3Rs

~RIGHTS, RESPONSIBILITIES AND RELATIONSHIPS

RATIONALE
A school culture should provide an effective learning environment in which:
- 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 each have an important role and a responsibility to develop and maintain this culture.

AIMS
- 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 and self-discipline, and the acceptance that each individual is 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
- 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 Understanding, Tolerance and Inclusion)
  - Rights, Responsibilities and Relationships
  - Responsible technology usage
  - 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)
- 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 lodges on the school website.

Appendix 1

**STEP 1: DEVELOPING A POSITIVE, PRO SOCIAL CULTURE**

<table>
<thead>
<tr>
<th>Strategies:</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ develop an effective learning environment that is safe, secure, supportive and caring</td>
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<tr>
<td>▪ Each grade teacher will establish their class expectations in consultation with students.</td>
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<tr>
<td>▪ Class expectations will be clearly displayed in the room.</td>
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<td>▪ Specialists develop learning expectations in consultation with students and specific to their specialist area</td>
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<td>▪ develop a community of learners</td>
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<td>▪ schedule interpersonal learning a minimum of 30 minutes per week incorporating a variety of learning modes and school practices (Interpersonal Curriculum content, Circle Time, Community Circles, Class Meetings, Junior School Council Meetings)</td>
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<tr>
<td>▪ build and maintain relationships, especially good working relationships (eg through the use of Circle-Time)</td>
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<td>▪ teach “Rights and Responsibilities” (reinforce and re-visit regularly)</td>
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<tr>
<td>▪ 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”)</td>
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<tr>
<td>▪ plan for behaviour for both the class and for individual students</td>
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<tr>
<td>▪ hold and convey positive &amp; high expectations for all students</td>
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<td>▪ acknowledge students at every opportunity</td>
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<td>▪ provide a varied, interesting, engaging and relevant curriculum, and effective and varied approaches to teaching and learning.</td>
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<tr>
<td>▪ Model respectful communication &amp; pro-social behaviours</td>
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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’
- Use of “I statement” (eg “When you …. I felt …. because ….. and what I want to see in future is … )
- Use of 5-finger plan (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
- 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**

<table>
<thead>
<tr>
<th>Action</th>
<th>Recording</th>
<th>Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Alert</td>
<td>No Name</td>
<td>Articulate the inappropriate and desired behaviour</td>
</tr>
<tr>
<td>2. Alert again</td>
<td>Name</td>
<td>Articulate the inappropriate and desired behaviour and future consequences</td>
</tr>
<tr>
<td>3. Relocate in room</td>
<td>Name x</td>
<td>Articulate future consequences</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Student completes an Incident Reflection Sheet</td>
</tr>
<tr>
<td>4. Time Out in another classroom or Principal</td>
<td>Name xx</td>
<td>Student is relocated to another classroom until the next break.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Classroom Time Out Notification sent home</td>
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<tr>
<td></td>
<td></td>
<td>The student has to negotiate their way back into their classroom.</td>
</tr>
</tbody>
</table>

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 writing the student’s name.
2. In the event that the behaviour continues the teacher will:
   - Restate their position that the behaviour is unacceptable
   - Write the student’s name on the board.

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3. Continued unsatisfactory behaviour = Classroom Time Out:
   - Restate their position that the behaviour is unacceptable
   - Write a cross next to the student’s name on the board
   - The student will continue his/her work away from the class.
   - The teacher will provide a withdrawal area within the room.

4. Continued disruption = TIME OUT 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 on the board
   - Send the student with a ‘Time Out’ 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 TIME OUT 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 sent 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 sent to Time Out in another classroom during the day the Principal will complete and 
     send home a ‘Time Out’ form notifying parents of the incident.
   - Parents are asked to speak to their child and to sign the Time Out 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

Specialists are to establish a set of simple rules for their lessons and go through them at the beginning of 
the school year with each class. The rules for the specialist lessons are to be on display where possible and 
a copy given to the Principal.

All specialists will use the classroom behaviour management book in which to record student names, 
notice any behaviour patterns and alert the class 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.
   - Write the student’s name in the **specialist behaviour management book**.
   - 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.
   - Put a cross beside the student’s name in the **classroom behaviour management book**.

3. **Continued disruption = TIME OUT IN ANOTHER ROOM:**
   - Inform the student they have lost the right to remain in the lesson.
   - Send the student with a ‘Time Out’ card to the Principal who will place the student in a suitable class
   - The student will remain in time out until the next break.

School Council approved 12-08-2014
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 time-out slip to parents
- The Principal is responsible for recording the time out in the school’s time out folder.
- The school’s time out 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.

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**Playground Misbehaviour**

Possible strategies:
- Encourage and support use of 5-finger plan (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)
- where safety is an issue and/or to ‘cool down’, the student might be required to sit out of an activity in a designated area of the yard (eg sit on wooden bench near office), usually for a specified time
- where safety is an issue and/or to ‘cool down’, the student loses opportunity to participate in an activity and has to ‘sit out’ of it (eg stand and watch a game rather than participate), usually for a specified time
- 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 Practices 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

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**Playground Time-Out 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 ask the student to play in another area of the school ground.
3. **Continued unsatisfactory behaviour = Shadowing teacher**
   - The student will be required to walk with the Yard Duty teacher and not be involved in activities with other children.
4. **Continued unsatisfactory behaviour = Time Out**
   - The student will be sent to the designated Time Out area and be asked to write down the reason for his/her misbehaviour.
   - The student will spend 15 or 30 minutes in Time Out as directed by the Yard duty teacher.
NB: Excessively disruptive, or unsafe behaviour may result in a teacher moving directly to step 3 or 4.

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

Appendix 3

Monitoring

Behaviour incidents are regularly logged into the central Student Behaviour Monitoring System (SBMS). This system allows staff to determine and represent patterns of behaviour, repeat offenders, types of behaviours concerns, including cyberbullying, plagiarism or misuse of technology.

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

Continued Misbehaviour:

- If a student is sent to Time Out in Another Classroom or Playground Time Out three (3) times during a term he/she will be required to attend a 20 min 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 Principal.

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

If a student is excessively disruptive parents will be asked to meet with the Principal

Discipline procedures – suspension and expulsion

When considering suspension or expulsion, schools are required to follow the procedures listed in section 4.3 of the DEECD guidelines published in Effective Schools are Engaging Schools Student Engagement Policy Guidelines. Appendices 12 to 18 of the guidelines provide flowcharts and proformas for use in suspension and expulsion procedures.

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 the day 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).