

HEATHCOTE PRIMARY SCHOOL

SCHOOL COMMUNITY BEHAVIOUR MANAGEMENT PARTNERSHIP AGREEMENT

Our children are our future and at Heathcote Primary School we believe that:

1. All members of the school community should feel welcomed, supported, respected and safe because relationships have been developed and are valued
2. The needs of the students are at the core of all decision making, this is best achieved through partnership with the whole school community
3. All children have a right to an excellent education, to be guided and encouraged to be their best
4. By working together our students can become optimistic about their future, and develop as caring, respectful learners with high expectations of themselves to reach their full potential
5. A calm, safe educational environment where students behave appropriately and are given every opportunity to learn at their personal best is essential, **and as a whole school community 'we can do it!'**
6. Students with a diagnosed disability may have individual behaviour management plans which reflect this agreement. Teachers will teach their students why these differences occur, in a sensitive manner.

We will achieve this by:

Parents:	Staff:	Students:
<ul style="list-style-type: none">• Talking positively about school and staff at home, in the car park and at school• Encouraging students to behave appropriately• Behaving appropriately in the car park and at school; using appropriate language, non-bullying behaviour and no smoking.• Backing the teachers and principal when students are disciplined• Accepting that the school staff are disciplining students in the best interest of the students and to refrain from blaming staff for the child's behaviour• Making an appointment to see the relevant person when there is an issue, preferably the day after the incident or when everyone is calm.• Being confidential about interviews held between parents, staff and students• Being confidential with what happens at school when a volunteer	<ul style="list-style-type: none">• Developing simple behaviour management charts• Implementing consequences consistently• Suspending students who display inappropriate behaviour• Implementing suspensions and repeating as required• With severe examples of inappropriate behaviour such as bullying, notifying parents/carers• Conducting re-entry interviews with all suspended students and their parents before the student is accepted back into school• Will model correct speech and insist on manners• Provide a differentiated curriculum• Be fair with students, explicitly teaching behaviour expectations and acknowledging appropriate behaviour• Ensuring negative consequences do not appear to be rewards for students behaving inappropriately• Providing consequences for, and not accepting, inappropriate language• Ensuring that student leaders are deserving of their roles• Developing strategies for building friendship groups• Developing strategies within the classroom, for some students to silently inform their teacher they may need some time on their own within the classroom until they are in control again.• Developing a greater understanding of how to work with students who may have special needs	<ul style="list-style-type: none">• Respecting and following school rules• Taking responsibility for our own behaviour and the options we choose• Talking to teachers about problems• Reporting to teachers any issues that concern them• Solving problems in a peaceful manner• Respecting teachers and following teacher instructions• Eliminating fighting and bullying• Developing a caring attitude towards staff and other students• Assisting other students• Introducing parents to teachers• Coming to school every day• Encouraging parents to be involved with school• Reading regularly at home and completing any set homework