



DISCIPLINE POLICY

PURPOSE

Broadmeadows Valley Primary School (BVPS) aims to optimise learning opportunities through the development of constructive relationships built on child safety, trust and respect. Positive and responsible student behaviour is essential to the smooth running of the school, to the achievement of optimal learning opportunities, and to the development of a supportive and cooperative school organisation. This Discipline Policy aims to communicate the processes that will be implemented to manage student behaviours. It is closely aligned to the BVPS Child Safe Standard 3: Student Code of Conduct and the BVPS Neighbourhood Management Policy. This policy is inclusive of all children and young people from diverse communities and backgrounds. Through this policy BVPS aims to:

- establish well understood and logical consequences for student behaviour based on procedural fairness and restorative practices
- manage unacceptable behaviour in a positive and professional manner
- Build a school environment based on positive behaviour, mutual respect and cooperation.

SCOPE

This policy applies to the Broadmeadows Valley Primary School staff and students. The scope includes all classroom and playground management and applies to both inside and outside activities such as excursions and other learning activities held outside of BVPS grounds.

DEFINITIONS

The Act: Child Safety and Well Being Act 2005

Child or young person: A person who is under the age of 18 years.

Aboriginal Child: A person under the age of 18 who: is of Aboriginal or Torres Strait Islander descent, identifies as Aboriginal or Torres Strait Islander, and is accepted as Aboriginal or Torres Strait Islander by an Aboriginal or Torres Strait Islander Community

Children from culturally and/or linguistically diverse backgrounds: A child or young person who identifies as having particular cultural or linguistic affiliations by virtue of their place of birth, ancestry or ethnic origin, religion, preferred language or language spoken at home or because of their parents' identification on a similar basis

Child Safe Organisation: In the context of the child safe standards, a child safe organisation is one that meets the child safe standards by proactively taking measures to protect children from abuse

POLICY

The foundation of the BVPS Discipline Policy is predicated on student rights and responsibilities, student engagement, restorative practices and the right for children and young people to feel safe and be safe.

IMPLEMENTATION GUIDELINES

- Our school will develop, through a process of wide community consultation, a student code of conduct, which outlines amongst other things, agreed behavioural development and management strategies
- Our code of conduct will place significant emphasis on the development and recognition of positive behaviours
- As part of the 'Start up' the school will ensure students are clear on agreed expectations and protocols for deviation
- All students will develop individual learning plans that include behavioural goals. Student individual academic reports will include details regarding student behavioural achievement
- Communal responsibility will be a key strategy employed to guide and develop student behaviour
- Whole school rights and responsibilities will be negotiated with the Young Leaders Council
- We will provide a wide range of positive extra-curricular activities for students including sporting, theatrical & leadership
- Positive student behavioural achievement will be appropriately recognised through devices such as positive tick charts, yard duty raffle tickets and student of the week awards for each home group to be announced at whole school assembly
- An up-to-date database of student behaviour will be maintained by the Student Wellbeing Leader
- All staff will undertake professional learning on student behaviour and discipline management (AIZ-Ramon Lewis)
- The school curriculum will include units on resilience, peer pressure, positive choices, bullying, conflict resolution and leadership
- A Peer Mediation Program using trained Grade 5/ 6 mediators will operate in the playground
- Students experiencing difficulty achieving positive behavioural outcomes will undertake individualised behaviour management programs focussing upon agreed goals
- Consequences for ongoing inappropriate behaviour will involve a graded series of sanctions including counselling, withdrawal, loss of privileges or suspension
- **Please note that corporal punishment of any form is not permitted at Broadmeadows Valley Primary School**

- This policy is to be read in conjunction with the Broadmeadows Valley Primary School Student Diversity and Inclusion Policy, the Neighbourhood Management Plan, Playground Behaviour Management Plans and the Broadmeadows Valley Anti Bullying and Cyberbullying Policy
- New parents and guardians will be provided with a copy of this policy at enrolment
- Positive school behaviour initiatives and identified areas for improvement will be presented to parents through school newsletters, neighbourhood discussions and parent meetings
- Further consultation will be provided by the principal or appropriate staff member at appropriate and relevant times through the child's enrolment
- All policy documents will be available for perusal on the school website <http://www.bvps.vic.edu.au/>
- Parents will be kept informed, and actively encouraged to assist in the development of their children's behavioural performance.

FURTHER INFORMATION AND RESOURCES

(NB: The following resources are included in additional BVPS Policies)

Ramon Lewis' strategies for preventing student misbehaviour include the following:

Recognise the responsible behaviour of individual students and the group as a whole.

- Very specific verbal praise -
"I appreciated the way you shared your pencils today."
- Non-verbal praise such as a smile, wink or nod.
- Communication to others such as good notes and stickers.
- The provision of special privileges, like free time, access to the computer or being a monitor. (Personal or Communal)
- Remember that it is the effort required to act responsibly that is rewarded not the behaviour. All students have an obligation to behave responsibly to protect the rights of others.
"We appreciate the effort you've made. I know it's not always easy to do the right thing."

Consistently ignore low level, negative, attention seeking behaviour.

- Any acknowledgement even body language is giving the student attention.
- Treat the student initially as if he/she is not there

Look for any attempt to work within the neighbourhood rules.

- Acknowledge –
"I can see you're working on this now – well done."
"How are you going with that problem now?"
"That's it; you did that part well..."
- Reward positive behaviour with praise, ticks and privileges.

Use inclusive diversionary strategies.

- Strategies which make a student feel a member of the group
- Strategies which may distract a student from misbehaving. For example: allowing a student to give out books, get equipment, and assist in routines.

Hinting – Non-verbal communication *Extremely Important Strategy*

- It is important that the teacher is aware enough to be able to anticipate or recognise when misbehaviour may occur and to use non-verbal messages to prevent escalation

- Body language, facial expressions, gestures and eye contact can be effective in promoting self-control
- Strategies also include pausing, moving closer to the student and checking their work

Hinting – Verbal communication

- Before teachers give verbal hints, it is assumed that they would have used non-verbal hinting strategies as they are less disruptive to the group
- Can be directed at Personal or Communal responsibility
- General hint - describes the situation in a general way
“Some students are acting very responsibly.”
- Specific hint – addresses specific behaviour but is still descriptive and doesn’t present any demand
“It looks like most students have opened their books.”

Hinting – Restatement of expectations

- Re-emphasising the understanding shared between the class about what behaviour is responsible
“We said students should talk positively to each other didn’t we”.

It is possible that a verbal reminder of classroom responsibilities and consequences will be all that is necessary to stop student misbehaviour.

I-messages

- Indicate the nature of the problem
- Indicate the behaviour that’s causing the problem
- Indicate how the teacher is feeling about it
“I’m pleased to see that some students are waiting quietly to begin.”

Direct Statement

- Any attention seeking behaviour that markedly infringes on the rights of others can be addressed by a direct statement
- Use firm eye contact
- Speak briefly (don’t labour the point) without sarcasm
- Remain calm
“David, put those scissors down now.”

Rule Restatement

If the previous two steps (direct statement or questioning) do not work:

- Clearly restate the rule and the consequence
- **Assume co-operation** and give your attention to the class as soon as possible
- Immediately the student has been directed back to the task, move on. Do not labour the point or engage in discussion.



**Broadmeadows
Valley** PRIMARY SCHOOL

PROCESS FLOW CHART

This process is deployed when inappropriate actions or behaviours in the neighbourhood disrupt the learning or affect the safety of students and teachers. It operates in conjunction with the “tick and dot” chart. Please note that any form of corporal punishment is not permitted at Broadmeadows Valley Primary School.

WARNING – STATE INAPPROPRIATE BEHAVIOUR

Points to Remember:

1. A Positive is given for the following of rules and for general positive behaviour. 10 positives earn a half hour privilege. Privileges are to be linked to education and can be negotiated by the student. Privileges accumulate.
2. Negative consequences are recorded as a dot and steps are followed as a result. All consequences are removed at the end of the day. Each day begins as a new one.

COMMUNICATION

This policy will be communicated to our school community in the following ways:

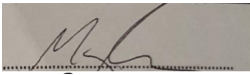
- Available publicly on our school’s website
- Included in staff induction processes and staff training
- Included in staff handbook/manual
- Discussed at annual staff briefings/meetings
- Hard copy available from school administration upon request

POLICY EVALUATION AND RATIFICATION

The BVPS Discipline Policy will be reviewed as part of the school’s three-year review cycle or before in line with DET requirements or mandates. Broadmeadows Valley Primary School will monitor and review the effectiveness of this policy and revise the policy as required, following analysis of school data on reported incidents of inappropriate or severe behaviour. This is to ensure that the policy remains up to date, practical and effective. Data will be collected through:

- discussion and consultation with staff, students and parent/carers
- regular staff surveys
- assessment of other school-based data, including the number of reported incidents in each year group and the effectiveness of the responses implemented

Proposed amendments to this policy will be discussed with and include consultation with student representative groups, parent groups, school council and staff.

Policy	BVPS DISCIPLINE POLICY
BVPS Council President	Signed: 
BVPS Principal	Signed: <u> C. Ziano </u>
Reviewed	August 2021
Ratified	 / /2021