

## RESPECT FOR SELF, OTHERS AND THE ENVIRONMENT

### BELIEF STATEMENT

At Meadows Primary School we believe in fostering a learning environment that:

- is respectful, safe, caring and fair.
- supports and protects the rights of students to learn and teachers to teach
- develops in students an acceptance of responsibility for their own behaviour
- is oriented to success so that all students have support and opportunities to be successful academically, socially and physically
- develops a partnership between staff, students and their families.

This policy is applicable in all areas of the school including out of school hours events and excursions.

### RESPECT FOR SELF

#### Means:

understanding and celebrating diversity; understanding uniqueness; being inclusive; getting along, working together, being thoughtful and caring about yourself and others; showing consideration for our school environment; being responsible; making good choices, and being tolerant, fair, kind, generous, honest and loyal.

### BEHAVIOUR MANAGEMENT PROCESSES

Staff at Meadows Primary School share agreed Behaviour Management Processes, which aim to provide a consistent approach when responding to issues both in the classroom and in the yard.

This is a whole school approach to effectively manage students' behaviour and foster a successful learning environment.

## Classroom Management

**Meadows Primary School operates within two fundamental rules:**

- **treat each other with respect**
- **make the classroom (learning area) a place of learning.**

#### We believe that:

- an effectively managed classroom with clear guidelines, procedures and routines for common aspects of classroom life will ensure all students feel safe and able to engage in the learning process
- to ensure understanding and ownership, students must be jointly involved in the creation of these guidelines, procedures and routines
- students appreciate a straight forward and consistent approach.

#### Therefore we will:

- jointly develop, record and display specific behaviours, routines and processes at the beginning of each year
- acknowledge positive behaviour or when rules and procedures are being followed, i.e. thank students for their cooperation in making the classroom a positive learning environment
- be aware of what is happening in all parts of the classroom at all times- by continuously scanning the classroom, even when working with small groups or individuals

- intervene promptly when inappropriate behavior threatens to become disruptive
- acknowledge violations of classroom rules and procedures immediately and employ the specific consequences that have been established
- record significant or on-going breaches on EDSAS (DECD data recording system)
- use weekly Class Meetings as a forum to bring up issues of classroom management i.e. teacher or students provide a summary of their perception on how well students have followed the rules and procedures that week.
- explicitly teach social skills programs - 'What's the Buzz' 'Play is the Way'
- acknowledge students who follow the rules and respect others and their learning

### **Consequences for inappropriate behavior**

- Warning/Rule reminder
- Time out in the class
- Time out in 'behaviour buddy' class
- Time out in the office – student to bring a completed white slip to the office; Principal informed and re-entry plan negotiated.
- Parents informed and meeting set up if necessary

**Verbal or physical violence** - the student is sent to the office without moving through the steps; ring office to let know who and why.  
Consequences are enacted as per the school discipline policy.

<b>Yard Expectations</b>
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- **Play safely in the yard staying within the school boundaries**
- **RESPECT other people's feelings, rights and property**
- **RESPECT and care for our environment**
- **Listen to and follow instructions**

#### **Therefore we will:**

- ensure students have a clear understanding of the Yard Expectations at the beginning of each year and periodically revisit as needed
- give logical consequence when a rule is not adhered to and inform the student/s of the next consequence should a future breach occur
- record any students who regularly re-offend
- acknowledge students who follow rules and procedures.

For students with disabilities all processes around behavior will be in enacted as fits their level of understanding and self control.