

STUDENT BEHAVIOUR POLICY

Vision Statement

McDonald Park School community will work collaboratively to develop respectful, thriving and engaged problem solvers.

Our school behaviour management policy aims to maintain our vision with a focus on respect, responsibility and learning. To do this:

- We will provide opportunities and support for students to experience success and acknowledge their success.
- We will encourage students to accept responsibility for their own behaviour.
- Staff, caregivers, community members and students will work together to create a safe, caring, orderly and productive learning environment.

Restorative Practices

Restorative practices reflect our vision to 'collaboratively develop respectful problem solvers'. When a conflict occurs it is expected that participants work together to understand, clarify and resolve the situation and repair the harm (a specific script is available to ensure consistency of language and practice).

Interoception Room

The interoception room is a proactive space for students to use when they are not ready for learning. It is a learning support strategy rather than a behaviour consequence. The room is supervised by senior staff.

Students are expected to participate in self regulation activities and discuss the learning barrier before completing the learning task and returning calmly to class.

Interoception activities will be facilitated as a class after each break.

Behaviour Management Procedures

Each class discusses and forms rules which reflect our school vision, within classes expectations this may be termed class mission statement, rules for living etc to be communicated to parents at Acquaintance Night.

Inappropriate Behaviour

Inappropriate behaviours are behaviours that can have a negative impact on a child's right to learn, their right to a safe environment and a teacher's right to teach.

Most inappropriate behaviours can be managed by general classroom strategies applied by the teacher. For example:

- Restorative conversations
- Reflective statements
- Redirecting/Rules clarification

If appropriate, leadership staff may release a staff member to facilitate this process. In conjunction with these strategies a four step system is employed to manage inappropriate behaviour.

Step 1: Verbal reminder

Students will be warned of their misbehaviour and reminded of the rule they are breaking.

Step 2: Class consequence

Students who choose to continue will be given a formal warning or if warranted, a class consequence will be applied. This can include catching up work during lunch play time and/or sitting out during lunch play time (approximately 15 to 20 minutes). Teachers are responsible for supervision.

Step 3: Time Away

Students who continue to behave inappropriately will be sent to time away in a neighbouring class. Class teacher to follow up regarding sending and collection of student and contacting parent regarding consequences. Expected time frame to be developmentally appropriate to age.

Step 4: Consequences for more serious behaviours

Steps one to three will apply for most inappropriate behaviours, however for more severe behaviours the first and/or second steps can be bypassed. These behaviours include:

- Violence or threatened violence
- Bullying
- Repeated inappropriate behaviour
- Disrespect

The following consequences may be applied at the discretion of senior staff:

- Admin time out
- Take home
- Suspension - internal/external (home)
- Exclusion
- Expulsion

All incidents that result in actions occurring at either step three or four are recorded on the student's EDSAS profile.

Further Considerations

If inappropriate behaviour persists, then the class teacher and leadership staff will consider:

- Development of a behaviour plan.
- Yard restrictions.
- Involving regional office personnel.

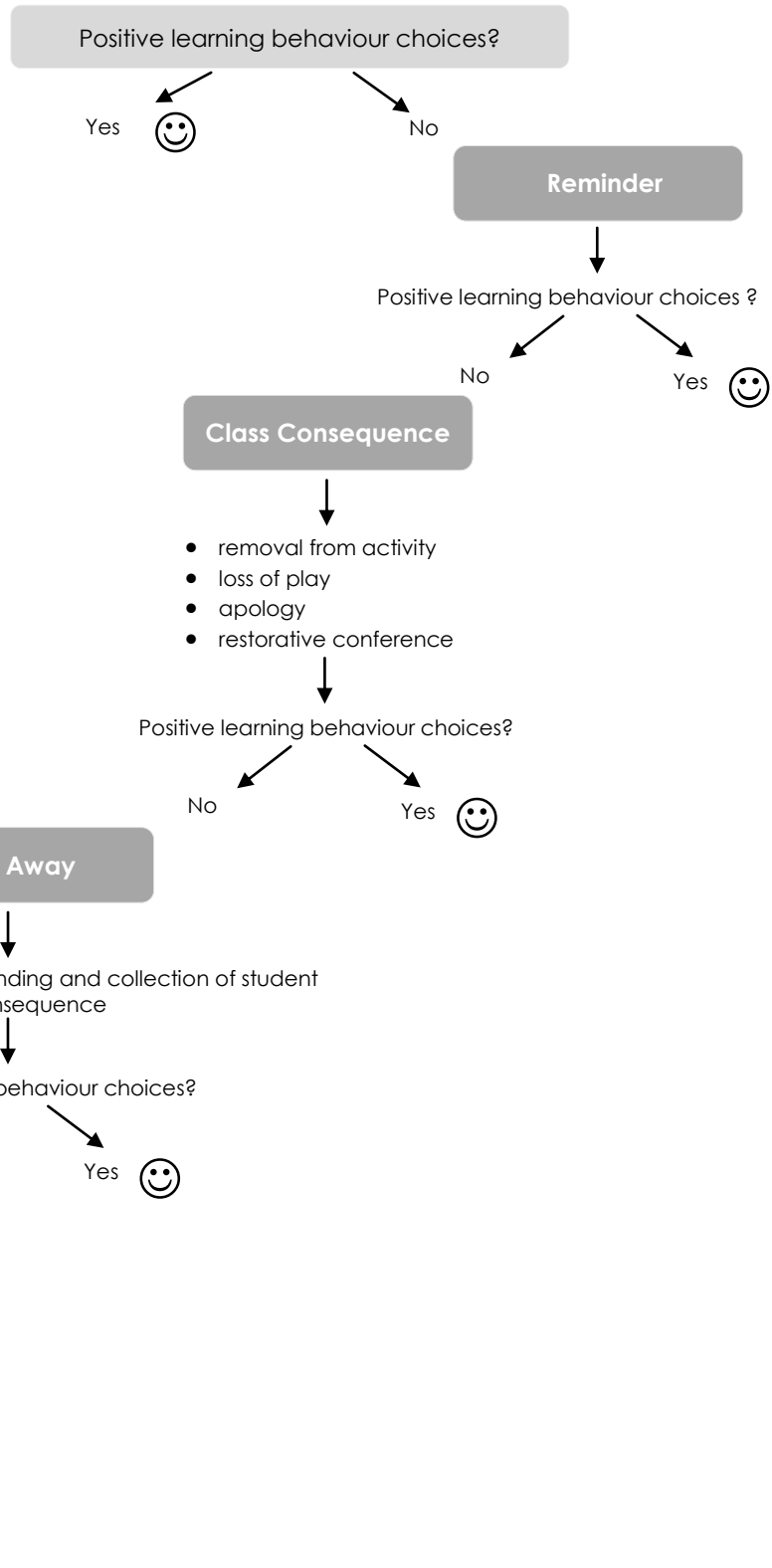
Step four incidents require parent contact. Parent contact is also encouraged if a student displays repetitive low level behaviours.

Yard Behaviour

Yard behaviour expectations are based on our vision and the same management steps are applied for inappropriate play time incidents. Staff are encouraged to have their mobile phones whilst on yard duty. Incidents are recorded in duplicate and will be followed up following each break. This may include restorative conferencing at next break.

Our primary focus is learning. Our aim is to engage students in maximum learning opportunities, therefore steps may be skipped or repeated. It is not necessarily a linear process.

Restorative practices are implemented at each stage.



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Take Home

Suspension

Exclusion

- violence, threatened violence and disrespectful language may result in take homes or suspension
- a re-entry meeting must occur with senior leaders before student re-enters the classroom