Belief Statement
At Meadows Primary School we believe in fostering a learning environment that:
- is respectful, safe, caring and fair.
- supports and protects the rights of students to learn and teachers to teach
- develops in students an acceptance of responsibility for their own behaviour
- is oriented to success so that all students have support and opportunities to be successful academically, socially and physically
- develops a partnership between staff, students and their families.

This policy is applicable in all areas of the school including out of school hours events and excursions.

Respect for Self
Means:
understanding and celebrating diversity; understanding uniqueness; being inclusive; getting along, working together, being thoughtful and caring about yourself and others; showing consideration for our school environment; being responsible; making good choices, and being tolerant, fair, kind, generous, honest and loyal.

Behaviour Management Processes
Staff at Meadows Primary School share agreed Behaviour Management Processes, which aim to provide a consistent approach when responding to issues both in the classroom and in the yard. This is a whole school approach to effectively manage students' behaviour and foster a successful learning environment.

Classroom Management
Meadows Primary School operates within two fundamental rules:
- treat each other with respect
- make the classroom (learning area) a place of learning.

We believe that:
- an effectively managed classroom with clear guidelines, procedures and routines for common aspects of classroom life will ensure all students feel safe and able to engage in the learning process
- to ensure understanding and ownership, students must be jointly involved in the creation of these guidelines, procedures and routines
- students appreciate a straightforward and consistent approach.

Therefore we will:
- jointly develop, record and display specific behaviours, routines and processes at the beginning of each year - students and teacher develop together (each teacher to provide copy for the office and principal)
- acknowledge positive behaviour or when rules and procedures are being followed, i.e. thank students for their cooperation in making the classroom a positive learning environment.
remain “with it” - aware of what is happening in all parts of the classroom at all times - by continuously scanning the classroom, even when working with small groups or individuals

demonstrate ‘withitness’ to students by intervening promptly and accurately when inappropriate behavior threatens to become disruptive

acknowledge violations of classroom rules and procedures immediately and employ the specific consequences that have been established

record significant or on-going breaches and give to front office for recording on EDSAS (DECS data recording system)

review the routines and procedures when students seem to be systematically violating or ignoring a rule or procedure

use weekly Class Meetings as a forum to bring up issues of classroom management i.e. teacher or students provide a summary of their perception on how well students have followed the rules and procedures that week.

Consequences for inappropriate behaviour

- Warning/Rule reminder
- Time out in the class
- Time out in ‘behaviour buddy’ class (white slip to be completed)
- Time out in the office – student to bring a completed white slip to the office; Principal informed and re-entry plan negotiated.

Verbal or physical violence - the student is sent to the office without moving through the steps; a white slip is sent with another child to the office ASAP.

Yard Expectations

- Play safely in the yard staying within the school boundaries
- RESPECT other people’s feelings, rights and property
- RESPECT and care for our environment
- Listen to and follow instructions

Therefore we will:

- ensure students have a clear understanding of the Yard Expectations at the beginning of each year and periodically revisit as needed
- create a Y chart, or similar, with specific examples and display as a visual reminder in each classroom
- give logical consequence as outlined in the ‘Yard Expectations’ document when a rule is not adhered to and inform the student/s of the next consequence should a future breach occur
- record all breaches, however minor, along with next consequence on a white slip located in Yard Duty folder
- return completed white slips to the office for recording on EDSAS ASAP
- acknowledge students who follow rules and procedures.

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1 The term withitness was coined by Jacob Kounin (1983)