



BEHAVIOUR LEARNING POLICY

RATIONALE:

Student behaviour management is not simply a matter of policing a set of rules. Rather it is developing relationships with students and a sense of mutual respect within all relationships, whether they be between students, staff or parents. Having children develop positive attitudes to relationships and learning is foundational to a successful education program.

Our school is committed to 3 core values:

- Respect
- Pride
- Responsibility

RIGHTS and RESPONSIBILITIES:

All members of the school community are taught to take responsibility for themselves and their actions. They are expected to respect the following rights -

- The right to be safe
- The right to learn
- The right to a conflict free environment
- The right to be treated respectfully

Specifically at Millicent North Primary:

- We have the right to be safe
- It is my responsibility to keep myself and others safe

- We have the right to learn
- It is my responsibility to finish learning tasks and allow others to do so

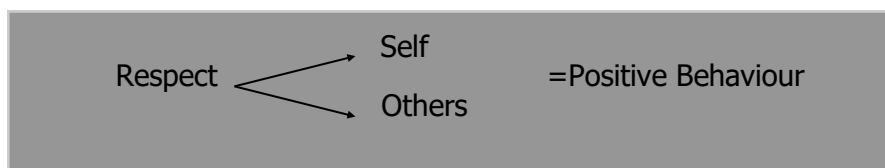
- We have the right to be treated respectfully
- It is my responsibility to treat others with respect and to look after our environment

- We have the right to a conflict free environment
- It is my responsibility to manage conflict without violence or verbal abuse

SCHOOL BELIEFS ABOUT BEHAVIOUR AND LEARNING

The Millicent North Primary School Behaviour Learning Policy is underpinned by a set of key defining beliefs about behaviour and learning. These include:

- Consistency and uniformity across the school. This includes the application of protocols around commonly applied steps, as well as a common and shared literacy between staff and students.
- Students and staff to be provided opportunities in identifying rights and responsibilities.
- Respect being a core value that operates as a foundation to all social interactions within the school.



- Application of a restorative practice model
- Development and maintenance of strong communication links and partnerships between community, family and school.

RESTORATIVE JUSTICE PRACTICES:

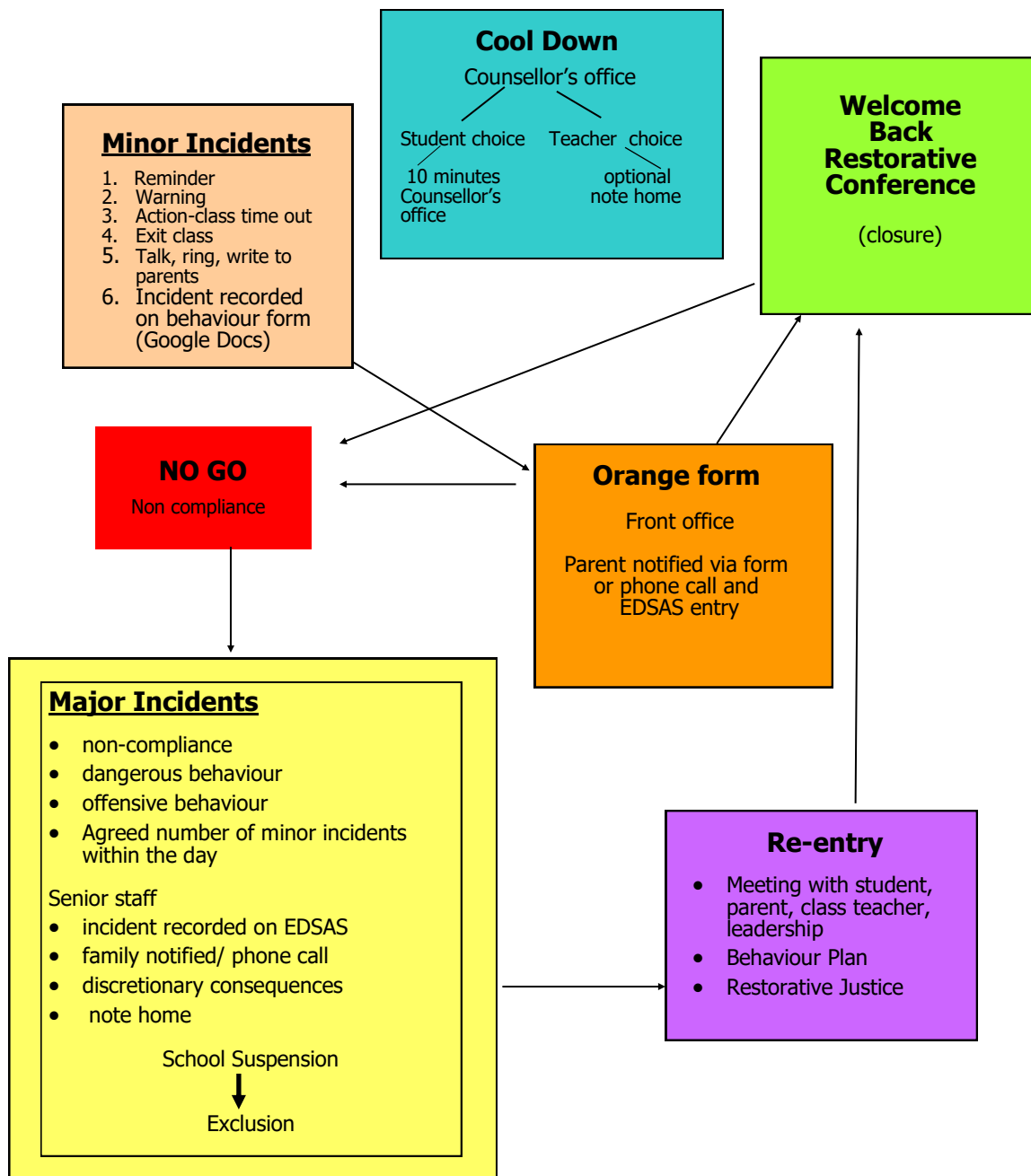
Restorative justice practices are about encouraging wrongdoers to be accountable for their actions to take responsibility for repairing the harm caused. Schools and parents have a role to play in bringing up responsible young people to approach relationships in this way from a young age.

If we want young people to be accountable for their actions and want to repair damage to relationships, in the event of a conflict, then we need to develop relationships in the first place.

Restorative Justice works on the following principles:

Fosters awareness	The child is asked a series of questions which foster awareness of how others have been affected by the wrongdoing.
Avoids scolding or lecturing	When children are exposed to other people's feelings and discover how victims and others have been affected, they begin to feel empathy.
Involves children actively	Offenders are asked to speak about the incident and listen to how the other person feels. They help to decide how to repair the harm and are committed to their restorative actions.
Accepts ambiguity	In a situation where there may be fault on both sides, individuals are encouraged to take as much responsibility as possible for their part.
Separates the deed from the "doer"	The child's worth is openly recognised and disapproval is shown only for the actions.
Every instance of conflict is an opportunity for learning	Each event provides the school with the opportunity to model and teach. It can be used to build empathy and community. The process allows children to change their behaviours, cooperate, take positive leadership roles and discuss inappropriate behaviour.

ACTIONS and CONSEQUENCES:



Steps as outlined above, may be omitted at anytime depending on the severity of the behaviour and / or the student's willingness to accept consequences / responsibility.

Suspension and Exclusion processes will be in line with DfE guidelines

MAJOR INCIDENTS (unacceptable behaviours)

- Physical abuse
- Verbal abuse - threatening
- Sexual assault and sexualised language
- Intimidation and threats
- Bullying and harassment (including cyber bullying)
- Vandalism
- Racism
- Stealing
- Obscene or offensive acts
- Ongoing disrespect to staff and failing to follow reasonable instruction.