroom and playground, and are sent home each day to communicate with parents. Parents are encouraged to comment as important partners in the care and education of their child.

The classroom teacher and the Head of Junior School use these charts to identify patterns and triggers of both positive and negative behaviours. This information is then used to provide support as appropriate to the student to assist them to improve their behaviours at school.

If a student reaches this level of discipline, withdrawal of privileges may be applied. These will be appropriate to the situation and the age of the child and parents will be informed if deemed necessary. Care will be taken not to jeopardise the delivery of the curriculum and sanctions may involve; exclusion from a particular class, exclusion from an extra-curricular activity, or exclusion from a school-organised outing or trip.

Extremely serious misconduct or repeated disciplinary action may result in suspension or expulsion.

The following are regarded as valid reasons for suspension or expulsion:

- Substance or alcohol abuse on school premises
- Persistent bullying of a pupil
- Physical attack on a pupil or member of staff
- Verbal abuse of a pupil or member of staff
- Disruptive and or inappropriate behaviour in class or on the playground
- Persistent infringements of relatively minor school rules
- Significant damage to school, staff or students' property
- Stealing from school, staff or students
- **A very serious problem may result in the normal procedures being abandoned and a child being taken home straight away**

The role of the class teacher

It is the responsibility of the class teacher to ensure that the College rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.

The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

The class teacher treats each child fairly and enforces the classroom rules consistently. The teacher treats all children in their class with respect and understanding.

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Head of Junior School.

The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

The role of the Head of Junior School

It is the responsibility of the Head of Junior School, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head of Junior School to ensure the health, safety and welfare of all children in the Primary school.

The Head of Junior School supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Head of Junior School keeps records of all reported serious incidents of misbehaviour.

The Head of Junior school has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head of Junior School will liaise with the College Principal if exclusion/ expulsion is deemed necessary.

The Role of Parents

Parents have a vital role to play in their children's education. It is very important that they support their child's learning and co-operate with the school. We are very conscious of the importance of having strong links with parents and good communication between home and school.

We will inform parents if we have any concerns about their child's welfare or behaviour and we would appreciate it, if parents have concerns, that they make these known to the class teacher in

the first instance, and the Head of Junior School if further action is necessary.

1 Policy Governance

Tier	1
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