

MOORAK PRIMARY & PRESCHOOL

BEHAVIOUR CODE

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 and Preschool, 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 understand that students will fall out with each and have disagreements at some point during their schooling and we strive for a consistent approach when handling any inappropriate behaviour through restorative practices where students are required to take responsibility for their behaviour by acknowledging what has happened and the people who have been affected by their behaviour and focusing on repairing the harm that had been done.

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: (possible rewards which teachers may use)

- Students rewarded by teacher as appropriate
- Stickers
- Personal comments in work books
- Star charts
- Group points
- Students acknowledged by the class
- Class awards
- 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:

- Warning 1 or rule remind
- Warning 2 or rule remind
- Class time out
- Buddy Class time out
- Admin time out
- Take home

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.

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
- Star of the week awards

Section 6: Procedures and Consequences of inappropriate behaviour:

Violence is the intentional use of physical force or power, threatened or actual, against another person/s that results in psychological harm, injury or in some cases death. Violence may involve provoked or unprovoked acts and can be a single incident, a random act or can occur over time.

At Moorak Primary and Preschool we see violence as:

Aggressive behaviour that may be physical or emotional that is conducted by an individual or group against another, or others.

Physical abusive behaviour is where a child or group intentionally ill-treats someone with the intent to injure or hurt others. Aggressive behaviour can involve pushing, shoving, shaking, punching, kicking, squeezing or any other form of physical assault on a person or on property.

Emotionally abusive behaviour is where there are verbal attacks, threats, taunts, mocking, yelling, exclusion, and malicious rumours.

Moorak Primary and Preschool has a zero tolerance to violence and any behaviour which is outlined in the '[Safer DECD Schools' policy](#) which was developed by DECD. See appendix

Any student involved in violent incidents will be sent home for the day in order to calm down and reflect on what has happened and in order to keep others safe. The incident will then be dealt with on their return to school the next day.

Where there has been an incident of violence or behaviour outlined in the '[Safer DECD Schools' policy](#) or which does not promote 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
- In school suspension
- Exclusion
- Student behavioural contract
- Class meeting debriefing

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 a time suitable for all parties before they return to the classroom. The student will not be able to be re-entered into the classroom until this meeting takes place and all matters are resolved. Re-entry meetings are best held before 8.30 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: The Early Years

The years of preschool 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 acceptable behaviour is 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 unacceptable and anti-social consequences in the yard or class will be implemented.