

A decorative graphic on the right side of the page consists of three blue circles of varying sizes, each with a gradient from light to dark blue. These circles are connected by black lines that form a network-like structure. One line connects the top-left of the largest circle to the top-right of the smallest circle. Another line connects the top-right of the smallest circle to the top-left of the medium circle. A third line connects the top-right of the medium circle to the top-left of the largest circle. A fourth line extends from the top-right of the largest circle towards the top-right corner of the page. A fifth line extends from the top-left of the largest circle towards the top-left corner of the page.

BUNDOORA PRIMARY SCHOOL
A school wide, consistent approach to
student behavior and discipline.

2011/2012

INTRODUCTION

It is the aim of Bundoora Primary School to provide a broad range of academic, social and physical educational opportunities that will enable students to reach their full potential. It is expected that all students will seek to achieve their personal best and will adhere to a code of conduct based on mutual respect and responsible behaviour. Such behaviour requires self-discipline that can best be developed through our school values: respect, friendship, resilience, cooperation and excellence. Responsible behaviour implies we are individually responsible for our choices that allow ourselves and others to learn and lets teachers capitalize on learning moments throughout the day.

The effective management of student behaviour requires that all students be offered a curriculum that extends them educationally and is success oriented. This needs to be supported by a learning environment where they feel they belong, are happy and safe. Personal growth is to be recognised as a key aspect of a student's development. Individual needs will be balanced with the demands of many.

We believe that students, parents and teachers should work together to create a challenging and stable learning environment able to meet the needs of the whole student community.

BELIEFS

At Bundoora Primary School we believe that all students need to be:

- valued, treated with respect, courtesy and kindness
- safe within the school environment and work or play without intimidation, bullying or harassment
- able to develop their individual talents and interests

AIMS

At Bundoora Primary School we aim for:

- Respectful verbal and non-verbal body language and tone
- Punctuality and regular attendance
- A school uniform which is worn with pride
- Homework to be completed to the best of the student's ability
- Safe movement within and around the school
- Respect in relation to the school environment
- Empathy towards others
- Development of social skills

STRATEGIES

- Develop and maintain success for all students by recognising and acknowledging students' strengths
- Create opportunities for students to take responsibility
- Develop and implement consistent practices to support the rights of all members of the school community
- Develop partnerships to manage student behaviour
- Policies exist which support students to make decisions about their learning and their behaviour

- Develop curriculum and learning situations that promote connectedness and inclusion.
- Issues are dealt with promptly and efficiently

EXPECTATIONS AND RESPONSIBILITIES OF STUDENTS

The Bundoora Primary School community expects our students will:

Treat people with respect:

- Speak politely at all times
- Be honest and fair
- Consider the safety of others

Be considerate of property and the environment:

- Seek permission to use school property or other students' personal items
- Put litter in a bin
- Use equipment appropriately

Follow school routines and procedures:

- Be on time and well prepared for classes
- Attend regularly
- Turn off mobile phones and leave them at the office
- Follow school procedures with regard to absence, lateness or when leaving the school grounds
- Wear agreed school uniform
- Use the appropriate areas during recess and lunch
- Follow the school procedures for bikes, skateboards and scooters
- Submit required work on time
- Stay on task and complete work

EXPECTATIONS AND RESPONSIBILITIES OF TEACHERS

The Bundoora Primary School community expects our teachers will ensure students know and maintain school expectations and rules by:

- Reinforcing appropriate behaviour regularly
- Implementing consequences consistently and according to policy
- Supporting those students who need to change their behaviour
- Ensuring parents are informed by notes/letters/emails when required
- Documenting action as required

All classroom teachers to establish and maintain a supportive classroom environment by:

- Relating to students as individuals
- Negotiating and displaying classroom rules and expectations
- Planning and implementing appropriate learning activities to suit the needs of students

- Structuring classroom activities that will develop students' skills in conflict resolution, problem solving and decision making
- Keeping parents regularly informed about student's behaviour as well as academic work
- Recognising and rewarding appropriate behaviour, effort and success
- Sharing with appropriate teachers the individual needs of students
- Modelling appropriate behaviour by: being punctual, being supportive and patient, speaking politely, being consistent and fair, respecting the rights of others and celebrating student success

EXPECTATIONS AND RESPONSIBILITIES OF PARENTS

The Bundoora Primary School community expects parents to support the Students' Behaviour Management Policy by:

- Being familiar with the Bundoora Primary School Student Behaviour Management Policy
- Knowing the school and classroom expectations and consequences
- Supporting students in accepting and fulfilling consequences
- Communicating with the school with regard to personal concerns about students
- Encouraging positive student behaviour
- Acknowledging school/home communications such as letters, diary entries, emails and notices
- Attending discussions, meetings and information sessions
- Ensuring school dress code is supported
- Supporting students in attendance and punctuality
- Participating in the development, implementation and review of the Student Behaviour Management Policy

OUR FIVE SCHOOL RULES

Our school rules are short and concise. They are designed to create, stabilise and provide a safe environment, in which individuals can pursue their activities in an productive manner without interference.

1. Move and play safely.
2. Care for yourself, others and all property.
3. Resolve problems calmly, sensibly and fairly.
4. Maintain respect of others through speech, manners and actions.
5. Work to the best of your ability and allow others to do the same.

Early each year teachers will negotiate a set of classroom rules for their own grades that are consistent with the "School Rules". School and grade rules are to be displayed in conspicuous positions around the school ground and classrooms.

STRATEGY FOR BEHAVIOUR MANAGEMENT- Refer to Flow-Charts

Stage One - "Working Out" stage between pupil and teacher

Process: Discussion. During discussion between teacher and student an attempt will be made to reach understanding.

Possible consequences:

- A. Warning with agreed consequences in the event of subsequent misdemeanour.
- B. Removal of privileges.
- C. Community service assisting the school community by cleaning areas of the school ground during recess and/or lunchtimes.
- D. Time out, this means physical isolation within the room, activity centre or yard where the child can be observed by the teacher.

Stage Two - Unresolved and/or continual problems, between pupil, teacher and principal

Process: Interview/discussion. Parent/teacher/pupil interview, anecdotal record of discussion and decisions reached to be maintained.

Possible consequences:

- A. Removal or privileges.
- B. Extended community service.
- C. Exclusion from room/yard - in appropriate space with supervision.
- D. Seeking specialist assistance – e.g. Student Services.

Stage Three - Continued or major misconduct stage

Process: Recorded interview.

Possible consequences: Parent and student will be informed that unless an acceptable solution can be reached and maintained, the only recourse for the school is suspension. Assistance may be sought from outside agencies to assist in the development of appropriate individualised behaviour modification programs.

Stage Four - Suspension or Expulsion as per Department of Education and Training regulations.

Process: Complete Suspension Notice. Student support Group notes to be included, if available.

Under Ministerial Order 184, Suspensions can occur for:

- threatening or endangering the health, safety or wellbeing of others
- committing an act of significant violence against a person or property or being knowingly involved in the theft of property
- possessing, using or assisting another person to use prohibited drugs or substances
- failing to comply with a reasonable and clearly communicated instruction of a principal, teacher or other staff member
- consistently behaving in a manner that interferes with the wellbeing, safety or educational opportunities of any other student
- consistently engaging in behaviour that vilifies, defames, degrades or humiliates another person

This document does not replace the importance of excellent teaching practice, strong relationships or the importance of good communication and conflict resolution skills.

Minor Incidents

Definition: an incident that interrupts the successful running of our school.

<p>Examples of Incidents</p>	<p>Off task Littering Eating in class Wandering around learning space Riding bike/skateboard/scooter on school grounds</p> <p>LOW LEVEL: Not following reasonable requests Answering back Name calling Not using manners</p>	<p>Swinging on chair Incomplete homework Touching other's property Using wrong doors</p> <p>Teasing Attention seeking Rudeness</p>	<p>Lateness to lesson Loudness Unprepared for lessons No hat (Term 1 and 4) Inside at breaks</p> <p>Throwing things, Interrupting Disruptive behaviour,</p>	<p>Not listening to instructions Running in corridors Calling out Chewing gum Squirting water</p> <p>Play fighting Put downs/negative comments , Not following school rules</p>
<p>Level of Response</p>	<p style="text-align: center;">STAGE ONE 'Working Out'</p>	<p style="text-align: center;">STAGE TWO 'Unresolved &/or continual problems'</p>	<p style="text-align: center;">STAGE THREE 'Continued or major misconduct stage'</p>	
<p>Responsibility</p>	<p style="text-align: center;">Classroom/ Yard Teacher</p>	<p style="text-align: center;">Teacher, Principal and Parents</p>		<p style="text-align: center;">Principal, Teacher and Parents</p>
<p>Action</p>	<p>A. Warning with agreed consequences in the event of subsequent misdemeanour.</p> <p>B. Removal of privileges.</p> <p>C. Community service assisting the school community by cleaning areas of the school ground during recess and/or lunchtimes.</p>	<p>A. Completion of Reflection Sheet B. Removal or privileges. C. Extended community service. D. Exclusion from room/yard - in appropriate space with supervision. E. Seeking specialist assistance – e.g. Student Services.</p>		<p>Parent and student will be informed that unless an acceptable solution can be reached and maintained, the only recourse for the school is suspension. Assistance may be sought from outside agencies to assist in the development of appropriate individualised behaviour modification programs.</p>

Teachers are to keep own records of behaviour. If pattern emerges then make parent contact by phone.

Classroom Teachers are required to file all completed Reflection Sheets.

Major Incidents

Definition: Violent and/or aggressive behaviour. Unsafe, consistent non-compliance. Verbal and/or physical abuse

<p>Examples of Incidents</p>	<p>Bullying Repeated minor incidents Not following school rules Offensive swearing (loud, abusive)</p>	<p>Danger to self and others Consistent non-compliance Breaking an agreed behavioural contract</p>
<p>Level of Response</p>	<p style="text-align: center;">STAGE THREE</p> <p style="text-align: center;">Major misconduct stage</p>	<p style="text-align: center;">STAGE FOUR</p> <p style="text-align: center;">Incidents that of significant harm or danger</p>
<p>Responsibility</p>	<p style="text-align: center;">Principal, Teacher and Parents</p>	<p style="text-align: center;">Principal</p>
<p>Further Action</p>	<p style="text-align: center;">Meeting with Parents</p> <p style="text-align: center;">↓</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p>Contract</p> </div> <div style="text-align: center;"> <p>Return to class</p> </div> </div> <p style="text-align: center;">Offences or incidents of significant harm or danger</p>	<p style="text-align: center;">Begin Suspension or Expulsion Process as per DEECD regulations</p> <p style="text-align: center;">↑</p>