



STUDENT BEHAVIOUR MANAGEMENT POLICY

Rationale

We aim to provide a positive environment in which each child is respected and his/her right to learn is encouraged and protected. The discipline procedure provides consistent, logical, clear rules and consequences made familiar to all involved. The support of parents, teachers and children is needed to ensure the development of self-disciplined students at Pioneer Village School.

Behaviour Management is not just the management of student behaviour; it includes the whole attitude and ethos of the school. It encompasses meeting the social, emotional, physical and academic needs of students and school community. Pioneer Village School forbids child abuse and, corporal and degrading punishment (see definitions below).

The staff at Pioneer Village School are committed to providing quality educational opportunities for all students. We aim to establish and maintain a safe and engaging learning environment that will embrace the knowledge, understandings and values of the school.

Pioneer village School Values:

- Excellence
- Respect
- Fairness
- Integrity
- Perseverance

Aim

The Pioneer Village School Behaviour Management Plan (BMP) aims to support staff and students in maintaining a positive and respectful environment so all members of the community can work together. Our school aims to assist students in their intellectual, physical, social, and emotional development. Self-discipline is an important aspect of behaviour management at Pioneer Village School. We recognise that in our school community each student is a unique individual who is valued for who they are and their needs. At the same time, we believe that our community requires certain standards of personal behaviour, to ensure that all children feel safe, secure and welcome each day.

Beliefs and Values

Key to our policy is common beliefs about how we manage behaviour.

1. Students take responsibility for their behaviour and actions.
2. Positive reinforcement is used to celebrate appropriate behaviour.

3. Unacceptable behaviour has consequences, but is always seen as an opportunity for students to learn.
4. Staff collaboration and consistency is imperative to maintain standards across the school.
5. Staff display positive behaviour at all times.
6. All consequences are just, educative and promote self-discipline and are restorative in nature.

Rights and Responsibilities

Students and Staff have the right to:	Students and Staff have the responsibility to:
<ul style="list-style-type: none"> • Be treated with respect and dignity 	<ul style="list-style-type: none"> • Treat everyone else respectfully and actively • Discourage others from acting disrespectfully
<ul style="list-style-type: none"> • Work and learn in a positive environment free from interference or distraction 	<ul style="list-style-type: none"> • Respect the right of others to learn by being prepared to listen to others' opinions and refrain from any interruption to class
<ul style="list-style-type: none"> • Be treated fairly 	<ul style="list-style-type: none"> • Treat others fairly, without prejudice and regardless of their background
<ul style="list-style-type: none"> • Be free from harassment or bullying 	<ul style="list-style-type: none"> • Take an active stand against any form of intimidation or ostracizing of fellow students
<ul style="list-style-type: none"> • Have one's person and property respected 	<ul style="list-style-type: none"> • Respect the privacy of others, especially avoiding gossip and disclosing personal information. Avoid damage to property of any kind
<ul style="list-style-type: none"> • Feel safe and secure 	<ul style="list-style-type: none"> • Follow school rules and policies, and follow teachers' instructions

<ul style="list-style-type: none"> • Staff has the right to teach free from student interruption. 	<ul style="list-style-type: none"> • Staff to deliver engaging lessons
--	---

In-class Behaviour Management Process

At PVS we apply the whole school discipline approach which reflects Lee Canter. The Lee Canter approach aims for the teacher to be assertive and take full control of the classroom environment. He or she does that by setting up specific behaviour rules as a class, as well as the positive and negative consequences that would result from students breaking or not adhering to the rules. These rules and consequences are known and understood by the students and are always on display. Assertive Discipline allows teachers to handle discipline problems with minimal disruption to the lesson and other students learning.

We are also heavily focused on positive reinforcement and may use such strategies as House points, group points and individual classroom program incentives. Classrooms are to use Class Dojo positive points from Years 1-6. Positive reinforcement is very effective in promoting desirable change in student behaviour. Reinforcement is given to bring about desirable change and to teach students to take responsibility for their behaviour.

Behaviour management evolves continuously to suit the changing needs of the class, please see us if you are unsure of our approaches. What will not change are our expectations of our school values Excellence, Respect, Fairness, Integrity and Perseverance in our classes, these will be discussed with the students.

Whole School Behaviour Management Process

Should a child make poor behaviour choices, this is the whole school method for redirecting behaviour. The school behaviour management procedure should be outlined to students as well as the classroom rules, to ensure the expectations are clear and we work as a whole school. Relief/DOTT Relief teachers are also expected to follow this procedure. Teachers are to discuss their expectation with the students as they are about to give a warning. Each day student's warnings will re-set unless otherwise informed.

- Warning 1- Verbal warning (See above)
- Warning 2- Thinking time- 5 minutes away from the group
- Warning 3- Buddy class visit- time out in another class
- Warning 4-Sent to Principal- time out in office. Parent/Student meeting to discuss behaviours displayed and school expectations
- Warning 5- Sent to Principal- time out in office. Principal and Parent meeting to discuss behaviour management

Please note, this system is for general disruptive behaviour. Certain behaviour including inappropriate language and physical aggression are completely unacceptable and will be dealt with on an individual basis. High level behaviour will be dealt with by the Principal.

<p><u>Warning 1</u> <u>Low Level</u></p>	<p>Failing to get on with work, wait for turn or share fairly, follow teacher instructions, keep hands to oneself, follow rules of the activity, allow others to learn, respect others' rights. Teacher verbally gives a warning 1 and reminds student of appropriate behaviour in accordance with classroom or playground expectations.</p>
<p><u>Warning 2</u> <u>Minor Concern</u></p>	<p>Inappropriate language, refusal, defiance, name calling, exclusion, intentional damage or Step 1 behaviours repeated or continued. Teacher verbally gives a warning 2. Teacher and student move away from situation and behaviour expectations of classroom or playground are emphasized once more. Student will have thinking time away from the class group but within the classroom. Note: Steps 1 and 2 may be repeated in Pre-Kindergarten, Kindergarten and Pre-Primary classes in accordance with their class behaviour management expectations.</p>
<p><u>Warning 3</u> <u>Moderate Concern</u></p>	<p>Physical aggression or Step 2 behaviours repeated or continued. Teacher verbally gives a warning 3. Time out in a buddy class. Buddy class teacher to discuss the incident, what they could do differently next time and the expectations of behaviour to return to class. Teacher discussion with student about expected behaviour and notify parent.</p>
<p><u>Warning 4</u> <u>High Concern</u></p>	<p>Escalation in class disruption, physical aggression or inappropriate verbal language. Step 2 behaviours repeated or continued. Teacher verbally gives a warning 4. Student leaves the class or playground environment, discussion and time out with the principal. School wellbeing and plan for behaviour improvement established. Principal and parents are notified immediately. Parents and teacher to have a behaviour management meeting. Behaviour management plan to be put in place.</p>

Warning 5
**Serious/
Extreme
Concern**

Ongoing incidences of Step 1-4 behaviours.
Teacher verbally gives a warning 5.
Student leaves the class or playground environment, discussion and time out with the principal.
In school consequences put in place.
If step 4 is repeated upon return to class then internal suspension is required.
Step 4 behaviours repeated may require an internal suspension then external suspension at home, or as directed by the Principal.
Re-entry meeting with Principal.
To note- extremely high level behaviours and repetition of serious behaviours may result in the termination of a student's enrolment.

Please note- Students have the right to follow the concerns and complaints policy and procedure should they feel they have been unfairly treated. Teachers may implement consequences that are not explicitly stated in this system depending on the situation.

Definitions

Corporal punishment

Any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light; typically involving hitting the child with the hand or with an implement; can also include, for example, forcing the child to stay in an uncomfortable position. It does not include the use of reasonable physical restraint to protect the child or others from harm: from UN Committee on the Rights of the Child, General Comment No. 8 (2006), paragraphs 11 and 15: CRC/C/GC/8, 2 March 2007.

Degrading punishment

Any punishment which is incompatible with respect for human dignity, including corporal punishment and non-physical punishment which belittles, humiliates, denigrates, scapegoats, threatens, scares or ridicules the child (from UN Committee on the Rights of the Child, General Comment No. 8 (2006), paragraphs 11 and 16: CRC/C/GC/8, 2 March 2007).

Child abuse

Four forms of child abuse are covered by WA law:

- 1) Physical abuse occurs when a child is severely and/or persistently hurt or injured by an adult or a child's caregiver.
- 2) Sexual abuse, in relation to a child, includes sexual behaviour in circumstances where:
 - a) The child is the subject of bribery, coercion, a threat, exploitation or violence;
 - b) The child has less power than another person involved in the behaviour; or
 - c) There is a significant disparity in the developmental function or maturity of the child and another person involved in the behaviour.
- 3) Emotional abuse includes:
 - a) Psychological abuse; and
 - b) Being exposed to an act of family and domestic violence.
- 4) Neglect includes failure by a child's parents to provide, arrange or allow the provision of:
 - a) Adequate care for the child; or
 - b) Effective medical, therapeutic or remedial treatment for the child.

Document Group	Learning and Curriculum
Document Owner	Principal
Last Review	August 2019
Next Review	2020
Distribution	Internal/ External