



Student Behaviour Management at Robertson Public School



Robertson Public School

Department of Education

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Rationale

Students behave more positively when they are highly engaged and feel a strong sense of belonging.

Student engagement is maximised when:

- Student/teacher relationships are positive and authentic.
- Students feel a sense of autonomy.
- Students are motivated to master their learning.
- Students have a strong sense of purpose for their learning.

Dan Haesler, 2015

At Robertson Public School, behaviour management begins with effective learning and teaching and developing a high level of engagement with **all** students.

Teachers use a leadership style which includes a democratic and restorative approach to behaviour management. This approach involves the three key beliefs:

- Children are capable of controlling their own behaviour and want to do so.
- Children's behaviour is influenced by external factors.
- The two forces – internal and external – are constantly interacting.

Teachers adopting this leadership style of behaviour management attempt to help children better understand their behaviour and support them in the process of achieving more socially acceptable behaviour.

Bill Rogers, 1995

Restorative Practice is an explicit framework of practices based on Restorative Justice Philosophy that builds and strengthens relationships and social connections promoting accountability and responsibility and to repair harm when relationships break down through wrongdoing, mistakes and misunderstanding.

Restorative Practice is the social science of promoting and sustaining strong and healthy relationships across the school by implementing proactive and responsive programs rather than reactive strategies. This leads to increased social capital, improved individual self-discipline, self-regulation, emotional well-being leading to improved academic outcomes and improved whole school climate. It is whole school management that is based on collaborative decision making in a proactive community rather than a reactive organisation.

Objectives

1.1 Educational community

We provide an educational community that:

1. Promotes equity and excellence
2. Ensures our students become successful learners, confident and creative individuals, and active and informed citizens.

Robertson Public School and its community works together to provide quality learning environments which are:

- inclusive
- safe and secure
- free from bullying, harassment, intimidation and victimisation.

1.2 Student rights and responsibilities

All students and staff have the right to be treated fairly and with dignity in an environment free from disruption, intimidation, harassment, victimisation and discrimination. To achieve this, all schools are expected to maintain high standards of discipline.

It is the responsibility of every teacher at Robertson Public School to ensure that every student achieves the Educational Goals for Young Australians as set out in the [Melbourne Declaration on Educational Goals for Young Australians](#) 2008.

In implementing the school student behavior management policy, no student is to be discriminated against, harassed or victimised on any grounds as required by legislation.

The school student behaviour management policy may apply outside of school hours and off school premises where there is a clear and close connection between the school and the conduct of students.

1.3 Community partnership

When parents enrol their children at public schools they enter into a partnership with the school. The aim of the partnership between school community members and schools is to develop socially responsible young people who are capable of making informed decisions. This is achieved through an effective social, cultural and academic curriculum which caters for the individual needs of students.

This partnership is based on a shared commitment to provide opportunities for students to take responsibility for their actions and to have a greater say in the nature and content of their learning. Collaboration between school staff, students and parent/carer is an important feature of discipline in government schools.

1.4 Policy support

This policy implementation document is informed by the Robertson Public School's *Student Wellbeing Policy Implementation and Procedures* and details the procedures for the management of student behaviour at Robertson Public School.

This policy is to be implemented consistent with *Work Health and Safety (WHS) Policy* obligations for ensuring a safe and healthy working and learning environment for staff, students and visitors at schools.

This policy is to be implemented alongside *Robertson Public School's Anti-bullying Plan* consistent with the [Bullying: Preventing and Responding to Student Bullying in Schools Policy](#).

Audience and applicability

2.1

This policy applies to all staff and students at Robertson Public School and relies on the support of families and the community.

Context

3.1 Restorative Practice

Restorative Practice is an explicit framework of practices based on [Restorative Justice Philosophy](#) that builds and strengthens relationships and social connections promoting accountability and responsibility and to repair harm when relationships break down through wrongdoing, mistakes and misunderstanding.

Restorative Practice is the social science of promoting and sustaining strong and healthy relationships across the school by implementing proactive and responsive programs rather than reactive strategies. This leads to increased social capital, improved individual self-discipline, self-regulation, emotional well-being leading to improved academic outcomes and improved whole school climate. It is whole school management that is based on collaborative decision making in a proactive community rather than a reactive organisation.

3.1 Student expectations

- We work hard and help each other learn.
- We respect and care about each other and our school.
- We take responsibility for whatever we do.
- We are safe together.

Student rights, responsibilities and consequences

4.1 Learning

VALUE: Learning

EXPECTATION: We work hard and help each other learn

RIGHTS	RESPONSIBILITIES	CONSEQUENCES
Students have the right to: <ul style="list-style-type: none">- learn- access the curriculum equitably- make mistakes- experience the Learning Pit	Students will: <ul style="list-style-type: none">- strive to learn and excel- engage with their learning- take pride in their learning- always try their best, but know that it is okay to make mistakes- seek learning challenges that help them grow their learning muscles- follow classroom expectations- attend school everyday- arrive at school and class on time- cooperate and collaborate with teachers and other students- complete classwork and homework to their highest standards- celebrate their own learning and the learning of others	Consequences may include: <ul style="list-style-type: none">- reminder – verbal reminder to follow expectation- redirection- relocation- reflection- referral to Assistant Principal/Principal- Reflection Room – lunch time- restorative conferences- Behaviour contract- social skills programs- letter of concern- letter of formal caution- suspension

4.2 Respect

VALUE: Respect

EXPECTATION: We respect each other at our school

RIGHTS	RESPONSIBILITIES	CONSEQUENCES
<p>Students have the right to:</p> <ul style="list-style-type: none"> - be respected as an individual - be listened to - have their property respected by others - have their school respected by others 	<p>Students will:</p> <ul style="list-style-type: none"> - treat one another with dignity - speak and behave courteously to all students, teachers and community members - cooperate with others - develop positive and respectful relationships and think about the effect on relationships before acting - resolve conflict respectfully, calmly and fairly - value the interests, ability and culture of others - wear the school uniform with pride - take care of their property, other's property and school property 	<p>Consequences may include:</p> <ul style="list-style-type: none"> - reminder – verbal reminder to follow expectation - redirection - relocation - reflection - referral to Assistant Principal/Principal - Reflection Room – lunch time - restorative conferences - Behaviour contract - social skills programs - letter of concern - letter of formal caution - suspension

4.3 Responsibility

VALUE: Responsibility

EXPECTATION: We take responsibility for whatever we do

RIGHTS	RESPONSIBILITIES	CONSEQUENCES
<p>Students have the right to:</p> <ul style="list-style-type: none"> - opportunities to be responsible - opportunities to accept responsibility for their actions - have others accept responsibility for their actions 	<p>Students will:</p> <ul style="list-style-type: none"> - organise themselves and their belongings - be in the right place at the right time - seek help from teachers when needed - use school resources appropriately - stand up for themselves and others - stop when asked to stop - support each other to make things right 	<p>Consequences may include:</p> <ul style="list-style-type: none"> - reminder – verbal reminder to follow expectation - redirection - relocation - reflection - referral to Assistant Principal/Principal - Reflection Room – lunch time - restorative conferences - Behaviour contract - social skills programs - letter of concern - letter of formal caution - suspension

4.4 Safety

VALUE: Safety

EXPECTATION: We are safe together

RIGHTS	RESPONSIBILITIES	CONSEQUENCES
<p>Students have the right to:</p> <ul style="list-style-type: none"> - feel safe - be safe 	<p>Students will:</p> <ul style="list-style-type: none"> - act safely at all times - play safely - negotiate and resolve conflict with empathy - cooperate with teachers - treat others in a safe way - avoid dangerous behaviour - encourage others to avoid dangerous behaviour - not bully, harass, intimidate or discriminate against anyone in our school - be sun safe - stop when asked to stop 	<p>Consequences may include:</p> <ul style="list-style-type: none"> - reminder – verbal reminder to follow expectation - redirection - relocation - reflection - referral to Assistant Principal/Principal - Reflection Room – lunch time - restorative conferences - Behaviour contract - social skills programs - letter of concern - letter of formal caution - suspension

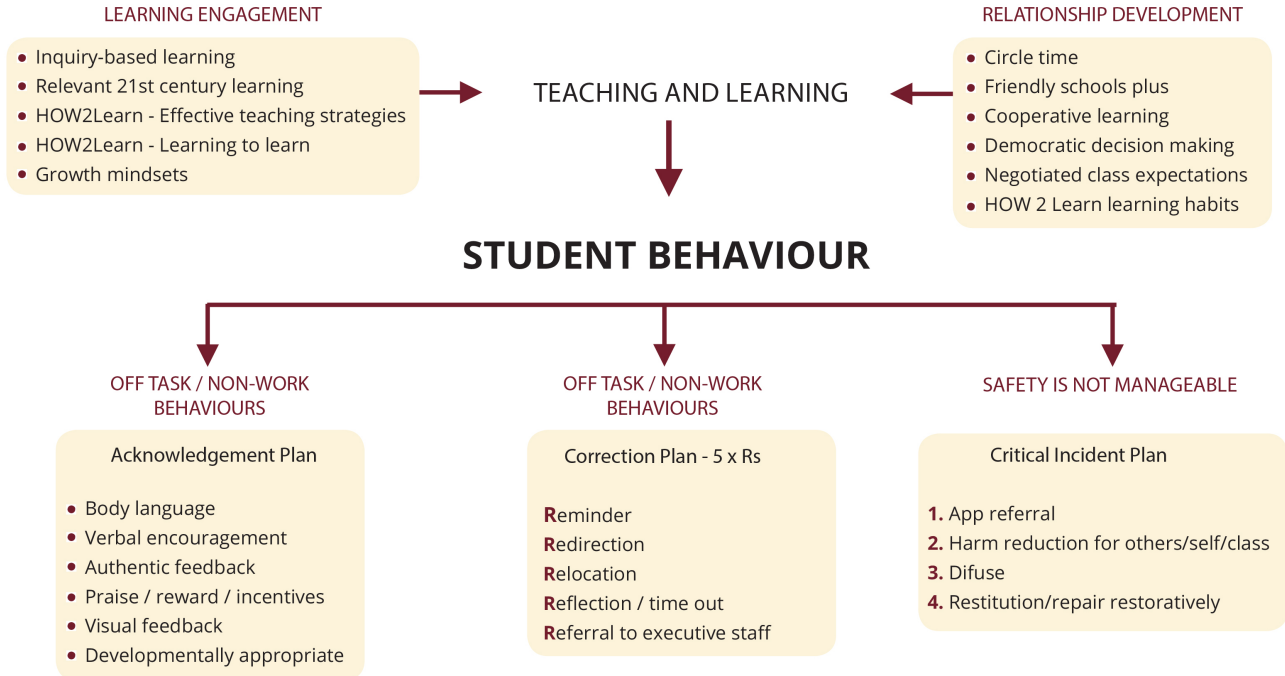
Behaviour management flowcharts

TRUTH HONOUR COURAGE



ROBERTSON PUBLIC

CLASSROOM BEHAVIOUR MANAGEMENT ~ WORKING RESTORATIVELY

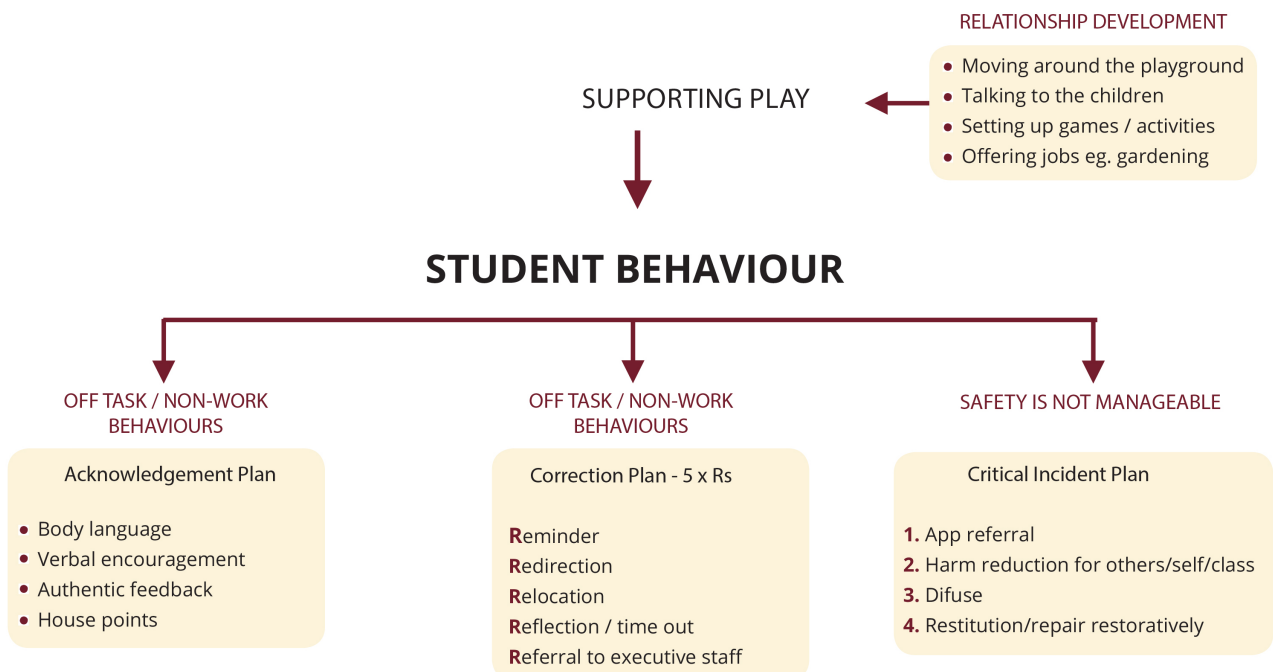


TRUTH HONOUR COURAGE



ROBERTSON PUBLIC

PLAYGROUND BEHAVIOUR MANAGEMENT ~ WORKING RESTORATIVELY



5.1 Access and security

At Robertson Public School, behaviour management is based on four strategies:

1. Clear expectations
2. Positive reinforcement
3. Celebration of achievement
4. Correction of behaviour

5.2 Clear expectations

Students are expected to:

- Follow the NSW Department of Education's *Behaviour Code for Students*.
- Uphold our School Promise and Values.
- Follow the Robertson Public School's Student Expectations.
- Follow their Classroom Expectations.

5.3 Positive reinforcement

Positive behaviour is reinforced in the classroom and playground through:

- The Classroom Acknowledgment Plan.
- The Playground Acknowledgement Plan.

5.4 Celebration of achievement

Student achievement is celebrated in a number of ways:

- House point competition.
- Merit Awards system
- Recognition at Assembly.
- Sharing achievement in newsletter.
- Sharing achievement on website or social media.

5.5 Correction of behaviour

When students do not uphold our values and expectations, the following strategies are utilised:

- Classroom Correction Plan – the 5Rs
- Playground Correction Plan – The 5Rs

Resources

6.1

- Australian Institute for Teaching and School Leadership, *Australian Professional Standards for Teachers*. 2017.

<https://www.aitsl.edu.au/australian-professional-standards-for-teachers/standards/list>

- Behaviour Matters, *Making Restorative Practice Explicit in Classrooms*. 2013.

[https://www.varj.asn.au/Resources/Documents/Int Conference 2013 papers/Making Restorative Practice Explicit David Vinegrad.pdf](https://www.varj.asn.au/Resources/Documents/Int%20Conference%202013%20papers/Making%20Restorative%20Practice%20Explicit%20David%20Vinegrad.pdf)

- _Curwin, Richard. *Discipline with Dignity*. 2008.

- _Haesler, Dan. *#School Of Thought*. 2016.

- _NSW Department of Education, *Student Discipline in Government Schools Policy*. 2017.

<https://education.nsw.gov.au/policy-library/policies/student-discipline-in-government-schools-policy?refid=285835>

- _NSW Department of Education, *Behaviour Code for Students*. 2017.

<https://education.nsw.gov.au/policy-library/associated-documents/behaviourcode.pdf>

Australian Professional Standards for Teachers

7.1

Teachers at Robertson Public School are expected to be working at the Proficient or higher level of the *Australian Professional Standards for Teachers*.

The Acceptable Use of Technology at Robertson Public School, particularly relates to the following descriptors from the *Standards*:

Standard 1 – Know students and how they learn

1.1 Physical, social and intellectual development and characteristics of students

Use teaching strategies based on knowledge of students' physical, social and intellectual development and characteristics to improve student learning.

1.2 Understand how students learn

Structure teaching programs using research and collegial advice about how students learn.

1.5 Differentiate teaching to meet the specific learning needs of students across the range of abilities

Develop teaching activities that incorporate differentiated strategies to meet the specific learning needs of students across the full range of abilities.

Standard 2 – Know the content and how to teach it

2.5 Information and Communication Technology (ICT)

Use effective teaching strategies to integrate ICT into learning and teaching programs to make selected content relevant and meaningful.

Standard 3 – Plan for and implement effective teaching and learning

3.2 Plan, structure and sequence learning programs

Plan and implement well-structured learning and teaching programs or lesson sequences that engage students and promote learning.

3.3 Use teaching strategies

Select and use relevant teaching strategies to develop knowledge, skill, problems solving and critical and creative thinking.

3.4 Select and use resources

Select and/or create and use a range of resources, including ICT, to engage students in their learning.

Standard 4 – Create and maintain safe and supportive environments

4.5 Use ICT safely, responsibly and ethically

Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.

Standard 6 – Engage in professional learning

6.4 Apply professional learning and improve student learning

Demonstrate an understanding of the rationale for continued professional and the implications for improved student learning.

Standard 7 – Engage professionally with colleagues, parents/carers and the community

7.2 Comply with legislative, administrative and organisational requirements

Understand the relevant legislative, administrative and organisational policies and the processes required for teachers, according to the school stage.

Monitoring, evaluation and reporting requirements

8.1

The Principal is responsible for monitoring and evaluating the implementation and effectiveness of this policy, and for reviewing this policy as required.

Contact

9.1

The Principal, Robertson Public School, 02 4885 1284.

Appendix A: Student expectations

STUDENT EXPECTATIONS

We work hard and help each other **learn**

We **respect** and care about each other and our school

We take **responsibility** for whatever we do

We are **safe** together



REWARDS

PBL AWARDS

Safe, respectful and responsible behaviour in the playground and classroom.

Rewards:

- students receive raffle tickets for safe, respectful and responsible behaviour
- weekly assembly raffle draw with an ice block from the canteen (10 drawn)
- raffle tickets contribute towards house points

HOUSE POINTS

Promoting a culture of safe, respectful and responsible behaviour and excellence at Robertson Public School.

Rewards:

- points are awarded in classes and added to a weekly tally towards the end of year winning house
- students work together to earn points for their house during house movement challenge sessions
- students who excel in their performances in sporting carnivals and representative sport
- students who participate in the Creative Arts

MERIT AWARDS

Academic achievement and excellence

Rewards:

- merit certificates at whole school assemblies handed out in a student ratio per class
 - 11 - 20 students = 3 awards
 - 21 - 30 students = 4 awards
 - 31+ students = 5 awards
 - 3 merit certificates = 1 sapphire award
 - 3 sapphire awards = 1 ruby award
 - 3 ruby awards = 1 diamond award
- All sapphire, ruby and diamond awards are handed out at whole school

