



ABERFOYLE HUB PRIMARY SCHOOL

STUDENT BEHAVIOUR DEVELOPMENT POLICY

RATIONALE

High Expectations, Learning success and student wellbeing...

Our mission is to encourage all children to attain their maximum potential in all aspects of education, to acknowledge the social, cultural, physical and intellectual diversity of our children, and to extend cooperation between staff, students and their families. Creating safe, orderly, productive and successful learning communities

AIM

Our policy aims to ensure a safe and supportive environment for learning and behaviour that reinforces our core school values.

The policy outlines the responsibilities of staff, students and parents to promote appropriate and positive conduct and to prevent or minimise non-compliant and aggressive behaviours. The range of responses to inappropriate behaviours is documented as part of the policy.

Provide a range of programs and activities to support children and students develop socially and emotionally so that they can build positive self - esteem, and a sense of self-worth. We appreciate that students need opportunities to develop and learn appropriate behaviours and conflict resolution skills.

All students are taught the child protection curriculum to learn how to recognise personal dangers, assess risk and to use grievance and harassment processes for reporting bullying or harassment, and to learn anti-bullying and safe cyber behaviour.

SCHOOL VALUES

At Aberfoyle Hub Primary School we focus on learning and building positive relationships through collaborating and adhering to the values of:

- Relationships
- Responsibility
- Resilience
- Respect

BELIEF STATEMENT

At Aberfoyle Hub Primary School we believe that:

- All staff, students and parents/caregivers have the right to feel safe, free from harassment and bullying at all time.
- Students are provided with opportunities and support to succeed and to learn from the consequences of their own actions.
- A whole school restorative approach to student development gives consistency in expectations of appropriate and inappropriate behaviour
- Parents and caregivers are valuable partners in the effective development of student behaviour
- Students need to assume responsibility for their learning and behaviour. Consequences are given for inappropriate actions to ensure that students take responsibility for the choices they are making regarding their behaviour.
- Out of School Hours Care (OSHC) Student Behaviour Development has direct links to our school policy.

ISSUE: Version 4 2019

RIGHTS AND RESPONSIBILITIES

STUDENTS:

Have the right to:

- Feel safe and protected in a harassment free environment
- Be involved in discussion about acceptable behaviours and consequences for unacceptable behaviour through class and SRC meetings

Have the responsibility to:

- Choose appropriate behaviours
- Respect others' rights
- Co-operate and follow school rules
- **Be courteous at all times**
- **Be good role models**

TEACHERS:

Have the right to:

- Expect appropriate behaviour from students
- Expect and receive support from leadership and parents/caregivers with student behaviour development practices
- Feel safe and protected at the work place
- Teach free from impediment caused by inappropriate behaviour

Have the responsibility to:

- Provide a duty of care for all students
- Maintain a safe play environment
- Respect students' rights
- Ensure that class rules are explicitly established in collaboration with the students and linked to logical and clearly defined consequences displayed in the Behaviour Support Chart.
- Encourage appropriate behaviour from all students
- Display and follow the Behaviour Support Chart which outlines consequences for inappropriate behaviour
- Be prompt on duty
- Ensure proper supervision in their duty area
- Be visible to students (wear yard duty attire)
- Ensure all rules are reinforced each term with all students and with new students

PARENTS/CAREGIVERS:

Have the right to:

- Expect that their children will be safe
- Expect information and honest communication relating to **inappropriate behaviour and resulting consequences**

Have the responsibility to:

- Work in partnership with the school in managing inappropriate behaviour
- Be familiar with and support the school behaviour development policy
- Refer incidences of inappropriate **behaviour** to teacher/ leadership staff

LEADERSHIP TEAM:

Have the right to

- Expect staff to consistently apply the **behaviour** policy and follow the Behaviour Support Chart.
- Display and follow the Behaviour support chart which outlines consequences for inappropriate behaviour
- Expect parents/caregivers to work in partnership with the school in managing **inappropriate behaviour**
- Expect students to follow the school expectations and accept the logical consequences of appropriate and inappropriate behaviour as outlined in the Behaviour Support Chart.

Have the responsibility to:

- Provide ongoing training and development for all teaching staff
- Provide an induction programme for all new staff and parents/caregivers
- Support teachers with parents/caregivers conferences
- Involve agencies where appropriate
- Provide support for all staff (including teachers, PRT, TRT, SSO and all other volunteers and workers in the school)
- Consistently apply the **school development policy**
- Implement school discipline guidelines in line with DECD policies and procedures (e.g. suspension)

SSO STAFF & VOLUNTEERS:

Have the right to:

- Expect appropriate behaviour from students
- Expect and receive support from duty teacher/ leadership staff with student behaviour development practices
- SSO staff who are supervising special class students have the right to apply logical consequences in line with individual student plans

Have the responsibility to:

- Refer incidences of inappropriate **behaviour** to duty teacher/ leadership staff

ANTI BULLYING

To help keep everyone safe at the Hub we will:

- Act on Bully Reports made by students as soon as possible
- Conduct a Bully Audit twice a year, Term 1 and Term 3
- Report to Governing Council each term

YARD EXPECTATIONS

- Expectation 1: **We will respect each other**
Examples of appropriate behaviour include: speaking positively and politely, fair and safe play, using conflict resolution skills.
- Expectation 2: **We will respect property**
This includes care for our plants, garden and animals, buildings and equipment and provide a litter free environment.
- Expectation 3: **We will follow directions given by staff at all times**
so that a safe and harmonious environment is provided.
- Expectation 4: **We will act safely**
*By walking scooters and bikes.
By using toilets appropriately.
By walking safely on pavers.
By playing in supervised areas and observing the above school expectations.*

CONSEQUENCES FOR YARD BEHAVIOUR

Consequences for students who don't meet the yard expectations vary depending on the seriousness of each situation. Restorative chats should be a prelude to other consequences, which may include:

- Time out for a short period of time on designated blue spots
- Time out session
- Restricted play

Positive consequences occur for students who meet yard expectations. They may include:

- Stickers
- Certificates
- Recognition at school assembly and in the newsletter
- Bonus play periods

TIME OUT

This can be given for serious incidents and where there is a record of continual rule breaking.

BLUE SPOT

Blue spots, located at various points around the school yard, are used for time out as a consequence for breaking Yard Expectations in a minor way and in a response to a quick restorative chat.

Student responsibility:

- Is to stay on the blue spot
- Is not to communicate with other students

Teacher responsibility:

- To be aware of student's length of stay on blue spot
- To ensure child is aware of why they are on a blue spot

YARD TIME OUT PROCEDURES

Yard Time Out is for yard misdemeanours only, operating for 20mins during lunch under teacher supervision.

The following rules apply:

1. It is the student's responsibility to go to Yard Time Out and arrive punctually.
 2. If a student is late or misses a Yard Time Out they make up the time.
 3. Yard Time Out Teacher directs student to complete a Student Development Plan and signs it when it is completed.
 4. Yard Time Out teacher records information:
 - a. Behaviour Development Folder
 - b. Complete Time Out Letter
 5. Student returns his/her Time Out letter to the Front Office the following morning.
 6. Classroom Teachers are encouraged to remind students to return Time Out note by the following day.
 7. If Yard Time Out procedures are not being followed by the student, one warning is given.
- Parents/caregivers will be informed after each Yard Time Out via a note.
 - Leadership Team member follows up Time Out issues where needed.

RESTRICTED PLAY

Restricted play can mean a student is restricted to playing in a certain area or is to sit in an area (e.g. on a bench in the courtyard). It is given at the Leadership Team's discretion.

1. Restricted play and its duration are negotiated with the Leadership Team, and class teacher.
2. Students are allocated to a specific area.
3. It is a Student's responsibility to report to the teacher on duty with a proforma at the beginning and end of play periods.
4. At the end of the duration of restricted play, the student has to report to a member of the Leadership team for counselling.
5. Parents/caregivers receive notification through child's diary or communication book and / or phone call.
6. Teachers notified if not already involved in process.

RESTORATIVE PRACTICE QUESTIONS

1. What happened?
2. What were you thinking about at the time?
3. What have you thought about since?
4. Who has been affected by what you did? In what way?
5. What needs to be done to fix the problem

CLASSROOM STUDENT BEHAVIOUR DEVELOPMENT

CLASSROOM PROCEDURES

- At Aberfoyle Hub Primary School we aim towards maintaining a safe, caring and productive learning environment.
- Rules and responsibilities will be negotiated and students will be encouraged to make positive choices.
- Logical consequences/class steps i.e. catch up club will be given for inappropriate/irresponsible behaviour at the teacher's discretion and students will have support to modify their behaviour where necessary.
- A restorative approach is encouraged throughout the school and appropriate class behaviour is recognised.
- All class teachers negotiate class rules and consequences, clarify yard rules, and provide anti-harassment/grievance procedure lessons in the first few weeks of Term 1 and revisit them throughout the year.
- Programmes such as The Zones of Regulation, Interoception strategy, Child Protection Curriculum are taught in classes during each year.

COMMON CLASS EXPECTATIONS AND CONSEQUENCES (Inclusive of all children)

Classes have a negotiated set of class rules with a step system of consequences aimed at giving students a chance to modify their behaviour.

In some circumstances a stepped series of consequences is not followed and a student may be *fast tracked* to Office Time Out.

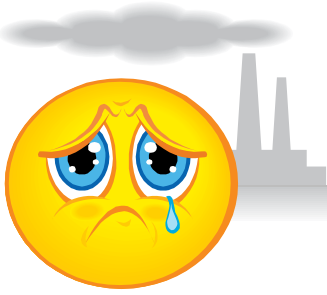
1. Reminder – of behaviour and opportunity to use tools to self-regulate/ interoception room
2. Warning
3. Short time out
4. Buddy class time out
5. Office Time Out:
 1. A proforma is issued by the teacher for Office Time Out. If the student refuses to leave the class a red card is sent to the Front Office seeking a member of Leadership to collect the student.
 2. Students sent to Office Time Out complete a Student Reflection Form, signed by student, Principal/Deputy, and parent/caregiver. An Office Time Out Purple Letter is also sent home and is to be signed and returned to the office, recorded and archived the following day.
 3. When a student is sent to Office Time Out, follow up will occur with the teacher at the instigation of the leader available.
 4. When the student returns to class they must confer with the class teacher as part of the re-entry process.
 5. Repeated Office Time Out can also lead to **suspension** and ultimately **exclusion as per DfE guidelines**.

APPENDICES

PROFORMAS / SUPPORTING DOCUMENTS

- Student Behaviour Development Referral (duplicate pad)
- Yard/Office Development Plans
- Yard/Office Letter for parents/caregivers (lilac)
- Red Card
- Restorative Chat card / Behaviour Support Chart / Zones of Regulation strategy/Anti bullying Doc
- Bully Report Forms (R-2 and 3-7)
- Bully Audit - Conducted Term 1 and Term 3
- Keeping Aberfoyle Hub Primary School Safe For Everyone (Pamphlet)
- Values posters
- Behaviour Support Chart
- Levels of Yard Behaviour

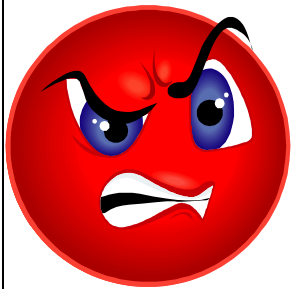
RESTORATIVE CHAT QUESTIONS



What happened?



What were you thinking /feeling then?



What are you thinking / feeling now?

Who has been affected?

What are you going to do to make it right?



Next time this happens.....



Next time I think / feel this way I will