

Scaddan Primary

School Behaviour Management Policy

Scaddan School Purpose:

To provide all students with a range of skills to assist them to become independent, confident self directed learners who can think critically, value themselves, others and contribute to the global community.

Behaviour management beliefs:

At SPS, we believe that effective behaviour management results in a safe, inclusive, and supportive learning environment. This policy outlines a common language, clear expectations and the process for staff students and parents. It promotes consistency, continuity and clearly stated consequences for managing behaviour within the school environment.

Scaddan School Values:

We are guided by the Scaddan Primary School shared Core Values in everything we do:

- Our community is inclusive and professional.
- We strive to promote personal growth.
- We mutually respect each other and respect confidentiality.
- Collaboration and cooperation underpins our work together.

These values are aligned to the Department of Education Values of Learning, Excellence, Equity and Care.

We promote through

- the KidsMatter Action Team
- utilizing 'Challenges and Choices' & Department of Education 'Protective Behaviours— Establishing skills for life' that fall under the Kids Matter umbrella.

Core Values

Pride
Excellence
Respect
Nurturing

Staff Role

Explicitly teach
Model
Reinforce in awards and general day to day language
Reinforce in newsletters and conversations with parents.
Visually display in classrooms and office
2018 Design Core Value Posters

Students Role

Generated by the students

To follow the Core Values
Use them so others know the right thing to do
Speak politely to others
Be courteous to staff, students and guests.

Parents Role

Be aware of the core values and use language at home

Student Forum Role

Model & Support

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We use: **Positive Reinforcement**

Classroom

One on one conversations/
recognition

Small and large group verbal
recognition

Communication to parents-
diaries

Stickers on occasions

Whole class reward systems – eg
Class Dojo

Playground Stars of the week
published fortnightly in
the newsletter.

Staff Role in the Classroom

Apply consistently

Select/change strategy to suit student needs.

Look for opportunities to be positive.

Ensure every child is included in a range of positive reinforcement
strategies.

Encourage students to take greater responsibility for their own
behaviour.

Treat students with respect and expect the same in return.

Provide a safe and orderly environment, both physically and
emotionally

Students Role in the Classroom

Use the Core Values to be positive about people

Treat students as students- siblings second.

No retaliation

School

Newsletter Playground Stars

Merit certificates at assemblies

Visits to see the Principal

Verbal – one on one, large
groups

Value Tokens (Individual)

Value Tokens (Class and Whole
School awards) - reaching the
specific amounts of the Value
Token Tubes

Aussie of the Month

Staff Role in the School

Share award though Junior and Senior each Newsletter.

Look for opportunity to positively reinforce

Informing of staff and parents/community

Consistent use of Value tokens for all four core values

Student Forum Role in the School

Chooses, awards and presents Aussie of the Month

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We use:

Restorative Justice Questions for when behaviour expectations have been compromised

When things go wrong

- What happened?
- What were you thinking of 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?
- (When someone gets hurt)*
- What did you think when you realized what had happened?
- What impact has this had on you and others?
- What has been the hardest thing for you?
- What do you think you need to do to make things right?

Staff Role

Staff to access pd on Restorative Justice Pd.

Explicitly teach questions/ process.

Model process anecdotally and formally.

Neutral tone required for use of questions.

Display of posters.

Easy access of reference cards.

Reinforce in day to day language.

Reinforce in newsletters and conversations with parents.

Students Role

Have to tell the truth.

Be calm.

Take it seriously- no smiling.

Use language of the Core Values.

Student Forum Role

Model & Support

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We use: Restorative Justice Questions

Behaviour management may be loosely categorised into low, mid and high level depending on the intervention required. Staff preference is always low level interventions but at times, especially when referring to student/staff safety some behaviours require an immediate higher level of intervention.

Low Level Intervention

Isolated behaviours such as off task, talking too much

Clear boundaries.

Clear expectations.

Restorative justice questions used informally.

Staff Role

Examples include: CMS Low Key Responses

Proximity.

Visual reminders.

Gestures.

Tapping a desk.

Highlight positive behaviour of another student.

Student Role

Get back on task quickly.

If other students then stay on task-don't gape or gaze.

Student Forum Role

Role Modelling.

Communication.

Mid Level Intervention

Behaviours often repetitive low level misbehaviour, talking, calling out, poor sportsmanship, running/skipping on the verandah.

Formal application of Restorative Justice process.

Consequences to actions .

Staff Role

Clear process consistently applied by class teacher.

Process will be shared with parents at the information session at the beginning of the year.

Classroom disruption process

Verbal warning, reminding of correct behaviour.

Warn students of consequences of continuing behaviour.

Act- Time out

If appropriate, notify parents
-Phone call home.
(Location:
Discretion of teacher)

Principal – if after having returned to class the behaviour continues.

Staff Role

Playground disruption process

Verbal warning, reminding of correct behaviour.

Warn students of consequences of continuing behaviour.

Act- time out on bench near staff room— Time is appropriate to negative behaviour displayed

(Allow toilet/drink time)

Student Role

If about other students keep focussed on task.

If you are in time out- think about your actions.

We use:

Restorative Justice Questions

Behaviour management may be loosely categorised into low, mid and high level depending on the intervention required. Staff preference is always low level interventions but at times, especially when referring to student/staff safety some behaviours require an immediate higher level of intervention.

High Level Intervention

Phonecall / contact to parents by Principal associated with a formal interview

For the following

Repeated or continual midlevel negative behaviour.

Vandalism

- Breaking or damaging school equipment.

Stealing

- Taking what is not theirs.
- Including repeated 'borrowing' of other students equipment.

Harassment/ Bullying,

- Unjustified exclusion from an activity.
- Continual stirring and teasing.

Assault

- Deliberate hitting, pushing, spitting at or hurting others.

Formal application of Restorative Justice process.

Consequences of actions to be appropriate to misbehaviour eg clean the vandalism up.

Staff Role

Take prompt action to protect students.

Apply process.

Inform the Principal.

Principal to inform the parents.

Record.

Student Role

Avoid these situations.

Be sensible.

Be serious.

Tell the truth

An Individual Behaviour Plan will be implemented for students with extreme behaviour in consultation with the child's parents, School Psychologist and outside agencies where applicable.