



Monash Primary School

Behaviour Management Policy

Reviewed 2018

School Vision

Monash Primary School's Purpose is
“to provide a safe, caring and supportive
environment that values respect and
responsibility and encourages everyone to
succeed.”

We value

Respect,
Responsibility
and
Success

OVERVIEW

At Monash Primary School, the behaviour of students, staff, parents/caregivers and wider community members is expected to align with our Purpose and Values. Everyone has a responsibility to ensure Monash Primary is a safe and supportive place to learn.

Staff work with students to develop positive relationships and common understandings of our Values. Students develop an increasing awareness and understanding of Respect, Responsibility and Success as they move through the school.

Behaviour is managed in accordance with our school's Purpose and Values. Recognising positive student engagement and involvement in the school is important. Star Students, Acts of Kindness and Values Trips are examples of this. We are committed to providing as many opportunities as possible for students to experience success, and this is reflected in our extensive extra-curricular activities and programs. In addition, building positive relationships and learning to work co-operatively with a range of people is deliberately planned for as part of our daily work.

Behaviour that does not align with our school's Purpose or Values is addressed in a way that ensures:

- Students are supported to understand why their behaviour is unacceptable.
- Students have the opportunity to demonstrate that they can reengage in ways that align with our Purpose and Values.
- Students build a growing capacity to take responsibility for their behaviour.
- All students and staff have an opportunity to learn and work in a safe environment.

Processes for managing inappropriate behaviour are outlined in the following sections.

RESPONDING TO MISBEHAVIOUR DURING CLASS TIME

Behaviour expectations are discussed and negotiated with students at the beginning of each school year. These reflect our Values and are displayed in each Learning space.

The following steps are a guide for teachers when responding to behaviour that does not align with our Values. Consistent and fair approaches are essential, as is recognising that every situation is different. These are options for the teacher to choose depending on the circumstances. Safety of all students and adults is an important consideration in this process.

1. Rule Reminder/Warning – student is reminded of the class expectations.
2. ‘Sit Out’ for a period of time (suggested as up to 10 minutes) determined by the teacher.
3. ‘Buddy Class Time Out’ with cooperating “buddy teacher” for a period of time (suggested as up to 15 minutes) determined by the student’s teacher. A letter is sent home to parents/caregivers informing them their child was in Buddy Class Time Out.
4. ‘Office Time Out’ and conference with Principal/delegate. Parents/caregivers are contacted to inform them of the conference and Time Out, either via written communication or a phone call. Re-entry to the classroom on the same day is at the discretion of the Principal/delegate and teacher, and will be considered on a case-by-case basis.
5. Principal or delegate may consider Take Home/Suspension/Exclusion in accordance with DECD policies and guidelines.

RESPONDING TO MISBEHAVIOUR IN THE YARD

Students whose behaviour means they need to be excluded from yard play for a short period of time will spend time in Yard Sit Out.

The following steps are a guide for teachers when responding to behaviour that does not align with our Values. Consistent and fair approaches are essential, as is recognising that every situation is different. These are options for the teacher to choose depending on the circumstances. Safety of all students and adults is an important consideration in this process.

1. Rule Reminder/Warning – Student is reminded of the expectations. Conversations about School Values are an important part of this discussion. The student may walk with the teacher for a short time while observing other positive play and interactions.
2. The student spends time in ‘Yard Sit Out’ for a period of time reflective of their year level: 10 minutes for Reception-Year 3, 20 minutes for Years 4-7.

Yard Sit Out process

1. The duty teacher spends time talking with the student, supporting them to understand and recognise their behaviours and talking about how they could have acted differently.
2. When the student is ready to reengage appropriately, the duty teacher escorts them to a play area and supervises them for a short time to ensure they have reengaged successfully.
3. Parents/carers are notified of the Yard Sit Out via written communication.