



Albany Primary School

Managing Student Behaviour Policy

Introduction

Albany Primary School's Behaviour Management Policy is founded on the core principles that underpin our purpose statement. These core principles are:

- The foundations of success are built on strong relationships and partnerships between school community members.
- Students are motivated and engaged in the learning process.
- Staff implement effective practices to facilitate and enhance learning.
- School leadership facilitates staff undertaking their roles and student learning.

We recognise that:

- All students have the right to learn and participate in a range of learning activities without being unduly disrupted by students who behave outside the Code of Conduct outlined below.

The School's Code of Conduct

- **Mutual Respect:** Everyone is treated in a way that recognises their rights and responsibilities. There is courtesy and no one is prejudiced against in any manner. There are secure, respectful and reciprocal relationships.
- **Fairness:** Play and work procedures, structures and rules are set for all to have a fair opportunity. Fairness does not necessarily mean all the same.
- **Equity:** There is an understanding that everyone does not start on an equal level due to their circumstances and therefore we have a responsibility to act so that equity can be attained.
- **Safety:** Our work and play environments are safe and the way we work and play is safe for ourselves and others. We recognise the need to comply with policies, guidelines and rules established for this purpose.
- **Inclusivity:** All those who want to have the right to participate in games and activities. We provide opportunity for all to participate. Students have the right to pass but not to opt out. The right to pass is based on levels of emotional duress.
- **Care and consideration:** We consider others and care for the wellbeing of each other and the environment in which we work and play.

Note; This code is underpinned by principles articulated in the Tribes Agreements and documents from the Department of Education.

Core Understandings About Behaviour Management

1. Behaviour is learnt, therefore responsible behaviour can be taught.
2. Preventative strategies, the building of a sense of belonging and early intervention strategies assist individuals to behave within a school's code of conduct.
3. Punishment focuses on not what to do and does not teach the student alternative successful ways to behave.
4. For behaviour change to occur, we must use positive approaches that strengthen teacher-pupil relationships.
5. Efforts to help students become socially competent require ongoing teaching, encouragement and correction.
6. Students need and want high standards for their behaviour. Maintaining high expectations does not require "get tough" or punitive approaches.
7. Successful change in discipline practices requires school wide, systematic approaches.
8. Student discipline is a shared responsibility and requires school-wide systematic approaches.
9. Student discipline is a collaborative effort. All staff must work together, developing consensus on procedures and consistent implementation.
10. Services for students with chronic or intense behaviours are most effective within the context of a larger school-wide commitment to the social development of all students.

Protocols

1. The School's Policy complements the Education Department's Policy and reflects current beliefs about managing student behaviour.
2. A "Guiding Framework For Behaviour" outlines the rules/directions that keep the students safe within the school environment.
3. A set of "Operational Guidelines" is clearly set out for all in the school to follow. These articulate requirements from all community members.
4. All Albany Primary school community members are required to assist and support students to learn about appropriate behaviour by:
 - Outlining expected behaviours in a range of school settings. (See above)
 - Being consistent and fair.
 - Being diligent and responsive when students do not comply with classroom or school requirements.
 - Establishing high expectations about what is meant by "mutual respect".
 - Establishing clear guidelines and rules within their work area and articulating these regularly.
 - Responding promptly to students who are facing social/emotional difficulties, finding it difficult to demonstrate the principles stated above and/or to stay within the rules/guidelines created.
 - Developing school wide and, where needed, individualised processes and strategies to support all students.

- Ensuring that the safety of all children is a significant consideration when managing behaviour that does not comply with school principles and requirements.
 - Building partnerships between student, staff and parents so that expectations and actions are agreed upon and supported by all stakeholders.
 - Accepting and supporting school policies, procedures, rules, guidelines and processes and therefore be united in their responses to managing student behaviour.
5. To ensure that the school is implementing effective processes the administration has a responsibility to monitor school processes and respond to matters as they arise. In this process they are to consult with staff, parents and students on a needs basis.
6. At regular intervals data is collected about student behaviour and follow up is implemented.

Conclusion

The school policy details our expectations and beliefs about how our “Behaviour Management Policy” will ensure we have positive relationships and a culture of harmony and teamwork within our school. In this way we will be able to focus on other key areas of learning.