

## 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 school and home
- 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 are 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:**

#### **Prevention**

- Parents/caregivers will be involved and actively encouraged to assist in the development of their children's behavioural performance. The home/school relationship is paramount to the management of student behaviour
- Examples of challenging student behaviour include withdrawal, disruptive behaviour, violent/unsafe behaviour and inappropriate social behaviour
- Providing students, teachers and parents/caregivers with a common understanding of rights and responsibilities and the behaviour management plan through our Quality Beginning Program
- Proactively teaching social and emotional development through Social Emotional Learning (SEL) programs such as Kidsmatter, Pathways to Alternative Thinking Strategies (Paths) and Respectful Relationships Education (RRE)
- Teachers will 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 the social and emotional curriculum 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
- SEL lessons will be taught for 60 minutes each week, will be developmental and will include units on self-control, resilience, peer pressure, positive choices, bullying, conflict resolution, leadership gender equity and gender based violence
- Teachers will implement regular 'Circle Time' into their classroom practice in order to establish a cooperative learning community
- 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, providing regular support to students and families to manage behaviour

### **Management**

- Managing inappropriate behaviour in a positive and professional manner using the principles of Restorative Practices and school wide values, with a strong focus on the restoration of relationships
- Consistently and fairly applying consequences for behaviour using Code of Conduct documents
- Establish clearly understood and logical consequences for student behaviour through the Behaviour Management Process in the Classroom and Outside Behaviour Code of Conduct
- Teachers will give verbal reminders to students in regards to expected behaviour
- Teachers and the school will follow a staged approach to respond to inappropriate behaviour within the classroom and yard
- 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 exited from the classroom and after yard incidents
- 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 inform parents about behavioural incidents when necessary and any follow up action if required
- Teachers will be encouraged to keep individual student records to document and monitor behavioural incidents
- Teachers will follow the Timeout procedure and Outside Behaviour Code of Conduct when dealing with inappropriate behaviour in the yard before school, recess, lunch and after school

### **Intervention**

- Teachers will liaise with the Leadership Team to discuss linking families with professional support services to assist with issues affecting student behaviour where appropriate. The school will work with families to gain an understanding on influences on student behaviour
- Students experiencing difficulty achieving positive behavioural outcomes will undertake individual behaviour management programs focusing upon agreed goals
- The school will follow the agreed school plan and the Department of Education and Training (DET) discipline procedures as required for severe misbehaviour and/or ongoing behavioural concerns. Regional support may be sought by Principal
- The 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 on a needs basis and ensure communication lines are maintained
- Consequences for ongoing inappropriate behaviour may involve an individualised series of actions including counselling, withdrawal, and loss of privileges or suspension as deemed appropriate by the Principal. **Corporal punishment is prohibited**

### **EVALUATION:**

DET Staff Opinion Survey  
 DET Parent Opinion Survey  
 DET Student Attitudes to School Survey  
 Behaviour Tracking Records  
 Time Out Records

**REFERENCES:**

To be read in conjunction with Student Wellbeing, Engagement and Inclusion Policy  
Behaviour Management Process in the Classroom  
Outside Behaviour Code of Conduct  
Time Out Procedure  
Privilege Process  
Rights and Responsibilities Posters  
PATHS posters  
Kids Matter Framework  
Restorative Practices: Kristy Elliot  
Ramon Lewis – Restorative practices