



## Behaviour Management Guidelines

### VALUES

Our management of behaviour is structured around our values at Woodside Primary - Respect, Responsibility and Resilience, following the principles of Restorative Justice. We encourage our students to respect and care for one another. We work in partnership with our community. Our aim is to engage, challenge and support our students to reach their full potential.

### BELIEFS

Our primary function is to facilitate learning. Anxiety or unhappiness detracts from anyone's ability to learn. This is why we work towards creating a positive social context in our school.

We believe the emotional safety of everyone is important and so we need to consider others feelings.

We recognise that behavioural expectations and routines need to be varied or negotiated according to the context, age of children, the composition of groups and the situation or activity involved.

Our Behaviour Management strategies are based on our school values:

- ◆ Respect – everyone is treated as a respected member of our school community
- ◆ Responsibility – everyone is responsible for their own behaviour
- ◆ Resilience – problems are learning opportunities and everyone makes mistakes

### STRATEGIES

The following strategies will be employed by staff to help students who are having difficulty changing/managing their behaviour.

- Using logical consequences (e.g. student who drops litter, picks up litter)
- A gentle verbal reminder
- Ignoring and monitoring behaviour in case the behaviour does not settle
- Recognising positive behaviours that are occurring, more than the negative behaviours, using the peg system, class Dojo or other reward based incentives
- Discuss student's behaviour with them 1:1
- Using the following questions to help resolve a situation:
  - What happened?
  - How did it happen?
  - What were you thinking at the time?
  - Who do you think was affected?
  - How were they affected?
  - How were you affected?
  - What needs to happen to make things right?
  - If the same situation happens again, what would you do differently?
- Working with the student to help them re-focus on appropriate behaviours
- Bring all impacted students together and help them resolve their difficulties
- Bring student and staff member together and help them resolve their difficulties
- Cool-down time
- Sit-out time
- Write letters to their parents to explain their behaviour
- Write a letter of apology to the person impacted
- Use of the following step system is flexible depending on the circumstances, ensuring consequences are relative to the offence.



# WOODSIDE PRIMARY SCHOOL



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## Consequences

Step	Yard Consequences	Classroom Consequences
1	Reminder	Reminder
2	Sit out from play	Time out in the classroom
3	Community Service/ Yard Clean Up	Buddy class
4	Office time out	Office time out
5	Take home/ Suspension	Take home/ Suspension

### **NB**

- Running/ chasey is limited to lawn areas
- No hat no play remains during terms 1 and 4. If a student does not have a hat they are required to sit under shade for the play session. If a student fails to stay under the verandah, it becomes disobedience and normal Student Behaviour Management (SBM) procedures apply
- Cyberbullying will be dealt with in partnership with parents as per DfE guidelines
- If the student has Office Time Out a letter/ email or phone call is actioned to the parents.

### **FURTHER CONSEQUENCES**

The following consequences are at leadership's discretion and in accordance with DfE SCHOOL DISCIPLINE Policy Implementation Kit.

#### **Take home**

The school has the right and responsibility to contact parents in a behavioural emergency and request the child be collected by the parent from school.

#### **Take home is used when students**

- have endangered themselves or others
- periodically are un-able to comply with reasonable directions from teachers
- periodically interfere with the learning and teaching rights of others

The take home strategy is not extended beyond the remainder of a single school day.

#### **Internal suspension**

This will involve students working and playing away from other school members. The class teacher will discuss the internal suspension with the Principal and parents beforehand. Repeated violations of these codes may result in external suspension.

#### **External suspension**

These are in accordance with DfE policy and involves the student remaining at home for up to five days. All the details are retained on DfE forms on student files.

#### **Exclusion**

This is used for significant behaviours e.g. excessive violence, or for students who have had a pattern of suspensions. Exclusions are usually for periods of 4 – 10 weeks.