

BEHAVIOUR MANAGEMENT POLICY

RATIONALE:

Findon Primary School strives to create a safe and supportive learning environment where meaningful relationships are established and support is provided by all members of the community. Student wellbeing is a high priority and is maintained as a shared responsibility of the school and community.

AIMS:

- To approach the management of student behaviour as a shared responsibility between home and school
- To promote a positive school environment and sense of belonging based on positive behaviour, mutual respect and cooperation
- To promote a positive approach to behaviour management where self discipline and responsibility are developed
- To encourage students to develop cooperative attitudes and respect for themselves and others
- To encourage all members of the community to treat each other with respect and courtesy
- To create a culture where bullying and harassment is not tolerated
- To promote appropriate behaviour through developing intrinsic motivation in students through feedback
- To build resilience in students and develop their abilities to cope with stressful situations

IMPLEMENTATION:

- Providing students, teachers and parents/care givers with a common understanding of their rights and responsibilities through our Quality Beginning Program
- Teachers will distribute the School and Classroom Behaviour Management Plan to each family as part of our Term One procedures
- Managing inappropriate behaviour in a positive and professional manner using the principles of Restorative Practices
- To be consistent and fair when applying consequences for behaviour using Code of Conduct documents
- To establish clearly understood and logical consequences for student behaviour through the Behaviour Management Process in the Classroom and Outside Behaviour Code of Conduct
- Teachers promote and develop positive relationships with students that are based on our School Values and students rights to be safe, to be respected and to learn
- Teachers will promote and explicitly teach the school values through their social and emotional curriculum teaching and daily interactions with students
- Teachers will foster and promote students sense of responsibility by explicitly teaching communal responsibilities and team work skills
- All classrooms will display the appropriate Social and Emotional Visual Cues as deemed by the Student Wellbeing Team
- All teachers will teach the Social and Emotional curriculum (PATHS) which will include units on self-control, resilience, peer pressure, positive choices, bullying, conflict resolution and leadership
- The PATHS Scope and Sequence will be implemented across Foundation to Year Six to ensure the social and emotional skills are taught in a developmental way
- PATHS lessons will be taught each week for a total of 60 minutes
- Teachers will implement regular 'Circle Time' into their classroom practice in order to establish a cooperative learning community

- Teachers will use a restorative practices approach when managing student conflict
- Teachers will give verbal reminders to students in regards to expected behaviour
- Teachers will follow a staged approach to respond to inappropriate behaviour within the classroom
- Students will be given a reflection sheet to complete when they have been removed from the yard or classroom for inappropriate behaviour
- Teachers will engage in restorative conversations with students at a suitable time after removal from the classroom
- Teachers will conduct restorative conferences and 'No Blame' conferences to manage problems amongst students. This may involve liaising with the Leadership Team for support
- Teachers will promote the understanding that 'All feelings are OK but some behaviours are not OK'
- Teachers will encourage students to be assertive and to seek adult assistance if they need help with conflict situations
- Teacher will inform parents about behaviour incidents when necessary and any follow up action if required
- Teachers will be encouraged to keep individual student records to document and monitor behaviour incidents, where necessary
- Teachers will liaise with the Leadership Team to discuss linking families with professional support services to assist with issues affecting student behaviour where appropriate
- Teachers will follow an agreed school plan and Department of Education and Training (DET) discipline procedures as required for severe misbehaviour
- Teachers will follow the Timeout procedure and Outside Behaviour Code of Conduct when dealing with inappropriate behaviour in the yard during before school, recess, lunch and after school
- Teachers will follow the process for referral for detention when students have received four timeouts in one term
- The Principal and Assistant Principal will follow the DET guidelines for severe misbehaviour in regards to suspensions and expulsions
- Teachers and staff will regularly inform parents about student wellbeing programs and the school behaviour management strategies
- Students experiencing difficulty achieving positive behavioural outcomes will undertake individual behaviour management programs focusing upon agreed goals
- Consequences for ongoing inappropriate behaviour may involve an individualised series of actions including counselling, withdrawal, and loss of privileges or suspension as deemed by the Principal. **Corporal punishment is prohibited**
- Parents/care givers will be involved and actively encouraged to assist in the development of their children's behavioural performance

EVALUATION:

DET Staff Opinion Survey
 DET Parent Opinion Survey
 DET Student Attitudes to School Survey
 School based Bullying Survey
 School based parent and Staff Program Evaluation surveys
 Behaviour Tracking Records
 Time Out Records
 Yard Duty incident books

REFERENCES:

Behaviour Management Process in the Classroom
 Tick and Dot Chart
 Outside Behaviour Code of Conduct
 Time Out Procedure

Privilege Process
Rights and Responsibilities Posters
PATHS posters
Kids Matter Framework
Restorative Practices: Kristy Elliot