



## 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-

**S**trive for success

**T**ake responsibility

**A**lways inclusive

**R**espectful

**S**tay safe

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

### **Defining School Wide Expectations**

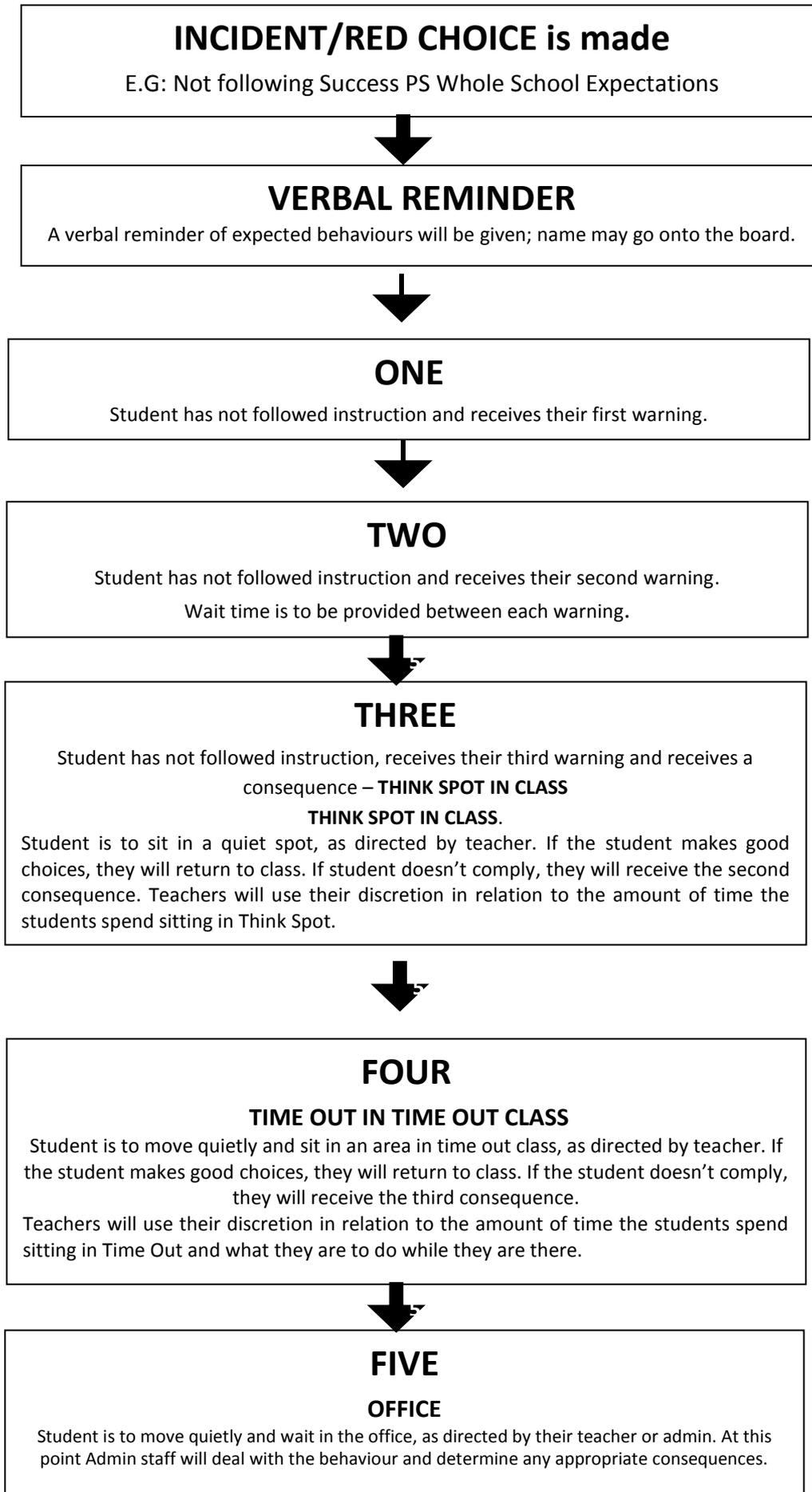
Our students have a clear understanding of the expectations we have of them and how this should guide their behaviour. Teachers help students reach this understanding through explicit teaching; that is teach behaviour skills and social skills like academic skills and provide the students with opportunities 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.

# Whole School Behaviour Management System



## **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. 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 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?**

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