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

<table>
<thead>
<tr>
<th>Whole School</th>
<th>Classrooms/ Learning Areas</th>
<th>Outside Areas</th>
<th>Technology</th>
<th>Before and After School</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>S</strong> Strive for Success</td>
<td>We wear the Success PS uniform with pride</td>
<td>We are prepared for all lessons</td>
<td>We are cyber smart</td>
<td>We arrive at school on time</td>
</tr>
<tr>
<td></td>
<td>We always have a go and always do our best</td>
<td>We always do our very best</td>
<td>We follow the usage agreement that we have signed</td>
<td></td>
</tr>
<tr>
<td></td>
<td>We complete all task to the best of our ability</td>
<td>We have high expectations</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>We don’t give up</td>
<td>We set challenging goals for our own learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>We display pride in our work</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>We persevere</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>T</strong> Take Responsibility</td>
<td>We own our behaviour and the choices we make</td>
<td>We help each other</td>
<td>We keep all devices in our bags before and after school</td>
<td>We sit outside the Art Room if we arrive at school before 8:25am in the morning</td>
</tr>
<tr>
<td></td>
<td>We ensure we arrive at school on time</td>
<td>We are honest</td>
<td>We keep our personal password private</td>
<td></td>
</tr>
<tr>
<td></td>
<td>We care for and are responsible for our own belongings</td>
<td>We have the necessary equipment for each lesson</td>
<td>We print work only when instructed</td>
<td></td>
</tr>
<tr>
<td></td>
<td>We are always honest</td>
<td>We are prepared for learning</td>
<td>We sit down when using electronic devices</td>
<td></td>
</tr>
<tr>
<td></td>
<td>We manage our feelings and emotions in a positive way</td>
<td></td>
<td>We are careful when handling devices</td>
<td></td>
</tr>
<tr>
<td><strong>A</strong> Always Inclusive</td>
<td>We are aware of people’s needs</td>
<td>We work with everyone in our class</td>
<td>We share equipment/devices</td>
<td></td>
</tr>
<tr>
<td></td>
<td>We accept others’ differences</td>
<td>We include others</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>We encourage each other</td>
<td>We participate in “buddy class” activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>We are caring and sharing</td>
<td>We take turns</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>We use kind words</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>R</strong> Respectful</td>
<td>We are polite and use our manners</td>
<td>We take our hats off inside</td>
<td>We respect all devices and equipment</td>
<td>We are friendly, say hello and greet people</td>
</tr>
<tr>
<td></td>
<td>We use people’s names</td>
<td>We walk around the school and transition between lessons</td>
<td>We use technology as the teacher instructs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>We use appropriate and respectful language</td>
<td>quickly and quietly</td>
<td>We use technology appropriately</td>
<td></td>
</tr>
<tr>
<td></td>
<td>We keep our hands and feet to ourselves</td>
<td>We respect our own, others and school property</td>
<td>We return equipment to where we got it from</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>S</strong> Stay Safe</td>
<td>We walk on the paved areas</td>
<td>We agree on game rules before starting</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>We stay on the school grounds</td>
<td>We keep common areas clean</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>We take care of the school environment</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>We listen to and follow the duty teacher’s instructions</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Additional Points
- 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
INCIDENT/RED CHOICE is made

E.G: Not following Success PS Whole School Expectations

VERBAL REMINDER

A verbal reminder of expected behaviours will be given.

ONE

Student has not followed instruction and receives their first warning.

TWO

Student has not followed instruction and receives their second warning.
Wait time and take up time is to be provided between each warning.

THREE

Student has not followed instruction, receives their third warning and receives a consequence – THINK SPOT IN CLASS.
THINK SPOT IN CLASS.

Student is to sit in a quiet spot, as directed by teacher. If the student makes good choices, they will return to class. If student doesn’t comply, they will receive the second consequence. Teachers will use their discretion in relation to the amount of time the students spend sitting in Think Spot. Student behaviour is recorded on Integris.

FOUR

TIME OUT IN TIME OUT CLASS

Student is to move quietly and sit in an area in time out class, as directed by teacher. If the student makes good choices, they will return to class. If the student doesn’t comply, they will receive the next consequence.

Teachers will use their discretion in relation to the amount of time the student spends in Time Out and what they are to do while they are there. Student behaviour is recorded on Integris.

FIVE

OFFICE

Student is to move quietly and wait in the office, as directed by their teacher or admin. At this point Admin staff will deal with the behaviour and determine any appropriate consequences.
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 -

<table>
<thead>
<tr>
<th>Restorative Practices questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>To respond to challenging behavior...</td>
</tr>
<tr>
<td>➢ What happened?</td>
</tr>
<tr>
<td>➢ What were you thinking at the time?</td>
</tr>
<tr>
<td>➢ What have you thought about since?</td>
</tr>
<tr>
<td>➢ Who has been affected by what you have done?</td>
</tr>
<tr>
<td>➢ In what way?</td>
</tr>
<tr>
<td>➢ What do you think you need to do to make things right?</td>
</tr>
<tr>
<td>To help those harmed by other’s actions...</td>
</tr>
<tr>
<td>➢ What did you think when you realized what had happened?</td>
</tr>
<tr>
<td>➢ What impact has this incident had on you and others?</td>
</tr>
<tr>
<td>➢ What has been the hardest thing for you?</td>
</tr>
<tr>
<td>➢ What do you think needs to happen to make things right?</td>
</tr>
</tbody>
</table>