



OSBORNE PRIMARY SCHOOL
2655

Behaviour Management Policy

Rationale

Every member of our school community has the right and the responsibility to fully participate in this educational environment and they deserve to be treated with respect and dignity, feel safe and supported.

Specifically:

All students have the right and responsibility to:

- Learn and socialize without interference or intimidation in a safe and secure environment.
- Be treated with respect and fairness as individuals.
- Expect a learning environment and programs that meets their individual needs.

All staff have the right and responsibility to:

- Expect to be able to work in a safe, ordered and cooperative environment.
- Use discretion in the application of rules and consequences.
- Receive respect and support from the school community.

All Parents have the right and responsibility to:

- Know that their children are in a safe, happy learning environment where they are treated fairly and with respect.
- Expect a positive and supportive approach to their child's learning
- Expect communication and participation in their child's education and learning.

Aim

Osborne Primary School has developed shared expectations to ensure that the learning, safety and rights of all are respected. The expectations are positive in that they set out what is expected and appropriate behaviours for our school. Our shared expectations are intended to support individual students and families.

We all follow the **OSBORNE'S BEHAVIOURAL FRAMEWORK**. *Appendix 1*

Implementation

- **Joint Responsibility:** Staff and Parents/carers. High expectations. Role modelling. Consequences.
- **Assistant Principal Responsibility Role:** Student and Staff Wellbeing.
- **Wellbeing Team:** This is a group of teachers who are representative of staff across the year levels and Specialist staff. Includes the Assistant Principal responsible for Student Wellbeing.
- **Primary Welfare Officer:** This specialist teacher meets regularly to work with individual students, groups and as required with parents and staff. Discusses appropriate behaviours. Assists students to modify their behaviours. Assists students to develop management strategies for their behaviours or concerns.
- **SSSO (Specialist School Support Officers including Social Worker, Psychologist, Speech Pathologist, Visiting Teachers):** The AP or P contacts these professionals when it is deemed appropriate for student, family or staff assistance. Assistant Principal meets at least fortnightly with these people.
- **Osborne Pledge** Written by Osborne Students. Recited each assembly by all students.
- **VALUES:** Special week at the start of every year where our school Values: Respect, Cooperation, Responsibility, Confidence, Resilience and expectations are discussed and reinforced. Where are these words around our school? What do they mean? Students as a team have input into specific shared classroom expected behaviours. Discuss PITW.
- **PLAY IS THE WAY (PITW):** Use of this common language across the school to encourage teamwork and resilience. (This is a research backed program by Wilson McCaskill.)
- **Student Support Group:** Regular meetings are convened for students at risk academically, behaviourally, socially and emotionally or environmentally.

- **Yard Duty Folders.** Information written in by yard duty teachers and collated by Primary Welfare Officer and where necessary followed-up by PWO.
- **Principal and Assistant Principals:** They are involved on a daily basis at all levels with preventative and/or follow up intervention, support and encouragement.
- **Prevention and Early Intervention:** By the appropriate means for the issue is always the aim at Osborne.
- **Awards:** Identifying students who exhibit the Osborne Values in an exemplary manner, Gold Class, AAA.
- **Classroom Systems:** To identify poor behaviour choices & rewards: Steps, House points, Individual rewards, colour cards etc.
- **Specialist Teachers:** Card system see **APPENDIX 2**
- **Class Specialist Books:** Each class receives a score. Results collated for Gold Class Awards to recognise great behaviour each week. Where necessary, additional notes are included about behaviour for class teacher and as a record.
- **Procedures:** DET procedures are followed for all dealings with students and parents.
- **Communication:** An important area we work hard to maintain at the optimum level for everyone as appropriate. Phone calls with parents, Emails to parents, completion of reciprocal communication books and diaries. Parents are regularly contacted and are kept informed re their own child.
- **Confidentiality**
- **Adherence to Childsafe as per PROTECT documentation.**
- **Consequences:** The community expects that inappropriate behaviour will have consequences which could be:
 - Time discussing behaviours with the PWO.
 - Relocation to a reflection class.
 - Relocation to Assistant Principal's office.
 - Written responses to values and PITW life rafts. **APPENDIX 3,4,5**
 - Restricted play area or time.
 - Circle Time discussion with a group of students and one or more teachers.
 - Meeting with parents and student.
 - Behaviour Plan.
 - Behaviour Contract. **APPENDIX 6**
 - Suspension as per DET guidelines.
 - Expulsion as per DET guidelines.
 - ICT Code of Conduct.
- **Documentation:** As per DET guidelines and requirements and other additional records and resources for staff and parents as relevant.

This school does not discriminate and aims to promote community recognition and acceptance of the equality of men and women and the equality of people of all races, regardless of their religious or political convictions, their impairments or their age.

All people are born free and equal with dignity and rights.

While the charter demands equality for all, it also emphasises the value of difference.

The standards cover enrolment, participation, curriculum development, student support services, harassment & victimisation.

It is the responsibility of all members of the Osborne Primary School Community to adhere to the referenced Acts and Charters.

- *Opportunity Act 1995.*
- *The Charter of Human Rights and Responsibilities Act 2006.*
- *The Disability Discrimination Act 1992.*
- *Education and Training Reform Act 2006.*
- *Equal Opportunity Act 1995.*
- *Disability Discrimination Act 1992.*

Bullying, including cyber bullying is the repetitive and ongoing targeting of an individual or group towards another individual or group. Bullying, what it means and strategies to recognise and deal with it are taught.

Bullying is NOT tolerated in this school. All incidents are taken seriously and followed up by staff.

Corporal punishment is prohibited in this school and will not be used under any circumstance.

Human and strategies are taught through PITW. Circle time is a tool used where students not getting along are able to recognise problems and work out how to deal with them. Skilled staff work with students as necessary.

Evaluation

This policy will be reviewed by means of the School Council as part of the 4 year evaluation cycle, unless it is required earlier.

References: Department of Education and Training

Approval Authority (Signature & Date)	School Council President:	Date: October 2018
Review Date	2022	
This policy was last ratified by School Council		