

## Behaviour Management Agreement at Brighton Primary School

**At Brighton Primary School we believe that a whole school approach to Behaviour Management is necessary to support and guide all students. This agreement provides the expectation for teaching and learning around Behaviour Management.**

At Brighton Primary School the restorative process is used at formal and informal levels in the management of student behaviour. The language of Restorative Justice is explicitly modelled in the classroom and all community members are encouraged to consider the process for the settlement of all disputes, disagreements and situations involving aggrieved parties.

Restorative Justice is a process through which victims and others are given an opportunity to face their offender, express their feelings, ask questions and have a say in the outcome. Offenders hear firsthand how their behaviour has affected people. They may begin to repair the harm by apologising, making amends and agreeing to a simple contract. Conference holds offenders accountable while providing them an opportunity to discard the "offender" label and be reintegrated into the school community. Finally the aggrieved person is asked what he or she would like to be the outcome of the conference. The response is discussed with the offender and everyone else at the conference. When agreement is reached, a simple contract is written and signed.

Teachers at Brighton are required to model and use the language of Restorative Practices "*when things go wrong or when someone is hurt*". The following procedures are in place to encourage and support everyone to meet our behaviour expectations. They are based on Restorative Practice principles and the aim at all times is to restore situations. Teachers are encouraged to use judgement and assist in restoration as appropriate to the situation.

### In the classroom

- **Peer / Peer restoration**
  - teacher encourages use of restorative questions by students
- **Teacher intervention using restorative principles**
  - teacher judgement regarding appropriate response. Whole class or groups involved in Restorative Circles
- **Teacher / Parent / Student Conference**
  - a restorative conference involving all affected parties is called and conducted according to Restorative Justice format
- **Administrative Response**
  - leadership involved in Restorative response where issues are high level violence, ongoing harassment or continued disregard for behavioural expectations. Appropriate sanctions apply where Leadership judges these are required. All reports and documentation to be recorded in EDSAS
- **Intervention Strategy**
  - a set area for students to reflect/cool down should be established if required before restorative discussion occurs
  - where extended supervised time needed to allow class/teacher to consider the situation a buddy class should be used
  - referrals to be submitted to Inter-agencies and support services where required

### In the yard

- **Peer / Peer restoration**
  - teacher encourages use of restorative questions by students or utilise Peer Mentors
- **Teacher intervention using restorative principles**
  - teacher judgement regarding appropriate response. Send to reflection room if high level only ie presents an ongoing danger
- **Reflection Room**
  - Teacher on duty assists to help plan for restoration of situation. Sheet to be taken home for signature
- **Administrative Response**
  - leadership involved in Restorative response where issues are high level violence, ongoing harassment or continued disregard for behavioural expectations. Appropriate sanctions apply where Leadership judges these are required. All reports and documentation to be recorded in EDSAS
- **Intervention Strategy**
  - Students who have consistently been having difficulties in the yard or who the teacher judges likely to have difficulties should be given a pass to walk with the Yard Duty Teacher

## **Consequences for Responsible Behaviour**

**By using positive reinforcement, the idea that responsible behaviour is the norm at Brighton Primary School, sets in motion an atmosphere of success. Regular discussion with students on the consequences of responsible behaviour, both in school and the wider community, should occur. Responsible behaviour should be acknowledged at individual, group, class and whole school level.**

## **List of Brighton Primary School Rules**

### **Yard**

- 1.** It is expected that students watch, listen and attend to and follow staff directions.
- 2.** Be considerate of other peoples' feelings, rights and property.
- 3.** Be responsible and sensible while you play safely within the boundaries.
- 4.** Respect and care for the environment.

### **Classroom Rules**

- 1.** Each class establishes its own set of rules which are consistent with the school rules.
- 2.** These rules should be few in number but address such issues as:
  - a.** safety
  - b.** work
  - c.** speaking and listening
  - d.** property
  - e.** teacher direction
- 3.** These rules should be positively started and enforceable.
- 4.** Students need to understand the rationale behind the rules.
- 5.** The rules need to be publicly posted.
- 6.** A copy of the school rules should be distributed to each family in the school.
- 7.** Rules must be backed up consistently by appropriate use of Restorative Justice practice.

## **Guidelines for Practice in Behaviour Management**

We expect students will:

- follow our school / class rules
- respect other peoples' views and feelings
- actively participate in their learning
- act in a responsible manner
- take positive initiatives

We will not accept:

- discrimination
- any form of violence or harassment
- disruptive behaviour
- inappropriate language
- unsafe behaviour
- criminal activity