



# WATERVALE PRIMARY SCHOOL



## GUIDING BEHAVIOUR POLICY AND PROCEDURE - SCHOOL

### **RATIONALE:**

At Watervale Primary School we believe that everyone has the right to feel safe and secure and to be recognised as individuals.

### **THE GOALS OF THE POLICY ARE:**

- ✓ Provide a safe environment free from harassment and bullying
- ✓ Provide a nurturing environment that promotes a sense of belonging and self-worth
- ✓ Provides opportunities for children to develop confidence to meet new challenges and to build self-esteem and contribute to the development of safe expectations and risk taking.
- ✓ Encourage general wellbeing through healthy lifestyle choices

### **OUR ACTION STRATEGIES:**

The educators will:

- ✓ Develop appropriate policies and strategies to suit each group of learners
- ✓ Make expectations explicit in terms of appropriate and inappropriate behaviour
- ✓ Reinforce positive behaviour
- ✓ Model appropriate behaviour
- ✓ Respond quickly and directly to situations involving children and their behaviour
- ✓ Use consistent management practices
- ✓ Use early intervention to avoid conflict if possible
- ✓ Teach communication and problem solving skills that encourage self-awareness and self-discipline
- ✓ Assist new staff and volunteers with behaviour management strategies

If there is inappropriate behaviour:

This procedure is for violent behaviours as well as repeated incidents.

### **First Time Behaviour:**

Step 1: Hand signal – “You need to stop”

Step 2: Give an explanation why the behaviour is not ok

E.g. “It’s not ok to (hit)”, “Your (hands) are for (playing), not (hitting)”, “look at (her) face, can you see how (she) is sad”

We will keep our language positive, encourage perspective and target the behaviour rather than the child. A child should never feel intimidated by an educators behaviour management.

### **Second Time:**

Repeat Step 1 and 2

Step 3: Thinking Time

Eg. “You need to come and be with me because it’s not ok to (hit)and we need to thinking about some choices.”

Child needs to stay with educator for a short, calm time. Educator to explain the negative choice and reinforce positive behaviour. If instance involves another child, educator can spend time with both children reinforcing the way in which they can work on fixing the situation. The educator will communicate behaviour to parents and explain actions taken.

### **Repeat Offences:**

Repeat Steps 1 – 3

Step 4: For repeat and severe behaviours the team leader, supported by leadership, may decide to invite parents for a formal discussion and discuss a management plan for the child’s behaviour.

*These guidelines have been developed from the Department of Education’s Behaviour Policy and comply with the National Quality Standards. Further information can be found on the Department and NQS website.*

**PRINCIPAL SIGNATURE:** \_\_\_\_\_

**DATE:** \_\_\_\_\_

**GOVERNING COUNCIL CHAIRPERSON:** \_\_\_\_\_

**DATE:** \_\_\_\_\_