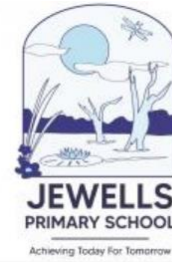


Jewells Primary School Behaviour Guidelines



Introduction

At Jewells Primary School we believe that:

- Everyone has a right to learn in a safe and positive classroom environment
- Students should be treated fairly and in a consistent manner
- PBL practices should be consistent throughout the school
- Behaviours and actions have consequences that must be accepted by the students
- All students can develop and use self-regulation strategies
- Parental support and cooperation are necessary to run a successful positive student behaviour program


Belong, Aspire and Respect are the foundation for all school programs and activities. The Restorative Practice process supports the implementation of our school values throughout the school community. Promoting and reinforcing positive student behaviour and school-wide expectations are at the forefront of all behaviour matters.

Restorative Practice

- uses a framework designed to re-establish significant relationships following behavioural incidents
- seeks to ensure that the consequences for misbehaviour have relevance and meaning within the school community context
- fosters individual responsibility and helps develop empathy

The following questions are used in the restorative process – When things go wrong:

- What happened?
- What were you thinking?
- Who has been hurt?
- What do you need to do to fix it?



The following questions are used in the restorative process – When someone is hurt:

- What did you think about what happened?
- How have you and others' been hurt?
- What is the hardest thing for you?
- What do you think needs to happen to make things right?

Positive Behaviour for Learning (PBL)

Jewells Primary School uses the PBL Program. It is an evidence-based framework that brings together the whole-school community to contribute to developing a positive, safe and supportive learning culture. The framework assists schools to improve social, emotional, behavioural and academic outcomes for children and young people.

All staff are responsible for teaching the school behaviour expectations, providing consistent positive feedback to students, and delivering consistent corrective feedback and consequences when expectations are not followed. The entire school, including the classrooms, corridors, canteen, playground and buses, is considered part of the total learning environment.

Systems at JPS will be designed to support our learning and teaching environment and to provide individual behaviour supports to achieve positive academic and social outcomes for all students.

We have a continuum of support that promotes student learning and wellbeing for all students. Students and teachers have access to support as needed. The continuum emphasises prevention and early intervention and includes:


Tier 1 Universal prevention: school-wide and classroom systems for all students, staff and settings

Tier 2 Targeted interventions: small group systems for students at-risk behaviourally and academically

Tier 3 Intensive interventions: systems for students with high-risk behaviour and/or learning needs.

In our classrooms and learning spaces

Teachers use a number of strategies for individual, small group or whole class interventions. These strategies are used concurrently to maintain the self-



esteem of students while ensuring appropriate behaviour. Developing and sustaining appropriate behaviour:

- classroom expectations
- classroom routines
- praise
- positive feedback
- class award systems
- Jewells Primary School merit system (refer to Student Merit Systems)
- recognition at assemblies
- positive communication with parents

Decreasing inappropriate behaviour:

- strategic ignoring of off-task behaviour
- reinforcing alternative behaviours
- teach and reinforce the school values and Restorative Practice questions with students
- individual reminders (in private)
- withdrawal of class privileges
- withdrawal to the stage supervisor's class or another nominated class
- consultation with parents/carers
- individual behaviour plans

Unacceptable behaviour

The following behaviours are unacceptable at school, and during any school activity (including offsite activities and travelling to and from school). Jewells Primary School defines the school context as the time between when the student leaves home for school and returns home from school. This also includes any occasion when the student is representing the school or is identified as a student at Jewells Primary School.

Parents/carers may be informed by the class teacher of the occurrence of these behaviours and parents will be expected to take joint responsibility for re-mediating such behaviour with the school should the need arise.

Unacceptable behaviours include:

MINOR

- persistent non-compliance
- persistent disruption
- out of bounds
- rough or aggressive play

MAJOR

- theft
- insolence
- inappropriate language (swearing, harassment, and intimidation)
- vandalism
- possession of a prohibited weapon
- violence or threats of violence

All minor and major Incidents will be recorded on the Sentral. The strategies used to manage inappropriate student behaviour are outlined below (however are not limited to) and typically follow the order given.

Restitution

Restitution focuses on students taking responsibility for misbehaviour, correcting mistakes and restoring relationships. Restorative Practice is the process used to reach restitution.

Referral of student to the Stage Supervisor

Referral of students to the stage supervisor takes place when a behaviour issue cannot be resolved at a class level. The stage supervisor will discuss the behaviour(s) with the student, clearly explain the school's expectations and contact the student's parent/carer. Parent/carers will be contacted for persistent referrals or behaviours which, in the opinion of the supervisor, warrant immediate attention. The stage supervisor will consult with the classroom teacher. In some cases the class teacher and stage supervisor are the same person, therefore may result in a referral to the Principal.

A referral to the stage supervisor will be recorded on Sentral.

Referral of student to the Principal

Referral of students to the Principal by the stage supervisor takes place when a behaviour issue cannot be resolved at the class or grade level. The Principal will discuss the behaviour(s) with the student, clearly explain the school's expectations and contact the student's parent/carers as required. Parents/carers will be contacted for persistent referrals or behaviours which, in the opinion of the Principal, warrant immediate attention. The Principal will consult with the stage supervisor and classroom teacher.



A referral to the Principal will be recorded on the Sentral.

Supervised Reflection Time

Supervised Reflection Time is an opportunity for students to reflect on their actions and assist them to behave in a positive and productive manner. Students will be referred to the Reflection Room for unacceptable behaviours in the playground and classroom (3x separate minor incidents in a 2 week period or 1x major incident) and other exceptional circumstances. As a general rule, the Reflection Room is not used as a consequence for inappropriate classroom behaviour. Students will be taken to the Reflection Room during the recess break time.

If a child is involved in a major incident on the playground during lunch or recess, the stage supervisor is responsible in withdrawing this student from the playground immediately.

The teacher referring a student to the Reflection Room must record the incident on Sentral, inform the student involved and their class teacher. The class teacher will notify the student before they attend the Reflection Room. K-2 students will be walked to the Reflection Room by the class teacher.

During a 'Reflection' session, the stage supervisor will discuss the behaviour with the student and arrange for a letter to be sent home to the child's parent/carer. The stage supervisor on duty needs to remind the student that the letter must be signed by their parents/carers and returned to their class teacher.


If a child has had 3 or more sessions in the Reflection Room in a term, they will have 3 or more days off the playground.

School Warnings

School warnings may be issued by the stage supervisor or the Principal and include (though are not limited to) removal from the classroom or playground for a specified period of time. Warnings will be recorded on the Sentral and parents/carers will be advised at the time via a phone call and letter, when additional warnings are issued and/or if a behaviour is not rectified by the student/s involved.

Withdrawal from the classroom or playground

This strategy will be used where specific unacceptable behaviours occur, or where there has been a persistent pattern of behaviour which has not



responded to a variety of interventions. Withdrawal of approval may be for one or a series of activities. The decision to withdraw a student will be made by the stage supervisors and/or Principal in consultation with the class teacher.

A withdrawal of approval to participate in a school activity will be recorded on the Sentral.

Referral to specialist services

The Principal, stage supervisor, classroom teacher and/or Learning Support Team can recommend to parents and carers that specialist services from the Department of Education or external providers be accessed to assist a student. Parents are involved in all stages of this process and parental permission is required for any specialist intervention. Specialist services could include the School Counsellor, Itinerant Teachers and Department of Health personnel.

Suspension

The purpose of suspension is to allow students time to reflect on their behaviour, to acknowledge and accept responsibility for the behaviours which led to the suspension, and to accept responsibility for changing their behaviour to meet the school's expectations in the future. It also allows time for school personnel to plan appropriate support for the student to assist successful re-entry.

The Principal will consider the safety and welfare of the student, staff and other students in the class, or school, when determining whether a student's misbehaviour is serious enough to warrant suspension.

Principals must determine the appropriate number of school days for a suspension and will give the shortest number of days needed to implement supports for the student after considering the factors (behaviour of concern, the student). The maximum number of days for any suspension are:

- for students in Kindergarten to Year 2, the maximum number of consecutive school days for a suspension is 5 school days
- for students in Year 3 to Year 12, the maximum number of consecutive school days for a suspension is 10 school days



Reviewing dates

Last review date: 30.1.2023

Next review date: 30.1.2024