

BEHAVIOUR MANAGEMENT POLICY

We use our school values as the basis for our behaviour management processes. Students are explicitly taught how to follow the values: Respect, Fairness, Personal Best, Responsibility and Care.

We also expect adults in our environment to follow these values when interacting with our students, staff and parents. If we follow these values, we all get along and can focus on our learning. We are also very aware that our children are still learning how to navigate their world, how to work and play together harmoniously and to make good choices. Children need support to further develop their social and behavioural skills at different times.

We recognise positive behaviour through:

- Golden Tickets which are saved to earn seeds of success wristbands
- Merit Awards– class and school
- Stickers towards goals
- Class games and treats e.g. a picnic lunch
- Class Raffles
- Dojo points

When a problem arises we use a restorative justice process to come to a solution. This includes everyone who is involved sitting down and having a conversation. The following questions guide the conversation:

1. What happened?
2. What were you thinking of at the time?
3. What have you thought about since?
4. Who has been affected by what you have done? In what way?
5. What do you think you need to do to make things right?

We use a variety of consequences including:

1. Time to think/ break time in the classroom or the buddy class
2. Community service
3. Walking with the teacher on duty
4. Chill Zone– to either participate in a restorative conversation or to have some time away from the playground.
5. Time Out At Lunch (TOAL) – withdrawal from the playground and reflective activity.
6. Behaviour Plans
7. Natural consequences, e.g. scribbling on a table– cleaning the table
8. Limiting the play area to a specific space

When a behaviour plan is deemed necessary to help a child to self manage, parents are involved in the development of the plan.