KARRENDI PRIMARY SCHOOL

BEHAVIOUR DEVELOPMENT POLICY

RATIONALE

Staff, parents/caregivers and students work together to create safe, caring, orderly and productive learning communities, which support teaching and learning. Karrendi Primary School supports a proactive approach to behaviour development, with an emphasis on fostering and maintaining positive relationships.

BELIEFS

- Behaviour development is the responsibility of the whole school community.
- Home and school partnerships are required to successfully support students in making positive choices.
- Each member of the Karrendi community has the right to feel safe and be treated with respect.
- Each member of the Karrendi community is responsible for their own behaviour.
- Whole school teaching of pro-active social skills based programs impacts positively on responsible behaviour choices.
- Change in behaviour requires relationships that are based on respect.
- Behaviour is a developmental process and this is taken in to account when formulating appropriate responses to behaviour.
- New behaviours are learnt in an environment where risk taking and continual practice is encouraged and supported.
- Modelling appropriate behaviour to students significantly influences their capacity to make responsible choices.

AIMS

- To encourage, develop and maintain positive relationships between all members of our school community.
- To enhance the wellbeing of all individuals through positive action.
- To support the rights and responsibilities of all individuals.
- To provide students with knowledge, explicitly teach skills and provide opportunities to learn the elements of successful relationships and self worth.
- To foster a safe, supportive and caring environment and to ensure all individuals are valued and treated with respect.
- To ensure that behaviour development practices are meaningful, restorative and educative throughout the school community.
- To respond to inappropriate behaviour in a planned, considered way, applying logical and natural consequences with a focus on repairing and restoring relationships.

RESPONSIBILITIES

All members of the school community have a part to play in the development of responsible student behaviour

Staff Responsibilities

- Structure the teaching program to facilitate learning and encourage students to achieve their best.
- Cater for the wellbeing of individual students and use a range of pedagogies which support diversity.
- Develop effective classroom management strategies, which establish and maintain a safe, supportive and engaging learning environment.
- Comply with DECS and school policies.

Student Responsibilities

- Be safe
- Be respectful
- Be a learner
- Be at school

Parent/Caregiver Responsibilities

▪ Ensure that your child/ren attends school, regularly and punctually, and that school staff are notified of absences.
▪ Keep the school informed of health issues, concerns about behaviour or other matters of relevance.
▪ Model appropriate behaviours, respecting the rights of others.
▪ Develop and foster positive relationships with all members of the school community.
▪ Comply with DECS and school policies.

STRATEGIES

Proactive strategies involve the building of positive behaviour through the understanding of rights and responsibilities and the establishment of clear expectations and routines. We develop this through class programs, whole school programs and partnerships with parents and outside agencies.

Strategies include:

- Class and whole school proactive programs
- A restorative justice approach to conflict resolution and problem solving.
- Professional Development opportunities.
- Data collection and analysing for Continuous School Improvement.
- Workshops, forums and meetings with parents.
- Opportunities for student voice and civics and citizenship.
- Developing and maintaining success for all students.
- Teaching students to take responsibility for their own behaviour.

CONSEQUENCES

All behaviour has consequences that affect future opportunities. We teach appropriate social behaviour and use logical consequences which are related to the student's actions.

The diversity within our school community must be acknowledged in response to student behaviour. At Karrendi we believe that all students are able to learn how to increase their range of responsible choices.

Responsible behaviour

Staff, students and parents acknowledge responsible student behaviour. We support, develop and maintain students' ability to make responsible behavioural choices and provide all students with success oriented learning environments. Student's successes are celebrated at classroom and whole school level.

Irresponsible behaviour

At Karrendi we implement a range of logical classroom and yard consequences that address irresponsible behaviour. Responses involve staff, students and families in partnerships. They focus on student strengths and provide support for students, while recognising the rights of other students to learn and teachers to teach in safety and without disruption. Restorative and reconciliatory actions are the basis of consequences we employ with regard to our diverse population. Some students, for a range of personal and social reasons, may require more support to achieve their full potential.

OTHER RELEVANT DOCUMENTS

The school's policy should be considered in conjunction with the following legislation, DECS policies and action plans:

- DECS School Discipline Policy
- Education Act (SA 1972) and Regulations under the Act
- DECS Administration Instructions and Guidelines
- Equal Opportunity Act (SA, 1984)
- Disability Discrimination Act (Commonwealth, 1992)
- DECS policies:
    - Child Protection (1990)
    - Antiracism (1990)
    - Parents and schools (1991)
    - Students with disabilities (1991)
- DECS Procedures for suspension, exclusion and expulsion of students from attendance at school (1995)
- Local Management and site governance
- Learner Wellbeing Framework B-12
- Protective practices for Staff in their interaction with students
- Reduce Bullying in Schools
- National Safe Schools Framework
- Keeping Safe Child Protection Curriculum

Ratified by Staff and Governing Council, Term 2, 2010