

1. Student Behaviour – School Context

Melton West Primary School actively seeks to engage with parents and the community to ensure a positive and inclusive school culture in which every student has the opportunity to succeed. The school works collaboratively with students and parents/ carers to establish fair and respectful behaviour policies and practices, based on the school's values, expected social competencies and positive peer relationships. There are also intervention strategies in place to address inappropriate behaviours which can negatively impact on the learning environment of the self and others.

Melton West Primary School appreciates its diverse student and parent population, and has measures in place to ensure all students enjoy the same level of access to the school's curriculum and co-curricular programs. Our teaching and learning philosophy is important in engaging all students in their academic learning. Our Framework for Social Skills Program and provision of Social Skills teacher provides students with additional classroom support to ensure students' personal and social learning is addressed at various stages of their primary school education. The provision of an EAL teacher and school coaches ensure literacy and numeracy needs are being addressed in all classrooms across the school. Student leadership capacity is fostered through the Student Leadership Program, the house system, the role of the school captains and our junior school council representatives.

The employment of education support staff is important in ensuring students on the Program for Students with Disabilities are receiving adequate support in and out of the classroom. The school also uses interpreters where appropriate to assist parents/ carers to engage in the learning and progress of their child. This also enhances our capacity for effective decision making due to the greater diversity of perspectives and inputs.

Student wellbeing (social, emotional and cognitive engagement) is addressed in a number of ways. At risk students are supported by Behaviour Management Plans and Ready to Learn Plans to ensure recommendations from Psychological Assessments and Language Assessments are implemented to support student learning for students requiring these. In addition the school's Primary Welfare Officer, Social Skills teacher, Community Engagement Officer, and the Principal Class team all work together to support the wellbeing of students at our school.

When relationships break down between members of the school community, we use "Restorative Practices" to restore and rebuild these. Staged responses are implemented in addressing ongoing behavioural issues, and suspension from school is viewed as a last resort.

The school places an emphasis on 100% attendance, and has in place attendance targets. Attendance is monitored throughout the day, and student absences are followed up by classroom teachers, Primary Welfare Officer and the Principal Class team.

The school values parent / carer input into its operations and curriculum offerings and seeks feedback through the Parent Opinion survey, and from parent representatives on School

Council. The School Council provides financial assistance and encouragement to the Parents' and Friends Committee in our efforts to build a sense of community.



2. Rights and Responsibilities:

It is the right of all members of the School community to experience a safe, pleasant and supportive learning and teaching environment. Staff, students and parents/ carers have a right to be treated with respect, and enjoy an environment free from bullying (including cyber bullying), harassment, violence, discrimination or intimidation. (Refer to our Anti-Bullying Policy).

Teachers also have the rights to be informed, within Privacy requirements, about matters relating to students that may impact on their teaching and learning for that student.

Students have a responsibility to contribute positively to the educational experience for themselves and other students, to participate fully in the school's educational program, and to ensure that their behaviours demonstrate respect for themselves, their peers, their teachers and all other members of the school community.

Parents/ carers have a responsibility to take an active interest in their child's educational progress, model and reinforce positive behaviours and ensure their child's regular attendance. They have a responsibility to support the school in maintaining a safe and respectful learning environment for all students, and engage in regular and constructive communication with school staff regarding their child's learning.

Teachers have a responsibility to demonstrate the standards set by the Victorian Institute of Teaching. That is, to know how students learn and how to teach them effectively, know the content they teach, know their students, plan and assess for effective learning, create and maintain safe and challenging learning environments, and use a range of strategies to engage students in effective learning. Teachers also have a responsibility to fairly, reasonably and consistently implement the Student Engagement Policy.

All members have an obligation to ensure school property is appropriately used and maintained.

The logo for West Primary School is a large, light blue graphic. It features a stylized 'W' and 'P' intertwined, with the word 'West' in a large, sans-serif font to the right, and 'Primary School' in a smaller, sans-serif font below it.

Shared Behaviours	Students	Parents/Carers	Principals/Teachers & Staff
Engagement (participation in the classroom and other school activities)	<p>Demonstrate:</p> <p>Respect – Students are supportive, responsible and caring.</p> <p>Safety – self, others and in the ways in which they communicate.</p> <p>Do Your Best – Students demonstrate effort in all they do academically, socially and in the way they approach learning.</p> <p>School Values are:</p> <p>team work</p> <p>respect</p> <p>communication</p> <p>trust</p>	<p>Promote positive outcomes by valuing the importance of education and liaising with the school on their child's progress/needs</p> <p>Support their child in their preparedness for the school day and in the provision of a supportive home environment</p> <p>Monitor their child's school involvement and progress and communicate with the school when necessary</p> <p>Are informed and supportive of school programs and actively participate in school events/parent groups</p>	<p>The school will comply with its duty of care obligations and have a responsibility to provide an educational environment that can effectively engage all students</p> <p>The school will provide appropriate, relevant and challenging curriculum that gives students the opportunity to have input into their learning and experience success</p>
Attendance	<p>All students are expected to:</p> <p>attend and be punctual for all timetabled classes every day that the school is open to students</p> <p>be prepared to participate fully in lessons</p> <p>bring a note from their parents/carers explaining an absence/lateness</p>	<p>Parents/Carers are expected to:</p> <p>ensure that their child's enrolment details are correct</p> <p>ensure their child attends regularly</p> <p>advise the school as soon as possible when their child is absent</p> <p>account for all student absences</p> <p>keep family holidays within scheduled school holidays wherever possible</p> <p>support their child's learning during absences and work with the school to reintegrate students after prolonged absences</p>	<p>In accordance with DET procedures and legislation released March 1, 2014 the school will:</p> <p>proactively promote regular attendance</p> <p>mark rolls accurately each in the morning and after lunch</p> <p>follow up on any unexplained absences promptly and consistently</p> <p>identify trends via data analysis</p> <p>report attendance data in the school's Annual Report</p> <p>support students whose attendance is problematic by developing 'Return to School' plans and working with families to implement individual strategies</p>
Behaviour	<p>Students are expected to:</p> <p>model the schools core values of respect, communication, trust and teamwork</p> <p>take responsibility for their behaviour and its impact on others</p> <p>obey all reasonable requests of staff.</p> <p>respect the rights of others to learn.</p> <p>respect the property of others.</p> <p>comply with the school's policies and work with teachers and parents in developing strategies to improve outcomes</p>	<p>Parents/Carers are expected to :</p> <p>have high expectations of their child's behaviour and an understanding of the schools behavioural expectations</p> <p>communicate with the school regarding their child's circumstances</p> <p>cooperate with the school by assisting in the development and enforcement of strategies to address individual needs</p>	<p>The school will deliver an inclusive and comprehensive curriculum which promotes positive behaviours and emphasises the well being of every child</p> <p>The school will employ whole school and classroom practices to establish a climate in which appropriate behaviour is the norm for all students and focus on the implementation of preventative and early intervention strategies to deal with attendance and behavioural issues</p> <p>The school will consistently apply its Behavioural Policy through a shared collegiate understanding and only exclude students in extreme circumstances.</p> <p>The school recognizes that for some students additional support may be needed in the form of staged responses and is committed to working with families to reintegrate students after exclusion</p>

5. School Wide Positive Behaviours (SWPB) Matrix

The School Wide Positive Behaviours Matrix was developed together with staff in 2014 and is constantly revisited. The matrix identifies the expected behaviours in the following areas within the school – corridor, office area, toilets, canteen, playground equipment, school grounds, assembly and in classroom/specialist time. The focus of the School Wide Positive Behaviours approach is to highlight the positive behaviours.

The Student Management Policy and Procedures document is in the school enrolment pack and is sent home with every student at the beginning of each school year. It is an expectation that all parents/carers read the document and return to class teacher a provided signed form indicating that they have read and understood the Student Management Policy and the accompanying School Wide Positive Behaviours Matrix.

6. School Action and Consequences

Corporal Punishment is prohibited in all Victorian schools. Corporal punishment must NOT be used at the School under any circumstances.

Student engagement, regular attendance and positive behaviours will be supported through relationship based whole-school classroom practices, including targeted and individualised support when required. Whole school practices include:

- Establishing predictable, fair and democratic classrooms and school environments
- Ensuring student participation in the development of classroom and whole school expectations
- Providing personalised learning programs where appropriate for individual students
- Consistently acknowledging all students
- Empowering students by creating multiple opportunities to take responsibility and be involved in decision making
- Providing physical environments conducive to positive behaviours and effective engagement in learning

Inappropriate behaviours, including irregular attendance, will be supported through a staged response, including:

- Understanding the student's background and needs
- Ensuring a clear understanding of expectations by both students and teachers
- Providing consistent school and classroom environments
- Scaffolding the student's learning program
- Engaging in "Restorative Practices"

Broader support strategies will include:

- Involving and supporting the parent/carer
- Involving the Principal Class, Primary Welfare Officer, Social Skills Teacher and Engagement Officer where appropriate.
- Mentoring and /or counselling
- Convening student support group meetings
- Developing individualised learning, behaviour or attendance plans
- Providing broader educational programs for example camps
- Involving community support agencies
- Contact with the Regional Office

Discipline Procedures – suspension and expulsion

A student may be excluded from school in situations where all other measures have been implemented without success, or where an immediate suspension is the only appropriate course of action in response to the student's behaviour which may put the health, safety and well-being of other students, staff or themselves at significant risk.

Consequences which may be used prior to suspension include:

- Withdrawal of privileges
- Implementation of Behaviour Management Plan
- Withdrawal from class activities for a specified period. Where appropriate, parents/carers will be informed of such withdrawals
- Restorative Time at lunchtime with Inclusion and Engagement teacher
- Framework for Social Skills placement
- EMBRACE program
- Convening of a school support group.

When considering suspension or expulsion, the school follows the Department of Education and Training's procedures (refer to section 4.3 of Effective Schools are Engaging Schools: Student Engagement Policy Guidelines).

6. EVALUATION:

This policy will be reviewed annually or more often if necessary due to changes in regulations or circumstances.

Date Reviewed: (School Council Endorsement)	August 13, 2018
Date of Last Review	June 2018
Next Review Due Date	June 2019
Responsible for Review	Assistant Principal
Frequency of Review	Annually
References	Victorian Government Schools Policy Advisory Guide

APPENDIX A:

MANAGING STUDENT BEHAVIOUR

Effective schools are engaging schools which create a positive school culture. The primary focus is to provide a safe and supportive learning environment. Students can only learn effectively in environments in which they feel safe and supported, and where teachers have high expectations for their learning. Well run and democratic classrooms are central to the establishment of safe school environments.

Behaviour unchallenged is behaviour condoned

Responsibilities of the Classroom Teacher:

- Involve and engage all students, set high expectations, seek feedback from students and “give out two messages to every child – ‘you can succeed’ and ‘I will help you do that’.
- To be familiar with and implement the following document “Ready to Learn”
- To be familiar with the School Wide Positive Behaviours and be consistent in its implementation.
- To be familiar with and implement the Berry Street Educational Model
- Become practised in using restorative practices.
- When breaches of school’s shared behaviour expectations occur, classroom teachers must follow protocol. Classroom teacher must provide *written* documentation on behaviour database tool via Sentral including strategies taken to deal with the problem
- *In extreme circumstances the behaviour is to be referred immediately to the Principal Class.*

Responsibilities of the Inclusion and Engagement Coaches

A. Promotion of Positive Behaviours:

- Lead in consistent implementation of school wide and classroom expectations, and classroom consequences for problem behaviour, involving the reinforcement of positive social behaviours and the use of restorative practices to improve student behaviour management outcomes. Assist individual teachers in implementing practices from the Berry Street Educational Model, School Wide Positive Behaviours and restorative practices.
- Document incidents relating to the management of student behaviours to inform decision making. When concerns arise about a student’s on -going behaviour or when a student is displaying chronic patterns of problem behaviour, liaise with Principal Class and Student Wellbeing Team (Inclusion and Engagement coaches, Community Engagement Officer, Primary Welfare Officer and Social Skills teacher to implement a targeted response to address the problem. This may involve the establishment of a student support group involving parents/carers/Primary Welfare Officer/Community Engagement Officer.

B. Attendance:

- Articulate high expectations of attendance to all members of the school community
- Follow up absences on a daily basis and keep relevant staff, the Office Administration and Principal Class informed on student management issues.
- Organise Attendance Conferences and ensure the Attendance Plan proforma is completed.

Responsibilities

The Student Wellbeing Team is responsible for:

- Developing prevention and early intervention programs and strategies that contribute to a positive school culture.
- Developing a whole school approach to student attendance (This is to be done together with the Community Engagement Officer).
- To liaise and work with the Pathways and Transitions Manager in supporting “Students at risk”. (Primary Welfare Officer)
- To promote and assist all teachers in the use of restorative practices.
- To ensure the Berry Street strategies including trauma informed practices are referred to and implemented in all classrooms across the school

The Assistant Principal is responsible for:

- Developing, implementing and evaluating the school's Student Engagement Policy Guidelines
- Supporting both classroom teachers and Team Leaders in the overall management of student behaviours.
- Induct new staff on the school's Student Engagement guidelines.
- Monitoring the attendance strategy.
- The Assistant Principal may also be the Principal's representative at Student Support Group meetings during pre and post suspension conferences.

The Principal is responsible for:

- Student suspensions, and to ensure the procedures for suspensions are adhered to.
- Monitoring the attendance strategy.
- Supporting both classroom teachers and Team Leaders in the overall management of student behaviours.

School Action and Consequences

Student engagement, regular attendance and positive behaviours will be supported through the Berry Street Educational Model and relationship based whole-school classroom practices, including targeted and individualised support when required.

Whole school practices include:

- Establishing predictable, fair and democratic classrooms and school environments
- Ensuring student participation in the development of classroom and whole school expectations
- Providing personalised learning programs where appropriate for individual students
- Consistently acknowledging all students
- Empowering students by creating multiple opportunities to take responsibility and be involved in decision making
- Providing physical environments conducive to positive behaviours and effective engagement in learning

Inappropriate behaviours, including irregular attendance, will be supported through a staged response, including:

- Understanding the student's background and needs
- Ensuring a clear understanding of expectations by both students and teachers
- Providing consistent school and classroom environments
- Scaffolding the student's learning program
- Engaging in "Restorative Practices"

Broader support strategies will include:


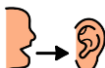













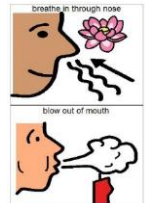



- Involving and supporting the parent/carer
- Involving the Principal Class, Primary Welfare Officer, Inclusion and Engagement Coaches, Social Skills Teacher and Engagement Officer where appropriate.
- Mentoring and /or counselling
- Convening student support group meetings
- Developing individualised learning, behaviour or attendance plans
- Providing broader educational programs for example camps
- Involving community support agencies
- Contact with the Regional Office














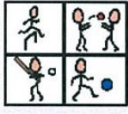








Wellington
West
Primary School

Melton West Primary School Positive Behaviour Matrix 2017

	Always	Be Safe	Be Respectful	Do your best
Corridor <i>I will...</i>	<ul style="list-style-type: none"> Walk quietly and responsibly to where I need to be Use the nearest exit door 	<ul style="list-style-type: none"> Hold equipment safely 	<ul style="list-style-type: none"> Appreciate displays & student work by only viewing them Will use my quiet voice Will only get things from my own bag 	<ul style="list-style-type: none"> Only be in a corridor with permission at break times
Office Area <i>I will...</i>	<ul style="list-style-type: none"> Go directly to & from the office Take a partner with me Use my manners at all times 	<ul style="list-style-type: none"> Take a note with me Stay with my partner 	<ul style="list-style-type: none"> Wait patiently & quietly for my turn Use my quiet voice 	<ul style="list-style-type: none"> Sit quietly on the blue couch when asked to wait
Toilets <i>I will...</i>	<ul style="list-style-type: none"> Only go into the toilets when I need to use them Wash my hands after using the toilet Flush the toilet after I have used it 	<ul style="list-style-type: none"> Take a responsible partner Wait sensibly inside the toilet area for my partner 	<ul style="list-style-type: none"> Leave toilets clean & tidy Respect the privacy of others 	<ul style="list-style-type: none"> Use the toilets during break times Only go to the toilet during learning time when I really need to
Canteen <i>I will...</i>	<ul style="list-style-type: none"> Use my manners at all times Put the lunch order pocket into the green box, if I am the monitor 	<ul style="list-style-type: none"> Leave the canteen area after being served 	<ul style="list-style-type: none"> Put my rubbish in the bin 	<ul style="list-style-type: none"> Wait patiently & quietly in the line Only buy food for myself Only be at the canteen if I intend to buy something
Playground Equipment <i>I will...</i>	<ul style="list-style-type: none"> Play on the right equipment for my age group 	<ul style="list-style-type: none"> Be safe around others when playing on all equipment Be aware of my surroundings & where others are 	<ul style="list-style-type: none"> Be patient with younger students Carefully return equipment to Play Pod at the first bell 	<ul style="list-style-type: none"> Take turns & be fair to others Let others join in
School grounds <i>I will...</i>	<ul style="list-style-type: none"> Report dangerous behaviours to a teacher Enter and exit the school through the tall gates Eat in the designated areas 	<ul style="list-style-type: none"> Play sensibly & safely Keep hands & feet to myself Wear my school hat during terms 1 & 4 Play ballgames in the correct areas 	<ul style="list-style-type: none"> Keep the grounds free of rubbish Take care of the equipment that belongs to the school & others Keep off garden areas Respect the plants 	<ul style="list-style-type: none"> Share the space & activity with others
Assembly <i>I will...</i>	<ul style="list-style-type: none"> Sit quietly & appropriately in my class space Follow my teacher's instructions at all times 	<ul style="list-style-type: none"> Keep my hands and feet to myself 	<ul style="list-style-type: none"> Face the speaker & listen Remove my hat, stand still, keep my hands by my side, face the flag while singing the National Anthem 	<ul style="list-style-type: none"> Clap and respond appropriately at the right times
Classroom/ Specialist <i>I will...</i>	<ul style="list-style-type: none"> Listen & follow instructions Be on time, organised & ready to learn Stay in my power 	<ul style="list-style-type: none"> Move safely around the classroom Use equipment appropriately Use the cool down nook/calm space according to the classroom guidelines Refer to my Safety Plan when needed Be present, centred and grounded 	<ul style="list-style-type: none"> Help maintain an orderly environment Respect ideas of others Work co-operatively with others Appreciate other students work by only viewing it 	<ul style="list-style-type: none"> Demonstrate a growth mindset Use positive self-talk Use classroom materials & equipment responsibly Actively participate

Melton West Primary School
School Wide Positive Behaviour Matrix 2018

	Respect	Communication	Teamwork	Trust
Inside	<p>I will...</p> <p>Appreciate displays and student work</p> 	<p>I will...</p> <p>Listen to and follow instructions at all times</p> 	<p>I will...</p> <p>Actively participate</p> 	<p>I will...</p> <p>Use classroom materials and equipment responsibly</p> 
	<p>Keep my hands and feet to myself</p> 	<p>Be present, centred and grounded</p> 	<p>Wait patiently and quietly for my turn</p> 	<p>Only get things from my own bag</p> 
	<p>Be kind to others</p> 	<p>Demonstrate a growth mindset and use positive self-talk</p> 	<p>Work cooperatively with others</p> 	<p>Be on time, organised and ready to learn</p> 
	<p>Use the Calm Down Area when needed</p> 	<p>Use my manners at all times</p> 	<p>Move safely around the classroom</p> 	<p>Use my de-escalation strategies</p> 
	<p>Help maintain an orderly environment</p> 	<p>Use my quiet voice</p> 		
	<p>Respect class materials and furniture</p> 			
Melton West Primary School School Wide Positive Behaviour Matrix 2018				
	Respect	Communication	Teamwork	Trust

Outside	<p>I will...</p> <p>Leave toilets clean and tidy</p>  <p>Eat in the designated areas</p>  <p>Put my rubbish in the bin</p>  <p>Keep my hands and feet to myself</p>  <p>Care for and protect our garden areas</p>  <p>Take care of the equipment that belongs to the school and others</p>  <p>Be Water Wise</p> 	<p>I will...</p> <p>Report dangerous behaviours to a teacher</p>  <p>Be a problem solver (eg, use the Wheel of Choice)</p>  <p>Be patient with younger students</p>  <p>Use my manners and speak in a respectful way at all times</p>  <p>Take turns and be fair to others</p>  <p>Listen to and follow instructions at all times</p> 	<p>I will...</p> <p>Be safe around others when playing on equipment</p>  <p>Be aware of my surroundings and where others are</p>  <p>Play sensibly and safely in all outside areas</p>  <p>Let others join in</p> 	<p>I will...</p> <p>Carefully return equipment to the Play Pod at the first bell</p>  <p>Use the toilets appropriately</p>  <p>Stay in the school grounds</p>  <p>Use my Play Plan</p>  <p>Use my de-escalation strategies</p> 
	<p>Melton West Primary School</p> <p>School Wide Positive Behaviour Matrix 2018</p>			
	Respect	Communication	Teamwork	Trust

I will...

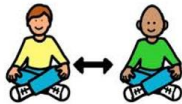
Walk when inside buildings



Walk to and from my destination



Allow personal space



I will...

Have a note or a pass when moving around the school

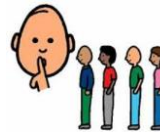


Move around the school quietly and respectfully



I will...

Wait quietly and sensibly



Wait patiently and quietly in the line at the canteen



I will...

Take a responsible partner and stay with them



Only be in a corridor at break times, with permission



Be where I should be



Be on time to line



Behaviour Expectations	Classroom Teacher Responsibility
<p>Overall behaviour</p> <p>Be Respectful</p> <ul style="list-style-type: none"> ○ Supportive ○ Responsible ○ Caring <p>Be Safe</p> <ul style="list-style-type: none"> ○ Self ○ Others ○ Communication <p>Do Your Best</p> <ul style="list-style-type: none"> ○ Social ○ Academic ○ Learning 	<p><i>Follow the 5 steps to assist with maintaining classroom control</i></p> <ol style="list-style-type: none"> <i>1. Remain calm</i> <i>2. Warn with rights based warning "Your behaviour is disturbing others, please stop".</i> <i>3. Reassert "I understand and we can discuss this later. Right now please..."</i> <i>4. Give choice "You have a choice. If you will not comply you will have to meet with me at lunchtime, afterschool etc</i> <i>5. Follow through with graded consequences:</i> <ol style="list-style-type: none"> <i>a. Move student to another seat / isolated area of the classroom</i> <i>b. Remove to another classroom for time out so that student is under the supervision of a class teacher</i> <i>c. Organise conference/restorative chat to include Team Leader /Primary WelfareTeam Member/Principal Class</i> <p><i>Continued misbehaviour warrants:</i></p> <p><i>If the student behavior poses danger to themselves or others then seek assistance from Team Leader/Principal Class/Primary Welfare Officer. At this stage the intervention will be based on a restorative conversation rather than punitive.</i></p> <p><i>It is important that all incidences are documented on the behavior database tool SENTRAL. This information will be used to determine the appropriate consequences. It is the class teachers' responsibility to follow up with senior staff member to ascertain information as soon as possible – preferably the same day.</i></p>

Behaviour Expectations	Classroom Teacher Responsibility
<p>Attendance and punctuality</p> <ul style="list-style-type: none"> Students must be on time to all classes Students who are late to session one must report to the general office to get a late pass. Students who leave school early must have an early leave pass from front office and leave with a parent or consenting guardian. Students absent from school must ensure that a signed note or medical certificate is presented immediately upon returning to school. Notification from home (ie: signed note or medical certificate) must accompany all absences. <p>Students must not leave the school grounds without an early leave pass and accompanied by a guardian or consenting adult.</p>	<p><i>Contact with parent after consultation with Team Leader/Primary Welfare Officer/Principal Class</i></p> <p><i>Check late pass. Adjust entry on CASES21 to Late</i></p> <p><i>Speak to student about lateness and contact parent/guardians if lateness is an ongoing issue.</i></p> <p><i>Report to Community Engagement Officer/Primary Welfare Officer.</i></p>
<p>Uniform</p> <ul style="list-style-type: none"> Students must adhere to the school uniform requirements. This includes extremes in personal appearance. It is compulsory for all students to wear appropriate footwear at all times. 	<p><i>Document on behaviour database through Sentral.</i></p> <p><i>Report extremes in appearance to Principal Class.</i></p>
<p>Bullying</p> <ul style="list-style-type: none"> Students must not bully, intimidate, exclude or harass others. This includes any verbal, cyberbullying, physical or sexual conduct which is uninvited, unwelcome or offensive to a person. 	<p><i>Challenge behaviours and make a report on behaviour database tool through Sentral.</i></p> <p><i>Inform Team Leader/Principal Class/Primary Welfare Officer.</i></p>
<p>Property and security</p> <ul style="list-style-type: none"> Students are to respect all school property. Students must not enter staff room or offices unless supervised. Students must bin all rubbish. Students must return borrowed school material on time. All mobile phones need to be handed in at the front office before entering classrooms. 	<p><i>Challenge behaviours and refer to SWPB matrix.</i></p> <p><i>Make a report on behaviour database tool via Sentral for all incidents.</i></p> <p><u><i>Confiscate iPod or mobile phone and take to General office</i></u></p>
<p>Behaviour Expectations</p>	<p><i>Classroom Teacher Responsibility</i></p>

Property and Security (Continued)

- Electronic devices must not be used without permission.
- Classrooms must be left neat and tidy.
- Graffiti of any kind will not be tolerated.

Organise for students to remain behind and tidy the room or area.

Retain any evidence of graffiti and report to Principal Class



APPENDIX C:

____'Class Agreement

School Wide Positive Behavior Expectations

Be Respectful	<ul style="list-style-type: none">➤ Supportive➤ Responsible➤ Caring	I will: <ul style="list-style-type: none">➤ Respect ideas of others➤ Work cooperatively with others
Be Safe	<ul style="list-style-type: none">➤ Self➤ Others➤ Communication	I will: <ul style="list-style-type: none">➤ Move safely around the classroom➤ Use _____ equipment appropriately
Do Your Best	<ul style="list-style-type: none">➤ Social➤ Academic➤ Learning	I will: <ul style="list-style-type: none">➤ Listen and follow instructions➤ Use classroom materials and _____ equipment responsibly➤ Actively participate➤ Be on time, organized and ready to learn

CONSEQUENCES

I have read the document and understand my responsibilities and rights as a member of the Melton West Primary School Learning Community.

Name: _____

Class Teacher: _____

Date: _____

Student Signature: _____

Parent/Guardian Signature: _____

This document is to be signed and returned to your classroom teacher



Key principles: exclusion and punishment do not help unless it is tied with an INSTRUCTIONAL approach. We need to teach the new behaviour.

APPENDIX D:

MINOR handled by teacher/team		MAJOR handled by Principal Class Team	
<p>HAVE YOU: Thought about age appropriate expectations? How to help the student do the right thing?</p> <p>1] Given calm, immediate response? 2] Had a respectful, brief, specific interaction on the behaviour? 3] Re-directed? Re-taught a better alternative? 4] Focused on appropriate behaviour ratio of 4:1. 4 positives to 1 negative.</p> <p>IF SO remain CALM and then:</p> <p>STEP 1:</p> <ul style="list-style-type: none"> Describe or direct behaviour expectations. (1st warning) <p>STEP 2:</p> <ul style="list-style-type: none"> Restate Step 1 Give a preferred and a less-preferred choice to the student. (2nd warning.) Use of Learning Ladder <p>STEP 3:</p> <ul style="list-style-type: none"> "Calm Space/Noak" time – in class Time Out in another class <p>STEP 4:</p> <ul style="list-style-type: none"> Conference (eg. in recess/lunch break) and consequence such as <ul style="list-style-type: none"> make up for lost work time, practise the skill needed restorative conversation loss of a privilege lunch/recess detention within team community service 	<p>BE RESPECTFUL</p> <ul style="list-style-type: none"> walking off during conversation pushing in line inappropriate language not following instructions - 3rd time put downs answering back unwanted/inappropriate touching lying property misuse talking during lesson/discussions <p>BE SAFE</p> <ul style="list-style-type: none"> throwing things damaging equipment distracting others late to class out of seat moving unsafely not packing up swinging on chairs sharing food losing personal property unsafe use of equipment distracting self or others refusal to follow instructions slow to start/avoidance to work not listening to instructions refusal to participate not completing work cheating ripping work up 	<p>BE RESPECTFUL</p> <ul style="list-style-type: none"> aggressive language/threats hitting/kicking/spitting/biting others harassment fighting intimidation inappropriate touching racism gangs rumour spreading bullying <p>BE SAFE</p> <ul style="list-style-type: none"> vandalism destruction of property stealing inappropriate ICT use (cyber bullying) weapons brought to school self harm walking out/self-exits <p>DO YOUR BEST</p> <ul style="list-style-type: none"> refusal to return to class continual disruption to class 	<p>BEGIN WITH:</p> <p>1] REMOVAL from class/yard etc. 2] Calm down time no interaction 3] WHEN CALM proceed to following steps</p> <p>STEP 1:</p> <ul style="list-style-type: none"> Confer with student: discussion about impact, consequences, possibility of parental contact <p>STEP 2:</p> <ul style="list-style-type: none"> Organise and/or implement consequences which include: <ul style="list-style-type: none"> making up lost time restorative conference with affected parties refer to social skills lessons and guided practice in school detention other: loss of privilege, community service, behaviour plan, fixing the damage (eg. natural consequence home contact <p>STEP 3:</p> <ul style="list-style-type: none"> If serious or repeated: <ul style="list-style-type: none"> parent/student/teacher meeting. further support elicited alternatives reviewed internal suspension external suspension <p>STEP 4: Reintegration to class/affected people</p>

Key principles: exclusion and punishment do not help unless it is tied with an INSTRUCTIONAL approach. We need to teach the new behaviour.

MINOR		MAJOR	
<p>On YARD DUTY, have you: been proactive? Active supervision and looking for positive behaviours is the key:</p> <p>1] Give calm, immediate response 2] Re-direct, or try to re-engage with alternative play ideas 3] Don't forget to focus on appropriate behaviour ratio of 4:1. 4 positives to 1 negative.</p> <p>THEN: STEP 1:</p> <ul style="list-style-type: none"> Describe or direct behaviour expectations, and state possible consequences. (1st warning) <p>STEP 2:</p> <ul style="list-style-type: none"> Restate step 1 Give a preferred and a less-preferred choice to the student. (2nd warning.) <p>STEP 3:</p> <ul style="list-style-type: none"> Walk and talk with teacher <p>STEP 4:</p> <ul style="list-style-type: none"> Conversation and consequence by yard duty teacher or classroom teacher: <ul style="list-style-type: none"> practise the skill needed restorative conversation community service 		<p>handled by yard duty teacher/s</p> <p>BE RESPECTFUL</p> <ul style="list-style-type: none"> - inappropriate language - not following instructions - 3rd time <ul style="list-style-type: none"> - put downs - answering back - unwanted or inappropriate touching <ul style="list-style-type: none"> - lying - disrupting the games of others - not following canteen rules <ul style="list-style-type: none"> - littering - gossiping <p>BE SAFE</p> <ul style="list-style-type: none"> - throwing things at people or buildings - damaging equipment or fittings - unsafe play on playgrounds <ul style="list-style-type: none"> - rough play - not moving safely - sharing food - unsafe use of equipment <ul style="list-style-type: none"> - spitting <p>DO YOUR BEST</p> <ul style="list-style-type: none"> - playing in inappropriate areas - having to be reminded about how to play in a given area - running away from teacher 	
<p>handled by Principal Class Team</p> <p>BE RESPECTFUL</p> <ul style="list-style-type: none"> - aggressive language/threats - harassment/intimidation - inappropriate touching - racism - gangs - bullying <p>BE SAFE</p> <ul style="list-style-type: none"> - vandalism - destruction of property - stealing - weapons including sticks - self harm - running away (from school) - unsafe behaviour - fighting <p>DO YOUR BEST</p> <p>REPEATED MINOR BEHAVIOURS</p>		<p>BEGIN WITH:</p> <p>1] REMOVAL from yard or situation 2] Calm down or "chill out" time with Prin Class 3] WHEN CALM proceed to following steps:</p> <p>STEP 1:</p> <ul style="list-style-type: none"> Confer with student/s: gather information about any others involved. Discussion about impact, consequences, parental contact may be made. <p>STEP 2:</p> <ul style="list-style-type: none"> Organise and/or implement consequences which include: <ul style="list-style-type: none"> restorative sessions refer to social skills lessons in school detention community service behaviour plan fixing the damage - natural consequence home contact <p>STEP 3:</p> <ul style="list-style-type: none"> If serious or repeated: <ul style="list-style-type: none"> parent/student/teacher meeting. further support elicited alternatives reviewed internal suspension external suspension <p>STEP 4: Reintegration to class/affected people</p>	

APPENDIX E:



Melton West Primary School
 Values – As a school we:
 communicate with each other
 show respect towards each other
 work as a team
 place trust in each other

Excellence	I have achieved excellence:
Reward	<p>I keep a tally of what I have achieved through points. Points will be awarded when:</p> <ul style="list-style-type: none"> I have a growth mindset while completing my work I have completed all tasks to the best of my ability I am a good role model I respect the safety and learning rights of everyone in the classroom I understand our school values and lead by example
Role	I am a role model:
Model	<ul style="list-style-type: none"> I show personal and communal responsibility I behave in a positive manner I encourage others to behave in a positive manner by: <ul style="list-style-type: none"> Being a good example Reminding others to follow our school values Encouraging others to make good choices
Trying My	I try my best:
Best	<ul style="list-style-type: none"> I show personal and communal responsibility I show that I am trying my best by <ul style="list-style-type: none"> Having a go and putting in my best effort Whole body listening Following instructions
Ready to Learn	<p>I am ready to learn:</p> <ul style="list-style-type: none"> This is where we start This is what we come back to at re-entry We are ready to learn and follow school and class expectations
A Reminder	<p>I need a reminder:</p> <p>At the moment I am not displaying school values and expectations</p> <ul style="list-style-type: none"> My teacher or classmates may remind me to make positive choices I am responsible for the choices that I make I will change my behaviour so I am ready to learn again
Time to	I need time to think:
Think	<ul style="list-style-type: none"> What choice did I make? What could I have done differently? How can I fix this? What will I do differently next time? I will talk with my teacher at a suitable time about my choice I am ready to learn again
Time Out	<p>I need time out:</p> <ul style="list-style-type: none"> If I keep making poor choices, I will be sent to another classroom for 10 minutes with my reflective sheet My job is to reflect on my choices and be ready to talk to my teacher about my behaviour When I have calmed down I can return to my classroom and show that I am ready to learn My teacher and class will welcome me back
Time to	I am not able to stay in a classroom if I continue to make poor choices:
Leave	<ul style="list-style-type: none"> If I am asked by a teacher to go to the office, I will follow these instructions I know my parents may be contacted I will talk with my teacher at a suitable time about my choices I will accept the consequences When I have calmed down I can return to my classroom and show that I am ready to learn

Key Reference

Effective Schools are Engaging Schools - Student Engagement Policy Guidelines	<u>DET - Child Health and Wellbeing</u>
Charter of Human Rights	<u>http://www.austlii.edu.au/au/legis/vic/consol_act/cohrara2006433/</u>

