



## STUDENT BEHAVIOUR POLICY

### Rationale

We aim to provide a positive environment in which each child is respected and their right to learn is protected. The behaviour management procedures provide consistent, logical, clear rules and consequences that are 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 the school community.

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.

### Aim

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

### Pioneer Village School Values

Value	Definition
Excellence	Encouraging every child to be outstanding.
Integrity	Encouraging strong moral principles.
Respect	Encouraging due regard for the rights of others.
Fairness	Encouraging the just treatment of all.
Perseverance	Encouraging courage to overcome difficulties.

## Beliefs and Values

Key to our policy are these common beliefs about how we manage behaviour:

- Students take responsibility for their choices.
- Positive reinforcement is used to celebrate positive choices.
- Our choices have consequences.
- Poor choices are always seen as an opportunity for students to learn and grow.
- All students are on their own developmental journey, and this may impact on the time it takes to learn from choices.
- Staff collaboration and consistency is imperative to maintain standards across the school.
- Staff always display positive behaviour.
- All consequences are just, educative, promote self-discipline, and are restorative in nature.

## Rights and Responsibilities

Students have the right to...	Students have the responsibility to...
<ul style="list-style-type: none"> <li>• Feel safe and supported.</li> <li>• Maintain own personal boundaries.</li> <li>• Be listened to.</li> <li>• Be allowed to make mistakes and be supported to learn from them.</li> <li>• Be valued and treated kindly.</li> <li>• Be allowed to learn at own pace.</li> <li>• Have others act and speak in a respectful manner towards them.</li> <li>• Learn in a positive environment free from interference or distraction.</li> <li>• Be treated fairly and maintain dignity.</li> </ul>	<ul style="list-style-type: none"> <li>• Be kind to all PVS community members.</li> <li>• Show respect to PVS staff.</li> <li>• Listen to their classmates and staff.</li> <li>• Always try their best.</li> <li>• Learn from their choices.</li> <li>• Care for each other and materials.</li> <li>• Treat each other fairly.</li> <li>• Follow class and school rules.</li> <li>• Let PVS staff know if someone is being unkind, unfair or unsafe.</li> </ul>

Staff have the right to...	Staff have the responsibility to...
<ul style="list-style-type: none"> <li>• Be safe from verbal and physical abuse.</li> <li>• Feel supported, valued, and empowered by the team.</li> <li>• Be trusted, respected, and valued by students, parents and colleagues.</li> <li>• Teach in a positive environment free from interference or distraction.</li> <li>• Be offered effective training to create a positive learning environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Act responsibly and work to the best of their ability.</li> <li>• Deliver differentiated lessons.</li> <li>• Communicate in a respectful and clear way.</li> <li>• Treat others fairly, without prejudice and regardless of their background.</li> <li>• Take an active stand against any form of intimidation or ostracising of students.</li> <li>• Respect the privacy of others, especially avoiding gossip, and disclosing personal information.</li> <li>• Follow school policies and procedures.</li> </ul>

## School Actions Supporting Student Choices

At PVS we understand that every child requires support and time to learn from their choices. There are a variety of factors that impact on student behaviour and in addition to consequences for choices we have many strategies in place to help students learn such as:

- Parent and Teacher Team  
Regular communication and working with parents is vital in creating a safe and productive environment for our students.
- Social Worker  
Students have access to a Social Worker on site to support them in developing the skills required to thrive in their learning environment. Students being supported to improve their choices will often be referred to the Social Worker. The Social Worker is also available to meet with families to work as a team when supporting students.
- Team Teach  
All staff have access to Team Teach Training- de-escalation and positive behaviour supports. Team Teach has been developed to facilitate processes, practice and interventions which promote awareness and understanding of individual need and how to best support their development. For more information on Team Teach please see [www.teamteach.com.au](http://www.teamteach.com.au).
- Supporting student regulation  
All classrooms have age-appropriate strategies in place to support students to develop regulation strategies. Teachers actively support students to use these strategies and identify when they should be used.
- Reflect and Return  
Every class has an area where students can use strategies to regulate before returning to learning. Students are taught to use this in a developmentally appropriate way. The area is framed in a positive manner with the understanding that sometimes we all need some time to reflect.
- Supporting student understanding  
All teachers discuss students' rights and responsibilities as stated in this document and go through the Whole School Behaviour Management Chart (Appendix A) and the links to the Good Standing Procedure (Appendix B) to ensure all students are aware of school behaviour expectations.
- Individual Behaviour Plans  
Just as a student's age will determine expectations of their behaviour, students with a disability, delay, or additional need may be provided with their own IBP to best meet their individual needs.
- Teacher Record Keeping  
Teachers will place pastoral care notes on Zunia to create a running record of behaviour management as they deem appropriate. This is to assist in noticing patterns of behaviour at an individual level and assist with whole school planning.

## **Classroom Expectations**

To ensure students can engage in learning PVS teachers are assertive and are in control of the classroom environment. All classrooms have a focus on congratulating students for positive choices.

At the beginning of each year teachers set up specific behaviour rules for their classroom with developmentally appropriate input from their students. These rules stem from the School Values and reflect understanding of the Rights and Responsibilities listed in this document. These rules are known and understood by students and always on display. During these discussions and throughout the year teachers explain the Student Behaviour Policy to their students and how it links to their choices.

Behaviour management evolves continuously to suit the changing needs of each class. Our approaches are age appropriate in terms of warnings and expectations, and may vary to accommodate the different situations and student needs within each classroom. Teachers avoid group consequences and support all students to find moments of success.

At PVS we discourage excuses and encourage children to take ownership of their choices and use them as an opportunity to learn and grow.

## **Whole School Behaviour Management Process**

In both the classroom and across the school students receive acknowledgement for their positive choices. Rewards including recognition, classroom rewards, house points and merit certificates are used to celebrate demonstration of our school values.

Should a child make poor behaviour choices, the whole school method for redirecting behaviour is explained in detail in The PVS Behaviour Management Chart (Appendix A). This will be explained to students as often as necessary, which will vary depending on age of students and current cohort. Expectations are made clear in every classroom at PVS. All teachers, including relief, are expected to follow this procedure.

Whilst we aim to give students an opportunity for a fresh start each day, repeated serious behaviour may affect the level of consequences to keep students safe. (Particularly for verbal and physical aggression, for example). Repeated poor choices or extreme level behaviours may result in the loss of good standing (Appendix B), which will result in missing out on certain school events.

### **Restorative Process**

Restorative processes focus on students identifying the impact their choice has made and taking steps to restore relationships. Students are encouraged to listen to each other and are supported through this process.

<b>Questions to guide reflecting with a student on their behaviour</b>	What happened?	Who has been affected? How were they affected?	What could you do to make things right?
<b>Questions to guide reflecting with a student on other's behaviour that impacted them.</b>	What happened?	How do you feel? What impact did that have?	What needs to happen to make things right?

## Helpful Parent Actions for Supporting Student Choices

We understand the importance of working with families to support student choices. We ask families to support our students by:

- Always remembering there are two sides to a story-  
When a child explains what happened to you, they are often only explaining their own perspective- this is developmentally normal for children as they develop awareness of other's needs/perspectives as they grow.
- Always remembering we are talking about children-  
Children are learning. We support them to learn. This applies for emotional regulation and appropriate responses to disappointments. Poor choices are an essential part of growing up- both making them and dealing with them.
- Always remembering each child is on their own developmental journey.  
You do not know every child's unique circumstances and experiences. Some children may take longer to learn from choices.
- Always remembering **school staff are unable to discuss other children's circumstances with anyone except their own family or when legally required to do so.**

If your child raises a concern or worry from school:

- Be aware of your own responses and react in a calm and supportive manner.
- Ask them what action they took:
  - If the child has acted and solved the problem, congratulate them for managing that themselves.
  - If the child was unsure how to act, empower your child by discussing what they could have done- asked the person to stop, get help from a teacher.
- If you are still concerned. **Your first port of call is your child's classroom teacher.**
- Do not discuss student choices in online forums or approach a parent/student directly to discuss school choices. Please refer to the *Parent Code of Conduct* for further information.

## **Pioneer Village School Commitment to the Registration Standards**

Pioneer Village School is committed to compliance with the *Non-Government Registration Standards* which explicitly state:

**12.1** All students receive positive guidance and encouragement towards acceptable behaviour and are given opportunities to interact and develop respectful and positive relationships with each other and with staff members and volunteers.

**12.2** The school explicitly forbids the use of any form of child abuse, corporal punishment or other degrading punishment as defined and provides clear guidance to all members of the school community about what forms of behaviour management, discipline or punishment are permitted.

**12.3** The administration of permitted forms of behaviour management, discipline or punishment conforms to the rules of procedural fairness and non-discrimination.

### **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 and are outlined by the Department of Communities:

- 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.

#### **Rules of procedural fairness**

These rules require:

- a) a hearing appropriate to the circumstances;
- b) lack of bias;
- c) evidence to support a decision; and
- d) inquiry into matters in dispute.

## Appendix A Whole School Behaviour Management Chart

<p><b>Low level behaviours</b></p> <p><i>Behaviours that may be impacting on learning but are not causing harm.</i></p>	<p><b>Step 1</b></p>	<p>Teachers may give a student a non-verbal cue or compliment other students' choices before verbally asking a student to correct their behaviour.</p> <p>The student will then be reminded of expectations in the classroom. The teacher will ask the student to stop the behaviour.</p>
	<p><b>Step 2</b></p> <p>Regulation time- Away from the group, within the classroom.</p>	<p>Student is given time in class to re-set using class regulation strategies such as the reflect and return corner. Depending on age students will receive varying levels of support to regulate, so they can return to their learning.</p> <p>If reflection time impacts on learning the student may be asked to complete set tasks during recess or lunch.</p>
<p><b>Middle level behaviours</b></p> <p><i>Behaviours that harm others or property.</i></p> <p>This includes verbal and physical harm.</p>	<p><b>Step 1</b></p> <p>Thinking time- Away from the group, within the classroom.</p>	<p>Student is given time in class to re-set using class regulation strategies in the Reflect and Return Area.</p> <p>The student will reflect on choices with a staff member and be supported to begin restoring relationships.</p> <p>Student may be given reflection time or asked to finish set tasks during play time.</p> <p>Parents may be contacted to reinforce messaging at home. If parents are contacted student record will be updated in Zunia.</p>
	<p><b>Step 2</b></p> <p>Thinking time- Away from the group, this may be in their classroom or in another classroom.</p>	<p>Student is given time to re-set using regulation strategies in the Reflect and Return Area. Alternatively, they may be asked to do this in a different room to provide space and have messages reinforced by a different teacher.</p> <p>The student will reflect on choices with a staff member and be supported to begin restoring relationships.</p> <p>Parents will be contacted to reinforce messaging at home. Pastoral care record updated in Zunia.</p>
<p><b>High level behaviours</b></p> <p><i>Intentional and harmful to others.</i></p>	<p>Reflection time- In office or Admin designated space.</p>	<p>Student is given time to re-set using regulation strategies.</p> <p>Student will reflect on choices with an Admin team member and be supported to begin restoring relationships.</p> <p>Parents will be contacted, and a behaviour management plan will be considered. Pastoral care record updated in Zunia.</p> <p>Student may be suspended- Decision made by Principal or the Principal's delegate. Parents must collect student if required.</p>

### To Note:

- Developmental age, context and disabilities will be considered when rating behaviours.
- Students will always be given time to calm before discussing their choices.
- All teachers discuss this chart with their class.

## **Appendix B Good Standing**

At Pioneer Village Primary School, we believe learning is enhanced in a welcoming, inclusive, collaborative, safe and caring environment. Good Standing emphasises the importance of taking responsibility for the actions students may make and provides opportunity to celebrate students who consistently make good choices.

The Good Standing procedure is part of the school's Behaviour Management Policy and supports our students by acknowledging and rewarding exemplary behaviour. It is aligned with our Pioneer Village School Values and all students are made aware of the consequences of losing Good Standing.

### **Acknowledging Good Standing**

Students that maintain Good Standing for the whole year will be acknowledged for their positive code of conduct and will be eligible to receive the Citizenship Award for their year level.

Students with Good Standing are eligible for the following school-based rewards:

- PVS merit certificates
- Participation in interschool events or school-based sports events
- Year 5/6 only - having a leadership position- as a house, music or school captain
- Social based activities: disco, camp, school-based social incursions/excursions, clubs

### **Loss of Good Standing**

Major classroom or playground behavioural breaches will result in the loss of Good Standing.

This may include:

- Physical aggression
- Verbal attacks
- Intimidating behaviour
- Repeated corrections for the same behaviour

Students who receive a suspension, and those who receive consequences for high level behaviours according to the PVS Behaviour Management Chart, will usually lose their Good Standing. It is, however, recognised that at times there may be exceptional circumstances that have resulted in negative behaviours and/or the student has special needs. On these occasions all factors will be considered when a decision is to be made to withdraw Good Standing and this remains at the discretion of the Principal or the Principal's delegate.

### **Re-Instatement of Good Standing**

The classroom teacher, the Principal or the Principal's delegate will discuss with the child what behaviours are required to regain Good Standing. Students will regain their Good Standing after they have shown a sustained period (up to a maximum of a term) of improved choices. Students will have a restorative conversation with their teacher upon Good Standing reinstatement.



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