



# 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.

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.

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 agreements rather than rules. 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.

## Classroom Agreements

Each class establishes its own set of agreements 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 agreements 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?

## Expected Behaviour

By using positive reinforcement, the idea that displaying expected behaviour is the norm at Basket Range Primary School, sets in motion an atmosphere of success.

## Disrespectful Behaviour

If disrespectful behaviour persists the following steps will be taken:

1. The teacher has a one-to-one discussion with the student reminding them of the values and discussing underlying issues and concerns. It may be appropriate that a student 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 disrespectful 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 disrespectful 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.

Whilst we believe it is important to outline a sequence of consequence beyond restorative practices, we also acknowledge that these may need to be tailored to meet the needs of individual students.

### **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.