

Bordertown Primary School

Behaviour Statement of Practice



Be honest – Practise bravery – Show kindness

Purpose

To develop the personal and social capability of children and young people to understand their emotional responses, leading to self-regulation and positive contribution in their learning environment and in their wider community.

Practice

Staff will build strong positive relationships and explicitly teach positive behaviour and expectations. Staff will promote, model and support behaviour that demonstrates the school values and inclusivity of all children and young people in our learning environment.

Students will treat others in a way that demonstrates honesty, kindness, and inclusivity. Be brave to seek help and support peers to behave in a safe a manner. Students will make strong decisions reflecting school values and take ownership for managing their own behaviour.

At Bordertown Primary School:

- We believe that teachers have the right to teach, and all students have the right to learn.
- We foster a safe and caring learning environment for all staff and students.
- We show this through our positive approach to behaviour management.
- We believe behaviour is communication.

Our Actions

- Behaviour strategies, processes and expectations are visible within classrooms.
- A consistent common language is used throughout the school.
- Responses to behaviours of concern are based on positive relationships fostering trust between staff and students.
- Staff work with students and families to identify areas of concern and apply intervention when needed.
- Students are encouraged to accept responsibility for their feelings, words and actions.
- Implement BSEM whole school strategies.

Bordertown Primary School Values

- ***Be honest*** – At BPS we will be honest and take responsibility for our actions and words.
- ***Practise bravery*** – At BPS we will be brave when learning new concepts and demonstrate risk taking, growth mindsets and resilience when challenged in our experiences with our peers and learning.
- ***Show kindness*** – At BPS we will help, support, and cooperate with each other and show respect and kindness towards all members of our school community and school property.

These values are taught, discussed, and referred to daily/weekly during morning circle and class meeting times.



Positive Whole School Approaches

All children should receive positive reinforcement daily to maintain motivation and a safe productive learning environment. All students participate in a Good Start Program at the beginning of the year to develop positive behaviour, learning and relationship expectations which are in line with our whole school values and expectations.

Behaviour		
Positive Strategies	Relationships and Social Skills Development	Classroom Management
<ul style="list-style-type: none"> • Building positive relationships • Praise • Individual positive statements • Non-verbal cues • Restoring relationships • Breathing exercises • Go Noodle music • Smiling mind • Walk and talk • Wheel of choice 	<ul style="list-style-type: none"> • Restorative practice • Child Protection Curriculum (CPC) • Mentoring • Buddy class • Bully audit and anti-bullying lessons • Berry Street Education Model • Identifying triggers and calming strategies • Play is the Way • What's the buzz? • I Statements • Conferences • Reflection sheets 	<ul style="list-style-type: none"> • Reminder processes • Fair/consistent consequences • Positive behaviour rewards • 5-point scales • Recording behaviour • Focus plans • Behaviour plans • Alternative class placement • Ready to learn scales

Staff Classroom Management Practices

Purpose – To establish and maintain a positive teaching and learning environment for all students and staff.

Classroom expectations are formulated at the beginning of the year between the teacher and the students. These expectations are displayed in the classroom and revisited at the beginning of each term. Staff use positive/proactive measures to engage students in the learning environment. Students need to be taught and provided the skills to deescalate/reflect when feelings become overwhelming and learning is difficult. It is the classroom teachers responsibility to contact parents to share positive and inappropriate incidences. Staff will refer to the Responding to Behaviour flow chart for inappropriate behaviour. When giving a student a reminder or warning, staff need to be explicit in explaining the positive behaviour (refer to values and expectations) needed. Eg How are you showing kindness?

Buddy classes are utilised to remove a student from the classroom environment. This provides both the student and teacher time to reflect and calm. A set time needs to be organised between both teachers and the student.

Berry Street Education Model is Bordertown Primary Schools whole school wellbeing strategy. Within every classroom staff engage students in a Welcome Circle to begin the day. Positive Primers and Brain Breaks are used to refocus children, build energy or calm students ready to engage in learning activities. De-escalation strategies are discussed and taught allowing students to complete a focus plan/ready to learn plan if required.

Responding to Behaviour

Positive Proactive Strategies

Remain calm - Be present, centred and grounded - Remind and prompt

Minor Behaviour

Not following school expectations and values.

Step 1 - Reminder

Teacher reminds student of expected behaviour.

Step 2 - Warning

Encourage to de-escalate.

Step 3

Buddy class, class re-think, logical consequence.
Parents contacted.

Resolved

Return to class.

Unresolved

Staff call Front Office
for Leadership
support/intervention.

Major Behaviour

Any behaviour that is a threat to the immediate safety of students and staff. Front Office/Leadership contacted immediately.

Staff, Parents and Students Responsibilities

Staff play a key role in creating and maintaining a supportive and safe learning environment.

Staff at BPS will:

- Model and promote behaviour that values diversity, demonstrates respect for and inclusion of all children and young people, and promotes a positive school climate.
- Explicitly teach children and young people about safe and inclusive behaviours and the school values.
- Support the participation of all students, taking special measures to support the inclusion of children who are at higher risk of exclusionary responses to their behaviours including ATSI, GOM and children with a disability.
- Participate in professional learning to build skills, knowledge and confidence in developing positive classroom environments and recognizing, responding to and managing behaviour incidents.
- Provide opportunities to work with parents, caregivers, families and service providers to support children affected by behaviour concerns.
- Provide timely intervention in response to behaviours of concern.

Parents and families shape and support their children's positive behaviour by:

- Modelling and promoting safe, respectful and inclusive relationships with their own children, other children, other parents and caregivers and school staff.
- Support their children to develop safe behaviours at school and home including monitoring their children's social and online interactions.
- Work collaboratively with the school to resolve concerns about behaviour.

Students at BPS are able to contribute to their learning and the learning of others when they:

- Treat others in a way that demonstrates kindness, honesty and inclusiveness.
- Ensure their verbal, physical and online interactions are safe, respectful and inclusive.
- Be brave in supporting friends to behave in a safe, kind and honest manner.
- Seek help from trusted adults when they see behaviours of concern.

Responding to inappropriate behaviour on yard duty

- Discuss behaviour with student - refer to school values.
- Student either returns to play or walks with the teacher.
- Report to class teacher if needed.
- Record behaviour in EMS and email class teacher and Leadership with explanation of incident.
- When dealing with conflict on Yard Duty please use restorative practice.
- If violent behaviour is present call leadership for help.

Recording Inappropriate Behaviour

Regular contact with families/parents/caregivers is essential. Student behaviour needs to be recorded. Record with date, time, students/staff involved and outline of incident. Options for recording are within your teaching program, anecdotal notes, pro chat discussions, phone conversations, Traffic light data, Chronicle, formal behaviour plans, incident reports and EMS.

Yard Behaviour		
Respectful and Kind	Be Safe	Responsible and Cooperative
<ul style="list-style-type: none"> • Look after and share school equipment and place areas • Follow teachers' and student monitors' instructions • Be inclusive • Use right words, right place • Use kind words 	<ul style="list-style-type: none"> • Be where I should be • Keep my hands and feet to myself • Follow the school rules/expectations • Use equipment safely • Stay in the school grounds • Be sun safe wear a school hat • Use my de-escalation (calming) strategies when needed 	<ul style="list-style-type: none"> • Take ownership of my actions and behaviour • Be a good role model • Report problems and seek help from an adult • Help others out • Place rubbish in the correct bin • Follow the bells • Return equipment to the right place