

## Behaviour Education Policy

### **1. 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:

- a) All students have the right to learn and play without interference or harassment from others.
- b) All teachers have the right to teach in an environment that is orderly and supportive.
- c) 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.
- d) Parents, caregivers and teachers need to work in partnership to resolve concerns related to student behaviour.

### **2. Principles**

The framework for our Behaviour Education Policy highlights a supportive school environment in which students are:

- acknowledged for cooperative behaviour, effort and achievement.
- explicitly taught problem solving, collaboration and decision making skills.

The way in which this happens:

- Following the school values of Relationships, Respect, Resilience,
- Class meetings,
- Fortnightly assemblies run by classes,
- Use of student leadership opportunities.

### **3. Behaviour Code**

At Wynn Vale School, students are expected to:

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

#### **4. 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.
- **Revisit** - Request that the student 'sit out' in a designated area in the classroom. This should be somewhere between 2-5 minutes after which the student can be invited back into the learning environment.
- **Refocus** – Student required to join an alternative learning area for a designated period of time.
- **Rethink** –Student required to attend rethink for that day or the next day depending on the time incident occurs.

Staff are encouraged to make:

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

Student that does not follow our school behaviour codes during play breaks may be required to sit out or attend rethink.

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 DECD 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.

