

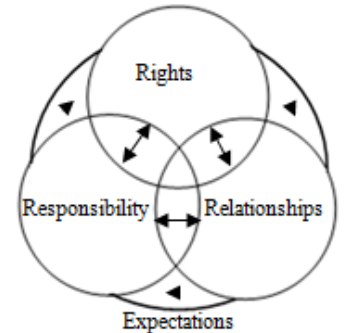


3Rs ~RIGHTS, RESPONSIBILITIES AND RELATIONSHIPS

RATIONALE

A school culture should provide an effective learning environment in which:

- VRQA Child Safe standards are adhered to and reflected in our documents and actions of the whole school community
- students have the right to learn, feel safe, respected, and be happy.
- staff have the right to perform their various roles in an environment of respect without disruption from others.
- parents contribute and develop partnerships with their children and staff
- school staff, parents and students actively maintain a role in developing and maintaining the culture.



AIMS

- To ensure all students learn and play in school environments that ensure their safety and wellbeing.
- To uphold the rights of all school community members to have optimal teaching and learning experiences and interpersonal experiences.
- To develop in each student a sense of responsibility, self-discipline and independence which results in the individual becoming accountable for his/her actions and success.
- To promote an attitude of respect for and acceptance of others; and to enhance in each individual a willingness and ability to interact and cooperate with others in a positive way.
- To build a school environment based on positive behaviour, mutual respect and cooperation.
- To manage poor behaviour in a positive, supportive and professional manner
- To build, maintain and repair relationships.

IMPLEMENTATION

- Develop and action VRQA Child Safe standards and ensure they are incorporated in relevant policies, procedures, actions and behaviours.
- Use the KidsMatter Framework to audit, address, adjust and add school practices to improve mental health and wellbeing.
- Social skills including anti-bullying practices will be incorporated into the school's curriculum
- The Ready, Set, Achieve unit will be used to explicitly establish:
 - The School's values (Respect, Responsibility, Doing your Best, Care and Compassion)
 - Rights, Responsibilities and Relationships
 - Responsible technology usage through a sequential and comprehensive eSmart curriculum
 - Expectations (rules)
 - A classroom culture where each individual is valued
 - Productive work practices including collaboration, independent work and a healthy work ethic
- At Tarwin Valley Primary School, our culture of rights, responsibilities and relationships is supported by a 3-step approach to attend to unacceptable behaviour. It aims to:
 - prevent misbehaviour and to avoid escalation of unacceptable behaviour
 - respond and not react
 - stay calm
 - minimise disruption to teaching and learning and to return everyone to the task quickly
 - maintain / rebuild relationships and repair the harm

Step 1: Developing a positive, pro social culture(Appendix 1)

Step 2: Managing behaviour that impinges on others' rights (Appendix 2)

Step 3: Managing ongoing, serious and/or dangerous and/or repeat behaviour that breaches one or more rights (Appendix 3)

- Corporal punishment will not be used to discipline students (*as per VRQA requirements*)
- Restraint and protective physical interventions are only used in accordance to current Department of Education and Training's policies, procedures and guidelines
- Provide opportunities for students, parents and staff to interact to develop open, positive and supportive relationships.
- The school will maintain accurate recording of misbehaviour and consequences
- The 3Rs policy will be distributed at the start of the school year to each family and lodged on the school website.

Appendix 1

STEP 1: DEVELOPING A POSITIVE, PRO SOCIAL CULTURE

Strategies:

- develop an effective learning environment that is safe, secure, supportive and caring
- each grade teacher will establish their class expectations in consultation with students.
- class expectations will be clearly displayed in the room.
- Specialists develop learning expectations in consultation with students and specific to their specialist area
- develop a community of learners
- schedule personal and social capabilities lessons for a minimum of 30 minutes per week incorporating a variety of learning modes and school practices (Personal and Social Capabilities Curriculum content, Circle Time, Community Circles, Class Meetings, Junior School Council Meetings)
- build and maintain relationships, especially good working relationships (eg through the use of Circle-Time)
- teach “Rights and Responsibilities” (reinforce and re-visit regularly)
- teach and reinforce social skills that build cooperation, teamwork, respect for self, others and property, responsibility, self-discipline, self-esteem and problem-solving (eg “5 Finger Plan”)
- plan for behaviour for both the class and for individual students
- hold and convey positive & high expectations for all students
- acknowledge students at every opportunity (e.g. phone call, awards, thumbs up, newsletter, Compass Chronicles, casually)
- provide a varied, interesting, engaging and relevant curriculum, and effective and varied approaches to teaching and learning.
- Model respectful communication & pro-social behaviours
- Develop resiliency through the implementation of the Department of Education and Training’s Building Resiliency program and the use of techniques, strategies and frameworks such as POOCH, Catastrophe Scale, THINK etc...

Appendix 2

STEP 2: MANAGING BEHAVIOUR THAT IMPINGES ON OTHERS' RIGHTS

(eg threatens someone's safety, stops teaching and learning, isn't inclusive or cooperative with other students, minor damage to property)

Strategies:

- Use a staged in approach to give students the opportunity to be aware of their behaviour and the opportunity to adjust their behaviour. This includes relocation within and out of their class, referral to the Principal and communications with parents.(see attachment 1)
- Student loses opportunity to participate in an activity and has to 'sit out' ~~of it~~
- Use of Restorative style discussions with students to repair relationships and focus on mutual respect
- Use of "I statement" (eg "When you I felt because and what I want to see in future is ...)
- Use of 5-finger plan and other techniques (teacher to assist student in use of this problem-solving model)
- Student completes work at recess or lunchtime
- Conversation with a child about his/her behaviour and a plan made to address it
- Individual Behaviour Management Plans where required.
- Communication with a child's parent/carer (NB: Speak to Principal prior to making contact with a parent/carer)
- Circle – Time activity to address issues of relationships and to support responsible behaviour

Classroom

Staged in Approach Summary

Action	Recording	Communication
1. Alert	No Name	State expected behaviour
2. Alert again	Name	Compass Chronicle State expected behaviour and future consequence
3. Relocate in room	Name x	Compass Chronicle Incident Reflection Sheet
4. Relocate to another classroom or Principal	Name xx	Compass Chronicle Incident Reflection Sheet Classroom Relocation Notification sent home

Continued Misbehaviour: see Attachment 3(Ongoing, serious and/or dangerous and/or repeat behaviour)

Staged in Approach Procedure

Students who choose to disobey class rules and interrupt the teaching and learning taking place will instigate the following procedure.

1. In the event that a student disobeys class rules the teacher will:
 - Alert the student to the behaviour they find unacceptable.
 - Clearly state the reason they are recording the student's name.
2. In the event that the behaviour continues the teacher will:
 - Restate their position that the behaviour is unacceptableRecord the student's name in the Compass Chronicle
3. Continued unsatisfactory behaviour = Classroom Time Out:

- Restate their position that the behaviour is unacceptable
 - Write a cross next to the student's name
 - The student will continue his/her work away from the class.
 - The teacher will provide a withdrawal area within the room.
- 4. Continued disruption = RELOCATION IN ANOTHER ROOM:**
- Inform the student they have lost the right to remain in the classroom.
 - Write a cross next to the student's name
 - Send the student with a 'RELOCATION card to another teacher in the same building.
 - The student will remain in time out until the next break.
 - The Principal will be notified of the RELOCATION IN ANOTHER ROOM
- 5. At the next break the student will:**
- Meet with the teacher to discuss their disruptive behaviour.
 - Negotiate their right to return to lessons and obey class rules.
 - If a student is not prepared to return in the appropriate manner they will be referred to the Principal.
- NB: Excessively disruptive, or unsafe behaviour may result in a teacher moving directly to step 4.

Parent Notification:

- If a student is relocated to another classroom during the day the Principal will complete and send home a 'RELOCATION form notifying parents of the incident.
- Parents are asked to speak to their child and to sign the RELOCATION slip and return it to school so staff know parents are aware of our concerns.

- Continued Misbehaviour: see Appendix 3(Ongoing, serious and/or dangerous and/or repeat behaviour

Specialist

All specialists will record incidences in the Compass Chronicle and discuss the behaviour with the classroom teacher.

Initial: Ask the student to cease the unsuitable behaviour.

THEN

1. In the event that a student disobeys the specialist lesson rules the specialist teacher will:

- Alert the student to the behaviour they find unacceptable.
- Record the student's name
- Clearly state the reason they are writing the student's name.

2. In the event that the behaviour continues the specialist teacher will:

- Restate their position that the behaviour is unacceptable.
- Record a cross beside the student's name

3. Continued disruption RELOCATION TO ANOTHER ROOM:

- Inform the student they have lost the right to remain in the lesson.
- Send the student with a 'RELOCATION' card to the Principal who will place the student in a suitable class
- The student will remain in time out until the next break.

4. At the next break the student will:

- Go directly to the specialist teacher's room to discuss their disruptive behaviour
- Negotiate their right to return to the next specialist lesson and obey the rules.
- The Principal is responsible for sending home a relocation slip to parents.

- The Principal is responsible for recording the time out in the school's Parent Notifications folder.
- The school's Parent Notifications folder is kept in the Principal's Office.
- If a student is not prepared to return in the appropriate manner for the next lesson they will return to the Principal for the following lesson.

Continued Misbehaviour: see Appendix 3(Ongoing, serious and/or dangerous and/or repeat behaviour)

Playground

Possible strategies:

- Encourage and support use of 5-finger plan and other strategies from the SEL strategy boards (teacher to assist student in use of this problem-solving model)
- distract and redirect the student
- remind of 'rights' of others, (especially right to be safe and right to be happy and respected)
- remind about "Getting Along" skills
- reminder of responsible behaviour that is required (be specific)
- use of logical consequence, eg if littering, student may tidy a part of the yard (eg pick up litter, sweep)
- Use of "I statement" (eg "When you I felt because and what I want to see in future is ...)
- Use of Restorative style script for individuals, pairs, small groups (mini conference)
- Mediation: "What do you need XX? What do you need ZZ? How do we help this to happen? What do we need to do?"
- Playground Time Out. Where safety is an issue and/or to cool down, student may be required to go inside / to the office, usually for a specified time

Playground Procedure

Students who choose to disobey school rules in the playground will instigate the following procedure.

1. In the event that a student disobeys school rules the teacher will:

- Alert the student to the behaviour they find unacceptable.

2. In the event that the behaviour continues the teacher will:

- Restate their position that the behaviour is unacceptable and for them to leave the area or cause.

3. In the event that the behaviour continues the teacher will direct the student to another area of the school ground for closer supervision and away from the cause.

4. Continued unsatisfactory behaviour = Playground Time Out. The student then is restricted to an area of the school for the next session or time period necessary.

Develop self management and ownership of behaviour, staff will develop a Playground Plan with the student outlining options, strategies and future consequences.

4. Continued unsatisfactory behaviour = Individual Behaviour Management Plan developed in conjunction with parents and students.

NB: Excessively disruptive, or unsafe behaviour may result in a teacher moving directly to step 3

Continued Misbehaviour: see Appendix 3(Ongoing, serious and/or dangerous and/or repeat behaviour)

Appendix 3

Monitoring, Recording and Notification

Grey, Amber and Red coded behaviour incidents are logged in the Chronicle module of the COMPASS Management system. This system allows staff to determine and represent patterns of behaviour, repeat offenders, types of behaviours concerns, including cyberbullying, plagiarism or misuse of technology.

Parents are notified personally, by note or through COMPASS depending on the circumstance.

STEP 3: ONGOING, SERIOUS AND/OR DANGEROUS AND/OR REPEAT BEHAVIOUR

Continued Misbehaviour:

- If a student is RELOCATED to another Classroom or non responsive to an Individual Behaviour Management he/she will be required to attend a 20min after school detention.
- Parents will be given written notification 2 days prior to an after school detention and will be responsible for collecting their child.
- If a student is excessively disruptive parents will be asked to meet with the teacher then the Principal.
- The Behaviour Management Plan will be adjusted developed in consultation with the teacher, Principal, parents/carers and students.

Discipline procedures – detention

- Parents will be given written notification 2 days prior to an after school detention and will be responsible for collecting their child.
- Student is supervised by the Principal
- Student is to contemplate and document the school expectations, student misbehaviour, consequences, and devise goals and strategies for improvement
- Consequences, goals and strategies to be discussed or presented to parents to develop partnership and expectations between parent, school and student

Discipline procedures – suspension and expulsion

When considering suspension or expulsion, schools are required to follow the procedures required by the Department of Education and Training.

The school will also follow network, regional and central procedures and practices.

A student may only be excluded from school in situations where all other measures have been implemented without success or where an immediate suspension is the only appropriate course of action in response to the student's behaviour.

Consequences which may be used prior to suspension include:

Withdrawal of privileges

Withdrawal from class if a student's behaviour significantly interferes with the rights of other students to learn or the capacity of a teacher to teach a class, that student may be temporarily isolated from regular classroom activities or, in more severe cases, required to leave the classroom for a specified period of time.

Where appropriate, parents/carers should be informed of such withdrawals.

Detention - teachers may require a student to finish school work that has not been completed in the regular classroom or to undertake additional or new work or duties at a reasonable time and place. No more than half the time allocated for any recess may be used for this work.

Where students are required to undertake school work after school, the time should not exceed forty-five minutes.

The principal should ensure that parents/carers are informed at least two days before the detention. Where family circumstances are such that the completion of after-school work would create undue hardship (for example, where students regularly supervise younger siblings in the absence of parents/carers), the school may choose to negotiate alternative disciplinary measures with parents/carers. Convening of a support group (See Effective Schools are Engaging Schools - Student Engagement Policy Guidelines for process required).


Attachment 1




Incident Reflection Sheet.

Name: _____ Date: _____

What did you do?	Why is this behaviour not appropriate?	What could I have done instead?
Who was affected?		How were they affected?
What were you trying to achieve with this behaviour (Why did you do it?)		
What needs to happen now?	What consequence should I receive?	
Student signature:	Parent signature:	Teacher signature:

 CLASSROOM RIGHTS, RESPONSIBILITIES AND RELATIONSHIPS		
1. Alert		State expected behaviour
2. Alert again	Name	Compass Chronicle State expected behaviour and future consequence
3. Relocate in room	Name x	Compass Chronicle Incident Reflection Sheet
4. Relocate to another classroom or Principal	Name xx	Compass Chronicle Incident Reflection Sheet Classroom Relocation Notification sent home

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**PLAYGROUND
RIGHTS, RESPONSIBILITIES
AND RELATIONSHIPS**

1. Alert	State expected behaviours
2. Alert again	Compass Chronicle Leave area or activity
3. Restricted	Compass Chronicle Restricted and supervised
4. Playground Time Out	Compass Chronicle Time Out of the playground Time Out Notification sent home Playground Behaviour Plan <ul style="list-style-type: none"> ▪ Isolate causes, options, strategies further consequences Restricted Play until allowed to leave
5. Parent Meeting	Compass Chronicle Individual Behaviour Management Plan developed in conjunction with parents, and staff students

OUR RIGHTS

We all have the right to:

- ✓ ***Learn and teach***
- ✓ ***Be safe***
- ✓ ***Be happy and respected***
- ✓ ***Be included***
- ✓ ***Have ours and others property
cared for***



OUR RESPONSIBILITIES

It is my responsibility:

- ✓ *To uphold the rights of others*
- ✓ *To try my best to achieve*
- ✓ *To build positive relationships
with other students and staff*



It is my RESPONSIBILITY to allow everyone the RIGHT TO LEARN AND TEACH by:

- ☺ *cooperating*
- ☺ *listening to others*
- ☺ *not interrupting or distracting others*
- ☺ *asking questions and contributing ideas appropriately*
- ☺ *helping others*
- ☺ *trying to do my best*



It is MY RESPONSIBILITY to allow everyone the Right to HAPPY and RESPECTED by:

- ☺ *treating others the way I like to be treated*
- ☺ *not saying put-downs or teasing*
- ☺ *using technology appropriately*
- ☺ *by always telling the truth*
- ☺ *listening and valuing what others say*
- ☺ *allowing others to have their opinion*
- ☺ *treating everyone equally and fairly*
- ☺ *accepting that all people are different*
- ☺ *including others (e.g. in games)*
- ☺ *being kind and thoughtful*
- ☺ *using people's names*
- ☺ *saying things like 'excuse me', 'please', 'thank you'*



It is my **RESPONSIBILITY** to allow everyone the **Right** **TO HAVE OUR PROPERTY CARED** **FOR by:**

- ☺ *keeping our own property orderly and for the use they were intended for*
- ☺ *asking before touching other people's belongings*
- ☺ *putting things back in the right place after I use them*
- ☺ *looking after school property and plants*
- ☺ *telling a teacher if something around the school is broken*
- ☺ *making sure all my belongings are named*
- ☺ *using equipment in the right way and right place.*
- ☺ *keeping our school ground litter-free*



It is my RESPONSIBILITY to allow everyone the RIGHT TO BE SAFE by:

- ☺ *keeping our own property orderly and for the use they were intended for*
- ☺ *only walking in and around buildings*
- ☺ *not fighting*
- ☺ *not playing rough games*
- ☺ *staying in the school grounds*
- ☺ *not climbing trees*
- ☺ *not playing in or near the toilets*
- ☺ *not riding bikes, skateboards or scooters in the school ground*
- ☺ *not littering*
- ☺ *bringing safe items to school*
- ☺ *using technology appropriately*

