



## WILLSDEN PRIMARY SCHOOL STUDENT EDUCATION AND MANAGEMENT POLICY GROWING GOOD TO GREAT

Willsden Primary School is committed to providing a safe, respectful and disciplined learning environment for students and staff; one where students have opportunities to engage in quality learning experiences and acquire the values of respect, responsibility and honesty to prepare students to be active citizens for the 21st century, who value their culture, community and are powerful lifelong learners.

All members of the school community are expected to adhere to the following key concepts to ensure the right to learn, teach and be safe.

- **Treat others' as they would have them treat them**
- **Be brave: Participate to progress**
- **Have reasons for the things they say and do**
- **Use great strength to be sensible**
- **Pursue their personal best no matter who they work with.**

These expectations and rights are developed and embedded through the explicit teaching of each expectation through games and consistent reinforcement in the classroom and schoolyard to promote our school values: respect, responsibility and honesty.

### **Core Principles of Best Practice**

Student behaviour needs to be viewed in the light of the complex nature of relationships and the situations that influence daily lives of schools, teachers, students and parents, including individual and special needs.

### **Student behaviour programs and practices must:**

- Embrace a health promoting approach to creating a safe, supportive and caring environment
- Embrace inclusiveness and cater for the different potentials, needs and resources of all learners
- Place students at the centre of the education process

Student behaviour is closely linked to the learning experience including quality teaching, powerful learning and positive student relationships. To develop resilience, empathy and facilitate behaviour change we acknowledge that education and management is best achieved through effective school, family, community and interagency partnerships.

### **BEHAVIOUR PROCEDURE**

Our school focus is on learning behaviours and the language used focuses on our 5 fundamental key concepts and school values. We will teach the behaviours needed for students to be resilient and successful in learning.

We are responsible for the behaviour on site and therefore will be aware of our own behaviour, and how it impacts on others. We will work together to promote positive behaviour and be positive role models.

We will promote success and recognise students and adults for demonstrating our key behaviours, school values and being successful.

We will be pro-active to support learning by using effective classroom teaching and learning strategies. Students will be encouraged to take responsibility for their behaviour with the aid of a visual tracking chart. Students will then have the opportunity to make choices that will improve their behaviour and enhance learning.

We will use calm and effective conflict resolution processes including restorative justice processes.

We will encourage families to support learning and positive behaviour by keeping families informed using culturally appropriate processes such as family meetings, home visits and restorative practices.

### **MONITORING AND TRACKING BEHAVIOUR**

Class agreements are negotiated and communicated with families at the commencement of the school year and remain consistent with the whole school code of behaviour.

A consistent visual step process will be provided allowing students to track their behaviour choices and communicate logical positive and negative consequences to the students.

#### **Step 1: Friendly Reminder**

Friendly Reminder of the agreed rule/key concept being broken is provided and the opportunity to think about choices.

#### **Step 2: Warning**

Warning regarding the key concept/s they continue to break and student is moved on the visual chart accordingly.

#### **Step 3: Time Out in Class**

Time out in class to allow for thinking time and the opportunity to discuss positive ways to redirect behaviour decisions with an adult to ensure maximum access to learning for all class members.

#### **Step 4: Leadership Support**

A phone call is made to the front office requesting leadership support. A leadership staff member will come to the classroom to support with behaviour. This can take two forms: If appropriate the leadership member will take the class while the teacher spends 10mins discussing the students behaviour with them and come to an agreement on how they will work together to maximise teaching and learning. If this is not suitable at the time the student will have this conversation with the leadership member in the front office. In either case this intervention will be recorded as an office step and the student will make up 10 mins in the next break time. Behaviours that led to leadership intervention will be recorded on the yellow card. Students who have yellow cards are recorded in a book kept in the staff room as a means of communicating who is expected to do time out at break times.

#### **Internal Suspension:**

Will apply when students who have exhausted all attempts to re-engage in their learning. The student will be provided with work by their classroom teacher and will remain in the Front Office for that block of learning with the opportunity to return to class in the following session of learning. They will have a reduced play break outside at a separate time from the scheduled school breaks. Communication with the family will be made to discuss the student's behaviour by the teacher.

#### **Take Home**

Will apply when all attempts to re-engage students with the code of behaviour expected in the school and learning have not been successful.

#### **Suspension:**

Will apply when students have been supported through the Student Behaviour Education and Management Process without success.

***There will be zero tolerance of verbal abuse towards staff members or violence towards any school community member.***

#### **Exclusion**

Persistent display of behaviour resulting in numerous suspensions over a short period of time, may lead to an exclusion process that is to be determined by the Principal in consultation with leadership staff and the Education Office.

DECD Behaviour Management Policy and SEE procedures are to be followed.

Referral to DECD Behaviour Management Services is to be completed for students who repeatedly disrespect the school values.

## Yard Behaviour

When we are on yard duty we need to ensure that we are out there at the start of the duty  
We need to constantly move around the yard to monitor the students' behaviour

Consequences for Yard Behaviour:

Behaviour	
No hat	Play/sit in shade
Late to class	Make up time at next break
Not sharing on equipment	Reminder Sit out if second offence
Eating on Oval or equipment	Directed to the quadrangle Sit out if second offence
Littering	Pick up rubbish
Out of bounds	Direct to correct areas
Swearing-non threatening	Reminder of school talk Sit out
Swearing-threatening	Thinking Room
Answering back at staff	Thinking room Restorative Justice
Refusal to follow staff instructions	Sit out Thinking room Restorative justice
Leaving School Grounds	Office
Rough play/tackling/play fighting	Stop game Direct to play elsewhere Sit out
Playing in Toilets	Direct to play elsewhere
Harassment	Sit Out Thinking Room Restorative Justice
Bullying	Thinking Room Restorative Justice
Vandalism	Clean up/fix Office Suspension
Fighting/Violence	Suspension
Chewing Gum	Put in the bin
Drugs/weapons on grounds	Office Police notified
Spitting	Warning Sit Out Thinking Room if spitting at person Restorative Justice
Shoes Off	Reminder to put shoes on
Climbing onto roof	Office
Throwing bark chips	Sit Out Thinking Room

