



FAIRVIEW PARK PRESCHOOL AND PRIMARY SCHOOL BEHAVIOUR EDUCATION POLICY

This document is a statement of our school community's values and expectations relating to student behaviour and the school's management processes. Our aim is to provide a social context in which students are supported while being taught how to accept responsibility for their own behaviour. We ensure that definitions of success recognise the achievements of all students, that the curriculum is inclusive, and that all students can participate. Students at Fairview Park are expected to follow our School Values to provide all school community members with a learning environment that is:

- safe
- inclusive
- conducive to learning
- free from harassment and bullying.

Vision

We aspire to prepare our students for a changing world, embracing the school values of respect, teamwork, excellence, accountability, confidence and honesty.

Motto

Achieve today, prepare for tomorrow.

Values

We believe that policies are best developed with those who will live by them. In this regard, to support our School Values, students are taught the skills to enable them to actively participate in the development, implementation and review of our school behaviour expectations, and are involved in decision-making processes and structures within the school.

Social responsibilities are taught across the curriculum and modelled in all aspects of school life. Staff model and teach the values of:

Teamwork	Working as a team to help and support each other to achieve goals, cooperating with others to achieve a common goal and tolerating differences in others.
Excellence	Being the best that you can, using your growth mind set to work hard to achieve your goals and giving your best effort, and understanding the importance of practice.
Accountability	Taking responsibility for your own actions, making your own choices, accepting the consequences for your actions and being organised.
Confidence	Taking risks and believing in yourself, having a go and persisting when it is difficult, setting goals and always working towards achieving them.
Honesty	Telling the truth, accepting and admitting to mistakes and being honest with our learning.
Respect	Showing consideration/care for self and others and shows consideration/care for self and others' property.

Building Learning Power

For our students to be powerful learners we have to model and teach our students the Learning Power capabilities of being Resilient, Resourceful, Reflective and Reciprocal.

To be **Resilient** students need to:

- be absorbed in their learning
- manage distractions
- noticing
- persevere

Teamwork

Excellence

Accountability

Confidence

Honesty

Respect





To be **Resourceful** our students need to be:

- questioning
- making links
- imagining
- reasoning
- capitalising on a range of available resources

To be **Reflective** our students need to be:

- planning
- revising
- distilling
- meta-learning

To be **Reciprocal** our students need to be:

- interdependent
- collaborating
- empathetic and good listeners
- imitating good habits or values from other people

Behaviour Management

We believe behaviour management is based on the school values with class and yard processes consistent with each other. Classroom agreements are negotiated at the beginning of each year with the students using the school values. Minor behaviour issues are addressed by teacher judgement. Consequences should always logically relate to the school value that has been disrespected. Yard behaviour is addressed using the restorative approach where possible.

A Restorative Approach:

- Encourages students to appreciate the consequences of their actions for others
- Enables students to make amends where their actions have harmed others
- Requires students to be accountable for their actions
- Encourages respect for all concerned

Behaviours requiring a more formal consequence include:

- Physical abuse
- Verbal abuse
- Intentional and/or repeated disrespect of the school values
- Placing the safety of oneself or others at serious risk
- Use of drugs

Formal consequences may include:

- Withdrawal from yard (Focus Room)
- Withdrawal from classroom – leadership support
- Internal suspension
- Take home
- Suspension
- Exclusion

Formal consequences are recorded in EDSAS. Teachers/leadership will contact the parent/caregiver (if required) as soon as possible to discuss the behaviour and the consequence.

Responses to ongoing unacceptable behaviour will involve partnerships between students, families and staff. Individual Behaviour Development Plans will be negotiated to support students to change their behaviour. Planned intervention will focus on student strengths and provide support for students having difficulties while reinforcing the rights of other students to learn and teachers to teach in a safe environment without disruption. Goals will reflect processes for restorative and reconciliatory actions. Where appropriate, DfE and interagency services will support students with social, emotional and behavioural difficulties and the staff who interact with these students.



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