



Behaviour Education Policy

Introduction

This document describes the policy and procedures to ensure a safe, affirming school environment which promotes positive self esteem and respect for the individual. We encourage all community members of Annesley Junior School to respect and appreciate each other and to understand our differences.

Policy Statement

Annesley Junior School recognises the importance of the development of quality relationships within the school community. These are built through overt learning and teaching, and modelling the values of the Junior School - Humility, Respect, Resilience, Integrity, Justice, Responsibility, Compassion, Courage, Gratitude and Civility.

Having the skills to resolve problems as they arise assists in maintaining good quality relationships. Therefore, Annesley Junior School adopts the principles of Restorative Practice in its behaviour education. We accept that primary students are developing responsibility for their behaviour and we provide opportunities for students to discuss and practise appropriate behaviour.

Through Restorative Practices we enable students to:

- develop informal preventative and proactive strategies to build and strengthen relationships
- resolve day to day problems, difficulties and conflicts effectively
- engage in formal interventions to deal with significant behavioural issues in order to repair and restore relationships.

Policy Principles

We believe that:

- everyone has the right to feel safe in the school environment
- every student has the right to learn
- every teacher has the right to teach
- everyone has the right to be treated with dignity and respect
- everyone has a responsibility to adopt the attributes of the IB Learner Profile
- everyone has a responsibility to reflect on their behavioral choices and their consequences.

Every member of the Annesley Junior School is responsible for

- modelling appropriate behaviour which supports the values of our Junior School
- contributing to the behavioural education of the students and employing strategies which ensure a safe and success-oriented learning environment
- responding positively and in a timely manner to reinforce appropriate student behaviour
- ensuring that incidents of inappropriate behaviour are reported to the class teacher
- encouraging a co-operative community of learners.

Annesley Junior School teachers have a responsibility to:

- offer curriculum that engages learners and provides positive outcomes for each student
- establish, nurture and maintain a positive classroom climate and treat children with dignity and respect
- model and teach social skills
- recognise that children are at different stages in their social development
- establish explicit expectations through Class Essential Agreements for behaviour conducive to learning
- provide opportunities for discussion, negotiation and evaluation of students' rights and responsibilities
- support students in responsible decision making
- use a range of strategies to attend to inappropriate behaviour
- model and teach conflict resolution strategies through Restorative Practices
- educate children about making good use of play spaces
- actively supervise children in the school yard
- be consistent in the application of the behaviour education procedures.

Annesley Junior School students have a responsibility to:

- respect the Class Essential Agreements (see below) and any negotiated consequences
- contribute to the positive climate of the classroom
- consider the feelings of others with regard to put downs, gestures and threatening behaviours
- accept responsibility for their own behaviour
- show courtesy to others
- follow teachers' reasonable instructions
- respect their own and each other's learning space and property
- move quietly from one teaching space to another, respecting other classes' teaching and learning time
- value the rights of everyone to teach and learn
- play safely and show responsible behaviour in the school yard and whilst using school equipment
- use the facilities in an appropriate manner.

Annesley Junior School adopts procedures from Restorative Practices. Through Restorative Practices we enable students to:

1. Develop informal preventative and proactive strategies to build and strengthen relationships.

We recognize that children need to learn skills to build their social and emotional competence through classroom practices including class discussions in order to develop:

- Personal accountability; an autonomous, independent understanding of right from wrong, in the absence of anyone telling them.
- Responsibility for self and the ability to manage their emotions, using "I" language.
- The capacity to cooperate and work with others in all situations.
- A sense of personal potency, that they know they can make a difference for themselves, for others, make decisions that affect them and act on their own sense of right and wrong.

2. Resolve day to day problems, difficulties and conflicts

Adults or peers assist those involved to resolve their own difficulties.

3. Engage in formal interventions to deal with significant behavioural issues in order to repair and restore relationships.

A formal range of interventions such as conferencing, mediation and negotiation are held to develop responsibility, personal accountability, empathy and problem solving. In a conference all those involved are brought together to look at what needs to happen to restore effective teaching and learning and/or to repair harm.

Key questions are asked by the facilitator:

- What happened?
- What were you thinking at the time?
- Who has been affected and/or harmed? In what way?
- What needs to happen?
- What would you do differently next time?

Behaviour Education in the Classroom

Each teacher (including specialists) will collaborate with students to create a set of Essential Agreements about acceptable behaviour in the classroom. If students choose behaviours which are contrary to these agreements, warnings will be given related to the agreement which has been broken. Each class has a designated time out area in the teacher's sight and a designated buddy class. Students begin each day afresh.

Step 1:

Student is given a **warning** identifying the inappropriate behaviour and its effect.

Step 2:

- (1) Student is sent to a **time out space** within the teacher's sight (length of time determined by teacher).
- (2) Teacher arranges a time with the student to discuss:
 1. What happened?
 2. Who has been affected by the behaviour?
 3. What needs to happen to restore effective teaching and learning?

Step 3:

- (1) Student goes to **Time out in Buddy Class** with a task determined by teacher. (NB: Specialist teacher to inform class teacher if this occurs).
- (2) Next available opportunity teacher completes reflection sheet with student and negotiates strategies to restore effective teaching and learning.
- (3) Teacher contacts parents (ie diary note, email, phone call, in person) by the end of the day.
- (4) Incident and completed reflection sheet recorded in student file

Step 4:

- (1) Teacher sends student to the calm cushions in the front office
- (2) Student may select something from "The Box" to assist in self-calming
- (3) Once calm, student will be returned to class
- (4) Next available opportunity teacher completes reflection sheet with student and negotiates strategies to restore effective teaching and learning.
- (5) Teacher contacts parents (ie diary note, email, phone call, in person) by the end of the day.
- (6) Incident and completed reflection sheet recorded in student file

Step 5:

Student sent to **Principal or delegate** for discussion about behaviour. Parents are notified and if required, a parent meeting is arranged. **Visit recorded in student file.**

Behaviour Education in the Playground

Teachers are requested to be mobile and visible on duty. Their presence and gentle reminders in the playground about appropriate behaviours encourage children to play and interact responsibly. Active duty which includes reinforcing appropriate student behaviours and responding to inappropriate behaviour assists in defusing potential problems.

If behaviour in the yard is inappropriate the teacher on duty will:

Step 1:

Speak with the student, help the student to identify the inappropriate behavior and its effect and give the student a warning. Student will return to play.

Step 2:

If inappropriate behaviour continues the student is given **Time Out** to reflect on their behavior. Time out and report of inappropriate behaviour is reported to the class teacher as soon as possible or by the end of the day.

Step 3:

If the inappropriate behaviour continues, the student completes a **Reflection Sheet** in the Time Out area. The Reflection Sheet is given to the class teacher.

Step 4:

The teacher on duty arranges a time with the student to discuss:

- (1) What happened?
- (2) Who has been affected by the behaviour?
- (3) What needs to happen to restore a safe and happy schoolyard?

The teacher on yard duty informs class teacher who contacts parents (email, diary, phone call, in person). Note to be signed by parents. Class teacher records incident on student file.

Step 5:

If a noticeable pattern occurs in these behaviours recorded by the classroom teacher, a meeting with the student and their parents will be organised to support the student in changing their behaviour.

NB: In some situations a student's choice of behaviours may result in the omission of steps within the stated procedure. As everyone has the right to feel safe in the school environment, an example of such a behaviour is the threat or act of physical violence against a student, staff or community member. Such behaviours will result in the student being sent to the Principal (or delegate), and parents contacted for immediate collection.



Student Reflection Sheet

Student's Name: _____ **Year Level:** _____

Name of Class Teacher: _____ **Date:** _____

Name of Teacher on Duty or Specialist Teacher (if applicable): _____

Dear Student

Please take the time to think about your responses to the following questions. (Teacher or student may scribe answers).

What happened and who was involved?

Why do you think you behaved in this way?

Who has been affected by your behaviour?

What could you have done differently?

What do you need to do to restore the relationships involved in this incident?

Please note:

This reflection sheet once completed, must be shared with the class teacher and then placed in the student's file.

- A note to parents must be written in the student's diary.