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.

Yard Expectations

- 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.