



## Behaviour Policy

### Rationale

At Rosanna Golf Links Primary School everyone should be treated respectfully. Every person needs to feel safe and secure, and students need an environment that supports their learning, personal growth and positive self-esteem. This policy is to be read in conjunction with Rosanna Golf Links Primary Schools Student Engagement Policy.

### Purpose

To establish the expectations for student behaviour, and to state how the school will respond to student misbehaviour.

### Aims

Rosanna Golf Links Primary School aims for our school to be a place where:

- Everyone feels safe, positive and cared for
- Positive relationships between teachers, students and parents/caregivers are fostered
- Rights and responsibilities are known, respected and protected
- There is always clear expectations for student behaviour and how the school responds to student misbehaviour
- Co-operative and restorative approaches to resolving conflict are encouraged.

We aim to:

- Promote the importance of building relationships between individuals after an incident/misdemeanour
- Build links between relationships (student/teacher) and educational outcomes
- Encourage school connectedness for students
- Promote/repair damaged relationships
- Encourage students to learn from their mistakes, reconcile and resolve problems with others
- Allow students to reflect on the impact of their behaviour on others.

### Expectations

The School sets the following expectations that underpin student behaviour in the classroom, playground, at incursions/excursions/camps and all school activities:

#### Expectations of Students:

- Be friendly and polite
- Protect the safety and well-being of self and others
- Learn and allow others to learn
- Look after one's own belongings, other's belongings and school resources
- Follow the directions of staff
- Act in a safe and responsible manner for themselves and others
- Care for and respect the school environment
- Treat others with courtesy
- Respect the opinions of others
- Be cooperative, considerate and curious in their learning.

When outside, students will be expected to:

- Keep away from 'Out of Bounds' areas as they are not safe
- Enjoy the school grounds and keep them clean and tidy
- Respect the games people play and where they play them

- Play suitable games in each zone and respect the equipment being used
- Put rubbish in the bin
- Never push, tease, bully, fight or use bad language towards others
- Walk into line quickly and sensibly when the bell rings
- Wait quietly for teachers
- Enter all school buildings quietly.

Expectations of Staff:

- Be responsible for providing a stimulating learning environment
- Provide meaningful programs to meet the needs of their students
- Promote the school rules and observe all safety, classroom and playground rules
- Be open, encouraging and willing to listen to staff members, children and parents
- Communicate specific incidents/behaviours and the ramifications of these with parents/guardians
- Follow school procedures and policies in relation to student discipline.

Expectations of Parents/Guardians:

- Recognise the importance of a close partnership between parents, teachers and children
- Discuss the school rules with their child, emphasising their support for them and assisting, where possible, with their reinforcement
- Ask for information if they are unsure or want to know more
- Make the school aware of any concerns regarding discipline
- Inform teachers about relevant problems that may affect their child's behaviour at school
- Attend parent evenings/interviews
- Remember that staff deal with behaviour problems patiently and positively and always with the best interests of the child in mind.

## Expectations

Responding to Student Misbehaviour:

The school's emphasis is on responding to student behaviour in positive and encouraging ways. On those occasions where students make poor choices with their behaviour, staff will assist them to learn from the incident so that a similar mistake might not be repeated. At all times, the dignity of the students involved will be maintained and the relationship between the parties restored (student/student, staff/student).

Behaviours that constitute serious misbehaviour include, but are not limited to the following:

- Direct verbal or physical abuse
- Bullying
- Deliberate physical damage to property
- Non-compliance or refusal to follow a direct instruction by a member of staff
- Repeated disruption to student learning and the classroom.

The table below outlines the School's seven step Action Plan for dealing with unacceptable student behavior.

**STAGE ONE AND TWO:**

**INITIAL ACTION - TEACHER**

When a minor misbehaviour occurs a child receives a warning. This warning could be verbal or formally recorded, relying on the teacher's discretion.

***These behaviours may include:*** distracting, talking out of turn, annoying behaviour in the playground, rough play.

***Consequence:*** *If the behaviour continues the child may also be moved within the classroom or class.*

### **STAGE THREE: TEACHER**

Further direct action by teachers will be required for repeating misbehaviour, escalating behaviour and not following the teacher's instructions of a more deliberate nature.

***These behaviours may include:*** continually interrupting the learning of others, damaging another person's property, throwing objects, intentionally hurting another person's feelings, rough play or unsafe play.

***Consequence:*** *A discussion of the school values at recess or lunchtime with appropriate teacher. A school proforma and student response sheet may be completed and sent home outlining the behaviour and the restorative action.*

*The student's parent may be contacted by telephone or via the proforma.*

*A written or verbal apology may be expected from the student.*

- See Appendix for Restorative proforma, 'Making things Right'

### **STAGE FOUR : PRINCIPAL OR ASSISTANT PRINCIPAL**

Some behaviours are referred to the Principal and Assistant Principal directly.

***These behaviours may include:*** refusing to follow a direct instruction from the teacher, engaging in behaviour that severely disrupts the classroom or specialist program, intentionally physically harming another person, deliberate rudeness towards a teacher or adult, severe teasing or bullying.

***Consequence:***

- *A discussion of the school values at recess or lunchtime with appropriate teacher*
- *An inappropriate Behaviour Stage Four Proforma and Student Response sheet will be completed and sent home*
- *Parents will be notified and asked to return the signed form to the office.*
- *A written or verbal apology will be expected from the student*
- *A possible "In school" exclusion from regular program for a set period of time will be determined for each individual case*
- *For breaches of the 'Cybersmart' guidelines; access to internet usage will be reviewed.*

### **STAGE FIVE : PRINCIPAL OR ASSISTANT PRINCIPAL**

Where there are continued breaches or serious misbehaviour a one day or longer "in school" exclusion from the regular program may be enforced.

**STAGE SIX : PRINCIPAL**

Very serious forms of misbehaviour require the following of DET suspension guidelines.

**STAGE SEVEN : PRINCIPAL AND DET**

Where there are extreme cases of misbehaviour and suspension is deemed to be inadequate, the school will follow the expulsion guidelines as set down by the DET.

**Review**

This policy will be reviewed as part of the RGLPS review cycle.

**Polciy to be read in conjunction with**

- Student Engagement Policy
- Communications Policy
- Bullying and Harassment Policy