

Vision

Our purpose is

*to provide a safe, caring
and supportive
environment that values
respect and responsibility
and encourages everyone
to succeed.*



Government of South Australia
Department for Education



Monash Primary and
Preschool

Behaviour Management Policy

Information for Families

We value

Respect,

Responsibility

and

Success



Reviewed 2019

OVERVIEW

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 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 Purpose and Values. Recognising positive student engagement and involvement 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.

Behaviour that does not align with our 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 re-engage 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 agreements are discussed and negotiated with students at the beginning of each 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 behaviour agreements.
2. *Class Sit Out* for a period of time (no longer than 10 minutes) determined by the teacher.
3. *Buddy Class Time Out* with co-operating “buddy teacher” for a period of time (no longer than 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 discussion with Principal/ delegate. Parents/caregivers are contacted to inform them of the discussion 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 DfE 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 Values are an important part of this discussion. The student may walk with the teacher for a short time while observing 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 and 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 agrees to re-engage in yard play appropriately, the duty teacher escorts them to a play area and supervises them for a short time to ensure they have re-engaged successfully.
3. Parents/carers are notified of the Yard Sit Out via written communication.