



Learning Success & Wellbeing Behaviour Management Policy

Rationale:

At Morphett Vale Primary School, staff, students and families work together to create a learning community that is;

- Safe
- Inclusive
- Conducive to learning (Students have the right to learn, teachers have the right to teach)
- Free from harassment and bullying

The Policy

Students are provided with opportunities and support to succeed and to learn from the consequences of their own actions. The Pathways to Powerful Learning Program, which was developed by students, teachers and supports achievement of these expectations and outcomes. Pathway skills are celebrated through awards, teacher and student led conversations and our summative report. All students are encouraged to be active participants in all stages of their learning. Staff are responsible for fostering opportunities to ensure this is common practice.

Students, staff and families work together to outline responsibilities in accordance with our school values.

The Responsibilities of All Students:

Respect

- Show good manners
- Follow staff instructions in a timely manner
- Be friendly and treat everyone fairly
- Allow everyone to learn
- Keep hands and feet to ourselves
- Look after our school property
- Wear correct school uniform



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Responsibility

- Make safe, considered choices
- Look after our personal things
- Know where we need to be and be on time
- “Have a go” at all learning
- Use appropriate ‘Wheels of Choice’
- Use Grievance Procedures to seek support
- Not be a bystander of inappropriate behaviour

Caring

- Look after our school environment
- Look after and include each other
- Share space and equipment
- Take pride in our efforts and achievements

Honesty

- Own up to your actions
- Accept that making mistakes is OK and be ready to sort them out calmly
- Treat others how you would want to be treated

The Responsibilities of Staff:

- Follow school expectations and procedures inclusive of a strengths focused, Restorative Justice approach
- Model and acknowledge appropriate behaviour
- Demonstrate persistence to achieve positive behaviour outcomes calmly
- Work with students at the beginning of the year to establish class behaviour codes, routines and responsibilities
- Explicitly teach the Pathways to Powerful Learning and the Child Protection Curriculum (Communication, Persistence, Rights and responsibilities & Personal Safety)



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- Teach the skills, strategies and language for students to successfully manage in a variety of social and learning situations
- Be aware of and follow the 3 levels of consequence of student behaviour (see below)
- Display our school values of Respect, Caring, Honesty and Responsibility

The Responsibilities of Parents:

- Be aware of relevant policies
- Support and encourage students to maintain the school values and the Learning Success and Wellbeing Policy
- Follow the Grievance Procedures (see separate policy)
- Not approach children or other adults directly but seek support from staff to resolve issues
- Display our school values of Respect, Caring, Honesty and Responsibility

Leaders will:

- Model and positively reinforce the school values and the Pathways to Powerful Learning
- Follow and enforce appropriate policies and procedures
- Support staff in all aspects of their duty of care and their own wellbeing
- Value communication with families and make policies available to the school community
- Liaise with DECD services and providers
- Ensure students clearly understand their rights and responsibilities, negotiated behavioural expectations and support procedures

Policies and documents that sit behind this policy include; Anti-Bullying and Harassment, Grievance Procedures and School Discipline.



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Behaviour in class and during play can be classified into 3 levels

1. **LOW LEVEL**- distracts from teaching and learning, usually responded to by the teacher, still "safe"

Responses include:

- Reminder of the rule/expectation/agreement
- Interruption of the behaviour
- Redirection- verbal and non-verbal
- Behavioural rehearsal
- Reflection statement

2. **MEDIUM LEVEL**- disrupts teaching and learning, may impact on class or group, still "safe" and requires follow up response by the teacher

Responses include:

- Reminder of appropriate behaviour
- Logical consequences- redoing work to reflect capability, catch up time
- Community Circle
- Communication with parents
- Buddy class
- Behaviour Book
- Possible exclusion from extra-curricular activities
- Walk with the teacher on yard duty to observe positive play
- Community service
- Restricted play areas
- Counselling
- Inclusion in SKIP (Supporting Kids in Play) Program
- Restorative conferences- make amends-apology, repair damaged relationships

3. **HIGH LEVEL**- severely disrupts the teaching and learning of the whole class, often unsafe or harmful, usually support from other colleagues or leadership is needed and parent contact will be made.



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Responses include:

- Admin response: office Time Out, Detention Room (Yard), Take Home, Internal/External Suspension, Exclusion
- Communication with parents
- Referral to regional support services
- Development and implementation of Student Development Plan
- Alternative program
- Community Circle

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