



Salisbury Downs Primary School

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Behaviour Education Policy

PREAMBLE

Salisbury Downs Primary School's policy on student behaviour management is concerned with helping students to take control and responsibility for their behaviour in and out of the classroom.

This policy is based upon one crucial assumption – the school and the home are united in any efforts applied.

The teachings of **Play is the Way** © is used. This provides essential strength-based strategies for all who deal with young people. Children and youth need supportive people who respond to their needs rather than react to their problems.

This Behaviour Learning Policy holds for the majority of students. Individual cases must be considered on their special needs.

OPEN DIALOGUE AND LOGICAL CONSEQUENCES NEED TO BE USED AS A METHOD OF TEACHING STUDENTS TO MAKE APPROPRIATE DECISIONS REGARDING THEIR BEHAVIOUR.

RATIONALE

School should be a safe and enjoyable place for all. When children are supported in making strong and responsible decisions, they feel comfortable exploring their environment through learning and playing. They can concentrate on learning new skills and growing to adulthood.

We should have effective and consistent means of responding to students who are placing the safety and enjoyment of other students at risk whether during playing or learning time.

We need to recognise and reinforce appropriate behaviour as part of teaching and learning. Leadership in consultation with teachers will support students with repeated disruptive and/or inappropriate behaviour.

LOGICAL CONSEQUENCES

- Many classroom and playground incidents can be resolved quickly and appropriately.
- Teachers have the strongest relationship with students and therefore are in the best position to assist students in resolving issues.
- Teachers will use their discretion in their approach towards minor misdemeanors. Common sense needs to prevail.
- Logical consequences for inappropriate choices should consistently be used.
- Consequences will be proactive rather than punitive in an effort to assist students in making appropriate decisions.
- Special cases will be negotiated with the leadership team and all staff kept informed as appropriate.
- Everyone needs to understand that they are responsible for their own decisions and behaviour, that these have an effect on others and that they must accept the consequences of their behaviour. Ongoing and/or high level behaviours will involve consequences including take home, suspension or exclusion and could involve regional interagency behaviour support personnel.

YARD SUPPORT STRATEGIES

- Deliver and Go: Teachers deliver a quick rule reminder and leave.
- Logical Consequences: is based on goodwill and not retaliation. It is concerned with present and future behaviour and is: related to the behaviour; respectful of all parties; has a reasonable expectation; relationship-building.
- Yard Think Spot: Students are asked to stand/sit on the red spots positioned around the yard and

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move from “feelings based behaviours” and think about changes needed to play successfully.

- Walk with a teacher: Students walk with a teacher on duty to help build relationships and an understanding of why a particular behaviour change is important.
- Yard Passport Program: Students play in the yard but must have positive behaviour observed and signed off by a yard duty teacher for a set period of time.

[The Red Yard Help Card is to be used for severe infringements.](#)

QUESTIONS THAT ENCOURAGE CHILDREN TO TAKE CHARGE OF THEIR BEHAVIOUR

(All quotes taken from *By Wisdom Not By Force* by Wilson McCaskill)

1. Is that the right thing or wrong thing to do?

“We do the right thing because the right thing is the best thing to do.” You know what is right and wrong. Please do what's right.

2. Are you having a strong moment or a weak moment?

“It takes great strength to be sensible.” Should you be using your feelings or your thinking to make the right decision?

3. Are you ready to be your own boss or are you inviting me to be your boss?

“Though often we must, of necessity make children do the right things, we should never lose sight of the need to raise children who can make themselves do the right thing, even when they don't want to.”

4. Are you running away from the problem or are you dealing with it?

“Problems, much like monsters, are only satisfied when they have devoured you. Give them no such satisfaction. Tackle them head on and refuse to be eaten. Stare them in the eye, understand them for what they are, and with courage battle them until they are defeated. With success, will come greater strength. With greater strength, will come the confidence to beat even larger monsters.”

5. Am I trying to help you or hurt you?

“Wise adults accept that the feelings of children are sometimes hurt when the help given was needed but not wanted.”

6. Are your feelings in charge of your actions or is your thinking in charge? Are you a master or victim of your feelings?

“Feelings like nothing more than to take charge of actions. Don't let them. They are, and are meant to be, the servants of thought. As servants they reward our lives with a multitude of experiences. As masters they lead us to ruin.

CLASS SUPPORT STRATEGIES

- Target Behaviours: Each day a clip around our school values will go on Sentral Day Book which will lead discussions around appropriate behaviour and pro-social interactions.
- Deliver and Go: Teachers deliver a quick rule reminder and move on.
- Logical Consequences: is based on goodwill and not retaliation. It is concerned with present and future behaviour and is: related to the behaviour; respectful of all parties; has a reasonable expectation; relationship-building.
- Class Time Out: Students who have consistent low level disruptive behaviours will be asked to work in a designated part of the room away from other students for a small amount of time to make a decision about future strong behaviour. A timer will be used so that students can take control of this time.
- Support Class: Students who have continued low level disruptive behaviours will be asked to work in another class for a designated amount of time to make a decision about future strong behaviour.
- Phone Home: Students with support from class teacher will make contact with home regarding ongoing disruptive behaviour.
- Parent Meeting: Those students who show continued disruption to teaching and learning will have a meeting with parent/caregivers to discuss the problems and to complete a behaviour plan.
- Take Home: Students who continually disrupt teaching & learning can be sent home or suspended.



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Government
of South Australia
Department for Education

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