

PROCESSES USED FOR INAPPROPRIATE BEHAVIOUR BY STUDENTS

At Myponga Primary School, we foster the link between student wellbeing and learning through every aspect of the curriculum, school culture and environment. We support student wellbeing by using behaviour management processes which ensure that students can remain engaged and connected with the school's activities and community. The behaviour management strategies and social/emotional learning programs that Myponga Primary School implement are based on the philosophy of Restorative Practices. This means we partner with students and their families to provide logical, non-punitive consequences for behaviours to ensure success, safety and support for all.

Myponga Primary School's Student Behaviour Management Policy focuses on:

- Creating a positive school culture that is fair and respectful
- Building a safe and supportive school environment
- Fostering positive, supportive and respectful relationships that value diversity
 - Promoting positive social values and behaviours
- Encouraging student participation and student voice
- Proactively engaging with parents/carers regarding student wellbeing
- Implementing preventative and early intervention strategies to improve student wellbeing
- Developing emotional intelligence and self-regulation

Our classroom behaviour management process currently utilises the "step" system to address inappropriate behaviour. This system is meant to be reflective and re-directional rather than punitive. The steps used are as follows:

1 – Intervention Strategy

Used for low grade inappropriate behaviour (i.e. reminding, redirection, negotiated participation, tactical ignoring, non-verbal cues, etc). There is no documentation recorded for this.

2 – Reminder

Intervention strategy used for the second time (i.e. reminding, redirection, negotiated participation, etc.). This is the first step documented in the classroom behaviour book.

3 – Time out (in class)

The student is allocated a separate working space within the classroom. This gives time away from others and gives the student an opportunity to regain focus. This is the second step documented in the classroom behaviour book.

4 – Buddy class (alternative class for 10-15 minutes)

The student is allocated a space within another classroom. This allows the student time to reflect on their behaviour and think about ways to make more positive choices. This may also be a time to reflect on any restorative practices needed (if appropriate). This is the third step documented in the classroom behaviour book, and is also recorded on a yellow “buddy” slip to inform parents of the behaviour. Parents should sign the slip and return to the child's teacher the following day.

5 – Office

This is a formal response to continued inappropriate behaviour, which involves a leadership member providing student intervention and counselling. They will also decide if further consequences are necessary (i.e. take-home, internal/external suspension, etc.). This is the fourth documented step in the classroom behaviour book, and is also recorded on a yellow “office” slip to inform parents. Parents should sign the slip and return to the office the next day.

When a student continues a pattern of inappropriate behaviour, further interventions are required to support the student. These include:

- Building positive social relationships
- Modified timetables
- Yard supervision
- Regular check-in and break times
- Strategies for identifying and self-monitoring emotional states
- Access to sensory breaks

Feedback about behaviour will be given to all students, recognising that all behaviour choices are a learning experience. Thus, a range of initiatives are in place to acknowledge responsible behaviour, as well as those which seek to minimise inappropriate behaviour.

At Myponga Primary School we believe students are successful academically, socially and emotionally when they are happy, healthy and safe, and when there is a positive school culture to support them (DECD Wellbeing Framework, 2012). This interdependent relationship between student wellbeing and student learning is fundamental to effective schooling.

