



Behaviour Management Policy

General

Behaviour Management is vital to learning outcomes; and is a partnership between the school, its teachers, the students, and the parents/guardians who are the primary caregivers. This policy has been developed following years of experience working with Crafers Primary families.

Learners Qualities

Behaviour starts with our Learner Qualities. Crafers Primary School's Student Behaviour Policy is based on:

Respect Kindness Community Courage

The Role of the School

The school will provide a safe, pleasant, and caring environment in which to teach and learn. The teacher will teach, set a positive example, provide a supportive environment which facilitates learning, encourages teamwork and collaboration; and ensure children are considerate towards one another as they learn.

The role of the Student

The students actively listen, be patient, polite, attentive, and cooperate with others. Students will endeavor to use friendly behaviours and to show respect to the school staff and fellow students.

The role of the Parent/Guardian

The parent/guardian will support student learning at home with encouragement, love of reading and conversation about their learning. The parent/guardian will work with, and support the teacher as a team. The parent/guardian will encourage learning, positive relationships, caring, and show an enthusiasm for knowledge with the student.

Learning Outcomes

Educational outcomes depend on behaviour. Everyone in the class has the right to learn, but also has a responsibility to respect the learning rights of others in the class. Unless we all work together, there is a risk that disruptive behaviours could interfere with learning outcomes. Behaviour and learning are a team effort between the school, the family and the student. We are in this together to ensure the behaviours at Crafers Primary School provide an environment of first-class learning outcomes for all students.

Attachment: 1. Crafers Primary School Behaviour Development Policy

Crafers Behaviour Development Policy is based on our school values

Respect

Respectful learners engage positively with others in play and learning.

Our students can practice the virtue of respect through:

- Listening to others' ideas and being respectful of their points of view
- Contributing productively with ideas and opinions to class discussions
- Confidently sharing their learning with others
- Demonstrating empathy towards others
- Communicating respectfully and working to resolve conflict

Kindness

Kind learners promote behaviours that foster a positive and inclusive school environment.

Our students can practice the virtue of kindness through:

- Helping Others: Offer to assist classmates when they need help or are unsure
- Listening Attentively: Show empathy by listening carefully when someone is speaking and offering support
- Complimenting Others: Give genuine compliments to classmates or school staff, recognising their efforts and achievements
- Including Everyone: Invite others to join group activities or games, especially those who may feel left out
- Respecting Differences: Value and celebrate diversity in culture, opinions, and abilities
- Standing Up for Others: Speak up against bullying, and support peers who may be treated unfairly
- Expressing Gratitude: Say "thank you" to school staff and peers for their help and kindness
- Showing Patience: Be understanding when others make mistakes

Community

A community of learners learn together and understand each other's needs in order to become the best version of themselves.

Our students can practice the virtue of community through:

- Working together collaboratively and being inclusive and caring of others
- Building and maintaining positive relationships with their peers, school staff, and members of the broader school community
- Role model our school values in a safe and supportive manner
- Individually and collectively contribute to our school community (both in class and the wider community)
- Care for and respect their learning environment
- Being involved in non-school community events e.g., Christmas Pageant

Courage

Courageous learners have a growth mindset.

Our students can practice the virtue of courage through:

- Being organised for lessons and use their time effectively (Ready to Learn)
- Actively participating in the learning process
- Taking risks and persevering when trying something new
- Receiving and responding positively to feedback
- Asking for help when needed
- Exercising resilience by realising mistakes are part of learning
- Demonstrating self-motivation in their learning

Whole School Framework for Developing Behaviour

At the beginning of the year teachers and students revisit and discuss the class Behaviour Code, identifying positive and values-based behaviour. Low, moderate and high-level inappropriate behaviours are also identified, and their consequences determined in line with the school and department behaviour policy.

Relationships are strengthened within classes in all aspects of curriculum. Our school community further reinforces this through adult role-modelling and peer mentoring through buddy sessions. Using the expertise of our Wellbeing Team (Change Champions Teaching staff and Pastoral Care Officer) and a variety of evidenced-based programs including; the Wellbeing for Learning Framework, What's The buzz?, Berry Street, and the 'Child Protection Curriculum' to guide us, we teach explicitly about relationships to deepen children's understanding of effective communication and social skills.

Building Relationships

We use Restorative Justice Practices in order to rebuild and restore relationships when there has been an issue between students. When working to resolve issues with students within a restorative framework, teachers facilitate collaborative conversations with and between students. Our goal is to restore the relationships between individuals by reaching agreements about future behaviour, with apologies and efforts to redress wrongs. There are also agreed consequences for breaking these agreements.

Questions which are used to facilitate the conversation when something behavioural expectations have not been met:

- What happened?
- What were you thinking at the time?
- What have you thought about since?
- Who has been affected by what you did?
- In what way?
- What do you think you need to do to make things right?

Further clarifying questions might be:

- What did you think when you realised what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

We train our senior students in Peer Mediation Restorative Practices which sees students actively present in the school yard during recess and lunch. This program involves two trained students assisting other students through a structured process to reach a resolution of a low-level dispute in a peaceful manner. Our school also uses class meetings as a means to solve issues, and to involve and empower all members of the school to develop a sense of community responsibility.

We acknowledge the protection of the rights of children to learn, and of teachers to teach, which is paramount when working with students.

Class Processes to Develop Behaviour

Student learning for life is well planned, prepared and supervised. Teachers and staff provide positive learning environments where students feel safe, secure and are encouraged to take responsibility for their behaviour.

Social, emotional, and cognitive development needs of individual students are considered. Student Development Plans are drawn up for individual students, when required, to provide successful pathways for their social and emotional development.

Inappropriate behaviour (in class and during play) can be classified into three main levels:

Low Level	distracts from the teaching and learning program May be addressed through a Reminder/Warning
Medium Level	disruption of the teaching and learning program that impacts an individual, the group, or whole class May be addressed in Classroom Time Out or Reflection Class Time Out (Time Out in another class) Parents are advised of the need for a student to go to Reflection Time Out
High Level	severely disrupts the teaching and learning program of the class May be addressed through Office Time Out Parents are advised of the need for a student to go to Office Time Out A Reflection Sheet with restorative questions is completed, signed by parents and stored in Behaviour Folder

EXPECTATION FLOW CHART



Expectations have been set and
are being followed



Reminder



Consequence 1

Moved in or out of the classroom
to refocus



Consequence 2

Reflection time in another class



Consequence 3

Reflection time managed by the
Teacher in Charge/Leadership



Attachment 2: Behaviour Support Process Explanation

BEHAVIOUR SUPPORT PROCESS EXPLANATION



Expectations

This means that expectations have been clearly set by your teacher and are to be followed



Reminder

This means your teacher has spoken to you about your choices that may be impacting others' learning or your own ability to learn. Your choices could also be impacting on your teacher's ability to do their job and teach the class.



Consequence 1

This means you have received a warning already, and persisted with choices that are negatively impacting those around you, or stopping you from learning. You will be moved to a space that will help you refocus and get back on track.



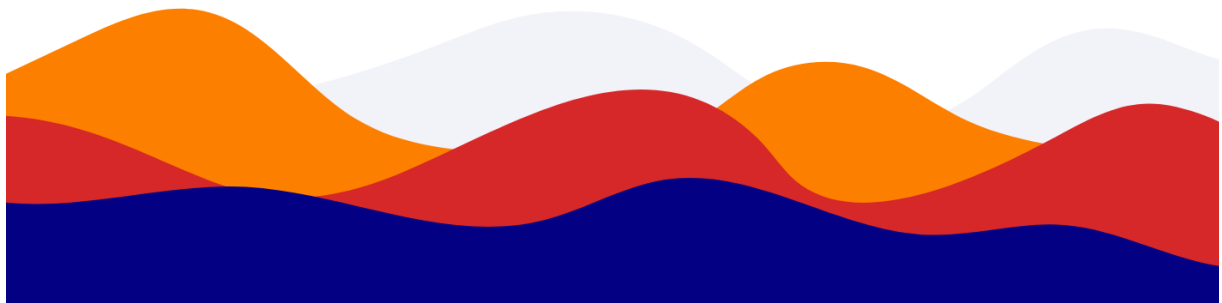
Consequence 2

This means you have received a warning already, and persisted with choices that are negatively impacting those around you, or stopping you from learning. You will be moved to a space that will help you refocus and get back on track.



Consequence 3

This means you are needing time away from others to discuss your behaviour and fill out a Reflection Form with either the Teacher in Charge or Principal. The Reflection Form you complete will be sent home for a parent/guardian to read and sign. Refocus time will be a negotiated amount of time spent working in the office and a phone call home to discuss the behaviour that needs some change.



Students will be supported with the Restorative Justice process using the language from the table below:

Restorative Questions	How to Apologise	
Step 1: Invite yourself in to the conversation Step 2: State your purpose Step 3: Ask students involved if they are willing to take turns listening to each side of the story without interrupting. If 'yes' proceed with questions below. If 'no' get a teacher. What happened? What were you thinking at the time? What have you thought about since? Who's been affected by what you did? In what way? What do you need to do to make things right?	Say what you are sorry for. Say why it was wrong. Accept full responsibility. Ask how to make amends. Commit to not doing it again. Ask for forgiveness. Thank them.	'I am sorry for ...' 'It was wrong because...' 'I accept full responsibility for what I did/said'. 'How can I make this better?' 'Moving forward I promise to...' 'Will you accept my apology?' 'Thank you for bringing this to my attention'.
	These are not apologies:	
	I am sorry you feel that way You misunderstood what I said	What about the time you... It was your fault that I... I'm sorry but...

Behaviour Management Procedures for Class

Inappropriate behaviour during lesson time will be dealt with by staff:

	Expectations have been set and are being followed
	Reminder of expectations set
	Consequence 1: Moved in or out of the classroom to refocus
	Consequence 2: Reflection Time in another class for a designated period of time. Principal informed and Reflection Class Step is recorded. NB: Reflection Class is a strategy to support students in being re-directed. Students sent to Reflection Class are encouraged to complete class work, but this is not always possible (e.g. upset / angry child). Reflection class should last for approximately 15– 20 minutes or until the end of structured lesson. When a child returns from Reflection Class they should negotiate re-entry into the classroom with the teacher. On occasions where students are not able to do this, they might be sent back to Reflection Class or moved to the next Step (Refocus).
	Consequence 3: Refocus in the office If a student continues to disrupt teaching and learning, after Class Sit Out/Time Out and Reflection Class, the child may be sent to the Office. Students will be required to complete a Reflection pro-forma. Returning to class will be negotiated by a Leadership staff member, or Teacher in Charge, with the classroom teacher and the student. If the undesired behaviour continues, the following steps are: Internal Consequence, Take Home Suspension, and Exclusion. Take Home Suspension occurs when a student is temporarily unable to be managed at school • Parents are to be contacted • Student to be supervised at home for remainder of day • Work may be provided • Re-entry is negotiated prior to student re-entering class

Behaviour Management Procedures for Yard

Promoting Positive Behaviour in the Classroom and Yard

All teachers use a range of techniques to reinforce positive behaviour and celebrate successful behaviour choices made by students. These techniques include awarding Crafters Positive Office Referral Cards which identify when a child has excelled in actioning one or more of our Learner Qualities. Verbal acknowledgement is given, along with informing the class teacher so the student can be acknowledged both in the classroom as well as at the Assembly by the Principal.

Inappropriate Behaviour in the Yard

Logical consequences for inappropriate behaviour in the yard are negotiated with students whenever possible e.g. yard clean-up for littering. Other consequences include Sit Out, Reflection and Restricted Play.

Yard Sit Out

Sit Out is a time when the student is requested to sit in an area of the yard or walk with the teacher for a designated period of time to think about their behaviour. Sit Out is often used when students are endangering themselves or not being considerate of others. Sit Out is used for less serious behaviours such as: interfering with a game, going out of bounds, using toilets as a play area etc.

Yard Reflection

Reflection is a period of time when students are removed from the yard for harassing or hurting others, damaging the school environment, school or personal property. During Reflection, students are involved in working through issues and helping each other come up with better ways of solving their problems. Reflection Sheets will be sent home for signing and comment by the parent. The Reflection process involves the students working through their yard issue and rethinking about how they could have solved the problem in a positive way. If the undesired behaviour continues the following steps are: Internal Consequence, Suspension, and Exclusion.

When a formal consequence is required it is recorded on the DfE data management system, EMS.

Formal consequences may include:

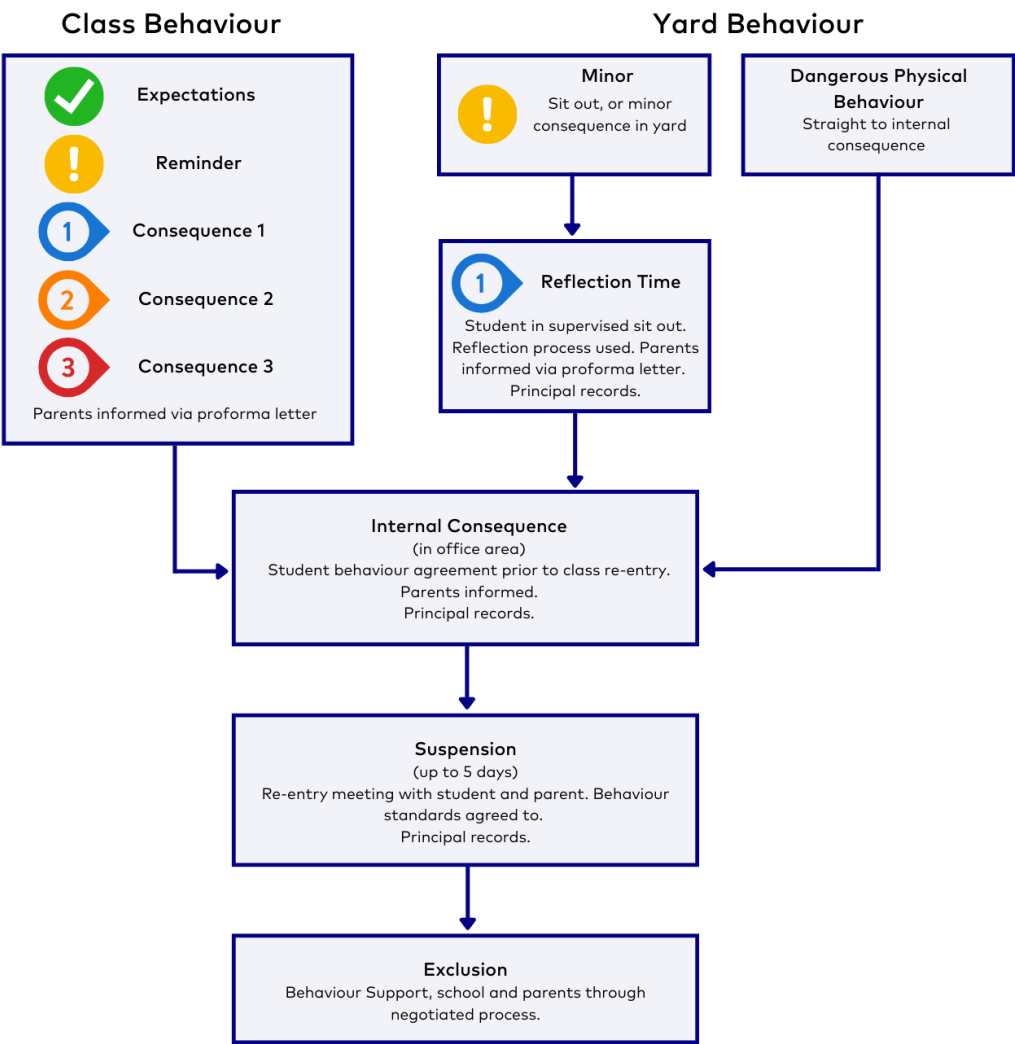
- Internal Consequence
- Take Home
- Suspension
- Exclusion
- Expulsion

On return from suspension a re-entry meeting will occur where the student, their parent/guardian, teacher, and Principal will negotiate a Student Development Plan which clearly outlines behaviour goals. At this stage referral to Regional Support Services will be considered.

Our processes align with the DfE School Behaviour Support Policy. For further information please follow the link: <https://edi.sa.edu.au/library/document-library/controlled-policies/behaviour-support-policy.pdf>

Attachment 2 – How we deal with Behaviour Problems Flow Chart

BEHAVIOUR SUPPORT FLOW CHART



Attachment 3 Reflection Time Form



REFLECTION TIME

Student: _____
Day: M T W Th F Date: _____ Lesson: 1 2 R 3 4 L 5 6

Today, I had Reflection Time because of my choices.
My choices included:

My choices impacted the following people:

Next time, I will choose to:

Student's Signature:

Teacher comment:

Teacher signature:

Parent comment:

Parent signature:

