**Behaviour Management and**

**Social Learning Policy 2022**

***Includes Year 5 & 6 Good Standing Policy***

*An Independent Public School*

# Creaney Primary School expects high standards of behaviour from all in our school community. we practice care, respect and excellence.

# Our School Vision

To be a part of a community which develops a child who is motivated to reach their potential academically, socially and responsibly, in a caring and supportive environment.

# Our aims

To ensure a safe environment for our students to learn in.

To work in partnership with parents to address behavioural issues when they arise.

# Our right

Teachers have a RIGHT to teach and students have a RIGHT to learn. Students should behave in ways which allow this to occur.

# A Safe and Engaging Learning Environment

We believe that a learning environment which promotes student wellbeing, and positive and respectful relationships is both welcoming and inclusive. Our school learning environment is an essential element to building and maintaining school pride and a positive and supportive school culture. These provide the optimal conditions for learning.

A safe and productive learning environment: is created through the proactive management of student behaviour and by implementing classroom and pastoral care programs that support student wellbeing.

A high standard of safety: the overall physical environment of the school, both inside and out, is reflective of our motto *Caring*.

A ‘student focused’ learning environment: is where students willingly engage and participate in a broad range of learning opportunities; they contribute to decisions about their learning and their contributions are valued.

Establishing relationships or connections with students is the **first and most important** goal for a teacher.

# Creaney’s commitment

Creaney Primary Schools motto is “Caring”. The actions of our staff, students and school community are guided by the following:

|  |  |  |
| --- | --- | --- |
| **We care about our**  ***Community*** | **We care about our**  ***Environment*** | **We care about our**  ***Learning*** |
| At Creaney Primary School we:   * Respect others * Accept others * Demonstrate responsible behaviour * Value cultural diversity | At Creaney Primary School we are respectful of our environment and understand the need for conservation and sustainability. | At Creaney Primary School we aim to develop learners who are:   * Resilient * Persistent * Self-directed * Inquisitive * Reflective |

***Creaney Primary School prides itself on the behaviour of its students.***

***At Creaney Primary School, we have adopted a positive and solution-focused approach to the management of student behaviour. Our approach focuses on teaching students social and conflict-resolution skills supported by a fair and consistent management process to maintain good order and a positive tone within the school.***

# The ‘traffic lights’ system

Creaney Primary School follows a whole-school approach to develop and maintain positive classrooms, building positive relationships and managing student behaviour.

The ‘Traffic Lights’ system has been adopted as the standard process across the school and this is outlined throughout these guidelines and procedures.

The use of the Traffic Lights system is complemented by the teaching of social skills, student engagement in reflective and restorative practices and the modelling of appropriate decision-making processes. These are purposefully integrated into the classroom teaching/learning program and day-to-day running of our school.

Effective social learning occurs through building student understanding about social expectations and rules, establishing student accountability and responsibility, acknowledging what is good and what needs to improve, being fair and consistent with behaviour management processes, and by informing and reporting student behaviour to parents who can then reinforce positive behaviour expectations at home.

**Green = Do (positive behaviour)**

**Orange = Think (warning due to inappropriate behaviour)**

**Red = Stop (severe clause due to serious misbehaviour)**

# Teaching Social Skills and Reflective Skills

Social skills may be taught in the following ways:

* Incidentally at ‘at point of need’ as a situation arises
* Explicitly as part of the Health program
* Explicitly as part of a conflict-resolution situation
* Explicitly through the School Chaplaincy program

# Social Skill Development - Teacher Checklist – Positive Social Learning Environment

Student behaviour is guided by the school’s *Positive Behaviour Matrix.* We ensure:

* A caring and non-emotive manner is applied with students at all times;
* Students are listened to in a sincere manner, addressing both minor and major social concerns;
* Teachers develop shared classroom ‘rules’ with their students at the beginning of each year outlining expectations and management processes;
* Classroom expectations are displayed for students throughout the year;
* The Traffic Lights system and process is consistently applied as a whole-school approach and is displayed for students at all times;

Repeated negative student behaviour will result in a *Letter of Concern* being sent home outlining the behaviour observed. Parents are asked to sign the bottom of this letter and return it to school with their child the following day. Repeated *Letters of Concern* will result in the need for a parent interview and a behaviour plan may be developed.

Positive student behaviour is recognised using the *Letter of Acknowledgment* template;

Teachers may:

* Use Class Dojo to reinforce student accountability, engage student reflection, develop student goal setting and report student behaviour to parents;
* Choose to use classroom reflective circles or meetings to address ongoing whole-class behaviour or issues.

We **all** take responsibility for the social learning of **all** students in our school.

# YEAR 5 & 6 GOOD STANDING POLICY

Creaney Primary School’s GOOD STANDING POLICY provides a framework and guidelines to assist staff to help students to meet the school’s commitment as outlined in the Business Plan 2022-2024:

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To maintain GOOD STANDING, students should:

* Be punctual: arrive at school on time and be present at classrooms after the siren at recess and lunch times;
* Attitude and effort: perform and participate to the best of their ability in all aspects of school;
* Behaviour: in accordance with the aims of the Behaviour Management and Social Learning Policy, students will respect their own and others’ right to learn and the teacher’s right to teach;
* Dress Code: dress in accordance with the Dress Code as authorised by the School Board, inclusive of hair and makeup;
* Adhere to all school policies including use of mobile phones and technology usage agreements.

Students who maintain GOOD STANDING will have permission to attend all school activities, including but not limited to school camp, interschool sporting opportunities, excursions and incursions, graduation activities, reward activities, and activities as organised by other school groups including such things as, school discos.

Students who do not maintain GOOD STANDING will have their right to attend the above removed.

**Stages of loss of GOOD STANDING**

**STAGE 1 – EARLY NOTIFICATION OF POSSIBLE LOSS OF GOOD STANDING**

Student receives a Letter of Concern for the following:

* Punctual: an absence or late arrival to any class is without explanation (unless unwell or as notified by parent)
* Attitude and effort: the student does not comply with the expectations of the Social Learning Policy
* Behaviour: the student does not comply with the expectations of the Social Learning policy in conjunction with Class Dojo system
* Dress Code: the student does not abide the Dress Code on three (3) occasions
* Not adhering to school policies and guidelines

Letter of Concern to be signed by parent and returned to school as acknowledgement of receipt.

**STAGE 2 – NOTIFICATION OF ‘CONDITIONAL’ GOOD STANDING  
(Conditional Loss of Good Standing letter sent to parent by Deputy Principal)**

Student receives a ‘Conditional’ Loss of Good Standing letter for the following:

* Punctual: Continued unexplained absences/lateness
* Attitude and effort: continued lack of compliance with Social Learning Policy
* Behaviour: continued lack of compliance with Social Learning Policy
* Dress Code: continued breach of Dress Code

Conditional Loss of Good Standing letter to be signed by parent and returned to school as acknowledgement of receipt.

Meeting to take place between Deputy Principal, Classroom Teacher, parent and student to negotiate a behavioural contract and discuss future consequences.

**STAGE 3 – NOTIFICATION OF LOSS OF GOOD STANDING  
(Loss of Good Standing letter sent to parent by Principal)**

Principal advises a loss of GOOD STANDING due to:

* Punctual: Continued unexplained absences/lateness
* Attitude and effort: continued lack of compliance with Social Learning Policy
* Behaviour: continued lack of compliance with Social Learning Policy
* Dress Code: continued breach of Dress Code
* Acts of violence: immediate loss of Good Standing

Loss of Good Standing letter to be signed by parent and returned to school as acknowledgement of receipt.

Meeting to take place between Principal, Deputy Principal, Classroom Teacher, parent and student to re-negotiate behavioural contract (if necessary) and discuss loss of school privileges.

**REINSTATING GOOD STANDING**

GOOD STANDING may be reinstated a minimum of 5 weeks after loss if:

* The student is consistently on time to all classes
* The student demonstrates compliance with the school’s Social Learning Policy.
* The student complies with the school’s Dress Code

A meeting will take place between the Deputy Principal, Classroom Teacher, parent and student prior to Good Standing being reinstated.

# responsibilities

**Students have the responsibility to:**

* Maintain GOOD STANDING
* Comply with all school policies and procedures
* Maximise attendance and be punctual to all classes
* Behave in accordance with the school’s Social Learning Policy
* Perform and participate to the best of their ability in school-based pursuits

**Parents have responsibility to:**

* Encourage and assist children to maintain their GOOD STANDING
* Ensure children adhere to the Dress Code
* Attend interviews as required
* Encourage and support their children to perform and participate to the best of their ability in school-based pursuits

**Classroom Teachers have the responsibility to:**

* Maintain attendance and behaviour records
* Document attitude and effort, punctuality, dress code and behavioural issues for students in their class as required
* Monitor and communicate all stages of the GOOD STANDING policy/procedures
* Maintain an overall perspective of student attendance, performance, behaviour and dress standard in order to support student in meeting their GOOD STANDING responsibilities. This includes implementing early intervention strategies to assist students with developing appropriate behaviour modification programs

**Administration have responsibility to:**

* Monitor and maintain student compliance with GOOD STANDING
* Support staff in implementation of GOOD STANDING Policy processes and procedures
* Monitor GOOD STANDING letters: Conditional and Loss
* Facilitate communication of Stage 2 and 3 letters and contracts in consultation with classroom teachers
* Maintain student records and files appropriate to ensure timely monitoring of GOOD STANDING processes
* Monitor student contracts for reinstatement of privileges
* Monitor attendance and lates, communicating with class teachers for early intervention

**Violence in Schools**

A directive was handed down to schools in 2019 requiring action to be taken with students who fight, or video or publish videos of fights.

Students who fight or make intentional physical contact with other students disrupt the good order that we expect in our public schools and cause harm and injury to other students who have a right to a safe learning environment. Students fighting, making intentional physical contact with other students and videoing fights are actions that are unacceptable and a breach of school discipline.

Principals have the power to suspend a student under Section 90 of the *School Education Act 1999.*

Creaney Primary School aims to work together with students and families to ensure it is a safe place for all and does not tolerate acts of violence.

*Please note: where the word ‘parent’ has been used, it refers to the primary guardian of the student.*

*Policy endorsed by the School Board February 2020*