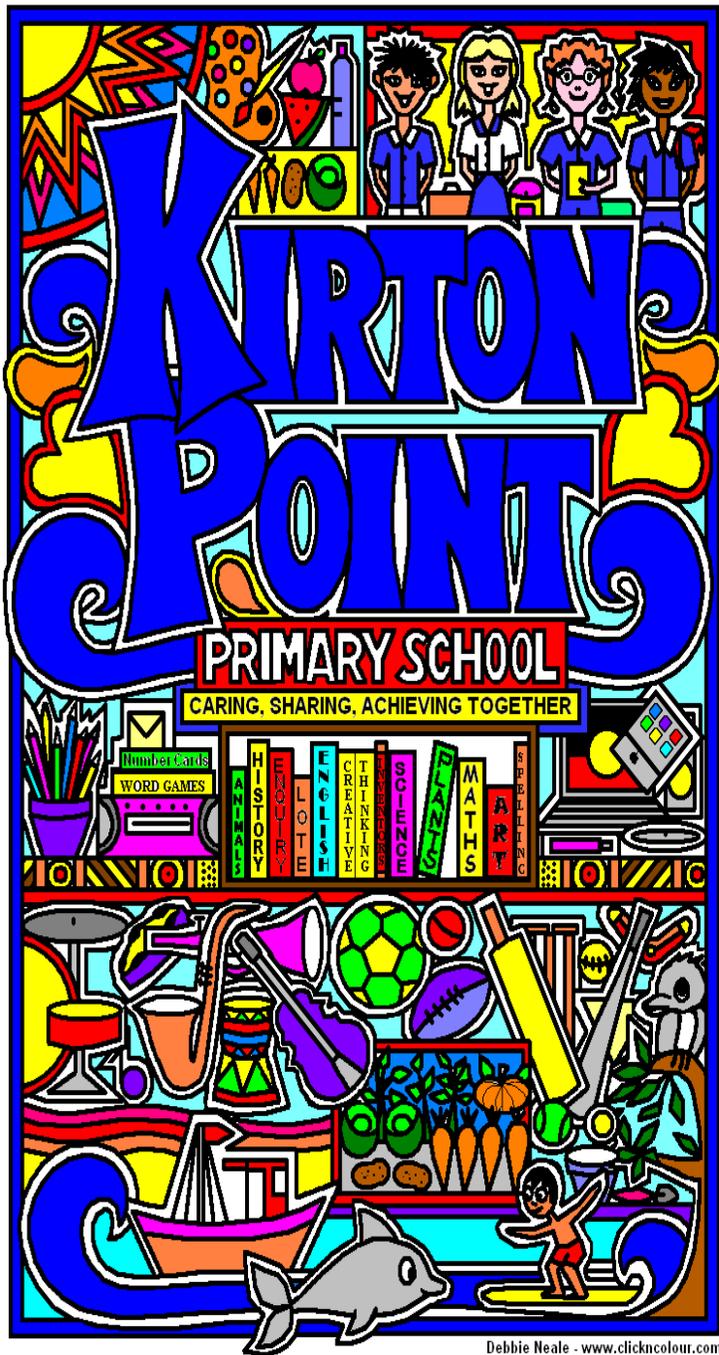


# Student Behaviour Policy



## Kirton Point Primary School Student Behaviour Policy

At Kirton Point Primary School we acknowledge and embrace the uniqueness of every individual. We endeavour to create and maintain an environment in which optimum emotional, social, physical, academic and cultural development occurs; an environment which is safe, orderly, productive and inclusive.

We accept challenges that arise when people with differing values and perceptions and from diverse cultural and social backgrounds come together to work, play and learn.

School Values	School Expectations
<ul style="list-style-type: none"><li>• Respect</li><li>• Teamwork</li><li>• Responsibility</li><li>• Trust</li><li>• Friendship</li></ul>	<ul style="list-style-type: none"><li>• Communication</li><li>• Safety</li><li>• Treatment</li><li>• Problem Solving</li><li>• Movement</li></ul>

### *The Student Behaviour Policy is based on:*

The policy also outlines responsive and proactive approaches to managing student behaviour. These include Restorative Practices and Play is the Way.

## School Values

**Respect:** Respect is about showing consideration for the rights and feelings of others through listening to them, helping them and working together. It means treating others as you would like them to treat you.

**Teamwork:** Teamwork is about combined efforts; the action of a group to achieve a common goal. We all need to work together at KPPS to be the best we can be.

**Responsibility:** Responsibility is about making strong choices and being accountable for your actions. It is about being sensible, not letting people down and following through with commitments.

**Trust:** Trust is about having confidence in the honesty and integrity of other people.

**Friendship:** Friendship is about building positive relationships with one another.

**Fairness:** Fairness is about treating other people in a just and reasonable way.

## School Expectations

**Communication:** We speak politely and use appropriate body language when communicating with others. We listen to and follow instructions.

**Safety:** We behave and play in a manner that is safe for ourselves, others and the environment.

## ***Restorative Practices (Response to Behaviour)***

Restorative Practices advocate that the people most effective at finding the solution to a problem are the people that were impacted by the problem. It's about creating opportunities for people involved in conflict to work together to understand, clarify and resolve the incident and work together in repairing the harm caused.

When conflict occurs, ***Restorative Practices*** are used to:

### ***Meet the needs of the victim by:***

- Giving them a chance to tell the wrongdoer how they have been affected
- Asking questions
- Having a say in how the harm can be repaired
- Being involved in the repair process

### ***Make the wrongdoers accountable for their actions by:***

- Being directly accountable to the victim/s
- Hearing about the harm that has occurred as a result of their behaviour
- Gaining an appreciation of the impact of the harm
- Giving them the opportunity to make amends

## ***Play is the Way***

### ***(Pro-active & Preventative Measure)***

***Play is the Way*** is a practical methodology for teaching social and emotional learning using guided play, key concepts and empowering language—behaviour education using wisdom, not force! Games are used to engage children's emotions and call for mastery and control of those emotions to achieve success. By being challenging, the games develop self-motivation and perseverance. They help children to identify the reasons for failure and foster optimism and resilience. Guided by the teacher, participation in this program develops the positive social behaviour that improves living and learning.

The ***Play is the Way*** philosophy revolves around the Self-Mastery Checklist and the 5 Key Concepts.

### ***The Self-Mastery Checklist***

Students need to ask themselves the following questions:

- Am I doing the right thing or the wrong thing?
- Am I making a strong decision or a weak decision?
- Are my feelings in charge of my actions or is my thinking in charge?

## *Play is the Way: 5 Key Life Raft Concepts*

1- ***Treat others as you would like them to treat you:*** If someone is unlike you, seek to understand them.

2- ***Be Brave—Participate to progress:*** School is about stepping bravely into the unknown. The unknown is often uncomfortable. The braver you are, the more you learn.

3- ***Pursue your personal best no matter who you work with:*** We don't come to school to be better than others. We come to school to better ourselves by being able to work with others.

4- ***Have reasons for the things you say and do:*** If you don't know why you're doing something then don't do it because it's most likely wrong.

5- ***It takes great strength to be sensible:*** We do the right thing because it's the best thing to do.



## *Central to the establishment of conducive learning and teaching environments are common understandings*

- Conflict is a normal human behaviour, and should be used as a catalyst to explore difference
- We must be consistent in valuing differences in individuals, in contexts and in circumstances
- Emotional state is critical to successful learning. Adults who choose an appropriate attitude and who trust, acknowledge and believe in people foster positive emotional states in others
- Exploration of values, perceptions, assumptions and world views is essential
- Children must be supported to make meaningful connections with their world
- Questions that stimulate thinking and support that promotes hope rather than despair lead to behavioural independence and responsibility
- A safe and supportive learning environment is one in which individuals display consideration and respect and take responsibility for their own/group's development

***Staff at Kirton Point Primary consider that the following strategies create an emotional state conducive to learning:***

- Asking *rather than* telling
- Responding *rather than* reacting
- Softer and closer *rather than* yelling and humiliating
- Acknowledgement rather than reward
- Guidance *rather than* punishment
- Encouraging language *rather than* putdowns/sarcasm
- Take up time *rather than* demanding an immediate response
- Giving responsibility *rather than* taking it away
- Using signs *rather than* language
- Trusting that students will use an appropriate behaviour
- Addressing behaviour calmly and unemotionally
- Seeking support in times of frustration, confusion and uncertainty
- Providing time and space for students to calm, think and plan responses to issues
- Using distraction and diffusion, such as changing the topic of conversation
- Acknowledging a child's initiative in making constructive choices when conflict arises
- Changing the focus by asking questions which may interest the child

***In the Classroom at Kirton Point Primary School***

- In the classroom, school values are identified, published, promoted and applied. Whilst responding to student behaviour, staff use the school values to guide their questioning and counselling.
- We understand that social situations, emotional stress and conflict create opportunities for important learning. Students who make appropriate choices and who act responsibly are acknowledged. Students who are experiencing emotional stress may have a need for space. Giving students choice, distraction, time out, additional support in class from leaders, or an exit to the office may provide this for them.
- A child exiting to the office must be accompanied by a note, giving office staff information regarding the situation. This supports office staff to counsel students and assist them to refocus and redevelop a mind state conducive to learning.
- In the office, students may sit quietly and/or be provided with tasks. Intervention by the Principal, Deputy Principal or School Counsellor can lead to negotiated re-entry to the classroom.
- A take-home may be used as an intervention procedure for students who require emotional support from parents or for actions that threaten the safety of students/staff or disrupt the order of the school.
- In extreme cases, students may be suspended from school for a period of time. Parents or caregivers are involved to support their child's successful re-entry to the classroom.

## *In the Yard at Kirton Point Primary School*

- Yard behaviour should be safe and respectful.

Staff should:

- Focus on acknowledging appropriate yard behaviour
- Support students to discover positive play choices
- Respond to behaviours in ways that support children in their learning.

- Examples of such responses are:

-*Rough play*: Spend time with the yard duty teacher pointing out safe play behaviours and interactions.

-*Throwing objects*: Yard duty teacher supervises picking up of sticks, rocks and rubbish.

-*No hat*: Send students to roofed play areas; supply with a hat; ring parent and ask them to supply a hat.

-*No uniform*: Seek information from leadership re current exemptions. If no exemption, restricted play area. Alternatively, provide uniform for the day; communicate with parents re uniform policy.

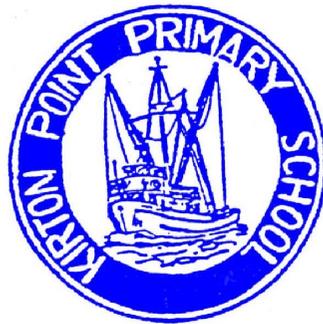
-*Not following instructions*: Spend time wandering with yard duty teacher discussing the importance of following instructions.

-*Eating in the wrong area*: Remind and redirect to eating area.

-*Out of bounds*: Spend time with the yard duty teacher in the 'in bounds area'.

- Students may spend time out of the yard when involved in physical violence, physical harassment or verbal harassment. During their time out of the yard the student should be supported to reflect and refocus in order to re-enter the play environment and make choices that lead to future success.
- Record-keeping is undertaken in order to inform class teachers and to involve parents when the need arises.
- The Leadership Team will support management of the following:
  - Illegal activities
  - Leaving the school grounds
  - Behaving unsafely before or after school hours
- Through induction and learning programs, staff ensure that all students have a sound understanding of yard expectations and





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