



Mainstream and Steiner Education

Two streams – one river

Behaviour Management Policy

Purpose

At Basket Range Primary School relationships between students, between students and teachers and between the school and home is of paramount importance. Good communication and supportive and positive relationships provide the basis of a harmonious and flourishing school. Underpinning this is a good understanding of child development and age appropriate expectations. The development of the whole child is considered central at Basket Range Primary School.

Basket Range Primary School believes that all students have the right to a safe, supportive environment in which to play and learn. The school believes that all students need to be supported appropriately considering their age and developmental stage.

An important part of our behaviour management strategy is the use of strategies that bring a balanced approach with respect to the rights and needs of those affected by conflict. This includes the use of ***Restorative Justice***

Principles.

Basket Range supports students by;

- Developing school and class values rather than rules. Traditionally rules are made by authority figures. They are initiated and sustained by power—made to be obeyed, not to be discussed or challenged by students. Values however, are collective agreements agreed upon by all members of a group.
- Co-creating class values, based on 'the ways we want to be treated' provide the means to help students learn self-responsibility and responsibility toward others. This is very different to a behaviourist approach characterised by pre-set rules and consequences, punishments and rewards, where the teacher manages for control and compliance. (Joan Dalton & David Anderson)

Classroom Values

Each class establishes its own set of values which are consistent with school values. This is done at the beginning of the school year and then regularly revisited and amended as appropriate. Class values are few in number and are developed from questions such as:

- How do you want me to treat you?
- How do you want to treat one another?
- How do you think I want to be treated?
- How should we treat one another when there's a conflict?

Classroom values need to be clearly visible and backed up consistently by appropriate use of Restorative Justice Principles.

Consequences for Responsible Behaviour

By using positive reinforcement, the idea that responsible behaviour is the norm at Basket Range Primary School, sets in motion an atmosphere of success. Responsible behaviour is practiced by individuals in class, groups and leadership work. Regular discussions with students on the consequences of responsible behaviour, both in school and the wider community, should occur. Responsible behaviour should be acknowledged at individual, group, class and school level.

Consequences for Irresponsible Behaviour

At Basket Range Primary School there are very few behaviour issues as children generally follow the school values requiring only an occasional reminder. If inappropriate behaviour persists the following steps will be taken:

1. The teacher has a one to one discussion with the child reminding them of the values and discussing underlying issues and concerns. It may be appropriate that a child spends time outside the class reflecting on their behaviour.
2. If the behaviour continues, the principal will meet with the student and have a discussion about the issues. Ideally the student will reflect on their behaviour and be supported to make appropriate changes to put things right.
3. If the inappropriate behaviour continues the teacher will contact the parent and if appropriate, arrange for a meeting time to discuss the issues and concerns.

Consequences for ongoing inappropriate behaviour may be:

- Missed play time
- Time spent out of the classroom
- Rectifying the issue – for example, tidying up the mess they have made
- If the behaviour continues, or is violent or threatening this may result in an immediate take home.

Frequent or persistent failure to follow our school values, e.g. swearing, threatened or actual violence, harassment or bullying will result in take-home and/or suspension.

Bullying and Harassment

The DECS brochure *Bullying and harassment at school* can be found at www.decs.sa.gov.au/speced2/pages/bullying

Definition of Bullying

Bullying is repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. Cyber-bullying refers to bullying through information and communication technologies such as the internet and mobile phones.

Bullying of any form or for any reason can have long-term effects on those involved including bystanders.

Conflict or fights between equals and single incidents are not defined as bullying.

Definition of Harassment

Harassment is behaviour that targets an individual or group due to their identity, race, culture or ethnic origin; religion; physical characteristics; gender; sexual orientation; marital, parenting or economic status; age; ability or disability and that offends, humiliates, intimidates or creates a hostile environment.

Harassment may be an ongoing pattern of behaviour, or it may be a single act.

What the school will do:

A range of consequences may be used for students who bully or harass others. Our goal is always for the students involved and affected by the problem to work together to find a solution.

Restorative Justice is a process through which the affected and others are given an opportunity to confront the offender, express their feelings, ask questions and have a say in the outcome. Offenders hear firsthand how their behaviour has affected people. They may begin to repair the harm by apologizing, making amends and agreeing to a simple contract. Conferences hold offenders accountable while providing them an opportunity to discard the "offender" label and be reintegrated into the school community.

Students involved in an incident will meet with a mediator (teacher or principal) to work towards an understanding to clarify and resolve the situation and repair the harm caused. Part of the agreement may be a consequence for the wrongdoer. Before leaving the meeting additional consequences are agreed upon in the event that the wrongdoer's behaviour does not stop or is repeated. This meeting is recorded so that everyone is clear about their responsibilities.

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