



Behaviour Support Policy



Our school promotes the values of Care, Respect and Safety and bases the development and support of student behaviour on these values.

Our school community works to provide an environment that is safe, inclusive, supportive of learning and free from harassment and bullying.

Colonel Light Gardens Primary School uses a positive approach to behaviour management that takes into account the individual needs of each student. This is achieved through consultation of all parties: students, parents, teachers and relevant support staff and agencies. We ensure that inappropriate behaviours are addressed in a timely and appropriate manner, considering all contextual factors.

We believe that a school community can influence behaviour development and while doing so we support students to :

- understand that all behaviours have consequences and understand the impact their behaviour has on others
- take responsibility for their actions and develop the ability to make appropriate behaviour choices
- understand the behaviours that may restore relationships.



Our behaviour support strategies are based on the principles of Restorative Practices and Natural Justice which focus on the school community, relationships and real accountability; and take account of the particular needs of people within the community.

Our strategies are designed to be educational and to support students to develop appropriate behaviour choices.

They rely on effective communication between all stakeholders.

The most profound learning occurs when there is a healthy relationship between teacher and student. Restorative Practices assists teachers, students and parents to build, maintain and restore relationships. Restorative Practices will help build capacity to enable students to self regulate behaviour and contributes to the improvement of learning outcomes.

<http://www.restorativepractices.org.au/>

Behaviour Education Strategies

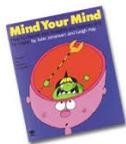


All students are provided with a consistent, structured program to develop the social competencies necessary to make appropriate behaviour choices and be independent, self-managing, self-motivated learners, in persistent pursuit of their personal best and able to get along with others .

The Play is the Way program may also be supported by:

Program Achieve (Junior Primary)

A program developing the skills of Confidence, Persistence, Organisation, Getting Along and Resilience



Mind your Mind (Middle primary)

A program teaching students to recognise their feelings and understand how to control their thinking and feelings so rational behaviour decisions can be made.

Bounce Back (Upper primary)

A program promoting well-being and resilience for young adolescents.



Play is the Way

A whole school program, which uses guided play, classroom activities and empowering language and is guided by five principles:

- *Treat others as you would like them to treat you*
- *Be brave – participate to progress*
- *Pursue your personal best no matter who you work with*
- *Have reasons for the things you say and do*
- *It takes great strength to be sensible*



Behaviour Management Strategies

During the first two weeks of each year all teachers are required to work collaboratively with their students to develop **classroom agreements** around behaviour, expectations and consequences.

These will be clearly communicated to all students and parents.

In the yard

When students make inappropriate behaviour decisions that are serious or repeated, the yard duty teacher may send the student to *Focus Room* as a consequence.

Students will be counselled about their behaviour and formal notification will be made to parents. Parents must acknowledge they have been notified of the incident and each focus room visit is recorded on the school database to track any behaviour patterns.

Serious and or repeated incidents

Where patterns of behaviour persist, we meet with parents and support agencies to design an Individual Behaviour Support Plan.

Support resources may include the DECD Behaviour Coach, Learning Centre, psychologist etc.

For serious or repeated incidents the school reserves the right to employ the DECD School Discipline Policy. This includes suspension and exclusion for specified periods of time.

Responsibilities

All members of the community hold responsibilities when supporting behaviour

Students	Teacher	Leadership Team	Parents/Caregivers
<ul style="list-style-type: none"> Always try to make strong choices and demonstrate self control Be brave and admit when you have made a weak choice, apologise and accept the logical consequence Make choices with your head rather than your emotions Treat others how you would like to be treated Follow class learning and behaviour agreements 	<ul style="list-style-type: none"> Develop and foster positive relationships with students and families Develop appropriate programs to engage all students in the learning program Provide a structured social learning program Communicate promptly with parents about behaviour concerns. Inform and consult with Leadership Team about individual behaviours 	<ul style="list-style-type: none"> Regularly review the school Behaviour Support Policy Ensure that new staff, students and families are aware of the Behaviour Support policy Seek support from other agencies when required Plan, implement, monitor and review individual behaviour plans in partnership with teachers and families Support teachers in implementing individual behaviour plans or strategies Provide teacher professional learning about behaviour support strategies 	<ul style="list-style-type: none"> Be aware of the school's Behaviour Support Policy and understand its contents Keep the school informed of health issues, concerns about behaviour or other matters of relevance Engage fully with the school in following a restorative practices approach to behaviour support