

# BEHAVIOUR MANAGEMENT POLICY

## RATIONALE

At Taparra Primary School we believe that all students have a right to learn and all teachers to teach. We recognise that creating safe environments for children to thrive and learn is pivotal in upholding the vision and values of our school.

Our Behaviour Management is about:

- Creating a partnership between the school and home where there is shared expectation that students are accountable for their behaviour.
- Ensuring the consequences for unacceptable behaviour are equitable for all students as well as recognising the individuality of our students and their circumstances.
- Maintaining high behavioural expectations for our school community to uphold based on our values of being kind, being safe and being a learner.

## POSITIVE BEHAVIOUR

Our collective focus is building whole school, proactive systems, and practices, which reduce the need for reactive interventions. Positive Behaviour for Learning is about promoting positive behaviour across the school to create a safe and supportive environment for every child.

We develop a positive school environment by:

- Teaching and modelling classroom expectation
- The use of a token economy system such as 'DoJo' points and personalised working towards charts
- Teaching and modelling of yard play expectations
- The opportunity to earn team tokens in the classroom and yard for students who are demonstrating our school values
- Following the Taparra Behaviour Step System to support students make responsible behaviour choices
- Acknowledging students showing the school values through awards at Assembly

## CLASSROOM BEHAVIOUR STEPS

A series of behaviour steps are utilised in the classroom, aimed at providing students with ample opportunities for reminders and redirection before any intervention from school leadership becomes necessary. These steps are designed as an opportunity for students to reflect on their behaviour and work their way back to the ready to learn zone. A strategy that is used to support students' regulation is completing an Interoception activity. These activities focus on creating and noticing change in one's internal self (such as breath, temperature, muscular system) to support emotional awareness and regulation. Teachers will inform families via the school diary or phone call. The steps include:

1. Reminder
2. Warning
3. Class Time Out
  
4. Buddy Class
5. Leadership Intervention

Where behaviour is deemed extremely inappropriate, the process can be escalated to leadership intervention level.

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## EXTREME INAPPROPRIATE BEHAVIOUR

Any behaviour that poses a threat to the safety, well-being, or educational environment of the school community is considered extreme. There is no tolerance for:

- swearing at and/or harassment of other students or staff members
- violence, bullying or ongoing harassment
- ongoing refusal to follow instructions given by staff member
- deliberate destruction of school property or the property of others

## YARD PLAY

During yard play where students are displaying inappropriate behaviour and/or not following the school values, they will miss out on yard play. During this time students will reflect on their behaviour to support them in making better choices. Extreme inappropriate behaviour during yard play will be escalated to leadership intervention.

## INTERVENTIONS

Complex and unsafe behaviours require intensive and individualised behaviour interventions. The intended goal of any behaviour intervention is to restore a safe and supportive environment for all students and staff. As per The SEE procedure (suspension, exclusion and expulsion of students), the following interventions are used when other school-based behaviour strategies have not ensured safety or support the continuation of teaching and learning:

- Take-home
- Suspension
- Exclusion

## RESTORATIVE PRACTICES

Our restorative approach focuses on building, maintaining and restoring positive relationships when incidents have occurred. Following suspension, a reconnection meeting will take place. These meetings are designed to:

- Work with the students, parent/carer or key adults to support positive behaviour change
- Repair and restore relationships that have been harmed by behaviours of concern
- Reinforce expectation and identify any necessary supports