

Student Behaviour Policy

Effective management of student behaviour



BUILDING OUR FUTURE

WEMBLEY
Primary School

Student Behaviour Policy

Mission

We aim for all students to learn in a safe, caring and inclusive environment where the rights and responsibilities of each individual is recognised and respected.

Policy Statement

Wembley Primary School provides every student with the educational, social and emotional support required to engage in learning and respectfully interact with others.

To ensure the effective and timely management of student behaviour processes are developed, with input from stakeholders, which:

- › Promote student wellbeing;
- › Are preventative in nature;
- › Teach pro-social behaviour and self-regulation;
- › Focus on early intervention; and
- › Clearly outline procedures for the management of ongoing or serious behaviour.

Scope

This policy applies to the Principal, all students, staff, parents and associated community members.

Responsibility for Implementation

The Principal is responsible for the implementation of this policy. Line managers are responsible for compliance and monitoring.

Definitions

Behaviour: A student's learned actions, identified in the Wembley Primary School's agreements, that contribute to the student's growth and development and the school's good order and proper management.

Behaviour Support: The educational support a student receives from the school in order to learn and maintain positive and engaged behaviour.

Student: A person who is enrolled at a Department of Education school.

Purpose

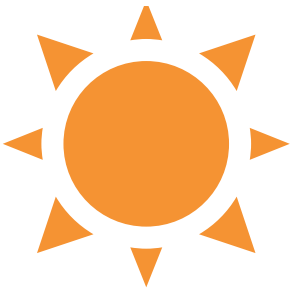
To implement a Student Behaviour Policy that:

- › Creates a positive school culture;
- › Embraces a holistic view of student behaviour;
- › Is built on the foundations of: rights and responsibilities, mutual respect; communication, accountability and transparent consequences;
- › Promotes common shared values amongst students, teachers, parents and school administration;
- › Communicates clear expectations on what behaviour is acceptable, and what is not;
- › Is easily accessed and clearly understood by all key stakeholder groups;
- › Allows for issue resolution that is process driven;
- › Promotes behaviour modification in a manner that is inclusive and driven by self-regulation; and
- › Is consistent with all Department policies and procedures.

The Wembley culture is built on our CARES values. It is embedded in all that we do and symbolised by a community that CARES for one another.

A healthy school culture is our responsibility.





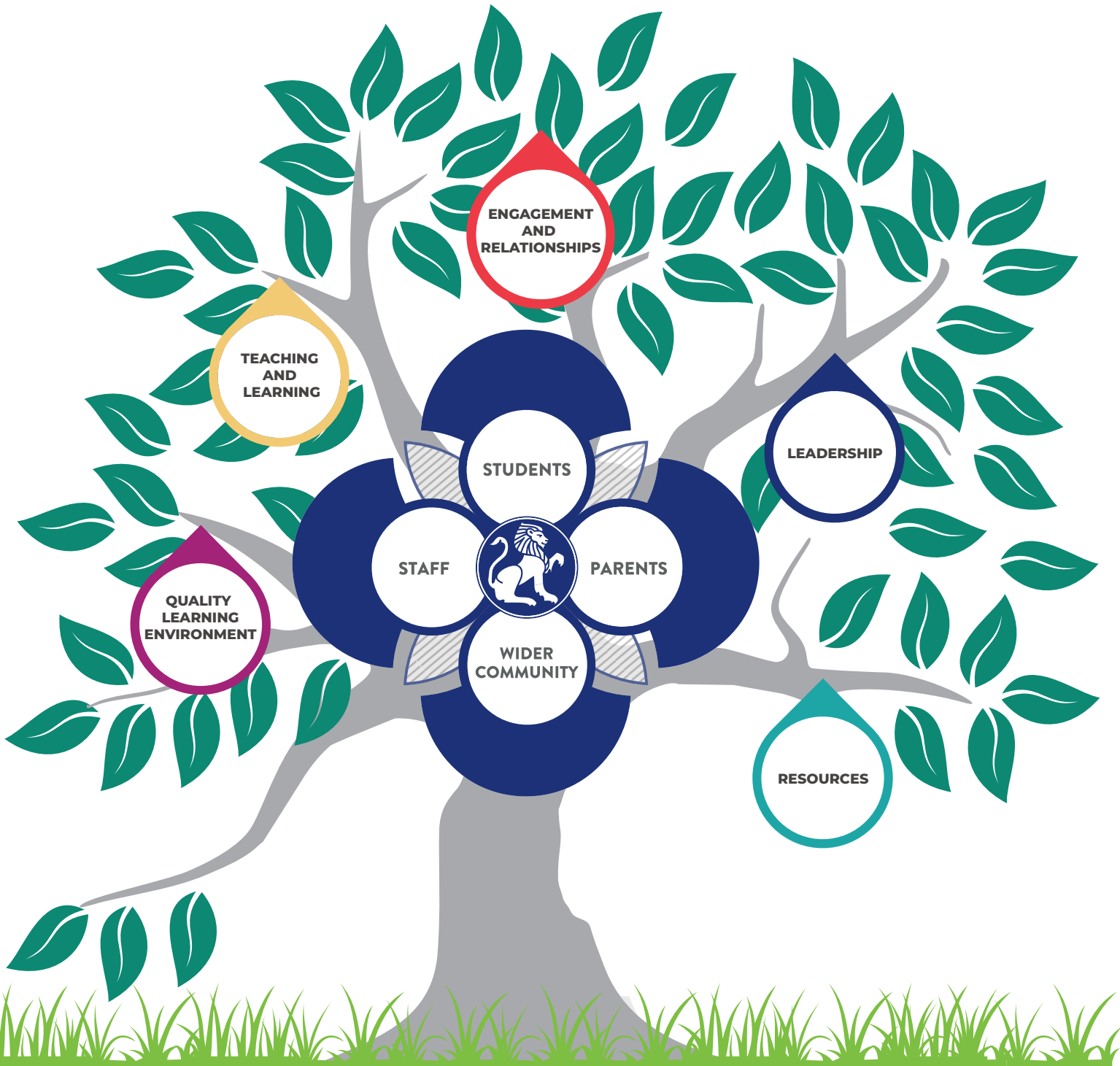
Our Culture

is our responsibility

Collaborate

Connect

Communicate



Together we contribute to a dynamic environment that is underpinned by a strong set of values:

courtesy courage

respect

service

C A R E S

Community Opportunity Excellence

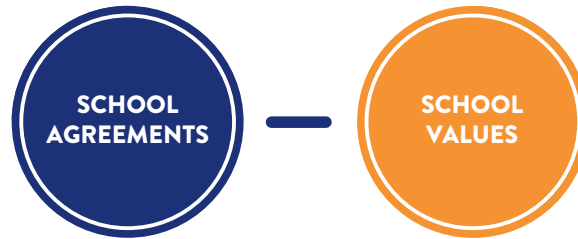
Student Behaviour

Kindergarten - Year 6

WEMBLEY
Primary School



We aim to be our best self by:
ACTIVELY LISTENING AND PARTICIPATING
SHOWING RESPECT FOR SELF, OTHERS
AND OUR ENVIRONMENT
BEING THOUGHTFUL AND KIND
BEING REFLECTIVE



WEMBLEY



We provide a dynamic learning environment that is underpinned by a strong, future focused set of values:



Self-regulated students cooperate and interact positively together in the classroom and playground without the need to apply Behaviour Management procedures. We aim for all students to engage and accept responsibility for their own learning and behaviour.

As a school, we respond to disengagement in a consistent and restorative way. A positive school environment, featuring equal voice, is maintained at all times.

ENGAGEMENT SUPPORT SYSTEM	CLASSROOM ENGAGEMENT	PLAYGROUND ENGAGEMENT	
<p>STAGE 1</p> <p>Unproductive behaviour occurs</p> <p>Low key responses / verbal warning</p> <p>Timeout and behaviour is recorded</p>	<p>IN THE CLASSROOM</p> <p>Low level teacher-student interaction for unacceptable behaviour.</p> <p>a) Non-verbal interaction b) Verbal - Teacher</p>	<p>IN THE PLAYGROUND</p> <p>Low level teacher-student interaction for unacceptable behaviour.</p> <p>a) Non-verbal interaction b) Verbal - Teacher</p>	LOW LEVEL
<p>STAGE 2</p> <p>Alternative class / reflection sheet / teacher records on Compass / teacher contacts parent</p>	<p>'SHORT TERM' Withdrawal from classroom</p> <p>a) Where unsafe and/or unacceptable classroom behaviour occurs which does not align with student agreements and school values, student/s will be sent to an alternative class for a time determined by the teacher. b) Student completes a reflection sheet, and it is sent home to be signed by parent/carer.</p>	<p>'SHORT TERM' Withdrawal from playground</p> <p>a) Where unsafe and/or unacceptable playground behaviour occurs which does not align with student agreements and school values, student/s will be withdrawn from play for a period of time determined by the Duty Teacher. b) Student completes a reflection sheet, and it is sent home to be signed by parent/carer.</p>	
<p>STAGE 3</p> <p>Administration investigation and mediation/notify parents and record on SIS and Compass</p>	<p>CLASSROOM REFERRAL TO ADMIN</p> <p>a) Admin withdraws student/s from classroom for a length of time determined in consultation with class teacher. b) Recorded on SIS (Department system) and Compass. c) Admin to communicate to teacher and parent.</p>	<p>PLAYGROUND REFERRAL TO ADMIN</p> <p>a) Duty Teacher immediately withdraws student/s from playground. The length of time determined by Admin. b) Student completes a reflection sheet, parent/carer signs sheet and student returns it to school the following day. c) Recorded on SIS (Department system) and Compass. d) Admin to communicate to teacher.</p>	ESCALATION
<p>STAGE 4</p> <p>In-school withdrawal from class</p>	<p>PARENT/STUDENT /ADMIN CONFERENCE</p> <p>a) After three reflection sheets students lose one of their three Good Standing Points (Points are renewed at the beginning of each semester) and lose some play privileges for a period of time as determined by Admin. b) Parents are required to attend an Admin/Parent/ Student conference. c) Recorded on SIS (Department system) and Compass.</p>		
<p>STAGE 5</p> <p>Suspension from school</p>	<p>SUSPENSION FROM SCHOOL</p> <p>a) The student will be suspended for a period of up to 10 days at a time depending on the severity and context of the incident. b) Recorded on SIS, Compass and reported on OINS (Department systems).</p> <p>EXCLUSION FROM SCHOOL</p> <p>An external panel representing North Metropolitan Regional Education Office decides whether a student shall be excluded from Wembley Primary School.</p>		EXTREME

SIS: Student Information System; OINS: Online Incident Notification System

The Role of the Principal and Deputy Principals

- › Provide a link between parents and staff;
 - › Support teachers with student behaviour development and management;
 - › Ensure consistency in the implementation and maintenance of the student behaviour policy and procedures throughout the school;
 - › Maintain data collection systems and accurate records on SIS behaviour;
 - › Facilitate parent/teacher/student conferences;
 - › Implement and monitor programs for individual students with behaviour problems;
 - › Provide relief teachers with guidelines;
 - › Seek feedback from students, staff and parents in regards to student behaviour through surveys; and
 - › Ensure the student engagement committee monitors and reviews the policy and procedures.
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