



<b>Policy Document Name</b>	<b>Behaviour Policy</b>
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## Behaviour Policy

International Baccalaureate learners strive to be inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective. The implementation of this policy encourages and supports attitudes and behaviours that display a shared understanding of our Essential Agreements. Essential Agreements promote positive behaviours and relationships and reflect a culture that enables students to develop self-management skills using restorative justice principles.

At Coromandel Valley Primary School, we endeavour to provide a school climate that is safe, caring, success oriented and enables all students to maximise their learning opportunities. A whole school approach is required to support children to become increasingly aware of and responsible for their behaviour. Strong relationships between home and school will support this process. The teacher's role and the school's role are to reinforce and develop appropriate choices of behaviour and respect for the rights of others. Coromandel Valley Primary School has a consistent whole school approach to effectively manage student behaviour. Consequences for inappropriate behaviour and acknowledgement of appropriate behaviour have been established by negotiation between staff, students and the school community.

### We believe that:

- all students have the right to learn and all teachers have the right to teach
- students are responsible for their own behaviour. Acceptable behaviour should be acknowledged, and unacceptable behaviour addressed
- staff need to be consistent in their management of student behaviour.
- the partnership between parents, students and school staff is the basis for increasing the successful educational outcomes for all students
- to ensure that the rights of others are protected, responsibilities need to be adopted as well
- understanding context is an important factor in dealing with behavioural issues.

N.B. "School staff" includes SSOs, TRTs and volunteer workers.

### STUDENT – STAFF – PARENT RIGHTS

#### Student rights:

- to be able to learn in a friendly, safe, encouraging and positive environment without being disrupted by others
- to have access to appropriate resources and facilities
- to be able to express their opinions using appropriate language
- to know what constitutes acceptable behaviour and the consequences for unacceptable behaviour
- to be treated with respect and courtesy by other students, staff and parents



## **Staff rights:**

- to be able to work in a safe environment conducive to teaching and learning
- to have a support system from within the school and the Department for Education
- to be involved in the decision-making process
- to be treated with respect and courtesy by students, colleagues and parents

## **Parent rights:**

- to have access to information on school policies and curriculum
- to participate in decision making through governing council and sub-committees
- to expect consistency towards behaviour management from all teachers
- to be treated with respect and courtesy by students, staff and other parents

## **STUDENT – STAFF – PARENT RESPONSIBILITIES**

### **Student Responsibilities:**

- to be aware of and be involved in negotiating, reviewing and adhering to school Essential Agreements
- assist others in making responsible choices
- take responsibility for own behaviour and as a bystander
- as a member of the school community actively support each other
- treat others and their opinions with respect and courtesy

### **Staff Responsibilities:**

- establish a class Essential Agreement at the beginning of each year in consultation with students
- regularly revisit existing Essential Agreement
- introduce Essential Agreement to new students and parents
- be conversant with the practices stated in this policy, the school's values and vision statement, the IB learner profile, and the school's anti-harassment and bullying policy
- establish a success-oriented classroom
- model acceptable behaviour
- be firm, fair and consistent

### **Parent/Caregiver Responsibilities:**

- encourage children to adhere to the code of behaviour and Essential Agreements
- support the practices and procedures involved in this policy
- model acceptable behaviour
- make appointments to speak to school staff
- provide the school with up to date contact details



## CONSEQUENCES FOR INAPPROPRIATE BEHAVIOUR

### Classroom:

Each class negotiates their Essential Agreement at the start of each year.

Teachers will use approaches to behaviour management including;

- reminders
- warnings
- logical consequences
- time out
- buddy class
- office

### Yard:

A student who behaves inappropriately may be given a logical consequence, eg pick up papers for littering. If a behaviour is deemed to be serious eg fighting, violence the student may be asked to go to the office to see the Principal/Leadership.

### Library Time Out:

A student will spend a timed 20 minutes in the Library Time Out for inappropriate yard behaviour. A student may be given extra sessions if the offence is considered to be major or they fail to attend.

### Restricted Play:

Restricted play can be used to support students who find it difficult to self-regulate and interact positively within the yard.

### Negotiated Take Home:

A student who has difficulty with self-regulation, or has destabilised the normal running of a school, may be taken home if prior negotiation with parents has occurred. Take home is a way of stabilising both the student and the school. Parents/caregivers are called to collect the student. A re-entry interview will take place between the Principal or delegate, parent, teacher and student.

### Suspension:

Students may be suspended "in-school" or "out of school". In school suspension means that the student will have no contact with peers while at school. The student will not be permitted to enter the school grounds whilst on out of school suspension unless invited by the Principal. A re-entry interview will take place between the Principal, parent, teacher and student. A behaviour plan will be developed at the re-entry meeting to support student's needs.

### Exclusion:

Exclusion from a school may be up to 10 weeks. While under exclusion a student is required to complete an alternative education program which may be at home or another school. If appropriate a re-entry process to school is negotiated with the student, staff member, parent, Principal and interagency referral manager.

NB – the decision to apply Take Home, Suspension and Exclusion will be made by the Principal.

All Staff

Principal/Delegate



## LEARNING Environments

### Procedure for when students not following behaviour code in the learning environments

#### Student Behaviour

#### Serious inappropriate behaviour

Violent behaviour  
Vandalism  
Offensive language  
Bullying/Harassment  
Undermining staff

#### Low level Inappropriate behaviour Disruptive behaviour Lack of cooperation Inappropriate language

Logical Intervention  
Reminder, warning

Time out in class  
Time out area in classroom

Time out buddy class  
Time out area in buddy class

**Office referral - Leadership Intervention**  
Significant and repeated behaviour referrals will lead to the parent/caregiver being notified and a time out slip.  
One or more of the following implemented

Library Timeout

Behaviour plan

Counselling

External Suspension

Behaviour support

Take Home

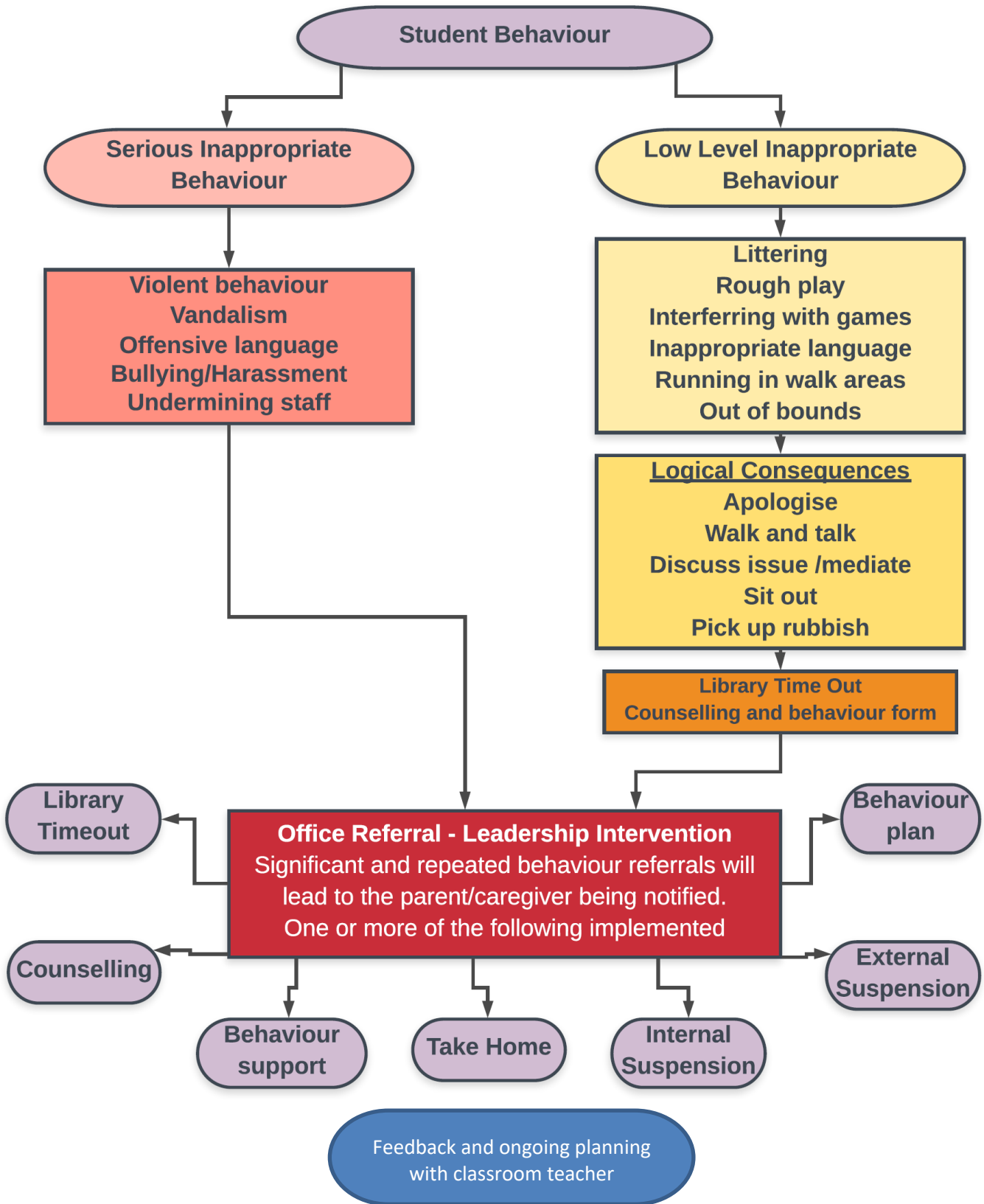
Internal Suspension

Feedback and ongoing planning with classroom teacher



## YARD

Procedure for when students not following behaviour code in the yard





## LUNCHTIME LIBRARY TIME OUT PROCESS

Students may be sent to the Time Out room as a result of more extreme behaviour in the yard, or after they have moved through a number of steps resulting in a referral to the office.

The Principal/Leadership may by-pass the process in more extreme instances or with students who have an ongoing behavioural issue.

The Time Out Notice from the yard duty teacher is carried by a reliable student who accompanies the student being sent to Time Out. Students sent to Time Out are added to the record. The teacher on Time Out duty places the note in the relevant teacher's pigeon hole after the duty is complete.

**Where a student receives a Time Out notice at the end of lunch, it is passed directly to the class teacher and the staff member who gives the Yard Time Out will record this on the Time Out record sheet.**

### **Time Out Process**

The Time Out record folder is left in the staff room for all staff to access. It is stored in a black drawer under the Day Book.

At lunch time the **staff member on library/Time Out duty** picks up the Time Out folder from the staff room, takes it to the library and:

- fills in the Time Out record or checks that it has been filled in correctly
- provides an opportunity for student to complete the reflection page and discuss the issue considering restorative justice
- returns the Time Out Room Record folder to the staff room.
- any student choosing to not attend Time Out will gain an additional Time Out slip with a note sent to the class teacher by the Time Out room teacher.
- in the event of rain students completing time out should be sent to the front office.

The process begins again at the start of each term.

When the blue Time Out slip has been signed by a parent/caregiver and returned to school the **classroom teacher** should tick this off on the time out sheet. Please place the blue slip in the back of the folder to show that the process is complete.

### **Catch Up Time (CUT)**

- Students sent for CUT **are not** logged onto the Time Out record and report their progress directly to their teacher. The role of the Time Out duty teacher is purely supervision in relation to CUT students.

### **At the end of the week**

The Principal/Front office delegate:

- monitors the names and numbers of students who were in Time Out
- replaces blue slips or additional paperwork as required
- checks that the process has been completed each Friday, after lunch, and follows up any missing information or attendance. Parents will be emailed if Time Out Notices are not returned