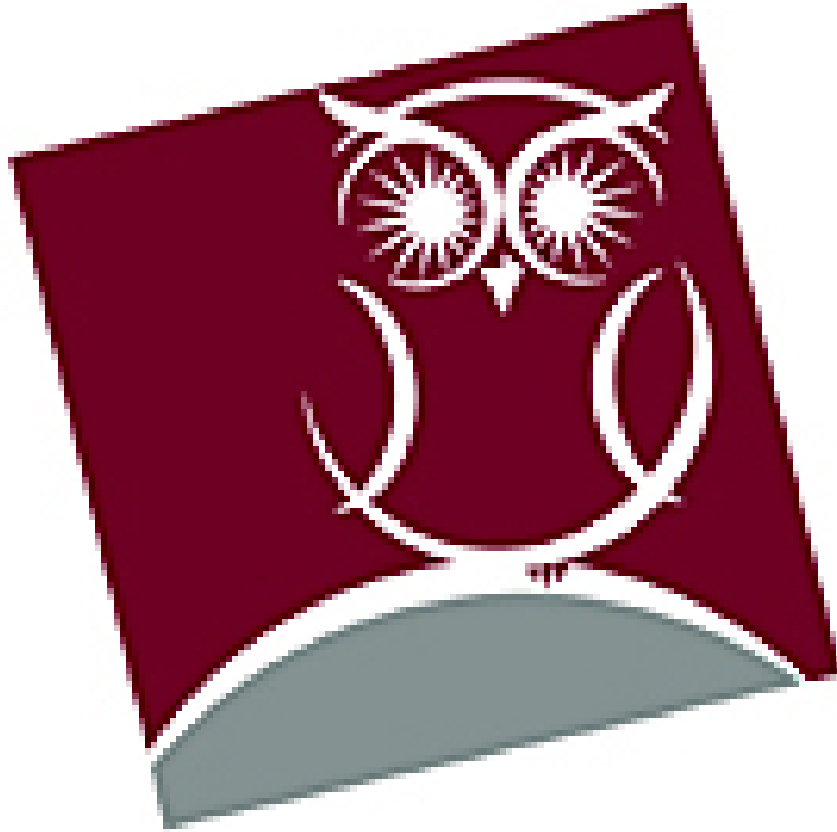



Werribee Primary School



Behaviour Management Guide

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STUDENT CODE OF CONDUCT

The underlying purpose of this Code of Conduct is to encourage independent, self-disciplined and responsible young members of the community in an environment that maximises quality teaching and learning for all. This code also acknowledges the Racial and Religious Tolerance Act 2001, which supports racial and religious tolerance and prohibits vilification on the grounds of race or religion.

All children will be expected to behave in accordance with our school values of courtesy, respect, cooperation and responsibility.

At the beginning of each year, each class will establish a mission statement that is consistent with our underlying values of courtesy, respect, cooperation and responsibility. These values will be an integral part of the Werribee Primary School culture.

Cooperation	<ul style="list-style-type: none"> - joining in with activities; - following instructions; - sharing and taking turns; - working with others productively; - following the school and classroom rules.
Respect	<ul style="list-style-type: none"> - treating others as you like being treated; - valuing other people's differences such as race and religion; - wearing the school uniform correctly; - treating other people's property carefully; - speaking to others in the correct way; - learning from others.
Responsibility	<ul style="list-style-type: none"> - taking on tasks and jobs and finishing them; - taking care of yourself and your property; - being good role models for other students; - completing our work; - concentrating on what we are doing; - continually trying to improve ourselves.
Courtesy	<ul style="list-style-type: none"> - caring for others; - using manners - taking turns and waiting.

Behaviours that do not reflect our values:

1. Physical Violence, with or without intent, to others.
2. Threatening verbal or physical violence to others.
3. Damaging, destroying or stealing property.
4. Leaving school designated area without permission.
5. Not following reasonable instructions.
6. Showing disrespect to others.



Werribee Primary School Behaviour Management Strategy

<p>Werribee Primary School is about: Students, Staff and parents working in partnership to develop skills, attributes and the capacity to meet life's challenges and become confident, productive and fulfilled members of society.</p>
<p>Our shared values are:</p> <ul style="list-style-type: none"> • Courtesy • Respect • Co-operation • Responsibility
<p><u>Courtesy is:</u> Using your manners and being polite to everyone.</p>
<p><u>Respect is:</u> Treating everyone and their things as you would want to be treated.</p>
<p><u>Co-operation is:</u> Sharing, working and playing happily together.</p>
<p><u>Responsibility is:</u> Playing and behaving in a way that makes everyone feel safe.</p>

<p>Behaviours that don't reflect our values:</p> <ol style="list-style-type: none"> 1. Physical Violence, with or without intent, to others. 2. Threatening verbal or physical violence to others. 3. Damaging, destroying or stealing property. 4. Leaving school designated area without permission 5. Not following Reasonable Instructions. 6. Showing disrespect to others.

<p>1. Physical Violence, with or without intent, to others.</p> <ul style="list-style-type: none"> • Throwing, kicking, pushing and hitting things. • Use of hand/leg/body part or an object for slapping, pinching, hitting, elbowing, kicking, tripping, biting, pushing, bumping, spitting, pulling hair, strangling...etc. • Playing roughly. (No tackling/piggybacks /pretend fights etc.) • Group or individual violence. 	
<p>Low Level Incident Follow Flow Chart</p>	<p>High Level Incident</p>
<ul style="list-style-type: none"> • Playing with sticks/ stones or objects and hurting/damaging without intent. • Accidentally hurting without intent • Hurting within the rules of the game/yard. 	<ul style="list-style-type: none"> • Deliberate throwing or using objects to hurt or damage. • Deliberately hurting someone. • Hurting outside the rules of the game/yard. • Bullying by a group or individual

2. Threatening verbal or physical violence to others.

- Body language. Swearing. Threat to hurt later.
Groups, one on one, or family.
- Pointing, glaring and hand signs.
Groups, one on one, or family
- To hurt emotionally or isolate.
Behaving in a manner that is dangerous to self or others.

Low Level Incident Follow Flow Chart

- Body language/expression that is intimidating or being disrespectful.
- One off occasion
- Body language/expression that is intimidating or disrespectful
- Playing inappropriately

High Level Incident

- Bullying. The use of repeated language/swearing that intimidates or offends
- Repeated offences.
- Bullying. The use of language/swearing that intimidates or offends
- Dangerous actions that can hurt self or others.

3. Damaging, destroying or stealing property.

- All things & All values. Stealing is "Taking anything that doesn't belong to you."
Property...School, others, home or personal etc.
- Wilful damage. Breaking, denting, writing on and messes.

Low Level Incident Follow Flow Chart

- One off occasion. Taking breaking destroying some small valued item. I.e. Rubber/pen

High Level Incident

- Repeated taking of small items or a High value item ie. Watch /Personal item.
- Wilful damage.

4. Leaving school designated area without permission.

- You need to be in the care of staff at all times.
- Degree of distance... going home, to the shop or to get ball...crossing roads. Once at school you are at school.

Low Level Incident Follow Flow Chart

- Going to the toilet, get a drink or go to sick bay without asking.
- Jumping fence to get ball

High Level Incident

- Being in a classroom without permission
- Leaving staff care in anger /frustration.
- Leaving school grounds.
- Crossing roads.

5. Not following Reasonable Instructions.

- Instructions from adults at school.
- Reasonable is...
 - * Not against school values.
 - * Safe.
 - * Helps situations.
 - * Conducive to learning.
 - * Reasonable time span.

Low Level Incident Follow Flow Chart

One off incident.

High Level Incident

Repeated incidents or major incident or can cause harm to self or others.

6. Showing disrespect to others.

- Language that discriminates and is offensive and hurtful. With Intent. Including: Swearing; Racism and Rumours; Sexual; Tone and Volume; Using **their** name in a way to upset them; Used as a form of bullying; Insults; Put downs.
- Threatening body language. Including: rolling eyes, shrugging shoulders, answering back, rude gestures, pulling faces, poking out tongue, muttering under breath, etc.

Low Level Incident Follow Flow Chart

- One off offence that child realises problem and works to solve.
- One off offence that child realises problem and works to solve.

High Level Incident

- Repeated offences or extremely nasty/offensive language.
- Repeated offences or extremely nasty/offensive actions.

		LOW LEVEL CONSEQUENCES	HIGH LEVEL CONSEQUENCES
In Playground	As in points 1-6	Walk with the yard duty teacher. Yard tidy or appropriate response Time out on seat.	Pink card sent to office. Intervention. Child sent to detention or written in book for the next day.
On Excursion	As in points 1-6	As the Chart directs. Child walks with teacher.	Removed from activity and monitored. If serious, school is contacted and child removed.
On Camps	As in points 1-6	As the Chart directs. Child stays with teacher.	Child is removed from activity or area and monitored. Parents/school called and the child is sent home.
In Classroom	As in points 1-6	As per class flowchart	As per class flowchart

HIGH LEVEL INCIDENT CONSEQUENCES

1. Removal from yard = detention.

Letter written for parent to sign and return stating problem and solution.

3 TERM DETENTIONS = parents informed that child is to be removed from the yard for five days. This may involve some restorative practice – such as community service.

2. Removal from classroom = restorative justice conference.

* This will include parent contact.

Repeated removal from classroom/yard will involve case conference and behaviour plan being implemented.

3. Suspension for serious incidents or repeated high level incidents. This is determined by the leadership team. See flowchart

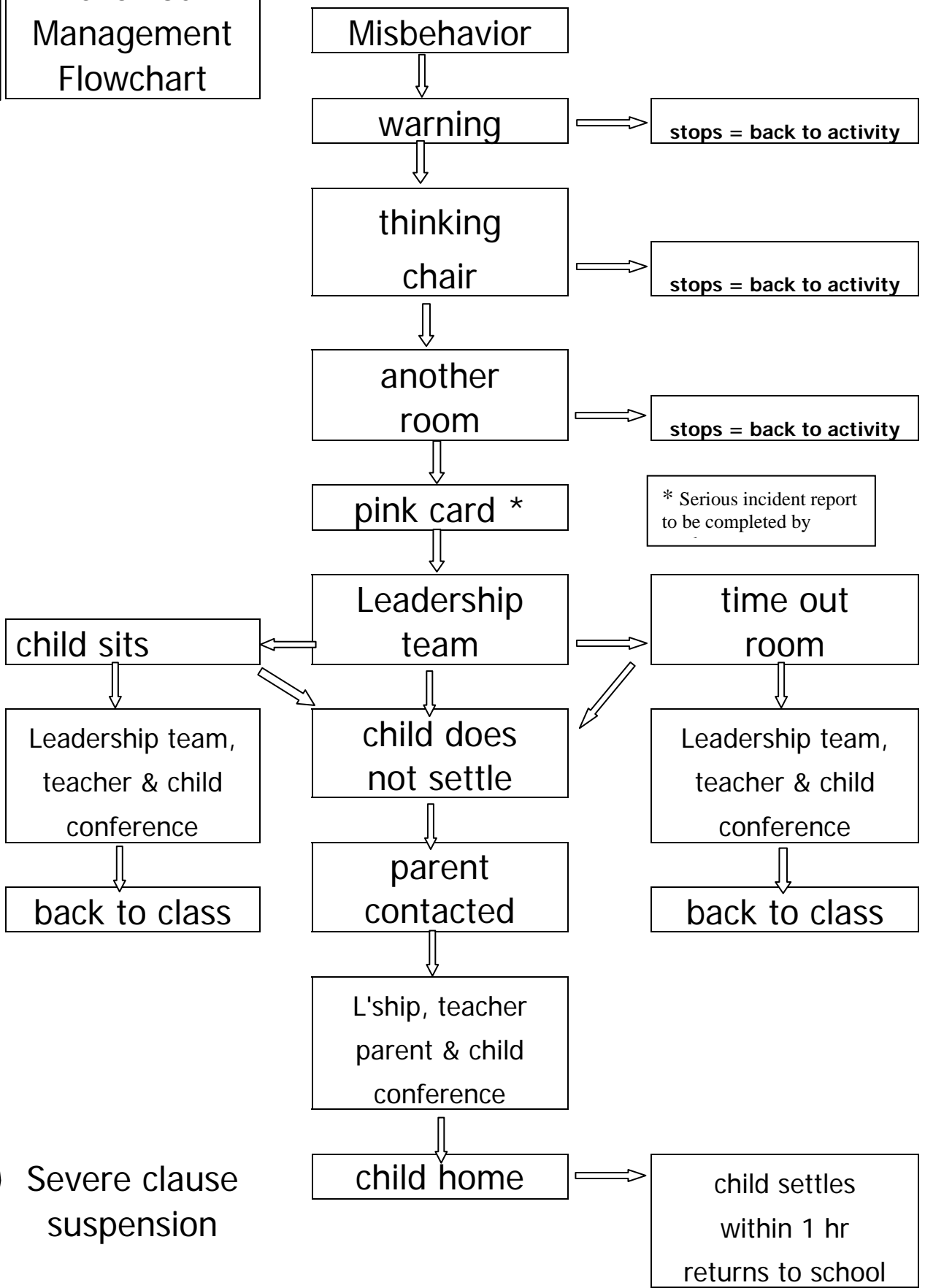
REWARDS

Classroom	Set up by individual teacher. I.e. Raffle, games, sticker chart Happy face Werribee Kids
Yard	Extra Play. A set time fortnightly that will be arranged by each year level. Teachers outside involved in games/activities. One to take those who have had detention / removal / suspension.

Individual Behaviour Plan.

Some children have a negotiated plan arranged between Class Teacher, Principal, Child and Parent. This is developed under the set school format and is for repeated issues.

Behaviour Management Flowchart



Severe clause suspension

RESTORATIVE JUSTICE FOCUS AREAS:

1. Focus on the SPECIFIC BEHAVIOURS OR INCIDENTS without blaming.
2. Draw out WHO WAS affected and HOW THEY WERE AFFECTED.
3. Direct questions towards PROBLEM SOLVING. What needs to happen to make things right?

AFFECTIVE QUESTIONS:

1. What happened?
2. How did it happen?
3. How did you act in the situation?
4. Who do you think was affected?
5. How were they affected?
6. How were you affected?
7. Do you think what happened was fair?
8. What needs to happen to make things right?
9. If the same situation happens again, how could you behave differently?

Werribee Primary School Detention Report

Child's name Date:

Today I had detention for:

.....
.....
.....
.....
.....
.....
.....

What I have done or need to do about it.

.....
.....
.....
.....
.....
.....
.....
.....
.....

Student.....

Teacher.....

Parent.....

This is your child's detention this term.

Three detentions = five day removal from the yard.

Parents Please read and discuss this issue with your child.
Please sign the form then return this sheet to your child's teacher.

Name:

Grade:

Teacher:

Behaviour Goals	Strategies to develop goals

The following is the classroom consequence flow chart which is utilised when a behaviour problem occurs in the classroom.

1. Problem is identified.
2. Child is given a silent reminder
3. Child is given a spoken reminder
4. Child is asked to move to another place on mat or at tables
5. Child is asked to move to “thinking about me” table
6. A pink card is used to request help from administration team of staff. Child is taken to another area/room to calm down and/or think about better ways to respond to the problem.

This procedure is followed through if the child does not change their behaviour after a particular step.

Serious Problem

If a serious problem occurs such as;

- inappropriate language
- physical violence
- repeatedly not following an adult’s instructions
- leaving the classroom without permission

A pink card is used to request help from admin team to take child to another area/room to calm down and discuss the problem/issues. A notice will be sent home in regard to the problem and the consequence that will need to be signed and returned.

I _____ (parent/guardian) agree to the above procedures being used for my child _____ should a behaviour problem occur.

_____ Date _____
signed by parent/guardian