

Madeley Primary School
Behaviour Education Policy



Recognition is given to Tapping Primary School as this policy was built around theirs.


1. POLICY STATEMENT


*“The development of **personal and social capability** is a foundation for learning and for citizenship.”*

Melbourne Declaration on the Educational Goals for Young Australians

Madeley Primary School seeks to assist students in becoming self-motivated, life-long learners who display resilience, courage and treat others with respect at all times.

Positive behaviour is important for personal and social success. Behaviour that stems from intrinsic motivation is of greater benefit to an individual. Madeley Primary School will provide all students with the opportunity to learn and model positive behaviour that is intrinsically motivated.

 **Curriculum** – Behaviour education will be built into and not onto the existing curriculum. Specific values and social skills will be explicitly taught to students through the procedures and processes used to educate students.

 **Community** - The school's Behaviour Education policy will employ strategies that enhance the intrinsic motivation of students. Classroom Behaviour Education policies will reflect the whole school's focus on intrinsic motivation.

The school is part of a wider system and social community with its own beliefs and expectations regarding student behaviour management. The school's behaviour education procedures aim to reflect best practice while respecting community beliefs.

 **Care** – The ‘golden rule’ of **TREAT OTHERS THE WAY YOU WANT THEM TO TREAT YOU** will be established as the guiding concept for behaviour education at the school.








2. BACKGROUND

The 2012 Madeley Primary School external review recommended:

“In reviewing the effectiveness of the Positive Education Program, the school considers ways of moving from extrinsic to more intrinsic motivation.”

The Australian Curriculum aims for students to: “...develop personal and social capability as they learn to understand themselves and others, and manage their relationships, lives, work and learning more effectively.”

The Personal and Social General Capability seeks to involve students in a range of practices including:

 recognising and regulating emotions,
 developing empathy for others and understanding relationships,
 establishing and building positive relationships,
 making responsible decisions,
 working effectively in teams,
 handling challenging situations constructively and
 developing leadership skills.








“The *Melbourne Declaration on the Educational Goals for Young Australians* (MCEETYA 2008) recognises that **personal and social capability** assists students to become *successful learners*, helping to *improve their academic learning and enhancing their motivation to reach their full potential*. Personal and social capability supports students in becoming *creative and confident individuals* with ‘*a sense of self-worth, self-awareness and personal identity that enables them to manage their emotional, mental, spiritual and physical wellbeing*’, with a sense of hope and ‘*optimism about their lives and the future*’. On a social level, it helps students to ‘*form and maintain healthy relationships*’ and prepares them ‘*for their potential life roles as family, community and workforce members*’ (MCEETYA, p. 9).”

“Students with well-developed social and emotional skills find it easier to manage themselves, relate to others, develop resilience and a sense of self-worth, resolve conflict, engage in teamwork and feel positive about themselves and the world around them. The development of **personal and social capability** is a foundation for learning and for citizenship.”

3. PRINCIPLES & PROCEDURES

Positive Relationships – Students need to receive explicit instruction on the behaviours that are expected. The best environment in which to learn expected behaviours is one in which these behaviours are modelled and upheld at both a whole school and classroom level. Effective classroom management skills are paramount to the successful integration of instructional strategies in the classroom and the establishment of a positive classroom environment. Teachers should employ winning-over strategies to establish a positive rapport with students.


When dealing with student misbehaviour teachers will employ responses that maintain positive relationships (teacher to student and student to student). Teachers will regularly apply practical classroom management and instructional strategies that:

-  Reduce unproductive behaviour e.g. cue to start, transition planning etc.
-  Increase student engagement and accountability e.g. random name selections, think-pair-share etc.
-  Diffuse escalating behaviours and power struggles – Bump Theory
-  Include low key responses e.g. eye contact, proximity, intentional ignoring, using name, wait-time, private dialogue, use of ‘I’ and ‘because’ messages, visual or verbal cues, varying voice volume etc.
-  Group Problem Solving (GPS) – a guided/monitored technique that raises empathy and gives an authentic student voice
-  Use of Reflective Language
-  Include restorative based consequences


Co-operative Learning Strategies – “Cooperative learning is one of the most powerful tools teachers have in providing the level of engagement and academic and social support their students need to be successful.” Success for All Foundation


Learning in schools is a social activity which requires active involvement. Cooperative learning provides students with the capacity to accomplish more in a fun way. Classroom dynamics and student behaviour are impacted positively by the phases of group work applied during cooperative learning activities.

External Resources – The school has adopted the philosophy of the Play is the Way® (PITW) program. PITW provides a practical methodology for teaching social and emotional learning. *“Social and emotional learning is a process for helping children and even adults develop the fundamental skills for life effectiveness. These skills include recognizing and managing our emotions, developing caring and concern for others, establishing positive relationships, making responsible decisions, and handling challenging situations constructively and ethically. They are the skills that allow children to calm themselves when angry, make friends, resolve conflicts respectfully, and make ethical and safe choices.”* (Play is the Way). Through PITW the school will develop, improve and embed personal and social capabilities within the lives of students. Elements of the program employed by the school include:

 Life Raft Sessions – 5 Concepts to Live your Life By: Every teacher will provide explicit instruction to students on skills that will improve their chances of success in learning and life. Instruction will be organised around the ‘5 Concepts to Live your Life By’ which are:

1. Treat others as you would like them to treat you
2. Be brave – participate to progress
3. Pursue your personal best no matter who you work with
4. Have reasons for the things you say and do
5. It takes great strength to be sensible

 Values & Virtues: There are six values/virtues that will be promoted across the school. Teachers will provide explicit instruction on what the values/virtues look like, sound like and feel like when demonstrated in a person’s life. The program aims to provide students with an opportunity to demonstrate and practise the values until they become a deeply ingrained habit or action (virtue). The values/virtues include – COURAGE, RESPECT, PERSISTENCE, TOLERANCE, FRIENDLINESS, RESILIENCE, MANNERS and SELF-MOTIVATION.

 Personal Goal Setting: The ‘5 Concepts to Live By’ and ‘Values/Virtues’ will form the basis for student goal setting. Teachers will provide explicit instruction about how to code switch (i.e. the expected behaviours) when working in specific environments e.g. whole class, small group, inside, outside. The

'Are you ready' and 'cue to begin' strategy will be employed to assist students to code switch. Students will participate in goal setting on a regular basis in a developmentally appropriate way. Younger students may set weekly goals either as a whole class or as individuals. Older students may set daily personal or group goals. The teacher's discretion will determine the goal setting process used in classrooms. The teacher will ask students to restate their goal throughout the day and promote a positive class response when a goal is demonstrated/achieved.



Guided Play: Teachers will conduct a daily games program four times per week for no longer than 15 minutes per session. This games session will also be the daily fitness program for students. Teachers can use either the PITW or Bluearth resources. Teachers will make perceptive observations during games that lead students to a greater awareness of personal and social behaviour. The teacher will employ careful questioning and respectful suggestions when leading game reflection sessions.



Empowering Reflective Language (Self-Control Checklist): When responding to student behaviour teachers will provide opportunities for student to accept rather than defend their behaviour and use language that promotes student reflection rather than reaction. A common language 'Self-Control Checklist' (SCC) will be used as outlined below:

- Was that the right thing or wrong thing to do?
- How has your behaviour affected yourself and others?
- Did you make a weak decision or a strong decision?
- Was your thinking or your feelings in charge?
- Are you going to be your own boss or do you need me to be the boss of you?
- Are you running away from the problem or dealing with it?
- Am I trying to hurt you or help you?



Reflection-Repair-Restitution (3R): For minor behaviours teachers will conduct a verbal process using the 3R steps. Teachers will keep their own records of any verbal process. A written process using the 3R steps will be used for more serious behaviours (where there is a negative impact on the safety and wellbeing of others or where the positive culture of the school is damaged e.g. bullying, verbal/physical abuse or harassment of students/staff, wilful offence against property, substance/illegal substance misuse).

Manners – The teaching of manners is best done at point of need through real life application. Good manners are a social expectation that create a positive tone across the school. When required, teachers will provide explicit instruction on the importance of manners and reinforce them through 'I' and 'because' messages.

Awards - Teachers will acknowledge the effort, achievement and service of students that is not motivated by the desire for a reward or the pleasure of the reward giver. Expected behaviours can be acknowledged in the following ways:

1. Non-verbal e.g. smile, nod
2. Verbal e.g. the use of 'I' or 'because' messages – "I like your writing because you have punctuated it well", "I appreciate you picking up that rubbish because you are caring for our environment".
3. Written e.g. annotations on student work that explain the behaviour demonstrated. Annotations may be accompanied by a sticker. The sticker is only given to highlight academic achievement or a 'personal best' and not behaviour. Stickers must not be used as an extrinsic attempt to force compliance to an expected behaviour. Stickers must only be placed on student work and not on the students themselves.
4. Virtue Acknowledgement – At the end of every term teachers may nominate one or two students who they believe has turned a value into a virtue. The teacher will acknowledge this achievement at a special assembly. No certificate will be given as the acknowledgement itself is validation of the virtue. Parents and community members may be invited.
5. Community Role Model (End of Year Awards) – Every classroom teacher will nominate two students for the end of year awards. Awards are given for:
 - a. Effort in academic achievement (Curriculum) – persistence to improve should be the determining virtue for this award
 - b. Effort in achieving values/virtues (Community/Care)

Specialist teachers will also nominate one student from Year 1 – 2 , Year 3 – 5 and Year 6 to receive an academic achievement award. Book awards will be given.

6. Sports Carnival Awards – Students will receive ribbons for running 1st, 2nd, 3rd or 4th in a race. The winning faction will receive the annual shield.
7. Extra-curricular events, incursions/excursions – These activities are a privilege and not a right. Teachers must be confident that all students will behave in an appropriate manner. Students that may

be a concern will be discussed with Admin. Parents will be informed if student attendance at an event is to be withdrawn.

8. **Student Leadership Positions** – Staff will select suitable students for student leadership positions. A student ballot will be held to provide students with a voice in the selection process. The student voice will be considered as part of the selection process.





Prizes – From time to time the school community will run competitions which involve the giving of prizes. Prizes will be presented at assemblies or other appropriate occasions. Examples of events include: Talent Show, art competitions, chess competitions, Madeley Cup, Fundraising competitions.

Consequences – The 3R process requires students to 'Make it right', 'Say sorry' and involves communication with parents. Examples of 'making it right' behaviour should be negotiated with students and could include apologising, helping fix something, getting an ice-pack, cleaning up etc. Appropriate restitution should be a guiding factor in determining ways to 'make it right'. Detention of students during play periods will only be used as part of the 3R process and require teachers to supervise (in classroom). Students must not be sent to sit outside the office.

Serious behaviours may require additional consequences which will be determined by the Administration of the school. Consequences may include detention (in office), in-school suspension and/or out of school suspension. When assigning consequences the aim of the school will always be to promote reflection, repair relationships and seek restitution.








Bullying – Every student has the right to feel safe when they come to our school. Students who feel happy and safe are more likely to learn. Prevention programs that involve the whole-school community can significantly reduce bullying.

Bullying is the repeated and unjustifiable actions by a more powerful individual or group over a less powerful person. It is intended to cause fear, distress and/or harm to another student or students. Forms of bullying include:

-  Verbal abuse: name calling, teasing, abuse, put downs, sarcasm, insults, threats.
-  Physical abuse: hitting, pushing, punching, holding, scratching, tripping, spitting.
-  Social abuse: ignoring, excluding, ostracising, alienating.
-  Psychological abuse: spreading rumours, dirty looks, hiding or damaging property, malicious e-mails and texts.

Madeley Primary School has an educative approach to bullying that seeks to improve the empathy of the perpetrator/s and bystanders and empower the victim/s.

Classroom teachers will use classroom meetings to provide explicit instruction on:

-  types of bullying
-  reasons for bullying
-  helping students that bully
-  helping victims of bullying
-  the effects of bullying
-  what to do when someone is bullied – it is okay to tell
-  bystanders

All incidents of bullying must be reported to Admin and managed under the Severe Clause.

Kindergarten

Kindergarten teachers will modify and adapt this policy to meet the needs of kindergarten students. Modifications will include:










1. An overall focus on the three values/virtues of Manners, Friendliness and Courage. Teachers will use 'You Can Do It' resources to assist in developing student understanding and behaviour. The 'Are You Ready' strategy will be used to prepare students for code switching.
2. A Term 1 focus on developing student capacity to 'Get Along', 'Have Confidence' and 'Be Organised'
3. A Term 2 focus on Resilience and Persistence.

Kindergarten teachers will conduct one game session per week focussing on one game per term i.e. four games per year.




Classroom Behaviour Education

Classroom Behaviour Expectations – At the beginning of every year teachers will make their expectations for student behaviour explicit. The teachers will use '5 Concepts to Live Your Life By' and the 8 Values/Virtues to guide classroom discussions. Classroom rules/expectations will be negotiated with students.




Level 1 – Student Behaviour is managed at the classroom level

-  Teachers will establish and develop positive relationships with every student using appropriate strategies e.g. meeting students at the door, using student names, talking calmly without shouting, using humour etc.
-  Teachers will make their expectations for student behaviour explicit and clear. Regular and frequent reminders will be given.
-  Teachers will utilise classroom management strategies that:
 - Encourage student engagement
 - Hold students accountable for their engagement
-  Teachers will employ strategies to reduce the likelihood of negative behaviours occurring and/or escalating. These include:
 - Daily goal setting
 - Re-direction
 - Low-key responses
 - Squaring-off
 - Offering choices or implied choices
 - Techniques to diffuse power struggles
 - Time out/refocus time – 5 minutes given to calm emotions and self-reflect (wet area)
-  Group Problem Solving will be used at appropriate times
-  Reflective language
-  Teachers will apply the Self-Control Checklist/Reflective Language when discussing behaviours with students
-  Reflection – Repair – Restitution (verbal). Teacher keeps a written record of process. Teacher may choose to contact parents.
-  Value and Virtue acknowledgments

Level 2 – Personal Reflection Time (outside of classroom – buddy room). Maximum time for K-2 (10 minutes), Year 3-4 (20 minutes) and 5-6 (30 minutes)

-  Reflection – Repair – Restitution (written). Students are sent to a buddy class or wet area to complete written sheet.
-  Teacher/student discussion occurs when the student returns to class.
-  3R sheet is sent home for parents to sign and return to school. A three-way conference may be planned (student – parent – teacher). Teacher will record behaviour on Integriss. An informal behaviour contract may be developed.

Level 3 – Administration

-  Reflection – Repair – Restitution (verbal & written). Students are sent to office to work through 3R sheet with a member of Admin. Alternately, a member of Admin may release the teacher to work with the student. Admin will record behaviour in Integriss.
-  Parents will be contacted. A four-way conference may be organised (student – parent – teacher – admin member).
-  A Behaviour Education Plan may be developed

Severe Clause (student to be directed to the office and/or red slip is sent to the office)

Bullying, verbal or physical abuse of students or staff, wilful offences against property, substance abuse will be reported to the Administration. Serious behaviours may require additional consequences which will be determined by the Administration of the school. Consequences may include withdrawal from special events/excursions, detention (in office), in-school suspension and/or out of school suspension. When assigning consequences the aim of the school will always be to promote reflection, repair relationships and seek restitution. Behaviour Management Plans will be developed in consultation with parents.








Playground Behaviour Education

All teachers have a responsibility to ensure students behave appropriately at recess and lunchtime. Duty teachers have additional responsibility. Duty teachers must attend their assigned areas promptly and ensure that they constantly move around and scan the area. Duty teachers must follow through behaviour incidents to a successful conclusion. Duty teachers should also remember to wear a hat, a vest and carry the duty bag.





Playground Behaviour Expectations – Student understanding of the ‘5 Concepts to Live Your Life By’ and the 8 Values/Virtues and how they apply to playground behaviour will be developed during Monday morning Mini-assemblies.

Focus on Positive Behaviours - Duty teachers will acknowledge students who demonstrate the desired values/virtues.



Activities that engage students and promote positive relationships will be conducted. Examples include:

-  Lunchtime competitions
-  Playground discos
-  Supervised Library activities
-  Art Club
-  Buddy Club
-  Choir
-  Play opportunities e.g. nature play, ball games, use of equipment from sports shed, quiet areas

Level 1: Duty teachers will utilise preventative strategies to redirect inappropriate behaviours. Strategies may include:




-  Proximity
-  Eye contact
-  Low key responses e.g. redirection
-  Private conversations to facilitate point of need problem solving (using reflective language)

Level 2: Students who demonstrate negative behaviours, breach known expectations or intentionally violate the golden rule – ‘Treat others the way you want them to treat you’ will be counselled by the duty teacher (a verbal 3R process using reflective language will be conducted.) Consequences of negative behaviour that duty teachers may use include:

-  Student walks with the duty teacher for a time period. This provides a good opportunity to conduct a verbal 3R using reflective language and to negotiate ways to ‘make it right’.
-  Student is seated in a visible location for a period of time

To provide a way to track student behaviour teachers will use the notebook provided to record the name, year level, room number and behaviour of any student they counsel. Admin will collate these records at the end of each week.

Level 3: Students who demonstrate repeated negative behaviours (as identified on the tracking sheets) will meet with Admin during a play period to complete the written 3R process. A record of the process will be made on Integris and parents will be contacted. Consequences that may be given include:

-  Having a separate play period to other students
-  Loss of a play period
-  Provision of a designated play area with clear boundaries

Severe Clause (student to be directed to the office and/or red slip is sent to the office)

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