



Greenmount Primary School
Learning Side By Side



SUPPORTING POSITIVE BEHAVIOURS POLICY



Rationale

Improving student academic and behaviour outcomes is facilitated when all students have access to effective and accurately implemented instructional and behavioural practices and interventions.

At Greenmount Primary School a unified and positive school climate informs students and staff that appropriate behaviour is a priority in our school and we strive to maintain a climate where appropriate behaviour is the norm. Inappropriate or problematic behaviours are viewed as a skill deficit, and when a skill deficit exists we will teach the appropriate behaviours. *(Department of Education, Positive Behaviour Support)*

AIMS

Greenmount Primary School aims to:

- ✓ Create a caring environment in which teachers and students can learn and grow together.
- ✓ Create a positive environment where the rights and responsibilities of individuals are recognised and respected.
- ✓ Maintain a code of behaviour that considers the safety and wellbeing of the school community.
- ✓ Provide personalised adjustments based on student needs in order to maintain good order across the school.
- ✓ Maintain processes that will prevent or deescalate behaviours that may risk harm to self or others.
- ✓ Support the development of self and peer regulation strategies.
- ✓ Acknowledge behaviours which promote a positive and caring school environment.
- ✓ Use student behaviour data to assess the effectiveness of whole school and individual behaviour support processes.

Policy

Through the *Supporting Positive Behaviours* program students demonstrating inappropriate or problematic behaviours will be supported and monitored. Greenmount Primary School will provide every student with the educational support the student needs to learn and maintain positive behaviour.

The Greenmount Primary School community expects students to demonstrate respectful behaviour at all times. Students, staff and parents have a role in ensuring that these expectations are achieved.

Rights and Responsibilities

STUDENTS		Students have the right to:	Students have the responsibility to:
		<ul style="list-style-type: none">• Respect, courtesy and honesty.• Learn in a purposeful and supportive environment.• Work and play in a safe, orderly, friendly and clean environment.	<ul style="list-style-type: none">• Ensure their behaviour is not disruptive to the learning of others.• Help keep the class and school environment safe, orderly and friendly.• Listen to their teachers and follow directions.• Follow the classroom and school rules.• Work and play safely with peers.

Rights and Responsibilities

	Staff have the right to:	Staff have the responsibility to:
STAFF	<ul style="list-style-type: none"> Respect, courtesy and honesty. Teach in a purposeful and non-disruptive environment. Teach in a safe, orderly and supportive environment. Co-operation and support from parents, colleagues and students. Information and guidelines on relevant policy issues. Relevant, up-to-date, on-going professional development. 	<ul style="list-style-type: none"> Model respectful, courteous and honest behaviour. Ensure that the school environment is kept safe, orderly and friendly. Establish positive relationships with students and parents. Encourage parents to participate in the planning and review of services for their child.
PARENTS	<ul style="list-style-type: none"> Respect, courtesy and honesty. Be informed of behaviour management procedures, and decisions affecting their child's health and wellbeing. Be informed of their child's progress. Have opportunities to contribute to educational programmes for their child. 	<ul style="list-style-type: none"> Model respectful, courteous and honest behaviour. Ensure their child attends school. Send their child equipped to participate fully in the education programme. Establish positive relationships with staff.

School Expectations of Behaviour

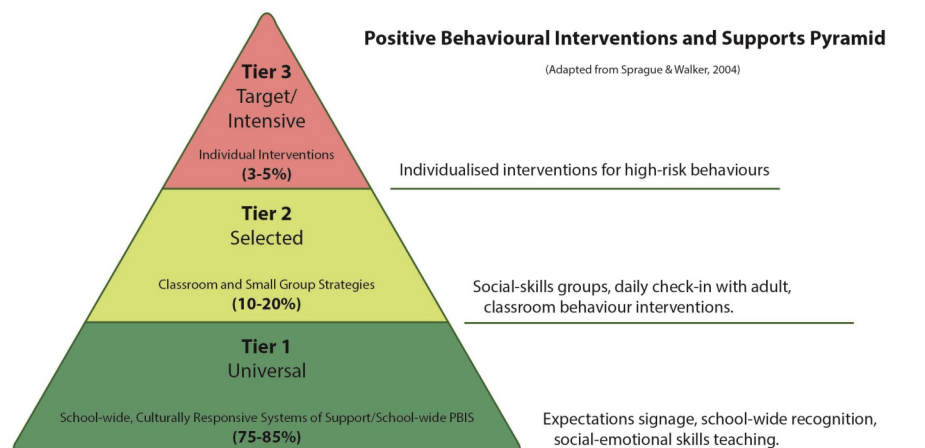
At Greenmount Primary School:

*We are kind with our words and actions
We include everyone in our games and activities
We keep our school environment safe and orderly*

Process

Throughout the school:

- Expected behaviours will be defined, taught and encouraged .
- Respectful relationships will be a focus .
- Classroom instruction will be inclusive and supportive.
- An instructional approach to discipline will be evident (Tier 1)



For students whose behaviours have been documented as not responsive to whole school practices and systems:

- additional support will be provided in the classroom and through Admin facilitation (Tier 2)
- or an Individual Plan will be developed and implemented (Tier 3) This process will be initiated by the Administration team following consultation with classroom/specialist teachers and parents/carers.

Consequences for Inappropriate Behaviours

GPS has introduced *The Staying On Track* process which supports students to refocus and choose appropriate behaviours. *The Staying On Track* process outlines a continuum of responses to inappropriate behaviours and promotes ownership of behaviour and actions. Students are supported and encouraged to reflect on their behaviour and to understand that actions determine consequences.

Acknowledging Positive Behaviours

Positive and responsible behaviours are regularly acknowledged at Greenmount Primary School through classroom and whole school incentives, including:

- ✓ Verbal praise and feedback.
- ✓ Extrinsic rewards (points, stickers etc.)
- ✓ Class incentives
- ✓ Tokens
- ✓ Merit awards
- ✓ Class rewards

Responsibilities

Classroom teachers:

- Establish clear classroom rules which describe the positive behaviours expected.
- Consistently apply the school's Student Behaviour Policy.
- Document inappropriate student behaviour and remedial strategies applied using *Tracking* files.
- Discuss concerns with Associate Principals.

Administration:

- Ensure consistency in the implementation of Student Behaviour Policy.
- Support staff with students demonstrating inappropriate behaviours.
- Collaborate with key stakeholders and/or classroom teachers in developing individualised plans and support.
- Coordinate collaborative data gathering and reviews of student progress