



PALMER PRIMARY SCHOOL

Small School, Enormous Opportunities



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Government of South Australia

Department for Education and
Child Development

Student Behaviour Management—December 2017

At Palmer Primary School, we are committed to preserving the integrity of the learning environment. Students should be able to learn and teachers be able to teach in a safe environment, free from violence and harassment.

We endeavour to equip students with the skills to manage their own behaviour and solve social problems effectively. We utilise Restorative Justice in dealing with student behaviour. Our plan is based on bringing together three components of student behaviour management:

- 1) Effective social skilling and problem solving skills, with a specific focus on developing resilience.
- 2) High levels of student engagement in learning activities, success as learners and student voice.
- 3) Responses to appropriate and inappropriate behaviour that considers each unique situation and context.

We plan for a supportive and challenging learning environment in the following ways:

- Using teaching strategies that engage students (ICT, Learning dispositions, student voice)
- Implementing strategies from the students' One Plans
- Referrals to DECD support services
- Student leadership and student voice activities
- 'Team around the child' approach involving parents/caregivers and support workers
- 'Students at risk' Intervention processes in place

We acknowledge positive behaviour choices by:

- Encouraging and praising students based on their efforts
- Classroom and school reward systems such as class dojo, certificates and year level points
- Kindness Kids and Powerful Learners acknowledged

We manage unsafe or uncooperative behaviour by:

- Giving students reminders about the expected behaviours
- Warning students about the consequences if they do not make positive choice, e.g. *'If you do not do A, then you will have ten minutes bench time at recess/lunch'*
- Appropriate consequence applied with consideration of the facts and context of the incident

For more serious incidents, we follow DECD procedures and may apply consequences including Take Homes, Suspensions, and in extreme circumstances, Exclusion. Examples when these consequences may be used can include violence, written or verbal threats, and consistent refusal to cooperate. Schools reserve the right to move straight to the consequence of Suspension when behaviour is deemed severe enough to warrant this response.

Being responsible

Excellence

Always trying

Respect