

Management of Student Behaviour Learning

We believe at Braeview School, that it is important to teach students to behave responsibly so that the right of students to learn and teachers to teach is not interrupted. In doing this, we have structured learning programs for students learning how to behave at school and logical consequences for students who choose to misbehave and break school rules. We also acknowledge students whose behaviour helps create a positive school climate.

Braeview School Rules apply to all aspects of the school's programs and practices.

Safety

Keep yourself and others safe.

Respect

Treat others with respect.

Environment

Respect school property and the environment

Learning

All students have the right to learn and all teachers have the right to teach.

Behaviour learning programs and practices described in this policy are designed to

- model the importance of developing respectful relationships as an essential element of effective student learning, wellbeing and engagement
- relate closely and effectively to the needs of individual students and their social and emotional context
- become part of learning and Intervention processes,
- contribute to children developing improved skills and abilities to respond to crises and problems
- contribute to children being better able to manage their emotional states
- improve wellbeing for all staff and students affected

Strategies used with students will be based on **Restorative Justice practices** and designed to assist students to

- use a problem solving approach to behaviour choices
- recognise the inappropriateness of their behaviour choices and the improbability of these choices meeting their needs
- identify and acknowledge the impact of their inappropriate behaviour choices
- assist students to learn new, more effective strategies
- restore relationships with those impacted by behaviour difficulties

Specific strategies to support students with behaviour learning difficulties will include;

- completion of class work in the office
- positive time out
 - assisting the student to regain emotional stability and composure
 - providing respite for class and class teacher
- counselling
- walk and talk
- timed silence
- identification and documentation of alternative behaviour choices
- restorative practices eg apology, physical restoration after damage