



Success Primary School

Behaviour Management Policy

A whole school approach to behaviour management depends on several essential factors:

- A common community ethos
- A designated coordinator to maintain the whole school approach
- Positive links between the school, families and the wider community

Ethos

Success Primary School is committed to providing a supportive school environment where all members feel safe and are valued; where social and academic learning outcomes are maximised for all through a quality curriculum, interpersonal relationships and school organisation; where school practices are proactive rather than reactive and where appropriate and non-discriminatory language and behaviours are defined, modelled and reinforced. The Behaviour Management Policy is a way of ensuring that this supportive school environment is established and maintained.

Values – As a school community we value:

- Care and respect for self and others
- Individual learning styles and recognise multi-intelligences
- Care and respect for our unique physical environment
- A school community/client focus which supports a sense of belonging to our school community
- Physical and emotional wellness

Outcomes for Students

- Improved behaviour of students with challenging and disruptive behaviours.
- Improved learning outcomes for students including those with challenging and disruptive behaviours.
- A safe and positive learning environment for all students at Success Primary School.

Outcomes for Staff

- Increased competence and confidence to staff to create a safe and positive working and learning environment at Success Primary School.
- Increased competence and confidence of staff to support and engage students who are alienated from mainstream schooling or who exhibit challenging behaviour.
- The development of a whole school common language and consistent approach to behaviour management.

Community Links

Success Primary School will:

- Establish positive and open communication channels with families.
- Provide information about school policies and procedures to families.
- Provide opportunities for parent and community education (strategies to help deal with behavioural/bullying issues).
- Facilitate opportunities for families to link with community professionals.
- Encourage family participation in positive school activities.

Whole School Expectations

Success Primary School works to maintain a learning environment that is safe, respectful, tolerant, inclusive and that promotes intellectual rigour. At the heart of our whole school approach to behaviour management are our core expectations. At Success Primary School our students are STARS. This acronym stands for-

Strive for success

Take responsibility

Always inclusive

Respectful

Stay safe

The acronym is adopted in every class across the whole school and is embedded into every day conversations.

Success Primary School - Code of Conduct

Behaviour Expectations

	Whole School	Classrooms/ Learning Areas	Outside Areas	Technology	Before and After School
S trive for Success	We wear the Success PS uniform with pride We always have a go and always do our best We complete all task to the best of our ability We don't give up	We are prepared for all lessons We always do our very best We have high expectations We set challenging goals for our own learning We display pride in our work We persevere	We display great sportsmanship	We are cyber smart We follow the usage agreement that we have signed	We arrive at school on time
T ake Responsibility	We own our behaviour and the choices we make We ensure we arrive at school on time We care for and are responsible for our own belongings We are always honest We manage our feelings and emotions in a positive way	We help each other We are honest We have the necessary equipment for each lesson We are prepared for learning	We put all rubbish in the bin We pick up any rubbish we see We report problems to the duty teacher We zip up our bags and store them neatly	We keep all devices in our bags before and after school We keep our personal password private We print work only when instructed We sit down when using electronic devices We are careful when handling devices	We sit outside the Art Room if we arrive at school before 8:25am in the morning
A lways Inclusive	We are aware of people's needs We accept others' differences We encourage each other We are caring and sharing We use kind words	We work with everyone in our class We include others We participate in "buddy class" activities We take turns	We invite others to play/join in We share the play equipment with others We play fairly We help each other pack away play equipment	We share equipment/devices	We greet others and help those in need We always use respectful language We watch out for others We are mindful of our surroundings We treat everyone with respect
R espectful	We are polite and use our manners We use people's names We use appropriate and respectful language We keep our hands and feet to ourselves	We take our hats off inside We walk around the school and transition between lessons quickly and quietly We respect our own, others and school property	We agree on game rules before starting We keep common areas clean We take care of the school environment We listen to and follow the duty teacher's instructions	We respect all devices and equipment We use technology as the teacher instructs We use technology appropriately We return equipment to where we got it from	We are friendly, say hello and greet people
S tay Safe	We walk on the paved areas We stay on the school grounds	We walk around our classrooms We sit on our chairs correctly	We wear a Success PS broad brimmed hat We walk on paved areas We eat our own recess and lunch	We keep our passwords safe We complete safe searches We report any inappropriate use Of devices	We stay off the playground equipment before and after school We walk our bikes and scooters through the school We wear a helmet We cross the road with care

Defining School Wide Expectations

Our students have a clear understanding of the expectations we have of them and how this should guide their behaviour. Teachers help students reach this understanding through explicit teaching; that is teach behaviour skills and social skills like academic skills and provide the students with opportunities to practice these skills. Teachers also know some students will take longer to learn and accept their responsibilities with respect to their behaviour.

Our Whole School Expectations are clearly displayed in every classroom and are referred to in an ongoing manner throughout the year. There is a whole school focus around the use of language related to expectations rather than rules and our expectation guidelines are always be positively stated. Fairness doesn't always mean 'equal or the same'.

At the heart of our whole school approach to behaviour management are behaviour management practices. These are preferred ways of responding to and dealing with challenging and disruptive behaviours. At Success Primary School we base these practices on building positive relationships with all students and the use of low key responses to misbehaviours. These practices are preferred as they acknowledge all students may misbehave at some time, and the manner of our intervention will increase or decrease the likelihood that the behaviour will escalate or be repeated in the future. We aim to develop in students, responsibility and ownership of their behaviour as it impacts on the rights of others.

Rights and Responsibilities

Students have the RIGHT to:

- learn in a purposeful and supportive environment
- work and play in a safe, secure, friendly and clean environment
- respect, courtesy, honesty and have their possessions respected
- demonstrate and promote pride in their school
- to be proud of their school

Staff have the RIGHT to:

- teach in a safe, secure and clean environment
- teach in a purposeful and supportive environment
- co-operation and support from the school community in assisting to provide an appropriate education for all students
- respect, courtesy and honesty

Parents have the RIGHT to:

- access a meaningful and appropriate education for their child
- be heard in an appropriate forum on matters related to the rights of their child to an appropriate education
- be informed of behaviour management policy and procedure
- access to information about their child's education and progress (academically, behaviourally and socially)
- respect, courtesy and honesty

Students have the RESPONSIBILITY to:

- ensure their behaviour is not disruptive to the learning of others
- ensure that the school environment is kept neat, tidy and secure
- attend school and be punctual, polite, prepared and display a positive manner
- behave in a way that protects the safety and well-being of others
- treat others with respect and courtesy

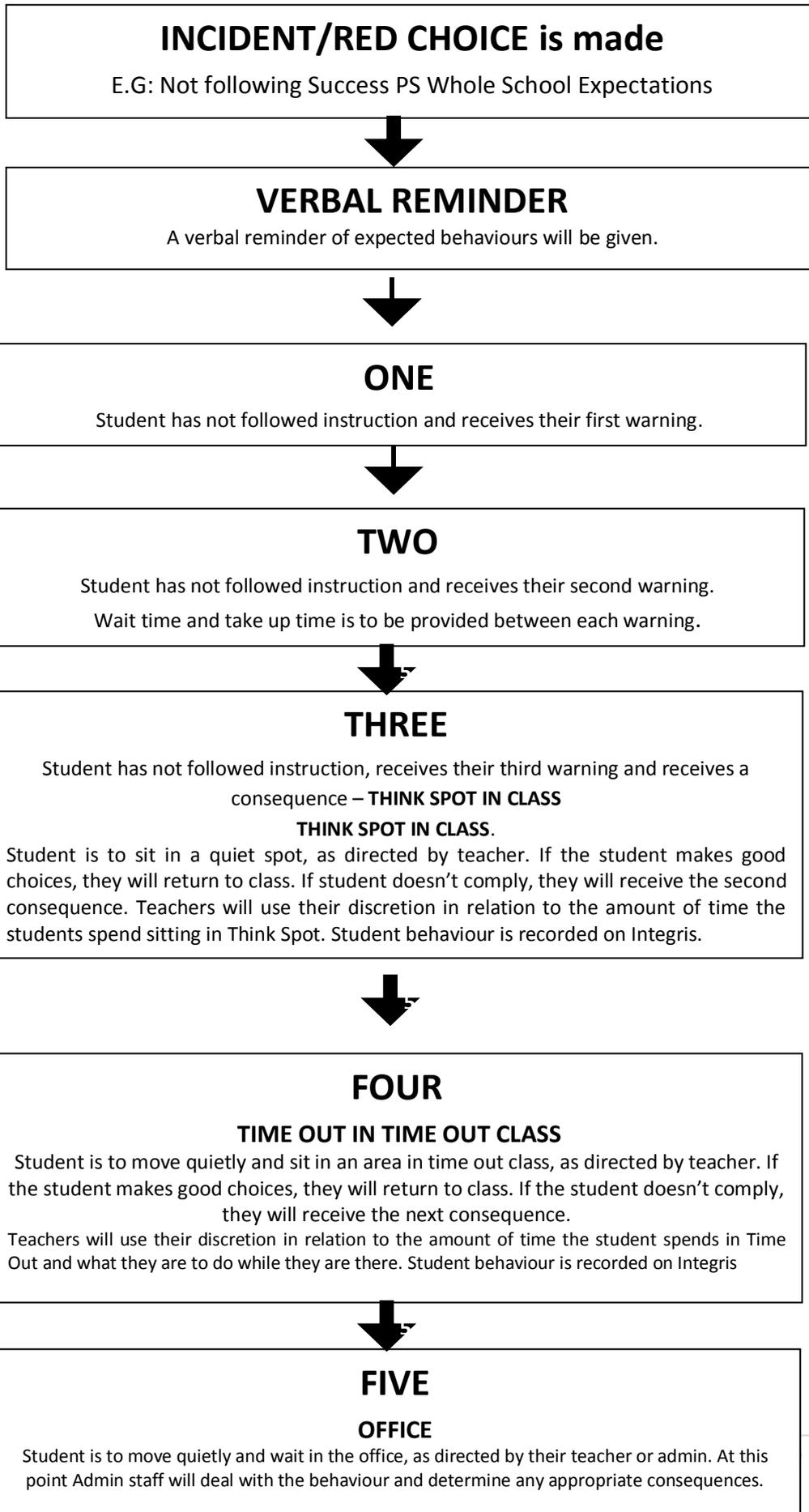
Staff have the RESPONSIBILITY to:

- be a positive role model
- ensure that the school environment is kept neat, tidy and secure
- establish positive relationships with students and school community
- clear and effective organisation, planning and reporting of student progress to parents
- treat others with respect and courtesy

Parents have the RESPONSIBILITY to:

- ensure their child attends school and is punctual
- support the school in providing a meaningful and adequate education for their child
- ensure their child attends school prepared to engage in the learning process
- be interested in and supportive of their child's schooling
- use the appropriate forum to discuss issues related to their child's learning
- treat others with respect and courtesy

Whole School Behaviour



Yellow Card Emergency Assistance

Send a Yellow emergency Card to request immediate assistance from Administration.

Students may be fast tracked to 'Stage 5' if physically harming self or others, if they are swearing directly at staff or other students, or if it is an emergency that requires immediate assistance. The Yellow Card is sent to the office with an EA/student who is able to briefly explain the situation. Administration staff will assist.

Classroom teachers and specialist teachers are to follow the Whole School Behaviour Management flow chart. Laminated information cards will be provided for each class at the start of the year. This will enable teachers to monitor student behaviour throughout the day and across classes.

At Success primary School it is an expectation that teachers will communicate Stage 2, 3 and 4 behavioural issues to parents. At Stage 5, the teacher is to provide details to the Administrative Staff explaining the Student's progression through each stage and the behaviour management strategies used. Administrative Staff should relay this information to the Student's parents.

Playground Behaviour

An incident which occurs at recess or lunch must be recorded and dealt with by the Duty Teacher. The Duty Teacher has a Duty of Care in their allocated area and must complete a blue slip (located in the duty folder) describing the behavioural issue and listing the Students involved in the incident. It is the Duty Teacher's responsibility to pass the slip directly to each Student's Classroom Teacher. One slip must be completed for each Student involved. It is then the responsibility of the Classroom Teacher to inform the Student's parent of the behaviour. If a behaviour card is used or if the Student is sent to the Office, the Student will complete the Restorative Practices process with Administrative Staff before the student returns to class. Classroom Teachers must liaise with the Administrative Staff to ensure parents are contacted and informed of the incident and the Student's behaviour.

Restorative Practices

Where appropriate, a Restorative Practices approach will be used to deal with misbehaviour. Restorative Practices is a whole school approach to promoting resilience and aims to contribute to the building of positive relationships in our school community. It is focused on helping students become aware of the impact of their behaviours on others through personal accountability and learning from a conflict situation. An important component of Restorative Practices is the focus on restoring relationships after harm has been done.

Restorative Practices promotes inclusiveness, relationship building and problem solving. Instead of punishment, students are encouraged to reflect on and take responsibility for

their actions and come up with plans to repair harm. The Restorative Practices process provides an opportunity for discussion with the student in relation to what has happened.

The following Restorative Practices questions are used to facilitate this process -

Restorative Questions

To respond to challenging behavior...

- **What happened?**
- **What were you thinking at the time?**
- **What have you thought about since?**
- **Who has been affected by what you have done?**
 - **In what way?**
- **What do you think you need to do to make things right?**

To help those harmed by other's actions...

- **What did you think when you realized what had happened?**
- **What impact has this incident had on you and others?**
- **What has been the hardest thing for you?**
- **What do you think needs to happen to make things right?**

