Rationale
Our policy aims at safeguarding the rights of teachers to teach and the rights of children to learn in a safe, supportive environment. The main objective is that pupils will accept responsibility both for their own behaviour and for the natural and logical consequences that flow from it. At Moorak Primary School, every child has the right to feel safe, and the responsibility to ensure that all others feel safe and secure.

To achieve this we endeavour to create an environment within the classroom that is safe, encouraging and consistent.

We strive for a consistent approach when handling any inappropriate behaviour.

Section 1: Establishing Positive Classrooms:

Vision

At the beginning of each year school rules and behavioural expectations will be clearly explained. These expectations should align with the school values and behavioural expectations outlined in this policy.

Section 2: Positive Consequences for Students in Learning Areas / Classroom:

- Students rewarded by teacher as appropriate
- Stickers
- Personal comments in workbooks
- Star charts
- Group points
- Students acknowledged by the class
- Class awards
- Ticket system
- “Book of the Week”
- Public recognition by Administration
- “Student of the Week”
- Principal stickers
- Work on display in library, staffroom and classroom

Section 3: Consequences of inappropriate Behaviour in Learning Areas / Classrooms:

- Rule remind
- Warning 1 or rule remind
- Warning 2 or rule remind
- Move student to another area of the classroom
- Buddy Class
- Front Office

From time to time it is not possible to implement this process as the behaviour requires instant intervention. In this case the student may be sent directly to the Principal or the Principal called to attend to the classroom.

Section 4: Playground Expectations

Playground rules are based on:

- Respect- to show care and consideration toward others and property
- Growth – to creatively solve problems, achieve goals and learn from everything we do.
- Community – to achieve common goals by working together
- Individuality – to recognise and grow in responsibility
Our playground rules are:

- We play safely.
- We stay within school bounds.
- We wear hats and footwear "No Hat No Play."
- We walk sensibly on pathways, steps and around buildings.
- We care for our personal and school property and equipment.
- We follow school procedures and regulations.
- We eat in the appropriate areas and place our rubbish in bins.

When inappropriate play or behaviour is displayed children will be asked to sit on the chill out seat. This strategy is used to provide some cool down time for the child prior to the teacher speaking to them. This is to allow the teacher to make an assessment of the situation before being re-integrating the child back into the yard.

**Section 5: Positive Consequences of Playground Behaviour:**

In keeping with our schools values we seek to promote positive consequences of playground behaviour.

Students rewarded by duty teacher as appropriate:

- personal comments to child
- sent to Admin for appropriate affirmation (stickers, verbal praise, recognition)

Public recognition

- Better Buddy awards in classrooms and assemblies

**Section 6: Procedures and Consequences of inappropriate behaviour:**

Moorak Primary School has a zero tolerance to behaviour which is outlined in the 'Making our sites SAFER' policy which was developed by SAPOL and DECD. See appendix

If there has been an incident which reflects behaviour outlined in the 'Making our sites SAFER' policy or behaviour which does not support the school values then the following steps will be implemented:

**Step 1 Information gathering may include:-**

- Speaking to the victim, bully, parents, peers and teachers. (No-blame approach).
- Consulting records.
- Observations
- Surveys

**Step 2 Reporting**

- Complete incident report
- Inform Administration (Principal / SAPOL / Regional Office)
- Contact parents / care givers
- Place report in relevant students files

**Step 3 Action taken may include:-**

- Informing parents
- Informing relevant staff
- Informing counsellor
- Time-out in the classroom
- Chill out seat during play times
- In school suspension
- Exclusion

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Developed: March 2012
To be reviewed: Term 4 2013
Developed by: Moorak Primary & Pre-school
Step 4 Follow up may include:-

- Restitution (teaching social skills to ensure the child has learned acceptable behaviour to restore the relationship with the class/community
- Speaking to the victim
- Speaking to the perpetrator
- Re-entry meeting including the parent/caregiver and their child

**Re-entry meeting expectations:** Both the parent and student are expected to attend a re-entry meeting with the Principal and teacher at 8am the day that the internal suspension or suspension ends. If the parent / caregiver is un-able to attend this meeting they will need to re-schedule for 8am the following day. The student will not be able to be re-entered into the classroom until this meeting takes place and all matters are resolved. All re-entry meetings are held at 8am to allow the classroom teacher to attend, to stop disruption to the teaching and learning program and meet school and departmental commitments.

### Section 7: Children on Individualised Behaviour Program

From time to time individual children may have a specific behaviour management program designed through consultation with the Principal and classroom teacher.

### Section 8: Child Development at Moorak Primary & Pre-school

The years of pre-school through to the end of year 2 are classified as the early years. During this time children will explore and develop an understanding of our schools and societies social boundaries. Sometimes this can include inappropriate behaviour which to the child is exploratory play. At Moorak Primary & Pre-school we deal with each child in these years on a case by case scenario. Our school likes to be proactive and teach children what is acceptable behaviour and what is not. This is done through role plays, reading books, watching short movies, having discussions, participating in class circle time, doing art and craft activities around the topic.

However, if a student’s behaviour is repeated on an on going basis or is malicious (particularly when a child is in year 2) a consequence other than a time in the chill out area in the yard or class will be implemented.