

Behaviour for Learning Policy (Primary School)

This Policy is designed to support students to develop respectful relationships and to understand how their actions impact others. Positive behaviour support systems ensure effective strategies that promote pro-social behaviour and respectful learning environments. Research-based positive behaviour support systems are appropriate for all students, regardless of age. The Policy is supported by the 'PBIS Matrix' in the Primary School..

1. Purpose:

- 1.1. To establish the expectations for student behaviour, and to state how the School will respond to student misbehaviour.

2. Student Expectations:

- 2.1. The Primary School sets the following expectations that underpin student behaviour in the classroom, playground, at incursions/excursions/camps and all school activities (as set out in the Primary School PBIS Matrix):
 - always be friendly and polite;
 - act in a safe manner and never hurt another student (verbal or physical);
 - be a positive learner and allow others to learn;
 - follow the directions of all staff at Alphington Grammar School;
 - act in a responsible manner for themselves and others;
 - care for and respect the school environment and property;
 - treat others with courtesy;
 - respect the opinions of others; and
 - be cooperative, considerate and curious in their learning.
 - Racism, homophobia, sexism, body shaming and other forms of discrimination will not be tolerated and will be sanctioned and escalated to Stage 4.

3. Staff Expectations:

- 3.1. Staff are expected to support the principles of the Behaviour for Learning Policy in the following ways:
 - provide a stimulating learning environment;
 - cater to the individual needs of students (academic and pastoral);
 - constantly refer and promote the Primary School PBIS Matrix;
 - be open, encouraging and willing to listen to staff members, students and parents/parent liaison;
 - communicate specific incidents/behaviours and the ramifications of these with Parents/Parent Liaison and School Management; and
 - follow School Procedures and Policies in relation to student discipline.

4. Parents/Parent Liaison Expectations:

- 4.1. Parents/Parent Liaison are expected to support the principles of the Behaviour for Learning Policy in the following ways:
 - working together with the School to ensure their child follows instructions and school rules;
 - sending their child to school punctually every day, wearing the correct uniform, well rested and having a morning meal;
 - communicate with teachers if there is a problem;
 - be supportive and take an active interest in their child's experience at school;
 - contact Class Teacher and/or Deputy Head of Primary and/or Assistant Principal-Head of Primary if they have serious concerns about their child; and

- attend meetings with staff (in person or via Microsoft TEAMS), when requested, to discuss their child's behaviour.

5. Responding to Student Misbehaviour:

- 5.1. The School's emphasis is on responding to student behaviour in a constructive and informative manner using misbehaviour as a learning opportunity. On those occasions where students make poor choices with their behaviour, staff will assist them to learn from the incident so that a similar mistake maybe avoided in the future.
- 5.2. Please note that the Principal may be involved at any stage depending on the circumstances
- 5.3. The table below outlines the School's Action Plan for dealing with unacceptable behaviour and each stage builds upon the previous stage:

STAGE ONE - INITIAL ACTION, TEACHER INVOLVED:

When a minor misbehaviour occurs, a student receives a warning. This warning could be verbal or formally recorded (via a parent email or note in the student diary), relying on the teacher's discretion.

These behaviours may include distracting, talking out of turn, and 'annoying' behaviour in the playground and not following teacher's instructions.

Action

- Behaviour is monitored by the teacher.

STAGE TWO - TEACHER INVOLVED:

Further direct action by teachers will be required for repeating misbehaviour, escalating behaviour and not following the teacher's instructions of a more deliberate nature.

These behaviours may include continually interrupting the learning of others, damaging another person's property, throwing objects, intentionally hurting another person's feelings, rough play or unsafe play, and minor IT infringement.

Consequence/s:

- a discussion at recess or lunchtime about the behaviour with the relevant teacher;
- student will reflect on their behaviour and identify how they could improve in the future (using the Primary School PBIS Matrix); and
- the student's Parent/Parent Liaison may be contacted by telephone or via email. A written or verbal apology may be expected from the student, depending on the circumstances.

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Year 6 Students:

- Students in Year 6 will also be subject to an Infringement Policy as per Appendix 1.

STAGE THREE - DEPUTY HEAD OF PRIMARY AND/OR ASSISTANT PRINCIPAL-HEAD OF PRIMARY INVOLVED:

Some behaviours are referred directly to the Deputy Head of Primary and/or Assistant Principal-Head of Primary.

These behaviours may include refusing to follow a direct instruction from the teacher, engaging in behaviour that severely disrupts the classroom or specialist program, intentionally physically harming (or threatening to harm) another person, deliberate rudeness towards a teacher or adult, teasing or bullying, and major IT infringements (in or out of school hours).

Consequence/s:

- a discussion at recess or lunchtime about the behaviour with the relevant teacher;
- a written or verbal apology will be expected from the student;
- a possible “internal” suspension/removal from class from regular program for a set period of time will be determined for each individual case; and
- for breaches of the ‘Acceptable IT Use Agreement’ guidelines; access to internet usage will be reviewed and may be withdrawn for a period of time.

STAGE FOUR - TEACHER, DEPUTY HEAD OF PRIMARY AND/OR ASSISTANT PRINCIPAL-HEAD OF PRIMARY INVOLVED:

Behaviours that constitute serious misbehaviour include, but are not limited to the following:

- direct verbal or physical abuse towards another student or staff member;
- bullying (on-going);
- deliberate physical damage to property;
- non-compliance or refusal to follow a direct instruction by a member of staff;
- theft or damage of another person’s property;
- racism, homophobia, sexism and other forms of prejudice and discrimination;
- inappropriate use of social media (social media isn’t permitted at school, however, if the School becomes aware of the bullying, this is followed up at School); violence or threats
- repeated disruption to student learning and the classroom; and
- extreme breach of Acceptable IT Use guidelines.

Consequence/s:

- where there are continued breaches or serious misbehaviour, a one day or longer “external” suspension from the regular program may be enforced; and
- if deemed appropriate, a restorative meeting with all parties (bully and student who experienced bullying) involved to discuss the impact of negative behaviour by the bully and the impact on the student being bullied. In this meeting a pathway forward will be discussed. Teachers will follow up these issues over several weeks to ensure that the agreements are being appropriately adhered to.

STAGE FIVE - PRINCIPAL AND/OR ASSISTANT PRINCIPAL-HEAD OF PRIMARY, AND/OR ASSISTANT PRINCIPAL-HEAD OF SECONDARY INVOLVED:

Consequence:

- after two external suspensions, the student’s enrolment will be reviewed by the Principal.

STAGE SIX – PRINCIPAL INVOLVED:

Consequence: Expulsion/cancellation of enrolment

This is a very much last resort after:

- all the other sanctions have proved ineffective;
- three external suspensions have been issued; or
- the offence is so serious that no other sanction is appropriate.

APPENDIX 1: Infringement Policy (Year 6)

Infringements will be digitally issued to Year 6 students for breaches of the following school rules:

- persistent lateness to Homeroom;
- persistent lateness to class;
- wearing obvious makeup;
- wearing fingernail polish that is not in line with the School Uniform Policy;
- wearing jewellery that is not in line with the School Uniform Policy;
- chewing gum;
- incorrect uniform (including Sport uniform);
- long hair (below the collar) not being tied back neatly;
- misuse of technology (e.g. playing games/messaging in class);
- repeated non-completion of homework;
- persistent disruption to the learning environment;
- disrespectful behaviour

1.1. When a teacher issues an Infringement, they will discuss the issue with the student. Email notification of infringement will be sent to the Student and Parents.

1.2. If a student accumulates three Infringements within one term, they will automatically be assigned a lunchtime detention. (See 'Sanctions' below.)

2. Sanctions:

2.1. A variety of sanctions exist and are directly related to the seriousness of the offence.

2.2. Lunchtime detentions will be given after an accumulation of 3 infringements

2.2.1. Issued and managed by a teacher as a result of:

- non-completion of homework;
- disruptions to the learning environment; and
- not maintaining classroom/behaviour standards expected of Alphington Grammar School students.

2.3. After school (Friday) detentions:

2.3.1. Issued by a Head of Primary-Assistant Principal and/or Deputy Head of Primary

2.3.2. Communication will be made with parents/parent liaisons at least 72 hours before it is due to take place. Offences include, but are not limited to:

- inappropriate behaviour;
- rudeness towards members of the School community;
- regular disruptions to the learning environment;
- the accumulation of six Infringement Notices within one term; and
- regular non-completion of homework and/or classwork.