



Behaviour Management Policy

Our purpose is to provide a safe, diverse learning environment to educate and empower children to be successful academically, socially, within the community and in the future.

As a Good Practice School in Positive Behaviour Development we:

1. Create a supportive and harmonious environment that focuses on developing and maintaining positive relationships.
2. Reinforce our school values of respect, honesty, cooperation and effort
3. Consistently use clear processes for managing behaviours. This will incorporate the use of Restorative Practices.
4. Staff, parents or caregivers, and students work together to create a safe, caring, orderly learning environment
5. Acknowledge student's varying levels of ability to understand the relationship between right and wrong, therefore appropriate behaviour management strategies need to be developed in relation to the individual student.

Roles and Responsibilities

Principal

- To ensure that procedures for effective behaviour management are regularly reviewed and effectively communicated to members of the school community. These stakeholders are consulted in the review process.
- To promote structures and programs that enable students to be involved in the management of their behaviour and increase students' opportunities to experience intellectual, social and physical success.
- Support school community members in relation to managing student behaviour effectively. This can involve consulting with district support services and other agencies.

School Staff

- Develop and foster positive relationships with students and families.
Respond positively to responsible students' behaviour and apply appropriate consequences if students interfere with teaching and learning and the safe school environment.
- Participate in developing, implementing and reviewing the school's procedures for managing student behaviour.
- Critically reflect on practices and develop knowledge and skills needed to manage behaviour successfully

Teachers

- Structure the teaching program to facilitate learning and encourage students to achieve their personal best.
Thus catering for the developmental, social and emotional needs of individual students.
- Develop classroom management strategies which: involve negotiation, support the participation of students, value differences in gender and the cultural linguistic backgrounds of students, acknowledge positive learning and social behaviours, deal effectively with sexual harassment, racism and bullying, take in account the impact of physical and intellectual disability, trauma and disadvantage on the learning process, establish and maintain safe and supportive learning environments.

Students

- Follow the school values of respect, honesty, cooperation and effort by behaving in a safe and respectful manner.
- To reflect honestly on their behaviour and to modify their behaviour as required
- Encourage fellow students to follow the school behaviour code

Parents or Caregivers

- Support the school's behaviour code and the school's role in administering it
- Take an active role and interest in your child's school life and general wellbeing
- Develop a positive relationship with school and its staff, when necessary liaise with school about issues that maybe affecting your child's wellbeing.

Managing Class Behaviour

Inappropriate Behaviour In Class
Violence/High Level Concern Not following Class Behavioural Expectations

Proactive Strategies/Re-Directing Behaviour Techniques

Ignore low level behaviour Calm voice-Avoid escalating the situation Constant focus on desired behaviour/instruction
 Keeping the issue personal rather than public- 1:1 explanations Utilise A & B Choice Strategy Refer to Class expectations
 Allow for "Take-up" Time Negotiate a short term goal with an incentive included Focussing on the positives Music
 Peer support with the task Modifying the task Relocation within the class Timers Brain Breaks Exercise Break
 Focussing on the primary behaviour Using non-verbals eg eye contact, hand gestures/clapping Chats during student time
 Reduced language, "Stop..." " Start....." Mentor
 Questioning students: "What are you supposed to be doing?" "Are you okay?" " Do you need help?"
 Positive comments towards children who are modelling the required behaviour Individual behaviour plans

Appropriate behaviour is returned

Appropriate Behaviour is not returned

Positive Reinforcement

DoJo Points
 Positive specific feedback
 Verbal acknowledgement
 Notes in diaries
 Cash-ins for rewards (Pick-a-box)
 Hi-5s/Thumbs up
 Stickers
 Secret Student
 Awards/Certificates
 Table points
 Sharing to peers/presenting
 You can Do It Ed Keys
 "A" Team
 Cashing in coupon system
 Various rewards-Tangible/Intangible
 Chance cards-Student run incentive scheme. Class Money Reward System
 Individual Student Reward Systems
 Identifying "A" behaviours

'Refocus' in Class

Reflection Time in class
 Student to fill out reflection sheet
 Discuss required behaviour prior to returning to class group.

'Refocus' in Partner Class

Reflection Time in another class.
 Student to fill out reflection sheet and may have work to complete.
 Return to home class
 Restorative Chat with Class
 Teacher upon return.

Appropriate behaviour is returned

Appropriate Behaviour is not returned or consistent repeat offending or reflection refusal

Higher Level of Inappropriate Behaviour

Front Office 'Reflection'

Office Reflection completed during lesson time
 Restorative Chat/Class Expectations revisited
 Return to Class

Front Office 'Reflection'

Office Reflection completed at recess/lunch
 Restorative Chat/Class Expectations revisited
 Staff member involved to follow up to discuss re-entry to classroom

Appropriate Behaviour Has Not Returned

Restorative Conference with those involved Restorative Agreement Student Development Plan
 Take Home Work in Office Area Internal Suspension