



Principal: Marie Wright **Student Wellbeing Leader:** Victoria Corbett

Coordinator Pedagogy and Practice: Joshua MacWilliams **Coordinator Behaviour Practitioner:** Dana Lauck

BEHAVIOUR MANAGEMENT POLICY

Policy Reviewed: Term 3, 2017 (Document Updated: Term 1 2022)

PRINCIPLES FOR THE EFFECTIVE MANAGEMENT OF STUDENT BEHAVIOUR

- The policy reflects the wider democratic society and the policy of DECD (Department of Education and Childhood Development of South Australia) to use non-violent consequences.
- All individuals and groups within our school should be treated with respect at all times.
- Our School recognises that students have different levels of ability to learn and to co-operate with other people, as well as different understandings of what is responsible behaviour.
- Individuals must accept responsibility for their own behaviour according to their developmental ability
- Behaviour occurs as a result of choices, conscious or unconscious, which are based on the students' perception of the way to satisfy a particular need.
- All behaviour has consequence, which affects future opportunities.
- Irresponsible behaviour requires a response which protects the rights of students to learn, and which supports the rights of teachers to teach. This response offers the student involved a chance to learn how to make a more responsible choice in the future.
- The partnership between staff, students and their families is necessary for successfully developing responsible behaviour.
- Our staff should understand Play is the Way principles and a range of models available for effective management of student behaviour, and have opportunities and support to use the skills associated with these models.

AREAS OF RESPONSIBILITY

Students are responsible for:

- Knowing and understanding school rules and expectations (rights and responsibilities).
- Being involved in negotiating classroom rules and reviewing school rules.
- Developing skills/strategies to resolve conflicts in non-violent ways and model these for other students.

- Seeking support for restorative style chats/conferences to take place.
- Helping to maintain a success-orientated classroom environment in which the rights of others are respected.
- Involving themselves in decision making processes within the school through class meetings and student voice structures.

Classroom teachers are responsible for:

- Developing a success orientated and positive classroom environment with appropriate assessment and reporting procedures.
- Promoting mutual respect and understanding.
- Providing a safe, caring and orderly classroom environment.
- Participating in the development, implementation and review of this policy and to be involved in related Training and Development activities.
- Model successful strategies for resolving conflicts and effective group skills.
- Implementing structured, regular circle time
- Enabling all students to become proficient at decision-making in a variety of forms - e.g. class meetings, group work, forums and student voice structure.
- Seeking support in severe and continuing situations from appropriate resource people - e.g. other teachers, the Leadership team.
- Implementing a classroom based social skill programme. All teachers are trained in how to use Play is the Way strategies and are expected to use these strategies and the Play is the Way language in relevant situations.
- Ensuring that all parents/caregivers are informed about classroom rules as early as possible.
- Ensuring that all parents/caregivers are informed about their children displaying inappropriate class and/or yard behaviours as early as possible.
- Ensuring that there is communication with support staff regarding Student Behaviour Management issues.

The Leadership Team, in consultation with the School Council and School Community will:

- Ensure that the rights of students to learn and teachers to teach are supported and protected.
- Develop a safe, caring, orderly school environment, where students are taught to develop responsibility for their own behaviour.
- Ensure that the school develops implements and regularly reviews the School Behaviour Management Policy in partnership with school staff, students and their families.
- Ensure that the school's response to gender, cultural differences, family circumstances or disabilities, does not reduce students' learning opportunities.

- Provide the opportunities for staff training and development in programmes and strategies which support successful student behaviour management.
- Facilitate and evaluate the teaching and modelling of responsible behaviour and decision making in groups as part of our school curriculum.
- Increase students' opportunities to experience intellectual, social and physical success.
- Promote structures at class and school level that enable students to be involved in the management of their behaviour.
- Ensure the new staff, students and their families are aware of the school community's negotiated behaviour code and the decision-making procedures open to them if they wish to influence school practice.
- Involve, where appropriate, student services personnel and other agencies to support staff and families in the effective management of students.
- Ensure that the consequences of irresponsible behaviour are non-violent and are designed to teach responsible behaviour.
- Use system level consequences and inter-agency support programs with students, who do not respond to class and school and school consequences in line with the Education Department's School Discipline Policy.
- Ensure the maintenance of valued and effective structures presently in place, e.g. assemblies, circle time, classroom meeting etc.

YARD BEHAVIOUR MANAGEMENT

YARD INCIDENTS

- Minor infringements such as running on hard surfaces, rough play - Restorative chat and 5-15 minutes sit out in the yard (at the teachers' discretion).
- Harassment/Bullying (racial, sexual, physical or verbal)
 - Restorative chat with teacher/leadership, victim and wrongdoer. Consequences such as Take Home, Suspension and Exclusion may apply for severe and/or persistent bullying/harassment.
- Deliberately ignoring a teacher's instructions - restorative chat with teacher/leadership and wrongdoer
- Out of school grounds - student to see Leadership
- Extremely dangerous/violent behaviour - Leadership
- Out of bounds - Restorative chat. If behaviour is repeated, 10 minutes sit out in yard

Restricted Yard Play

- Students may have a Student Development Plan (Restricted Yard Play plan negotiated with the student and leadership following a number of violent behaviour incidents).
- Parents will be informed
- Consequences may involve - yard area restriction, possible internal/external suspension, exclusion, community Service.
- Students may do Community Service (supervised by duty teacher) as a logical consequence to an offence (e.g. graffiti, littering)