

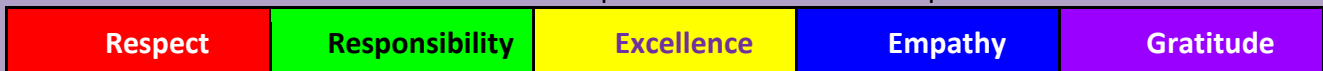
EXPECTATIONS & MANAGING BEHAVIOUR

Updated 9/3/21







Expectations - Ascot Vale Primary School has a school wide **commitment** to respectful behaviour and positive relationships. This involves teaching and developing social, emotional and positive behaviours that promotes everyone’s integrity, safety & wellbeing. Respectful behaviours and relationships acknowledge and value race, gender, age and many other differences. We focus on learning, listening to others, mutual respect, bouncing back and working in teams to solve problems and make decisions cooperatively. *Every person at Ascot Vale Primary School has the right to learn and work & everyone has the right to feel comfortable and safe.*

We have 5 school VALUES that we promote and base our expected behaviours on:



We teach that our Values guide the way we think, speak and behave and they help us to decide what is right and what is wrong. Our vision and values combine to make us a ‘Unique, Learning Community’.

Management			
	Examples	Students	Staff
 Minor Behaviours	<ul style="list-style-type: none"> Teasing, social issues Not wearing hat Low level swearing Not following values – eg poor attitudes, interrupting learning Other – play fighting, dropping rubbish, teasing, harassment 	<p>Chance/reminder/support</p> <p>You are given a chance to stop what you are doing. You are reminded that your behaviour is affecting other people’s safety and/or learning and you must start to display respectful behaviours. Reminder about school values.</p>	<p>Use restorative process/questions to explore the issue. What part did you play in it? How were you affected? Who else was affected? What do you need to make it right? How can we repair any harm? Ask student/s if they can resume the activity in a happy and friendly manner. Do not use crosses or a negative approach. Remember to teach behaviours & remind about values.</p>
 Repeated Minor Behaviours	<ul style="list-style-type: none"> Repeated behaviours as above Less rational than before 	<p>Time out within your own unit / walk with teacher on yard duty</p> <p>Your behaviour is affecting others. You have not stopped after a chance/reminder. Now you are to be removed from the group in class or where issue is occurring in the yard for 5 minutes. Possible student reflection to be recorded by teacher.</p>	<p>Again, use restorative questions to explore the issue. Remove student to a quiet space where learning can continue, away from other student/s or issue in yard. Return to student after 5 minutes (or as possible) and make them aware of the consequence if this behavior continues. Chronicle behaviours and consequences. Remember to teach behaviours & remind about values. Timeout should be no longer than 1 minute multiplied by age.</p>
 Serious Behaviours	<ul style="list-style-type: none"> Repeated behaviours as above Threatening Unsafe Behaviours Leaving School grounds Bullying Fighting - eg punching Property Damage Swearing 	<p>Time out required</p> <p>You continue to affect people’s safety and/ or learning. You will spend 15 minutes in another classroom (self-reflection) – Question - how will your behaviour improve when you return. Your teacher will talk to you about this and may/ will contact your parents. Consequences for behaviours.</p>	<p>Time out locations U1 ← → U6 U2 ← → U3 U4 ← → U5 ART ← → Japanese PE → ART (U5 Tuesdays). Student should be sent and collected with 2 peers. (use Multi-age links above but consider siblings/ history) Check Chronicle for repeated serious behaviours. Chronicle behaviours and consequences– with specific details - add Principal class to notification chain if required. Self-reflection of behaviours (upload to...) Resolve Chronicle as required ✓ Parents may need to be called. Remember to teach behaviours & remind about values. Timeout should be 1m X age.</p>
 Intervention	<ul style="list-style-type: none"> Repeated and regular behaviours as above Will not following fair and reasonable instructions Adult support is often required Endangering others 	<p>Next Steps – Interventions Plan</p> <p>Parents will be contacted to discuss and plan next steps (see staff column) Principal Team usually Involved to investigate</p>	<p>When there is no improvement, daily monitoring of behaviours (tick chart) is recommended and consider drafting Behaviour Management Plan (BMP). From here Student Support Groups (SSG’s) guided by a BMP need to be in place. Student Support Services may be required to support. Last resort visit the AVPS Suspension Policy Chronicle behaviours and consequences– with specific details Principal class to notification chain. Resolve Chronicle as required ✓</p>