

Behaviour Management at Carnegie Primary School

Carnegie Primary School knows it takes a whole community to support student learning and behaviour. Relationships are the basis for fair, respectful and democratic classrooms and schools. We use a restorative proactive approach to give students opportunities to take responsibility for their behaviour and to be part of the decision making process.

We seek to foster an environment with a cooperative approach and believe that education is a partnership between students, staff, parents and our local community. We know that there will be behaviours and events that will compromise this ideal. When these incidents occur we use a restorative approach to repair damaged relationships with individuals and groups. When appropriate the school will inform parents and have support groups to further support the process.

Circle time is used in classrooms and is an excellent forum to develop methods for repairing the harm and building connection in the classroom and school.

A staged response

Restorative practices are embedded in our classroom teaching and learning and used to solve behaviour management issues by all staff. Some serious incidents require a formal conference involving students, parents, support people and a convener. Any imposed consequences arising from these meetings will require a response 'that makes thing right' in the eyes of those affected. The aims of these meetings are to ensure all parties understand the effects of the incident and take responsibility, make amends for those harmed and have a plan for the future.

Behaviour

Students are expected to:

- Respect the rights and belongings of others by supporting each other's learning and behaving in a respectful manner
- Work together to promote and support each other in order to provide a happy, safe, inclusive and clean environment
- Work to achieve their personal best whilst allowing others to do the same
- Stay calm and follow the Restorative Process when resolving problems
- Model and support our Code of Conduct and Student Engagement Policies
- Accept responsibility for their behaviour and, with support, find ways to repair the harm to all parties involved
- Understand that bullying, including cyber bullying, violence, property damage, inappropriate language and disrupting the learning of other students, is unacceptable

Unacceptable behaviour

- Aggressive behaviour
- Damaging property
- Leaving the school grounds or classroom without permission
- Being in school buildings without permission before school and during lunch time and recess
- Not following instructions
- Being in a classroom without a teacher present
- Inappropriate use of technology in accordance to our Acceptable Use of ICT agreement
- Climbing structures other than playground equipment
- Riding bikes, skateboards or scooters in the school grounds
- Bringing the following items to school: glass containers, chewing gum, toy weapons and other expensive or dangerous toys to school

Student Code of Conduct

The code of conduct for students at Carnegie Primary School has been formulated within, and is consistent with the Department of Education and Early Childhood Development (DEECD) guidelines and regulations. A happy and productive learning environment, which meets the needs of our students, will be fostered. School rules are based on the following principles.

Students have the right to:

- Feel safe and accepted
- Be treated fairly with respect, consideration and tolerance
- Learn and play without interference
- Express needs and concerns and gain a fair and sympathetic hearing
- Be treated equitably
- Expect that personal or community property will be respected

Students will be expected to:

- Act in a safe manner
- Respect the rights and needs of others
- Listen to the opinion of others
- Respect their own property and the property of others
- Accept the consequences of their behaviour

Our approach to discipline

At Carnegie Primary School we work to provide a consistent and positive approach to student behaviour, aiming to foster the development of personal responsibility and self-discipline. We are committed to the following strategies:

- Restorative Practices
- Implementing a whole school Social Skills Development Program
- Encouraging awareness, understanding and respect of school rules
- Requiring children to accept responsibility for their own actions
- Giving positive reinforcement to improve self-esteem
- Publicly acknowledging student achievement
- Encouraging friendships
- Providing adequate supervision in the school grounds

Sanctions

Breaches of school rules may incur some penalty or actions, including counselling. Such penalties or actions will be a logical consequence of the misbehaviour.

Serious or continued breaches of school rules may lead to suspension or expulsion procedures in line with DEECD guidelines and school policy.

Class Rights

Respect Yourself

I will always do my best
I will positively participate in all classroom
activities.

Respect Others

I will stay on task without disturbing or distracting
others.

I will not use “put downs” or harass others.
I will respect other people’s differences and
opinions

Respect School

I will enter and exit the room quietly
I will complete all work on time
I will actively listen when the teachers are
speaking.
I will take care of my classroom and resources in
the school.

Class Consequences

Restorative Chat

(Teacher redirecting a child's behaviour)

What happened? OR **We** need to talk about...

When you (explicitly describe behaviour) was that a good choice or a bad choice?

How do you think.....felt when you?

OR

I think that ... is upset because....

At school it's not ok to ... (describe old behaviour) Next time I want you to... (describe new behaviour)

What do you think will make this better?

OR

To fix this up I want you to....

What can I do to help you?

Working with Apologies

Wrongdoer: (harmed name) I am sorry for (describe old behaviour). It was wrong because... I should have... (new behaviour)

Harmed: Thank you for your apology I didn't like it when you ... (describe behaviour)... I felt...

Wrongdoer: I will make this better by ...

If the restorative chat is unsuccessful, the next model to use is as follows...

1. Verbal Warning

2. Warning - Name on board

3. X- 10 minutes time out

4. XX- 20 minutes in buddy classroom. Behaviour Reflection