

Behaviour Policy

Our school Vision: Building Empowered Learners for Life Our 3 Universals: We Aim High - We are Responsible - We are Resilient

Positive Behaviour for Learning (PBL) is a whole-school framework which promotes positive behaviour across a school and helps schools to develop a safe and supportive learning environment.

Christies Beach Primary School has introduced a whole school Positive Behaviour for Learning (PBL) approach across the school. This has increased student engagement and helped build a strong sense of community for students, staff, and families. PBL explicitly teaches students what is expected from them at different times and spaces in the school. The focus is then given to the students who are consistently doing the right thing and they are acknowledged for their efforts.

As part of this approach a universal values matrix has been developed to help teach students what is expected from them at school. The 3 universals that underpin all of our expectations of students are: We Aim High, We are Responsible, We are Resilient.

As part of PBL, Christies Beach Primary School, has introduced a number of initiatives to acknowledge positive student behaviour around the school. We have introduced a Whole School Huddle at the start of the day, where we come together as a school community and share news and good things that are happening in our school and for our students. Throughout the school day students can earn tokens for their positive behaviour and these tokens can be used to vote for the next whole school PBL reward. We have also developed a postal system where staff can send letters to students to acknowledge positive behaviour.

The partnership between staff, students and their families is necessary for successfully developing responsible behaviour.

Students are responsible for:

- Knowing and understanding school rules and expectations (rights and responsibilities).
- Being involved in negotiating classroom rules and reviewing school rules.
- Developing skills/strategies to resolve conflicts in non-violent ways and modelling these for other students.
- Seeking support for restorative style chats/conferences to take place.
- Helping to maintain a success-orientated classroom environment in which the rights of others are respected.
- Involving themselves in decision making processes within the school through class meetings and student voice structures.

Classroom teachers are responsible for:

- Developing a success orientated and positive classroom environment with appropriate assessment and reporting procedures.
- Promoting mutual respect and understanding.
- Providing a safe, caring and orderly classroom environment.
- Participating in the development, implementation and review of this policy and to be involved in related Training and Development activities.
- Model successful strategies for resolving conflicts and effective group skills.
- Enabling all students to become proficient at decision-making in a variety of forms - e.g. class meetings, group work, forums and student voice structure.
- Seeking support in severe and continuing situations from appropriate resource people - e.g. other teachers, the Leadership team.
- Implementing a classroom based social skill program and teaching the Child Protection Curriculum.
- Ensuring that all parents/caregivers are informed about classroom rules as early as possible.
- Ensuring that all parents/caregivers are informed about their children displaying inappropriate class and/or yard behaviours as early as possible.
- Ensuring that there is communication with support staff regarding Student Behaviour Management issues.

The Leadership Team, in consultation with the Governing Council and School Community will:

- Ensure that the rights of students to learn and teachers to teach are supported and protected.
- Develop a safe, caring, orderly school environment, where students are taught to develop responsibility for their own behaviour.
- Ensure that the school develops implements and regularly reviews the School Behaviour Management Policy in partnership with school staff, students and their families.
- Ensure that the school's response to gender, cultural differences, family circumstances or disabilities, does not reduce students' learning opportunities.
- Provide the opportunities for staff training and development in programs and strategies which support successful student behaviour management.
- Facilitate and evaluate the teaching and modelling of responsible behaviour and decision making in groups as part of our school curriculum.
- Increase students' opportunities to experience intellectual, social and physical success.
- Promote structures at class and school level that enable students to be involved in the management of their behaviour.
- Ensure the new staff, students and their families are aware of the school community's negotiated behaviour code and the decision-making procedures open to them if they wish to influence school practice.
- Involve, where appropriate, student services personnel and other agencies to support staff and families in the effective management of students.
- Ensure that the consequences of irresponsible behaviour are designed to teach responsible behaviour.

- Use system level consequences and inter-agency support programs with students, who do not respond to class and school and school consequences in line with the Education Department's School Discipline Policy.
- Ensure the maintenance of valued and effective structures presently in place, e.g. assemblies, huddles and classroom meeting etc.

Teachers at our school use a variety of strategies - redirection, re-statement of expectation, time spent in the Interception room, Take a Break or clear statement of choice and consequence.

Consequences such as Take Home, internal/external Suspension and Exclusion may apply for severe and/or persistent bullying/harassment, violence, unsafe behaviour or other serious issues.