



Behaviour Management Policy

(Revised July 2022)

1. POLICY STATEMENT

The purpose of this policy is to set the requirements and guidelines to ensure every student is provided with the educational support they need to learn and maintain positive behaviour at Hocking Primary School.

The policy has been developed in accordance with the Department of Education Student Behaviour Policy (2016).

2. BACKGROUND

Students have the greatest opportunity to learn when they are engaged in their learning in a safe and supportive environment. The management of student behaviour is a joint responsibility between staff, student and parent/carer. The policy therefore outlines the rights and responsibilities of each party.

3. SCOPE

The policy applies to all staff, students and parents/carers at Hocking Primary School.

4. PROCEDURES

4.1 ESTABLISHING A POSITIVE AND SUPPORTIVE SCHOOL CULTURE

Positive behaviour is fostered through the building of strong relationships, the provision of developmentally appropriate learning programs that engage and challenge students whilst ensuring success, positive consequences, and appropriate support structures.

The following lists outline measures in the school to achieving this.

Staff will:

- ✓ Implement whole school programs as outlined in the English and Numeracy Expectations, using differentiation to meet individual student needs;
- ✓ Implement the Hocking PS Teaching and Learning Framework to ensure all learning is visible;
- ✓ Implement Classroom Management Strategies including active participation and low-key skills;
- ✓ Implement Kidsmatter and BUZ strategies and BRAVE values programs;
- ✓ Provide a variety of positive consequences for achieving learning or behaviour goals. This may include extrinsic rewards (stickers, stamps, notes to parents, negotiated rewards, group/individual points, raffle tickets, etc.), Leadership Team visits to present work for Boost Box prizes.
- ✓ Liaise with members of Leadership Team to develop and implement Individual Behaviour Management Plans (where required); and
- ✓ Conference students on procedures for managing and reporting incidences of bullying (Appendix A).

At the whole school level, the following will be implemented:

- ✓ Faction Token program with a focus on playground behaviours with end of term winning faction canteen vouchers and BRAVE value tokens;
- ✓ BRAVE values certificate each term to 10 students from each class and Values Luncheon in term 4;
- ✓ Chaplaincy support;
- ✓ Sports lunchtime program;
- ✓ Library lunchtime program;
- ✓ Student Leadership Program – School Leaders, Faction Captains, AV Team membership, Science Lab Techs, Music Wing Commanders and Art Ninja.
- ✓ Merit certificates at assembly;
- ✓ Class Assembly parent sharing sessions

- ✓ BUZ
- ✓ Recognition of achievements at assembly and in the newsletter 'Hocking Stars section';
- ✓ Office Displays from class and visual arts.

Positive reinforcements for students on Individual Behaviour Management Plans will be negotiated with the students, parents/carers and staff.

4.2 SCHOOL RULES

The school rules provide a clear expectation of behaviour and will be constantly reinforced by all staff at the school. These rules will be displayed and discussed in all classrooms as follows:

We always show courtesy and consideration to others. To do this we:

- Follow directions always.
- Work and play in a way that is safe for everyone.
- Display manners and healthy behaviours.
- Respect all people and property.

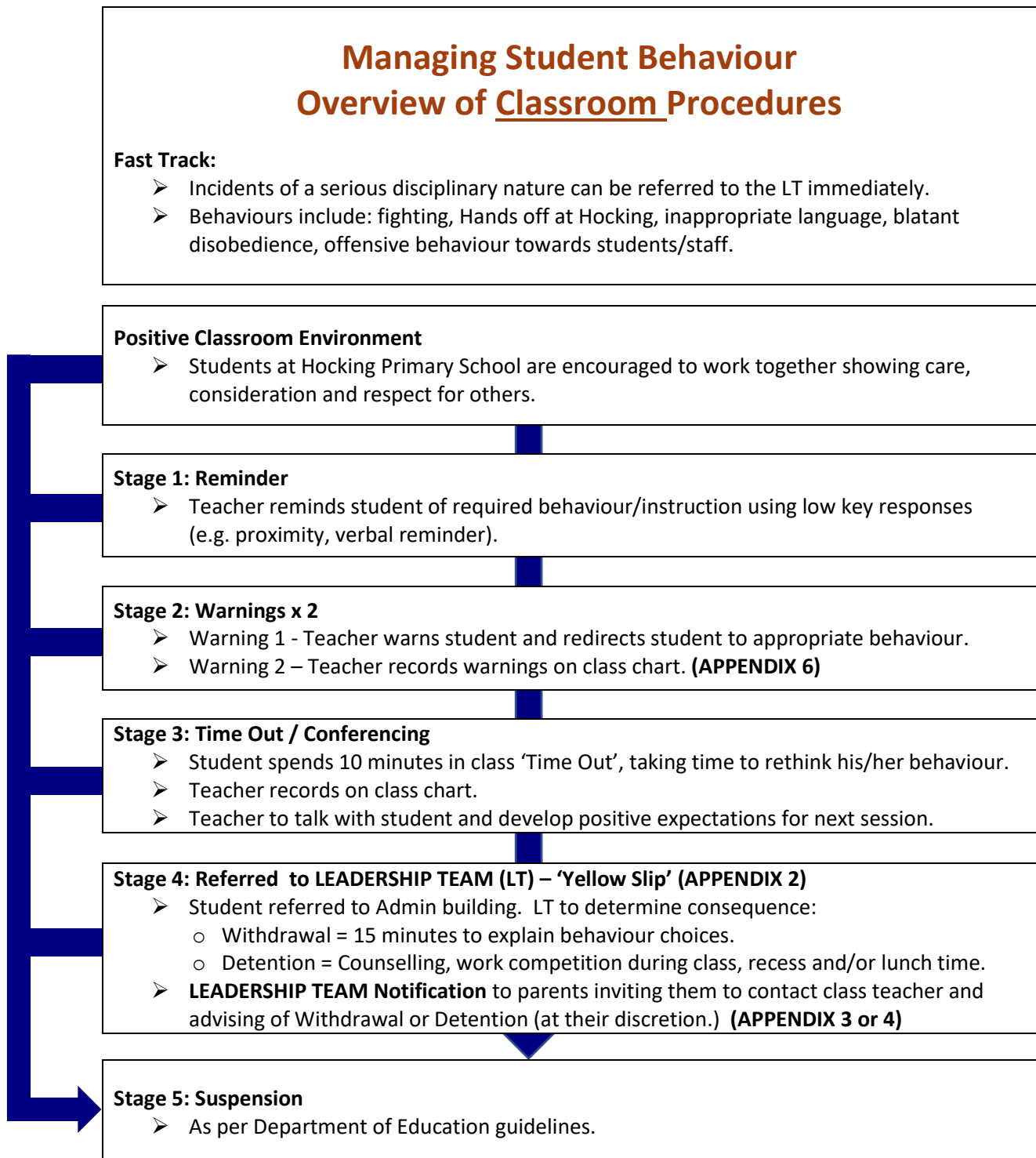
4.3 CODE OF CONDUCT

	Rights	Responsibilities
Students	<ul style="list-style-type: none"> ✓ To be shown respect, courtesy and honesty ✓ To be engaged in purposeful lessons in a supportive environment ✓ To learn and play in a safe, friendly and clean environment 	<ul style="list-style-type: none"> ✓ Be respectful, courteous and honest ✓ Do not disrupt others' learning ✓ Help keep the school environment tidy, clean and secure ✓ Be punctual, polite and friendly ✓ Learn and play safely with others ✓ Do not use personal mobile phones devices during school hours ✓ Follow school plans and procedures
Staff	<ul style="list-style-type: none"> ✓ To be shown respect, courtesy and honesty ✓ To teach in a safe, secure, friendly and clean environment ✓ To receive cooperation and support from colleagues, parents and students 	<ul style="list-style-type: none"> ✓ Model respectful, courteous and honest behaviour as per DoE Code of Conduct for staff ✓ Provide engaging, developmentally-appropriate lessons ✓ Help keep the school environment tidy, clean and secure ✓ Establish positive relationships with students, colleagues and parents/carers ✓ Engage with students' concerns to resolve issues ✓ Communicate student behaviour to parents/carers ✓ Involve parent/carers in their child's education
Parents /Carers	<ul style="list-style-type: none"> ✓ To show respect, courtesy and honesty. ✓ Be informed of course and curriculum materials, behaviour management procedures and decisions affecting the health and well-being of their child ✓ Be informed of their child's progress ✓ Be heard in an appropriate forum on matters relating to the rights of their child to an appropriate education 	<ul style="list-style-type: none"> ✓ Model respectful, courteous and honest behaviour as per HPS Parents Code of Conduct (APPENDIX 1) ✓ Ensure that their child attends school ✓ Ensure that the physical and emotional condition of their child is at an optimum for effective learning ✓ Ensure that their child is provided with appropriate materials to make effective use of the learning environment ✓ Support the school in providing a meaningful and adequate education for their child/children ✓ Establish positive relationships with students, staff and other parents ✓ Inform staff as soon as possible if their child is dealing with issues that may affect their behaviour

4.4 RESPONDING TO INAPPROPRIATE STUDENT BEHAVIOUR

The following schedule outlines the process for responding to inappropriate behaviour in the classroom. Implementation is not prescriptive, as each instance is dealt with in isolation and consequences given are reflective of the context in which the behaviour has occurred.

If an Individual Behaviour Management Plan (IBMP) is developed for students requiring extra support, alterations to the steps may be made after discussions between the class teacher, Leadership Team and/or School Psychologist, external agencies and the student's parent/carer.



Managing Student Behaviour

Overview of Playground Procedures

Fast Track:

- Incidents of a serious disciplinary nature can be referred to the LT immediately.
- Behaviours include: fighting, Hands off at Hocking, inappropriate language, blatant disobedience, offensive behaviour towards students/staff.

Stage 1: Verbal Warning - walk only, play safely etc...

- **Minor Consequence** - Sit out for 5 minutes, move to another area.

Stage 2: Leadership Team (LT) Referral

- Behaviour recorded in 'Playground Behaviour Book' by duty teacher for follow-up by LT.
- LT member to record behaviour on whole school tracking sheet.
- Consequence will be included:
 - Investigation of incident and counselling by LT member.
 - Class teacher notification.
- Additional consequences may include:
 - Name recorded in Duty Book for teacher reference while on duty.
 - Restricted play area.
 - Playground withdrawal for recess and/or lunch.
 - Suspension.
 - Parent notification by LT member. (**APPENDIX 5**). After 3 notifications a student is ineligible for end of term/year awards. A parent meeting will be required.

Extreme behaviour problems may be referred to School of Special Educational Needs: Behaviour and Engagement for further advice and support. Students may also be referred to the School Chaplain to support their wellbeing, if this is deemed appropriate. Parents will be informed.

To facilitate effective management of student behaviour, staff must record information regarding the behaviour in their Student Tracking Journal.

Should a student be withdrawn from class, be given a detention or be suspended then the class teacher and/or Leadership Team member, upon the student returning to the classroom, playground or school, will engage in a process to repair and rebuild their relationship with the student.

4.5 WITHDRAWAL/DETENTION

Withdrawal/Detention of students from class, breaks or other school activities is a planned strategy that involves consultation between the teacher and the Leadership Team. It provides students with an opportunity to calm down, reflect on and learn from the incident, discuss supports that may be required, and/or continue learning in a less stimulating environment. Students on Detention will come to the Administration Building with their food and eat while on Detention and will have full access to the toilet as required.

Withdrawal from special events or activities will be at the discretion of the Leadership Team. Students are expected to maintain appropriate levels of good behaviour in order to represent the school in such activities.

The Leadership Team will inform the parent/carer as soon as possible, and ensure provision is made for the student to continue their learning program.

4.6 SUSPENSION/ IN-SCHOOL SUSPENSION

Suspension may be used when the breach of school discipline causes significant disruption to the student, other students or staff. Suspension relates to not being able to attend the school site while In School Suspension relates to attending the school but not attending regular classroom or break activities and being supervised by the Leadership Team in the Administration Building.

Suspension in general is for the purpose of allowing those involved to calm and recover, reflect and learn from the incident, evaluate existing behaviour support plans and/or seek advice, make adjustments to plans, and meet with parents/carers.

Department of Education procedures will be followed in the event of the decision to suspend.

4.7 GOOD STANDING

All students are considered to have good standing and are able to attend and participate in all school activities until such time as their standing is lost. Any student who starts a fight, make physical contact with the intention to harm another student or videos a fight will lose good standing and will not be permitted to participate in school non-curricula activities. A student's good standing can be re-instated after such a period decided by the principal and will be outlined in the student's behaviour management plan.

4.8 COMMUNICATION BETWEEN THE SCHOOL AND PARENTS/CARERS

Teachers are expected to communicate with students' parents/carers regarding both positive and negative behaviour. If students are referred to the Leadership Team, parents/carers may be called if further consequences are given.

Parents/carers are expected to inform staff as soon as possible if their child is dealing with issues that may negatively impact on their behaviour to enable staff to better support their child.

4.9 RECORD KEEPING AND DATA USAGE

Student behaviour records are stored by the classroom teacher until the end of the year, and then archived. If students are referred to the Leadership Team, their record is entered onto the Department of Education's Student Information System under Categories of Behaviour.

Data from student records may be used to review class and whole school procedures, Individual Behaviour Management Plans, and the Student Behaviour Policy.

5 COUNTER BULLYING PROCEDURES

5.1 DEFINITIONS

Bullying is the inappropriate use of power by an individual or group, with intent to injure either emotionally or physically. It is usually **deliberate** and **repetitive**.

A bystander is someone who may have witnessed a bullying situation.

A *Shared Concern Approach* involves conferencing students complicit in the bullying incident to identify the problem, brainstorm ways to improve the situation, and evaluate the effectiveness of strategies after implementation.

5.2 RESPONDING TO INCIDENTS OF BULLYING

Bullying can be a complicated problem, which takes time and patience to properly resolve. Each party listed below has a role to play in countering bullying.

Students are encouraged to:

- ✓ Try 'Build Up Zone' (BUZ) social emotional regulation processes with bully to manage disagreement and conflict.
- ✓ Tell the bully to stop by clearly stating that the behaviour is unwelcome and offensive;
- ✓ Seek help by talking to someone they can trust; and
- ✓ Report it to a staff member or support person.

Bystanders are encouraged to:

- ✓ Tell the person to stop bullying;
- ✓ Refuse to join in;
- ✓ Get help from a teacher or support person;
- ✓ Encourage the person being bullied to report it; and
- ✓ Be a friend to the person being bullied.

Staff will:

- ✓ Teach and encourage appropriate responses to bullying;
- ✓ Actively counteract bullying behaviour;
- ✓ Ensure safety of the victim;
- ✓ Identify the extent, nature and location of the bullying;
- ✓ Adopt a Shared Concern Approach to investigate the incident and resolve issues;
- ✓ Wear fluorescent vests when on recess or lunch duty;
- ✓ Communicate incidents of bullying to parents/carers; and
- ✓ Monitor for further incidents of bullying.

Parents/carers are encouraged to:

- ✓ Make themselves aware of the Student Behaviour Policy;
- ✓ Actively build their child's self-esteem;
- ✓ Report signs of stress in their child to the school;
- ✓ Discourage any planned retaliation, either physical or verbal, if their child is bullied;
- ✓ Discuss positive strategies to counter bullying with the child;
- ✓ Speak to their child's classroom teacher or Leadership Team member to report incidents or suspicions of bullying;
- ✓ Support the school to manage the bullying by not directly dealing with other students and their parents; and
- ✓ Work with the school to manage bullying incidents.

6 DEFINITIONS

LOW KEY SKILLS

The things teachers say and do to prevent or respond to inappropriate behaviour before or when it first occurs; including politeness, enthusiasm, proximity, scanning and private conversations.

SELF-ESTEEM

A person's overall sense of self-worth or personal value. It comes from knowing they are loved and valued. Students who have healthy self-esteem feel good about themselves and proud about what they can do.

7 RELATED DOCUMENTS

Department of Education Student Behaviour Policy 2016.
Department of Education Student Behaviour Procedures 2016.
Hocking Primary School Student Online Policy 2014

8 REVIEW DATE

September 2019



Parent Code of Conduct Policy

(Revised September 2018)

PURPOSE - The Parent Code of Conduct Policy provides statements which remind parents of their obligations as a member of the Hocking Primary School Community and provides advice on the most appropriate behaviours that should be modelled to all students at our school.

RATIONALE - Parents play a formative role in the development of their child's sense of justice, equity, and the dignity and worth of all members of our school community. They also act as one of the most influential role-models within a child's life, therefore the onus for promoting and upholding the core values of our school community must fall on all those with the greatest capacity to reason and control their actions. It is a clear expectation of the community that all parents model acceptable behaviour at all times within the school setting at Hocking Primary School.

EXPECTED PARENT ACTIONS - All parents are expected to abide by the action statements below to ensure the behaviours they model are appropriate at all times.

Support your child in all their educational endeavours by giving praise and showing interest in their school activities.

Help your child to discover that it is often the process that is experienced rather than the end product that makes it all worthwhile; that giving of your very best is what matters rather than always comparing yourself against the capabilities of others.

Ensure all our children have the right to feel safe at school.

There may be times when you feel that the actions of another child have infringed upon the rights of your own child. ***Under no circumstances is a parent or guardian to approach another child whilst they are in the care of the school to discuss or chastise them because of their actions towards their own child.*** Such an approach to the child may be seen to be an assault on the child and may have legal consequences. It is appropriate to approach the class teacher or the School Principal to seek their intervention in bringing about an equitable and peaceful solution to the situation.

Accept that bullying has no place within our community and as such will not be tolerated.

This is as true for adult-to-adult interaction as it is for child-to-child. All interactions between members of our community must be in keeping with the values espoused by the school through its school policies. Instances of bullying must quickly be brought to the attention of the school staff so that justice may be achieved for all involved in the conflict.

PARENT CODE OF CONDUCT POLICY

ACKNOWLEDGEMENT SLIP

Please complete and return this slip to the office

Be positive always.

We all have bad days and, at times, events occur which don't always appear fair. However it is often the case that the injustice was not intentional, and many times not even apparent to others. Always approach these situations in a spirit of co-operation and genuine partnership. It is amazing how easily and quickly most situations can be resolved.

Show awareness that a child's perception is not the same as an adult's due to developmental maturity.

A child is not necessarily lying when their story conflicts with another or when the teacher's perspective does not match what you have been told at home. Children see their world through their own limited experiences, which colour their perceptions. Adult perceptions are balanced with life experiences. Listen to your child as they tell you their "reality", but remember that a different "reality" may possibly exist elsewhere. Open, honest discussion with school staff is essential in these situations.

Understand that children may and do act differently at home and school.

When faced with an audience of their own peers often children will act/react in a way, which appears completely out of character to you and the saying "My child wouldn't do that", might not hold for all situations. Be open to all possibilities.

Protect people's good name.

Problems, differences of opinion and personality clashes are not resolved by involving other people in a disagreement or by taking sides in an argument. Attempt to resolve these issues through calm dialogue between the parties directly involved whilst respecting the dignity of each and every person.

Separate opinion from fact.

An approach to the relevant personnel within the school to verify the factual basis of a story can assist in allaying your fears as to an event in question and the intent involved.

Actively listen to another's point of view.

It may be that the perspective from which the parent is approaching the situation is foreign to the other party and each may be equally of value.

Follow correct procedures in times of conflict to ensure all parties are heard and for harmonious solutions to be reached.

If the conflict centres on a classroom issue, the first approach should always be made with the classroom teacher. If a resolution is not reached, then it is appropriate to involve the school administration. Should the matter result from a situation outside of classroom matters then it is appropriate to discuss this with a member of the school administration in the first instance. If parents remain dissatisfied with the result, then a formal complaint can be made or the matter can be referred to the Director of Schools of the North Metro Regional Education Office.

Steve Dickson
Principal

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As the Hocking Primary School community, we must live by our motto "Honour, Persist, Succeed" by continually reinforcing the honour of respecting self and others, the virtue of persistence in developing resilience to succeed as lifelong learners in an environment that is safe, supportive of personal choice and one which is tolerant and understanding of difference.

I have read and understand that as parents I/we play a formative role in the development of our child's/children's sense of justice, equity, and the dignity and worth of all members of our school community. I/we also acknowledge that I/we act as one of the most influential role-models within a child's life, therefore the onus for promoting and upholding the core values of our school community must fall on all those with the greatest capacity to reason and control their actions - parents. It is a clear expectation of the community that all parents model acceptable behaviour at all times within the school setting at Hocking Primary School.

Parent name:		Parent signature:		Date:	
Parent name:		Parent signature:		Date:	



Leadership Team Referral for Classroom Behaviour

NAME: _____ LA: ____

DATE: _____

WITHDRAWAL (15 Minutes)

- Non-completion of work.
- Wasting time.
- Not Following Instructions
- Hands Off at Hocking
- Disrupting Others
- Other: _____

DETENTION (Recess / Lunch)

- Class work – to be completed.
- Other: _____

NO HAT, NO PLAY.

- No orange class hat available.
- 4th occasion without a school hat.



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CLASSROOM WITHDRAWAL NOTIFICATION (Inappropriate Classroom Behaviour)

As part of each classroom's behaviour management policy, students may be sent to the Administration Building for a short withdrawal of 15 minutes during class time to help them refocus their behaviour and/or work output and to speak with a member of the Leadership Team.

Today your child was sent to the Administration Building for withdrawal for the reason/s listed below.

- Off task behaviour.
- Non-completion of work.
- Wasting time.
- Not following instructions.
- Hands Off at Hocking.
- Disrupting others.

Our records show that this is your child's _____ withdrawal this term, which could indicate recurring behavioural problems or learning difficulties.

Please complete the form below and return to your child's teacher as soon as possible.

Leadership Team member: _____ . **Date:** _____

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Notice of Withdrawal - Acknowledgement Slip

(Please indicate your support by ticking the appropriate box and returning the Leadership Team Member above.)

- I acknowledge receipt of this notification and have spoken to my child about their behaviour.
- I acknowledge receipt of this notification and will make an appointment to speak with my child's classroom teacher to discuss their behaviour choices.
- I acknowledge receipt of this notification and request my child's teacher contact me on the following phone number _____ to arrange a meeting.
- I acknowledge receipt of this notification and will contact the Leadership Team Member above.

(Signature of Parent/Caregiver)

_____/_____/_____
(Date)



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DETENTION NOTIFICATION (Inappropriate Classroom Behaviour)

Student Name: _____ **Date:** _____

As part of each classroom's behaviour management policy, students may be sent to the Administration Building for a detention period during either recess and/or lunch time where they will be supervised and spoken to by a member of the member of the Leadership Team.

Today your child was given a detention for the reason/s listed below.

- Repeated off task classroom behaviour and/or non-completion of work.
- Non-compliance to a staff member's instruction.
- Abusive language towards another student or staff member.
- Hands off at Hocking – Physically interfering with another student.
- Bullying, harassing behaviour.

- Our records show that this is your child's _____ detention this term, which could indicate recurring behavioural problems or learning difficulties.
- This behaviour is a severe breach of our school rules.

Please complete the form below and return it to the Leadership Team member listed below as soon as possible.

Leadership Team Member: _____ **Date:** __/__/__

Notice of Detention - Acknowledgement Slip

(Please indicate your support by ticking the appropriate box and returning the Leadership Team Member above.)

- Detention: I am aware of all the details and have spoken to my child about their behaviour.
- Detention: I am aware of all the details and have spoken to my child about their behaviour and will contact the class teacher for a meeting.
- Detention: I am aware of all the details and have spoken to my child about their behaviour. Please have the teacher contact me on _____ to arrange a meeting.
- I will contact the Leadership Team Member listed as soon as possible.
- I have already spoken to the Leadership Team Member listed.

 (Signature of Parent/Caregiver)

____/____/____
 (Date)



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PLAYGROUND INCIDENT - Parent Notification

Name:	Date:	Rm:
Leadership Team Member:		

It is with regret that I inform you that your child has chosen to misbehave by displaying the behaviour(s) indicated below. The consequences for their behaviour are also indicated. **Please talk with your child about their behaviour before signing and returning the acknowledgement slip tomorrow. Your child will remain on Detention until the acknowledgment slip below is returned.** If you have any queries regarding your child's behaviour then please contact the Leadership Team member listed above.

- Not following a teacher's instruction.
- Disrespectful behaviour towards an adult.
- Dangerous play and /or misuse of equipment.
- Playing out of bounds.
- Inappropriate language.
- Verbally assaulting another student.
- Physically handling another student (Hands off at Hocking).
- Physically assaulting another student.
- Other:

CONSEQUENCE FOR BEHAVIOUR

- Warning/Counselling
- Detention at Recess / Lunch → Number of days: _____

This is their:

1 st	2 nd	3 rd	
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 incident this term.

Acknowledgement Slip: Please sign this slip and return to the Leadership Team member listed above. Thank you for your support.

- I have read and understand the contents of the above notification and have spoken with my child about their behaviour choices. I will contact the Leadership Team member listed above for further clarification **if required.**

Signed: _____ Please print name: _____

Class Behaviour Chart

Stage 2 Warning Name	Stage 2 Warning	Stage 3 Class Time Out	Stage 4 Yellow Slip
			



OUR SCHOOL RULES

We always show courtesy and consideration to others by:

Following directions always.

Working and playing in a way that is safe for everyone.

Displaying manners and healthy behaviours.

Respecting all people and property