

Behaviour Education Policy

Introduction

At Wynn Vale School we want every student to learn and play in a safe and caring environment in which the rights of everyone, to experience success, are supported and protected.

To ensure that this occurs, we have in place a Behaviour Education Policy that has been developed in consultation with our community. It is based on the following principles:

- ✚ All students have the right to learn and play without interference or harassment from others.
- ✚ All teachers have the right to teach in an environment that is orderly and supportive.
- ✚ All students develop an understanding of their responsibility as members of a school community and learn to accept responsibility for the behaviour choices that they make.
- ✚ Parents, caregivers and teachers work in partnership to resolve concerns, related to student behaviour, through the correct avenues the school has in place.

Principles

The framework for our Behaviour Education Policy is based around the Play is the Way methodology and highlights a supportive school environment in which students are:

- ✚ acknowledged for cooperative behaviour, effort and achievement.
- ✚ explicitly taught skills such as; problem solving, self-regulation, collaboration, independence and decision making skills.

The way in which this happens:

- ✚ Following the school values of Relationships, Respect & Resilience
- ✚ Class meetings
- ✚ Use of student leadership opportunities
- ✚ Lessons around the Play is the Way life raft key concepts

Play is the Way encourages our students to be the master of their feelings and take control of their own behaviour. Teachers will coach students throughout the year to manage challenging situations independently. At Wynn Vale School, we understand that some students may be challenged with this at some point and we, with the support of families, will guide them through.

Behaviour Code

At Wynn Vale School, students are expected to:

- ✚ To follow our values system, allowing all students to learn and for teachers to teach
- ✚ Play and work safely
- ✚ Play in the correct areas
- ✚ Respect the rights and property of others
- ✚ Follow the instructions of school staff

Behaviour Support and Procedures

If a student behaves inappropriately in class, the following options are available:

- ✚ **Verbal Reminder** - Discuss learning expectations in relation to the values with the student.
- ✚ **Reflection- In class** - Request that the student moves to a designated area in the classroom. This should be somewhere the student can reflect on their choices and when ready, be invited back into the learning environment.
- ✚ **Refocus- Alternative class** – Student required to move to an alternative learning area for a designated period of time. The student will reflect on their choices and discuss ways to positive re-enter the classroom.
- ✚ **Rethink- Admin** –Student required to attend Rethink in the Admin area. Leadership will work with the student on how to positively re-enter the classroom.

Staff are encouraged to make:

- ✚ Positive phone calls to parents
- ✚ Positive entries in diaries or communication books/Dojo messages.
- ✚ Emails when relevant.

Any student that does not follow our school behaviour codes during play breaks, may be required to sit out or attend a Rethink session at lunch time or Rethink Admin for a serious breach of the behaviour code. Parents will be sent a generic message via Class Dojo informing them that their child has attended a Rethink yard or a Rethink Admin session. If parents wish to discuss this, they are to contact the class teacher or arrange a meeting time through our admin staff.

In cases of extreme behaviour, the school leadership team will intervene to determine the best course of action.

Positive behaviour choices will be acknowledged and celebrated.

Restorative Justice Practices

At Wynn Vale School we believe:

"That a positive school climate, in which young people feel connected, is the best environment for learning." This links strongly to our DfE Learner Wellbeing Framework.

Our Aims are:

- ✚ To educate students towards self-directed right behaviour.
- ✚ To promote, nurture and protect healthy relationships among members of the community.
- ✚ To enable students to be accountable for the real consequences of any wrongdoing.

A Restorative Approach:

- ✚ Encourages students to appreciate the consequences of their actions for others.
- ✚ Enables students to make amends where their actions have harmed others.
- ✚ Requires students to be accountable for their actions.
- ✚ Encourages respect for all concerned.

Bullying

The national definition of bullying for Australian school says:

- ✚ Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.
- ✚ Bullying can happen in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records).
- ✚ Bullying of any form or for any reason can have immediate, medium and long-term effects on those involved, including bystanders.
- ✚ Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

Bullying is not tolerated at Wynn Vale School. Should children feel they have been placed in a position of targeted, ongoing harassment, either in person or online, they are encouraged to:

- ✚ Notify their class teacher, any member of staff or a member of school leadership at their earliest convenience.
- ✚ Keep any potential electronic copies of online bullying (screenshots etc), where possible, to share with a member of leadership.

Such instances will followed up by site leadership as a matter of urgency, with relevant family members contacted should there be identified instances of bullying. Consequences relating to bullying will be dealt with on a case-by-case scenario, with relevant site based or departmental sanctions enforced where appropriate.

Endorsed by Governing Council 16th May 2022

To be reviewed 2024