

Penola Primary School Behaviour Management Guidelines



Behaviour is chosen for a purpose. The choice may not always be a conscious choice. Students behave in ways which are meaningful and purposeful, based on their perceptions of the best ways to meet their particular needs in a situation or context. Penola Primary School will provide opportunities for students to develop decision-making skills which enable them to recognise that behaviour can be a conscious choice and that different choices result in different consequences. Students who know how to meet their needs through responsible decisions are less likely to behave in ways which interfere with learning. Both passive, withdrawing behaviours and overt, disruptive behaviours can interfere with student learning and can be equally irresponsible choices. Some circumstances may limit a student's ability to exercise choice, but do not diminish the student's responsibility.

Penola Primary School's Behaviour Management Guidelines reflects:

- the school community's values
- its expectations relating to student behaviour.
- the school's management of student behaviour.

With the aim to:

- Provide a safe and inclusive learning environment
- Develop in students an acceptance of responsibility for their own behaviour.

Staff, parents/caregivers, and students will work together to create safe, caring, orderly and productive learning community which supports the rights of all students to learn and all teachers to teach.

Students' responsibility for their own behaviour will be reinforced consistently in a manner which enhances their understanding of responsible social behaviour.

Each situation will be dealt with on its own merits.

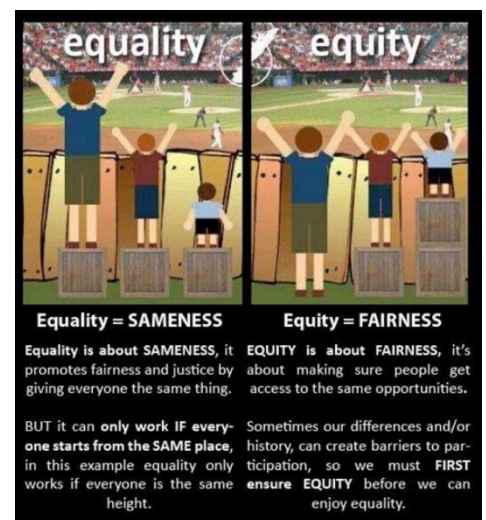
Consistency – same set of rules for students, parents and teachers

Fairness – this trumps consistency

Equity (fairness) is giving students what **they** need to be successful. This means not necessarily giving everyone the exact same thing, but rather considering the needs of the individual.

Decisions regarding behaviour will be made by educators (teachers, SSOs and leadership) based on their knowledge of the student/s.

These rights, responsibilities and consequences have been established through negotiation between school staff, students and their families.



Examples of what are considered high, medium and low behaviours and the consequences.

High level behaviours

- Violence – punching, kicking, biting
- Threatening violent actions towards others
- Bullying/Racism
- Deliberate property damage/vandalism
- Theft
- Leaving school without permission
- Sexual interference
- Cyber Bullying

Consequences

- Office
- Parent/s notified
- Repeated offences – internal suspension - suspension

Medium Level behaviours

- Disrespectful attitude (answering back, swearing at someone)
- Using mobile phones at school
- Not following reasonable requests
- Inappropriate ICT use
- Deliberate littering
- Leaving classroom without permission
- Deliberately interfering with others work
- Gossiping
- **Repetition of low level behaviours**

Consequences

- Buddy class and reflection sheet. Reflection sheet sent home, signed by parent and returned to school.
- Yard – sit out and no access to equipment. Report to class teacher.
- Incident report filled in and sent to office.
- If behaviour continues, sent to office and parent/s notified.

Low level behaviours

- Calling out
- Hats/hoodies on in class
- Late back to class after breaks
- Off task behaviour (inattention, walking around the class, avoiding work)
- Throwing objects
- Pushing in front of line
- Distracting behaviours (talking, touching others, swinging on chairs)
- Bad sportsmanship

Consequences

- Warning/s
- Time out
- Buddy class with reflection sheet
- Catch up work at recess/lunch time

*If low and/or medium behaviours continue parents will be notified.