

Mawson Lakes School

Behaviour Support Policy



At Mawson Lakes School, all students have the right to learn in an environment that is safe, positive and engaging. Every student has the responsibility to follow the Mawson Lakes School values and expectations. Staff, parents and students work together to create safe, caring, orderly and productive learning communities which support the rights of all students to learn and all teachers to teach.

Policy

We implement The Department for Education's Behaviour Support Policy in alignment to our Mawson Lakes School Behaviour Support Policy

Procedure

At Mawson Lakes School we use a positive approach to support students with their behaviour.

Our expectations are shaped from our school values of Cooperation, Pride, Quality and Respect. We recognise the importance of the partnership between staff, students and families to best support positive student wellbeing and behaviour.

School staff will:

- Model and promote behaviour that values diversity, demonstrates respect for and inclusion of all students, and promotes a positive school climate
- Explicitly teach students about safe and inclusive behaviours, managing conflict and the Child Protection Curriculum
- Adopt restorative practices to support the repair of relationships
- Ensure the teaching and learning environment is safe and supportive, free from harassment, bullying, discrimination and violence
- Provide visible, consistent and planned responses to behaviours of concern to foster trust and confidence
- Apply consequences for inappropriate behaviour in a responsive, fair and timely manner, in line with the School Behaviour Policy
- Ensure appropriate records and documents are kept of behavioural management responses

Students will:

- Accept responsibility for their choice of behaviour and learn from mistakes
- Treat others in a way that demonstrates respect and inclusiveness
- Ensure their verbal, physical and online interactions are safe, respectful and inclusive

- Not be a bystander when they see inappropriate behaviours in person or online.
- Support their friends to behave in safe, respectful and inclusive ways

Families can effectively support by:

- Model and promote safe, respectful and inclusive relationships with their own children, other children and young people, other parents/caregivers, and school staff
- Support their children to develop safe behaviours at home including monitoring and supervising their children's social interactions (including online)
- Talk to their children about behaviour to help them to understand what it is, how it can be harmful and how to respond
- Work collaboratively with the school to resolve concerns about behaviour when incidents occur as soon as possible
- Support their child's best interests to continue to attend school while a behaviour issue is being resolved

Proactive measures that promote and support a positive school culture:

The consistent and explicit education of behaviour and social skills is fundamental in establishing and maintaining a positive, inclusive and quality learning environment.

Mawson Lakes School continues to embed initiatives such as:

- Co-construction of classroom expectations, rules and physical space with students at the beginning of the school year with continued reinforcement and learning (Student Agency)
- Gathering awards for "Powerful Learner's" in line with school values of Cooperation, Pride, Quality and Respect
- Active student voice and leadership programs (Kid's Council, Nature Play Committee, House Captains etc.)
- Established Nature Play area for students to develop social skills, creativity and respect for the environment

- Active participation in the National Day of Action against Bullying and Harassment, Harmony Day and Reconciliation Week
- Developing Interception skills to help with self-regulation
- School Support Officer (SSO) guidance in class
- Connection with the Departments support services for advice, strategies and referrals

Consequences for inappropriate behaviour are dependent on the developmental stage of the child and on the frequency and severity of the behaviour.

At a classroom level:

- Teacher support to problem solve or restore relationships
- Reminders
- Buddy class or re-focus areas
- Classroom management strategies
- Documentation of repeated behaviours
- Communication with families

At a yard level:

- Reminders
- Walk and talk with the teacher
- Yard Time-out
- Documentation of repeated behaviours

At a school level:

- Leadership support to problem solve or restore relationships
- Making up learning missed in class
- Communication with Families
- Documentation of repeated behaviours
- Formulation of behaviour plans
- Office reflection or re-focus
- Referral to Behaviour Coach
- Take home-suspension-exclusion process

This policy works in conjunction with our Anti-Bullying and Harassment Policy.

Ratified by Governing Council 17/08/2020

David Cowles – Principal

Peter Richings – Governing Council Chairperson