



Maiden Gully Primary School

BEHAVIOUR MANAGEMENT POLICY AND PROCEDURES

BEHAVIOUR MANAGEMENT- A PARTNERSHIP

Corporal Punishment is prohibited in all Victorian schools. Corporal punishment must NOT be used at the School under any circumstances.

Maiden Gully Primary School actively seeks to engage with parents and the community to ensure a positive and inclusive school culture in which every student has the opportunity to succeed. Maiden Gully Primary School works collaboratively with students and parents/ carers to establish fair and respectful behaviour policies and practices, based on the school's values, expected social competencies and positive peer relationships. There are also intervention strategies in place to address inappropriate behaviours which can negatively impact on the learning environment of the self and others.

Maiden Gully Primary School appreciates its diverse student and parent population, and has measures in place to ensure all students enjoy the same level of access to the school's curriculum and co-curricular programs. Our teaching and learning philosophy is important in engaging all students in their academic learning.

It is the right of all members of the School community to experience a safe, pleasant and supportive learning and teaching environment. Staff, students and parents/ carers have a right to be treated with respect, and enjoy an environment free from bullying (including cyber bullying), harassment, violence, discrimination or intimidation.

When parents enrol their children at our school they enter into a partnership with the school staff. This partnership is based on shared responsibility and mutual respect. The partnership aims at achieving effective learning and effective discipline so that the school environment is both productive and harmonious. This partnership aims to lead to the understanding that all students need to develop a responsibility for his or her own behaviour.

Parents naturally want the very best for their children.

What exactly is "the best" of course differs greatly from one parent to the next. We all want our children to be successful and happy - and to feel secure in all aspects of their lives.

During their school years, the home and school occupy the greatest part of students time - and carry the greatest influence on their development into adulthood. *Obviously, the more harmony between home and school, the greater the chances of achievement and fulfilment.*

The contribution which parents have traditionally made in schools is highly valued. However, children (first and foremost), parents, teachers and the school community generally stand to reap major benefits from even stronger ties.

The "best" possible outcomes from all children's education are very much enhanced by a strong partnership between parents, teachers and students.

PROVIDING A GOOD LEARNING ENVIRONMENT

- A critical factor in achieving our goals as a public school is the aspiration of students to do well.
- Real levels of achievement are greatly increased when teachers and parents expect high standards.
- Good classroom discipline improves the level of aspirations of students.
- An effective classroom should be a place of excitement, exploration, scholarship and learning.
- It is our aim to create such an environment.
- If the classroom is disrupted by a noisy and inattentive few, the learning of other students suffers.

Each student's right to learn depends on the capacity of teachers to carry out their professional responsibilities in the classroom free from disruption.

Each student has a right to be safe. Schools exist in a society in which violence is often prevalent. This social problem does not always stop at the school gate. Nevertheless, every student has the right to expect that he or she will spend the school day - both in and out of the classroom - free from bullying and intimidation.

Students have a right to be safe and happy at school.

They have a right to be treated fairly and with dignity.

Teachers have rights too. Teachers, who on occasions are subjected to levels of harassment which would not be tolerated in any other workplace, also have a right to be safe and happy at school.

Teachers too, have a right to be treated fairly and with dignity, by both students and their parents.

EXPECTATIONS OF GOOD DISCIPLINE IN THE SCHOOL

Discipline and Self Discipline

Discipline is best when all parties have clear expectations about the behaviours which are acceptable and a sense of comfort in their surroundings.

It is essential that all persons develop an awareness that they own, and are responsible for their behaviour. It is one of our aims to develop in all students a clear understanding of the ways in which their behaviour affects their ability to meet their various needs.

It is then equally essential that the owner of the behaviour understands the consequences which follow from their behaviour within the institutional and organisational context of the school, as this may be very different from the context in which they operate elsewhere.

Consistent inappropriate behaviour will result in referral of the problem and, if necessary, removal until an appropriate means of returning the child, with support structures in place, has been negotiated.

Referrals by teachers will be informal in the first instance to the team leader and support sought for management strategies. Further action will be discussed with the Assistant Principal or Principal and parents will be notified in relation to these actions.

Discipline is dependent on the effective treatment of the actual problem, not the symptoms of the problem, or the child's reaction to it.

Maiden Gully Primary School has the following requirements of all students:

- Sustained application to learning.
- Respect for other individuals and their property.
- Courtesy to other students, to teachers and to community members.
- Due respect for teachers.
- No violence, discrimination, harassment, bullying or intimidation.
- No weapons.
- No illegal drugs, alcohol or tobacco.
- Peaceful resolution of conflict.
- Adherence to the standards of dress determined by the school community.
- Compliance with all school rules and the Fair Discipline Code.

EXPECTATIONS OF PARENTS, TEACHERS AND STUDENTS

The precise character of the partnership between parents, teachers and students will be unique to each student. There are, however, certain expectations in common to all such partnerships.

PARENTS:

Parents at Maiden Gully Primary School:

- Share in the responsibility of shaping their children's understandings and attitudes about acceptable behaviour.
- Assume greater responsibility and ownership for their children's behaviour
- Assume greater responsibility for their child/rens behaviour as their children travel to and from school.
- Encourage good work habits in their children.
- Ensure children arrive at school in time for all activities.
- Are responsible for ensuring their child's regular attendance at school.
- Provide information to the school in relation to pupil absences through- written notes, phone calls, emails or other forms of electronic media.
- Inform school of home based issues that may impact on their child's learning.
- Support children in developing a positive attitude to learning and to full participation in school programs and activities.
- Accept and reinforce school rules and expectations.
- Behave and use language appropriate to the school setting.
- Provide input to the school in relation to programs, operations and their child(ren).
- When helping within teaching programs assist all children and be aware of the confidential nature some situations may bring.
- Will arrange an appointment to see a member of staff in relation to issues of importance.
- Keep themselves informed of school activities, policies etc. via the newsletter, website or other media platforms.
- Approach social networking forums respectfully in relation to school matters.

TEACHERS:

Teachers at Maiden Gully Primary school are expected to:

- Have a commitment to the notion that all students have the capacity to learn.
- Have high expectations of all children.
- Treat members of the public and other employees with courtesy and sensitivity.
- Recognise and respond to individual differences and learning styles.
- Treat students equitably and justly.
- Develop knowledge, thinking abilities and skills.
- Apply the principles that teaching strategies should:
 - build on pupils experiences, interests and needs.
 - link theory to practice.
 - foster communication and cooperation in learning.
 - encourage risk taking and learning from errors.
 - recognise and help foster the importance of home-school-community partnership.
- Implement school policies and programs within their teaching areas.
- Ensure that teaching is clear and focussed and demonstrated in advanced planning.
- Be welcoming and receptive to towards parents and ensure communication with parents occurs in order to improve learning outcomes.
- Ensure that learning areas are safe and conducive to learning.
- Ensure that expected behaviour is clearly identified.
- Be punctual in work habits.
- Have a high expectation of themselves in relation in student supervision.
- Systematically monitor pupil learning and outcome.
- Approach social networking forums respectfully in relation to school matters.
- Provide reports to the Principal and/or parents as required.
- Demonstrate a loyalty to colleagues and the school.
- Contribute to their own professional development and to the development of their colleagues.
- Contribute to the improvement of all facets of school operations.

- Work within teams to achieve school goals.
 - Ensure confidentiality of information is maintained.
 - Attend meetings as required.
 - Represent the school as required.
 - Support whole school initiatives and programs.
 - Ensure that an appropriate standard of professional dress and behaviour is maintained.
 - Undertake roles and responsibilities which serve the interests of the school.
 - Be reasonably available to parents for consultation before and after school.
 - Apply implications of school policies to themselves.
 - Maintain knowledge and understandings of policy and guidelines by reading material to which they are referred.
 - Be responsible for the education and care of their students when at school.
 - Provide the best possible program to meet the needs, capabilities and aspirations of each student.
 - Communicate with parents about the educational progress and behaviour of each student.
 - Will in conjunction with the Principal, and all other school staff, are required by law to notify the appropriate authorities in cases where there are reasonable grounds to suspect that a student under 18 years of age is, or has been, subject to:
 - Child Sexual Assault (Child Sexual Assault is any sexual act or sexual threat imposed on a child.
 - Physical Abuse (Physical Abuse refers to non-accidental injury to a child by a parent, caregiver or another person responsible for the child.
 - Emotional Abuse (Emotional Abuse is behaviour by a parent or caregiver which can destroy the confidence of a child resulting in significant emotional deprivation or trauma.
 - Neglect (Child Neglect occurs where the child is harmed by failure to provide the basic necessities of life such as adequate and proper food, nursing, clothing, medical aid or lodging.)
- Child Protection Service – rural regions - Loddon Mallee – Bendigo Tel. (03) 5434 5555** After-hours emergency service Child Protection Crisis Line Tel. 131 278 – for emergency child protection matters outside of normal business hours

The principle underpinning this mandatory requirement is that the welfare of the child is paramount. This school will ensure that this focus is maintained as our primary responsibility.

At our school, the classroom teacher is usually the first point of reference on matters related to the welfare and discipline of the children in their care. It is understood that the classroom teacher is in the best position to have the greatest awareness of the needs of the children in their care.

STUDENT'S AT MAIDEN GULLY PRIMARY SCHOOL ARE EXPECTED TO:

When the partnership is based on mutual respect, each partner will support the decisions and responsibilities exercised by the others. As a student moves through their levels of schooling they become a more active participant in the partnership between home and school.

As a student you have the right to:

Be an individual at school

This means you should not be treated unfairly because you are tall or short, boy or girl, or because it takes you a little longer to get the right answer.

Be respected and treated with kindness at school

This means that others should not laugh at you, make fun of you, or hurt your feelings.

Express yourself

This means that you may talk freely about your ideas and feelings, when appropriate.

A safe school

This means that Maiden Gully Primary School should provide safe classrooms, equipment and rules to ensure your safety at school.

Tell your side of the story

This means that your side of the story will be heard, if you are accused of breaking a rule.

You also have a responsibility to:

Allow others to work without being bothered

This means that you quietly make good use of your time, and do not disturb others.

Complete your work and do your best

This means that you do your best with your class tasks and homework, being sure to complete them on time.

Help make school a good place to be

This means being thoughtful, respectful and courteous to others.

Take care of property

This means that you take good care of school property, and respect the property of others.

SCHOOL RULES

The School Rules reflect the DEECD Core Rules for Student Discipline in VIC Government Schools.

All students in VIC government schools are expected to:

- Attend every school day, unless they are legally excused, and be in class on time and prepared to learn.
- Maintain a neat appearance, including adhering to the requirements of the school's uniform or dress code policy.
- Behave safely, considerately and responsibly, including when travelling to and from school.
- Show respect at all times for teachers, other school staff and helpers, including following class rules, following teacher directions, speak courteously and cooperate with instructions and learning activities.
- Treat one another with respect.
- Take care of property belonging to themselves, the school and others.

NOTE: Behaviour that infringes on the safety of others, such as harassment, bullying and illegal or anti-social behaviour of any kind both physical or of a verbal nature, will not be tolerated.

Maiden Gully Primary School is a happy and safe place to be when children:

- Abide by our school's Bullying and harassment Policy and Procedures and Student Engagement and Welfare Policy.
- All School Community members abide by the School Values and embed them into daily life.
- Attend school regularly, are punctual and present notes, phone calls or emails to explain absences.
- Follow the instructions of teachers and others in authority.
- Complete all required work carefully and to the best of their ability.
- Behave in a responsible, polite and courteous manner.
- Behave in a manner that shows respect for themselves, and for the rights and feelings of others.
- Behave in a manner that keeps themselves and others, safe at all times.
- Respect and care for school buildings, school property and the property of others.
- Wear appropriate School Uniform at all times.
- Accept their responsibilities as members of the school community.
- Observe classroom rules.
- Observe playground rules.

While meeting these expectations, students also have the right to expect courtesy, fairness, respect and excellence in teaching.

Strategies to Promote Good Discipline and Effective Learning

Our school is doing these things to encourage effective discipline;

- Providing appropriate curriculum, based on DET requirements, to meet the needs of each student.
- Encouraging the presentation of this curriculum in a way which motivates and encourages the active participation of children in the learning process.
- Supporting children in achieving success in learning .
- Providing recognition and reward for positive achievements and behaviour.
- Maintaining a small number of easily understood rules which are fair, clear and consistently applied.
- Encouragement and positive recognition of good student behaviour.
- Clearly stated school rules.
- Providing sanctions and support for students who break the school rules.
- Negotiating loss of privilege for students who demonstrate ongoing misbehaviour.
- Regular monitoring and special support for students who do not respond to intervention.
- Regular training for staff in student welfare practices and child protection strategies.
- Consistent and clear systems of communication to and with parents.
- A 3-way model of helping a child succeed involving the student, parents/caregivers and school personnel.
- A fair, consistent, graded flow line that sanctions students who have misbehaved and rewards students who choose to positively modify their behaviour.
- Suspensions and expulsions in line with the DET policy, where necessary.

Ratified by School Council: March 2021

Review Due: March 2023

Principal School Council President

Date

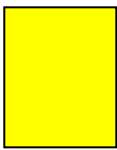
Purpose:

To have a consistent approach to the management of student behaviour / choices in classroom and specialist lessons.

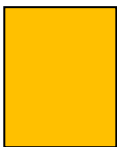
Guidelines:

1. Each classroom will have articulated rules appropriate to the age group of students on display and regularly discussed: Rules reflect the **School Values** and should focus on:
 - Acceptable interactions between students/adults. (Respect, listening, manners)
 - Acceptable and safe movement in and around the classroom.
 - Safety in the classroom.
 - Property
 - Rights – learning /access to resources etc.
 - Discussion/debate

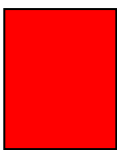
Inappropriate behaviour / poor choices are defined as behaviour that does not reflect our core Values- Respect, Responsibility, Team Work & Community.

Card System- Behaviour Management

1. Inappropriate/ undesirable behaviour observed. Say student's name to get their attention and show them the Yellow Card. You do not have to name the behaviour to the student. In order for students to be able to self-manage their behaviour they must be aware of what they are doing themselves. You may name the behaviour if you feel it is needed.



2. Inappropriate/ undesirable behaviour continues or other behaviours are used. Say student's name and show them the orange card. Tell them where in the room they are to move to.



3. Inappropriate/ undesirable behaviour continues or other behaviours are used. Say student's name and show them the red card. Instruct them to take their work and go to the room that you have a 'buddy' relationship with.

Removal of student to another room/staff member:

Classes should not be left unsupervised.

Student should be sent with another student (or assisted by an adult) to the new location, with their work to finish.

This must be followed up with a Restorative Conversation. The student may also warrant a Time Out, at the teachers discretion. Follow up includes 'communication home' in line with the Time Out Policy.

Students should not be sent to a teacher with APT.

Carry over behaviour issues between classroom and specialists:

A communication book should/ may be used to make each other aware of any current issues believed to be of significance when students are moving from teacher to teacher. Two way communication between specialist teachers and classroom teachers is paramount.

In general variations to teacher's management of behavioural issues will occur. Teachers, while being aware, will apply their own rules to their context rather than attempt to continue to apply another teacher's rules.

Time Out:

Inappropriate behaviour in specialist lessons should be conducted in the same manner as above.

ie. Students from a particular class should be sent to the corresponding class or Principal or AP (above).

Further consequences may need to be discussed with the Principal or Assistant Principal, depending on the behaviours exhibited.

Time Out can be served in the current Time Out Room as a consequence. The Time Out policy and protocols should be followed- see attachment.

Relocation to another classroom

Students removed should complete their current classroom work and where possible, complete a 'Restorative Conversation'. Removal from the room should be for a minimum of ½ hour.

Re-entry into the class is to be negotiated with a 'Restorative Conversation' and an apology in conjunction with our '3 Parts To Sorry' policy. Follow up includes 'communication home' in line with the Time Out Policy.

In cases where teachers are not available to receive students (eg. camps, excursions, swimming etc) students should be directed to the Principal, Assistant Principal or Team Leader.

Cases may exist where it is necessary to remove the student immediately to the Principal, Assistant Principal or Team Leader.

This would include incidents where students refuse to follow reasonable directions as given by a teacher and using threatening verbal or body language that may cause a teacher or other students to feel unsafe. In such a case the parents may be contacted and the student sent home.

Follow up:

Teachers exiting a student have a responsibility to follow up the behaviour with the student.

Management of Student Misbehaviour in the Yard

Purpose:

To have a consistent approach to the management of student behaviour in the yard during break times.

Guidelines:

Each student has a right to be safe. Every student has the right to expect that he or she will spend the school day - both in and out of the classroom - free from bullying and intimidation. Students have a right to be safe and happy at school. They have a right to be treated fairly and with dignity.

Inappropriate behaviour / poor choices are defined as behaviour that does not reflect our core Values- **Respect, Responsibility, Team Work & Community**.

Yard Rules:

- Acceptable interactions between students/adults. (Respect, listening, manners, swearing will not be tolerated)
- Acceptable and safe movement in and around the buildings.
- Acceptable use of toilet facilities and drinking taps.
- Playing safely in the yard. (Stones/clods of dirt are not to be thrown, sticks are not to be used as guns or weapons, playing in the designated areas)
- Property - respecting school facilities and student items using and playing with these as they are designed for.
- Rights – all students have equal access to yard resources; deliberate exclusion from student games will not be tolerated, all students respect the rights of others, play fairly and by the rules, think first before acting and resolve conflict peacefully and or seek help of Peer mediators or Yard Duty teacher to support resolution.

Inappropriate yard behaviour is defined as that which is contrary to the stated and understood yard rules, or unstated but generally accepted in the community with what constitutes acceptable yard behaviour. The following actions / consequences will occur for minor i of infringements of yard rules.

Minor Consequences:

1. Student warned by Yard Duty teacher – inappropriate behaviour stated and in line with our Yard Behaviour Matrix (see attachment). Possibly walk with Duty Teacher, swearing in yard (language to be discussed with student). (Some cases may warrant immediate Time Out.)
2. Student warned a second time during the same break – inappropriate behaviour restated. Student removed from the yard to time out room to reflect upon inappropriate behaviour. Yard Duty teacher to follow up the Time Out in conjunction with our Time Out Policy. A 'Restorative Conversation' to be completed whilst removed from the yard.

Severe Consequences (*as determined by Principal, AP or Yard Duty Teacher*): (repeat stone throwing, repeat stick incidents, physically hurting another student, displaying an emotional state that is deemed to be threatening to student welfare, repeated bullying etc) the following process will apply:

1. Immediate removal from yard to Time Out Room or if appropriate to the Principal, Assistant Principal or Team Leader. Reflection time / cooling off period provided. Student required to complete a 'Restorative Conversation' and will be kept out of yard for the remainder of the break (in line with our Time Out Policy). Depending upon incident, student maybe removed from yard for the remainder of the day and or removed or restricted in amount of time and area in the yard.
2. Parents to be notified.
3. In extreme cases where a student has physically hurt other student(s) this student will be removed from the yard and the above procedure followed. The length of yard exclusion will be determined by Principal or Assistant Principal based on incident as well as the process of reinstating them back into the yard. Parents will be informed and plan discussed.
4. Continued poor behaviour may result in the removal from extra-curricular activities. Removal from such activities will be at the discretion of the Principal, Assistant Principal or classroom teacher. Parents to be notified.
5. Continued incidents of extreme behaviour / poor choices will incur a suspension process to be enacted as per DET guidelines.

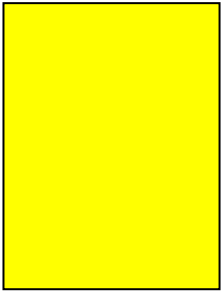
Follow up:

Classroom Teachers will be notified as to the consequences that the student will follow due to their poor behaviour / inappropriate choices during break times.

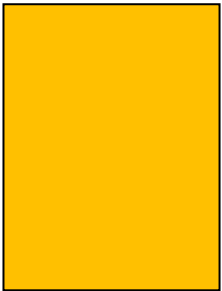
Maiden Gully PS – CLASSROOM BEHAVIOUR MANAGEMENT

Classroom- Inappropriate Behaviour

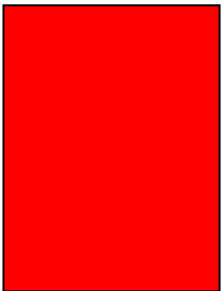
- Student Warned- **Yellow Card**



Inappropriate/ undesirable behaviour observed. Say student's name to get their attention and show them the Yellow Card. You do not have to name the behaviour to the student. In order for students to be able to self-manage their behaviour they must be aware of what they are doing themselves. You may name the behaviour if you feel it is needed.



Inappropriate/ undesirable behaviour continues or other behaviours are used. Say student's name and show them the orange card. Tell them where in the room they are to move to.



Inappropriate/ undesirable behaviour continues or other behaviours are used. Say student's name and show them a red card. Instruct them to take their work and go to the room that you have a 'buddy' relationship with.

It is expected that work tasks must be completed as if the student was still in class. This can be done in the alternative room. If the student refuses to complete set work, they will have to complete their work in Time Out.

Students who become argumentative back-chat, etc are immediately given the next card.

Cases may exist where it is necessary to remove the student immediately to the Principal, Assistant Principal or Team Leader.

Repeat Offenders

- Parent Meeting with AP or Principal to decide action.
le; internal/external suspension
- Removal from Extra-Curricular Activities

YARD- INAPPROPRIATE BEHAVIOUR

- Student Warned by Yard Duty Teacher- possibly walk with the teacher. (Some cases may warrant immediate Time Out)
- Student Warned a second time during the same break. Student sent to the Time Out Room.
- Time Out Policy followed.



SEVERE CONSEQUENCES

Repeat stone throwing, repeat stick incidents, physically hurting another student, displaying an emotional state that is deemed to be threatening to student welfare, repeated bullying etc- the following process will apply.

1. Immediate removal from yard- Assistant Principal, Principal or Team Leader
2. Reflection time provided and Student Problem Solving Form completed.
3. At discretion of the AP, Principal or Team Leader student to be kept out of yard
4. Parents Contacted



EXTREME CASES

- Extreme cases student will be removed from yard and the above steps followed. In addition-
- Student to be supervised in the Time Out Room for an extended period of time.
- Length of time will be at Principal or AP discretion
- Parent Meeting with Principal or AP to decide action. I.e; internal/external suspension
- Removal from Extra-Curricular Activities



MAIDEN GULLY PRIMARY SCHOOL

Time Out Policy

At the beginning of the year all students have been familiarised with our Student Code of Conduct in relation to:

- School Values
- School Boundaries
- Yard Behaviour Matrix
- Negotiated Class Rules

Time Out Protocols-

- It is the Reporting Teacher's responsibility to log the name of any student/s required to attend a Time Out into SENTRAL. A Time Out needs to be logged in Sentral as a negative incident. Lunchtime incidents are to be logged by the timeout staff or yard duty teacher (negotiated).
- **Parents to be contacted on the day of the timeout, by the Reporting Teacher, the Classroom Teacher, AP or Principal (this is negotiated, whoever is most suitable).**
- Contact with Parents is to be either a phone call or dojo message.
- **The Time Out supervising teacher will check the Time Out list on Sentral before commencing their session and mark the time out register during time out. Classroom teachers to be notified when a student is absent.**
- The Reporting Teacher, where possible, will have a restorative conversation with the student in question, as part of process, either before or during the session.
- **Time Out is to be conducted each lunch time between 11:15-11:55pm.**
- Teachers are rostered on throughout the term in a cycle. Two staff will be rostered on for each time out session and they can split the time or partner-up together. If a teacher has staffed the timeout room at lunch, where possible, they will be removed from recess duty. ☺
- **If the teacher on Time Out is away for any reason, it is their responsibility to communicate this with the AP or Principal.**
- Students can be sent to the Time Out room during lunchtime. Students must be accompanied to the Time Out room by the yard duty teacher at the end of their duty or change over.
- **Time Out is to be conducted in Room 20, unless otherwise stated and staffed the entire session by the supervising teacher/s.**
- Students placed in Time Out after lunchtime are to walk with the teacher on duty at recess. Additional Time Outs may carry over to lunchtime the following day. The same follow up procedures apply. The teacher adding a 'walk with the teacher at recess timeout' must complete the SENTRAL timeout register.

During the Time Out session the supervising teacher is responsible for-

- **Discussing the incident with the student – in accordance with our School Values and the Maiden Gully Restorative Practice Questions (see below).**
- Ensuring incidents are recorded onto Sentral.
- **Where appropriate, ensuring students perform community service during their session. This may include picking up rubbish, sweeping, weeding or walking with a yard duty teacher. The yard duty teacher/s will support the supervision of community service.**
- During a wet weather timetable- time out will not run but will be followed over the next day.
- **In extreme cases, students will attend the Principal or AP's office during a wet day timetable.**

Time Out occurs when a student-

- Has had 2 or more rule reminders and fails to behave in accordance with our School Values.
- Is in breach of our Yard Behaviour Matrix and or had 2 rule reminders.
- Is in breach of classroom rules.

Attendance and Extreme Cases

- Students who fail to complete a Time Out session (choose not to show up) will need to make it up, as well as attend an extra Time Out session. This is at teacher discretion.
- The supervising teacher will mark the Time Out Register and ensure students have been marked off the register. Classroom teachers to be notified regarding absent students.
- Extreme cases may result in immediate yard withdrawal by the Yard Duty Teacher.
- The Principals discretion may also be used when "exceptional" circumstances occur, in relation to sanction and/or time removed from school yard.

Policy Reviewed 6.10.20

The Time Out protocols will be reviewed at the end of Term 4- 2021

Restorative Questions

Restorative Questions- Wrongdoer

- **What were you thinking when you.....?**
- What have you thought about since it happened?
- **Was it the right or wrong thing to do?**
- Who has been affected by what you did? In what ways?
- **What could you do differently next time?**
- What can you do to fix things up?
- **What can I do to help you?**
- Can we put this behind us and move on?



Restorative Questions – Victim

- **Have you Named It?**
- How did you feel when it happened?
- **What have you thought about since?**
- How has it affected you?
- **What would you like to see happen?**
- Is this issue now closed for you?



Yard Behaviour Matrix

MINOR

MAJOR

- **Name Calling**
- Arguments
- **Rough play**
- Out of bounds
- **No hats**
- Playing in the toilets
- **Not following rules**
- Running around buildings
- **Throwing objects**
- Eating in the wrong area
- **Littering**
- Excluding others
- **Misuse of equipment**

- **Deliberate harm to property and others**
- Bullying
- **Ignoring or disobeying the reasonable instructions of an adult**
- Throwing sticks/stones/objects
- **Threatening Behaviour**
- Physical Violence
- **Deliberately excluding others**
- Offensive, intimidating or abusive language
- **Theft**
- Leaving the classroom or school grounds without permission
- **Refusing, ignoring (Name It)**
- Inappropriate use of technology

Actions

- Restorative Conversation
- Walk & Talk with the teacher
- Negotiated Community Service

Repeated behaviour in a week escalates to a timeout.

Actions

- Timeout – timeout process followed
- 2 Timeouts in a week, Principal, Assistant Principal to contact family.