

Dianella Heights Primary School
Independent Public School



**Behaviour Management
Policy**

Reflective Behaviours

The aim of Reflective Behaviours is to change, not manage, student behaviour. It adopts a process to reduce conflict between teacher and student, and to develop relationships, resiliency and the capacity of students to deal with conflict.

Reflective Behaviours provides the student with the language and strategies to deal with conflict. It provides the students with the language of conflict resolution. Importantly it develops a platform for teachers to build a culture of changing behaviour – not managing behaviour. Many potential conflict situations can be solved by the students.

The classroom environment must be safe and conducive to risk taking. Students must be confident that they will be supported in their efforts to solve conflict. The students are made aware that all class members must be treated fairly and with respect. Students are given the opportunity to discuss personal differences and establish a collaborative set of guidelines that all students are expected to abide by. The classroom teacher will initiate discussions that look at behaviours of students and not individuals. Students are made aware that the focus is on assisting them to change their behaviour in a supportive, inclusive and caring way.

Rationale

The development of appropriate and acceptable behaviour is a staff, parent and student responsibility. Its success is based upon the recognition of the dignity and worth of all individuals.

Beliefs

- Behaviour management should develop resiliency and build students capacity to deal with conflict.
- Building positive relationships is central to behaviour management.
- Rewarding positive behaviours assists the likelihood of repetition.
- Behaviour management is about supporting students to behave appropriately.
- Prevention of negative behaviours must be a priority.
- Learning and behaviour are connected.
- Behaviour is learned, situational and contextual and always involves others.

Building of Relationships

In a social organisation like a school, building, maintaining and repairing relationships is critical.

To change behaviour we must have a clearly define acceptable behaviour in the context of the learning environment. Desired behaviours will be rewarded. Inappropriate behaviour will be addressed and this will be seen as a learning opportunity to teach the desired behaviours. A focus on the behaviour rather than the person will help in maintaining a relationship that is potentially at risk.

Restorative Approaches

The school promotes a restorative approach to behaviour management. Restorative practice in schools aims to manage conflict by repairing any harm caused by behaviour and by focusing on strengthening relationships. Restorative practice values the individual and encourages learning from behaviour mistakes by taking responsibility for repairing any damage done by them. It is about redefining behaviour management as relationship management.

Restorative processes allow all those involved to have a say, think about what happened and suggested ways that the harm can be repaired. This allows the student the opportunity to learn from their mistakes by encouraging empathy with those who have been affected by the behaviour.

This policy is supported by the schools:

- SAER Policy
- Anti-Bullying Policy
- Bullying Prevention Parent Information Booklet
- Social and Emotional learning program

AIMS

Dianella Heights Primary School aims to develop behaviour management approaches which:

- are preventative in nature and focus on early intervention.
- promote pro-social behaviour, student wellbeing and the development of self discipline;
- create a caring school environment where the rights and responsibilities of all individuals are recognised and respected.
- recognise those members of the school community whose exemplary behaviour promotes a positive and caring school environment.
- establish a set of whole school rules.
- establish individual classroom rules that protect the rights of all school community members.
- establish procedures so that conflicts can be resolved in a positive collaborative manner.

Classroom Procedure for Behaviour Management

The following procedures are implemented by all teachers. The purpose of this is to promote a consistent, whole school approach to behaviour management. Classroom teachers will establish their individual practices with their own class at the commencement of each school year.

1. Proximity praise/reward
2. Rule reminder/warning
3. Orange card
4. Red card - time out
5. Sent to office

A reflection must be done at the end of the day or first thing in the morning. If a student's behaviour has not improved they remain on their current card

In the case of severe behaviour the student will be referred to the deputy principal or principal