



ALDINGA BEACH B-7 SCHOOL

2015

Behaviour Policy

***“Learning is central to wellbeing and wellbeing is central to learning.
Education makes a positive contribution to learner wellbeing.
Wellbeing is built on the strengths of individuals, groups and communities working
together.”***

DECS Learner Wellbeing Framework for birth to year 12

1: RATIONALE

A supportive school environment is one that endeavours to meet the needs of every child. Our Behaviour Policy provides a system of relationships, expectations, rewards and consequences designed to promote effective learning. It strongly emphasises the use of positive and proactive practices to support our children in developing personal and social competencies and in self-managing through making appropriate choices.

2: RESPONSIBILITIES OF CHILDREN

In the classroom children are expected to:

- Do their best learning
- Be good listeners
- Speak politely to others and use good manners
- Work cooperatively
- Monitor their classroom noise
- Move safely and quietly in the class and around the school
- Promptly follow directions given by teachers, SSOs and volunteer staff
- Respect the rights and property of others
- Exhibit the school's/class values
- Adhere to the class Code of Conduct
- Wear appropriate school wear in accordance with the Uniform Policy
- Wear an appropriate hat in Terms 1 and 4
- Respect teachers' rights to teach and other children's rights to learn

In the yard children are expected to:

- Follow the yard Code of Conduct
- Wear an appropriate hat in Terms 1 and 4
- Play safely and responsibly at all times
- Use appropriate language (non-offensive)
- Be considerate of other's feelings
- Look after the school and other people's property
- Stay within the boundary play areas
- Walk around school buildings and play equipment
- Promptly follow directions given by teachers, SSOs and volunteer staff
- Be punctual to class
- Refrain from any bullying behaviour such as
 - teasing or name-calling
 - racial or sexual taunts
 - victimisation
 - emotional abuse
 - exclusion in games
 - physical abuse
- All children are to use the school's High Five grievance procedures

Using ICTs children are expected to:

- Adhere to the ICT Student User Agreement Policy which includes Mobile Phone and Electronic Devices protocols

3. RESPONSIBILITIES OF STAFF

Staff will:

- Display the Code of Conduct developed by each class for all to see which contains:
 - A code of acceptable behaviours
 - A positive consequence system
 - A set of tiered responses to inappropriate behaviours
- Develop and foster positive relationships with all children
- Engage in cooperative problem solving relationships to address issues faced
- Ensure children are aware of their rights (and the rights of others) and their responsibilities
- Regularly reinforce appropriate behaviour
- Be calm and supportive when applying consequences
- Provide students with choices and opportunities to change inappropriate behaviour
- Use common-sense and professional judgment when responding to behaviour to ensure the child is supported to change
- Treat children fairly, with dignity and respect at all times
- Assist children to develop negotiation and conflict resolution skills using restorative practices
- Develop and teach programs in line with school's Positive Education Policy (See Attachment 1: which incorporates Play is the Way, Restorative Practices, 3 Rs Method, social skills, values education etc)
- Raise parental awareness of the class' positive education program and seek their support in reinforcing skills at home
- Establish and maintain positive and regular communication between home and school
- Record behaviours (both appropriate and inappropriate) and communicate to parents using the school's diary
- Show consistency in supporting school policies and procedures
- Ensure that the TRT folder for the class is current including;
 - List of children
 - Photos of children (to be discussed)
 - Special needs of children documented
 - Medical concerns noted
 - Class Code of Conduct, rules, monitors, class procedures etc
 - Time table

Yard duty staff will:

- Display a yard duty roster in their classroom. (A roster will be displayed in the staff room, library and front office.)
- Wear a fluorescent jacket for ease of identification
- Wear a sun-safe hat in Terms 1 and 4
- Carry a yard duty bag, obtained from the Front Office, which includes a behaviour booklet, first aid kit, specific first aid instructions for individual children, Emergency Card, Support Needed in Yard Card. All have maps of the specific yard duty
- Record any yard duty swaps in the daily notices on Edmodo
- Be mobile over the whole duty area and interact with the children
- Encourage children to move off play areas at the first bell
- Ensure all children have left the yard duty area before the teacher returns to their classroom
- First duty teachers are to stay in their area until they are relieved. (Notify front office staff by sending a child with particulars if not relieved)
- Organise with nearby teacher to go to toilet, get drink etc. before recess/lunch bell goes in order to get to duty area on time
- Be punctual when going to duty
- Follow up on issues as they are reported i.e. send note/white slip etc. to let teachers know of yard incidents that may impact on the child/ren back in the class
- Intervene in a calm and supportive manner to prevent inappropriate behaviour escalating, through redirection and/or supporting the use of restorative practices
- Where possible apply logical consequences for low level behaviours e.g. drop a paper, pick it up; cool down time by sitting out or walking with teacher
- Reward positive behaviour of children with a values card
- For high level behaviours, send to office for resolution. If assistance needs to be sought, send a runner to office for a leadership member.

Using ICTs staff are expected to:

- Adhere to the ICT Staff User Agreement Policy which includes Mobile Phone and Electronic Devices protocol

4: RESPONSIBILITIES OF PARENTS

Parents are asked to:

- Familiarise themselves with the school's expectations of behaviour
- Support staff in implementing the school's Learner Wellbeing Policy
- Reinforce values and social skills at home
- Encourage child/ren to take positive steps to solving problems developing independence and responsibility
- Calmly make contact and communicate respectfully with staff when seeking clarification of behaviour issues
- Sign and return behaviour booklet slips to classroom teacher acknowledging receipt of them

Using ICTs parents are expected to:

- Adhere to the ICT Parent User Agreement Policy which includes Mobile Phone and Electronic Devices protocol

5: SCHOOL DAY STRUCTURE

The structure to the school day is as follows.

TIMETABLE

8:30am-8:45am First duty

8:35am Siren to enter school. Children wait at/near classrooms. *All playing areas are out of bounds.*

Teachers to be in class by 8:40

8:40am All students expected to be in class getting organised for the day

8:50am Roll called and sent to Front Office. First lesson begins

11:20am Big Lunch eating time

11:30am Lunch

11:57am End of Big Lunch reminder bell

12:00noon All children in classrooms commencing lessons

1:40pm Little Lunch eating time (optional)

1:57pm End of Little Lunch reminder bell

2:00pm All children in classrooms commencing lessons

3:00pm End of day bell. *All play areas are out of bounds without parent supervision.*

3:15pm End of Yard Duties – no children left on premises except OSHC.

LATENESS

Children need to report to student services and get a late slip. This is given to the classroom teacher. A record is kept and parents can be notified for regular lateness.

ROLL CALL

Procedure for roll call is as follows. The roll is to be called first up in the morning by 8:50am. Student who are late must come to Student Services to receive a late slip. Student monitors are to take the roll and class tray to student services by 9am.

MOVEMENT AROUND THE SCHOOL

All children are required to wear a lanyard, which clarifies where they are from and where they are going. All students are to act respectfully and walk quietly to their destination.

6: CONSEQUENCES FOR INAPPROPRIATE BEHAVIOUR

YARD

LOW LEVEL: use logical consequences, reminder of values, counselling etc

- littering – pick up litter (tongs/bags/in a bucket next to vests, duty teachers take out)
- not wearing a hat – sit in designated shelter area
- running in walk zones – practice
- pushing – walking with the teacher
- out of bounds – walk with teacher or sit out
- misuse of equipment– value reminder and move on
- playing in the toilets – sit out
- spitting- clean it up

HIGH LEVEL (intent to hurt)

- biting
- fighting
- dacking
- throwing objects
- offensive language
- bullying – threatening others
- damaging property
- repeated non-compliance
- stealing
- abuse of adults

Following intervention by the teacher:

- Child sent to office at the discretion of the teacher on duty
- Teacher to inform child that behaviour has resulted in a white slip
- Behaviour form (triplicate) is filled out and either sent to the child's teacher or to the student services for leadership intervention.
- School leaders use a restorative approach, seeking information about incident from stakeholders before taking action. Once clarity sought, leaders determine outcome (where possible, consult with teacher)
- Behaviour Form completed with information about whom actioned the follow up and what outcome was recorded. White copy-returned to teacher and sent home (posted or in diary) for parent/caregiver to sign and return to teacher, pink copy retained by teacher, green copy – filed in office once entered on EDSAS by leadership.
- If a child does not attend or behaves inappropriately, extra time is given

CLASSROOM

LOW LEVEL: use logical consequences, reminder of values, counselling etc

- Interrupting others learning – move
- Calling out – rule reminder
- Moving inappropriately – practice safe movement on own time
- Dropping paper-clean the floor or tong duty
- Taking people's things- restorative justice
- Disrespecting property – clean up/replace (note home in diary)
- Non-compliance – rethink
- Off task behaviour- reframe

7: INTERVENTION STRATEGIES

Before behaviour escalates, the following intervention strategies need to be utilised:

- Reference to the codes/values/PITW key concepts (see below)
- I Statement
- Redirection
- Distraction
- Removal from situation
- Restorative discussion
- Small Impromptu conference
- Positive self-talk
- Rethink/reframe

The emphasis should remain on the teacher and child negotiating appropriate choices within the School Code of Conduct. Leadership support may be sought when teachers have exhausted all other avenues.

Aldinga B-7 School Code of Conduct

(Play is the Way five Key Concepts)

Using language to remind a child of their actions and to reinforce the key concepts that they have failed broken in Play is the Way.

Key Concept 1

- Treat others as you would like them to treat you.

Key Concept 2

- Be Brave – Participate to Progress

Key Concept 3

- Pursue Your Personal Best No Matter Who You Work With

Key Concept 4

- Have Reasons For the Things You Say and Do

Key Concept 5

- It Takes Great Strength To Be Sensible

In the case of a child who is unwilling to participate in the restorative process or operate within the school's Code of Conduct, agreed consequences will apply.

8: STEP SYSTEM

1. Value reminder
2. Value reminder
3. Class rethink
4. Class exit/Support class
5. Teacher directed consequence (e.g. lunchtime catch up, community service, courtyard time out etc. as well as a phone call to parents)
6. Office Exit

Children who get to step 5 and 6 must have a Behaviour form (triplicate) filled out detailing the behaviour. The white copy is sent home in the diary for parents. A phone call is sometimes necessary.

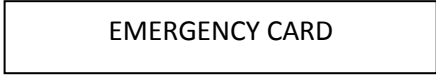
9: EXTREME BEHAVIOURS

FAST TRACK

- Biting
- Punching
- Violence
- Throwing furniture
- Threatening
- Unsafe behaviour
- Offensive language

PROCESS:

- Bypass the step system – to office
- Send for HELP
- Leadership staff to follow up /support
- Parents contacted



10: OFFICE EXIT

Children sent to the office have already been through a class step system, or they are fast tracked due to high level inappropriate behaviour. Leadership staff will respond as quickly as is practicable.

Procedures – Steps

- Child or runner brings form/white slip
- Child is counselled by leader (reflection, restoration with other stakeholders)
- Contract completed with behaviour agreement
- Consequence to include an element of community service in own time
- Parent informed
- Student re-entered back to class. Process may involve leader releasing teacher to restore relationship
- If student re-offends – sent back to office
- Take home or suspension

11: REPEATED INNAPPROPRIATE BEHAVIOURS

For ongoing repeated, inappropriate behaviours that result in repeated visits to the office:

This may result in one or more of the following:

- Individual Learning Plan developed (ILP) (involve teachers,
- Alternative play areas
- Community service e.g. picking up rubbish, gardening, sweeping paths
- Restricted play
- Attendance at identified skills sessions
- Utilising DECS personnel e.g. Behaviour Support Unit
- Take Home
- Suspension

The following procedures will occur if school leadership believes that a student has:

- Threatened or perpetrated violence, or
- Has acted in a manner that threatens the good order of the school, the safety or wellbeing of a student or member of staff, or
- Is interfering with the rights of other students to learn and of teachers to teach, or
- Shows persistent and wilful inattention or indifference to school work, or
- Has acted illegally

Depending on the nature and severity of the incident and the number of times the student has been referred to the office, school leaders may automatically progress to the following;

TAKE HOME

This is not a suspension; it is used in a behavioural emergency.

“This situation occurs when a child is unwilling or unable to comply with reasonable directions from teachers and is endangering himself or herself, or other members of the school community, or is interfering with the learning and teaching rights of other members of the school community.” (DECS School Discipline Policy)

There is no limit to the number of times “Take Home” can be used. If parent is unable to collect the child, he/she can be suspended the next school day.

IN SCHOOL SUSPENSION

In cases where the child will benefit from remaining in the school but separate from the class he/she will be internally suspended and will work in the office area. The class teacher will organise work for the child to complete while in the office area

SUSPENSION

A student may be suspended if the Principals have reasonable grounds to believe that he or she:

- has threatened or perpetrated violence
- has acted in a way which threatens the good order of the school by persistently refusing to accept the school’s behaviour code
- has acted illegally
- has acted in a manner which threatens the safety or well being of a student or member of staff through sexual or racist harassment, verbal abuse, bullying or any other means
- is interfering with the rights of teachers to teach and students to learn
- shows persistent and wilful inattention or indifference to school work

THE USE OF SUSPENSION

Suspension from school means that the child does not attend school for a period of time ranging from one to five days. The length of suspension is determined by the Principals and depends on the severity or frequency of irresponsible behaviour. However, generally, the first suspension is one day, the second two days etc until five days consecutively are reached. Although suspension is generally a pre-discussed consequence, it may also be implemented immediately due to the severity of an incident.

CHILDREN RETURNING FROM SUSPENSION

After each suspension, there needs to be a re-entry meeting involving the child, parent, leadership member and the class teacher, where possible at this time, the Student Development Plan is developed/reviewed/updated.

The Student Development Plan is negotiated between school staff, the child and parents and caregivers, as part of a behavioural change plan. It will clearly outline the responsibilities of the child and the part played by the child, the school and the parents or caregivers in helping the child become more successful at school. Further consequences involving suspension are outlined at this time.

Year 3-7 children may have a behaviour support agreement. This provides the opportunity for the child to make a plan to change his/her behaviour and to improve their learning. It also includes a school community service component.

EXCLUSION

A child will be generally excluded rather than suspended if the principal believes the child's inappropriate behaviour is severe enough or frequent enough for a stronger response to be used. A child may be excluded from school for between four and ten weeks or for the remainder of a term.

Before exclusion is decided upon, a conference is held so that the child, parents/caregivers and school can discuss the child's behaviour, and so that the Principal can make a final decision about the exclusion. A Student Development Plan will be negotiated at this time. An Interagency Behaviour Support Caseworker will also attend the conference. The student, parents/caregivers may invite support people to attend this conference.

Close to the end of the period of exclusion, a child will take part in a supervised re-entry to school if the goals of the exclusion have been met. If the goals of the exclusion have not been met exclusion may be:

- extended
- an alternative site may be explored

While under exclusion, a student is required to complete an alternative educational program, which may be in another school (if this is successfully negotiated between the principals of the two schools), a learning centre, Open Access or elsewhere.

ATTACHMENT 1:

BEHAVIOUR BOOKLET

Purpose

The behaviour booklet was devised in consultation with the Behaviour Support Team (BST) to support the management and communication of inappropriate behaviours in the classroom and yard.

Procedure

- When an inappropriate behaviour occurs fill out a form from the behaviour booklet detailing the behaviour.
- All three copies are to be sent to the office.
- The leadership team will draw on appropriate restorative practices and consequence to resolve the issue.
- The consequence and follow up will be written on the behaviour form and entered into EDSAS.
- All forms will be distributed as below:

White form: will be sent back with the child to be put in their diary or mailed to parents to be signed and returned to the child's class teacher.

Pink form: Class teacher to file and attach white copy when returned with parent signature

Green form: filed in child's file in office once entered into EDSAS

Clarification of procedures

- Office referrals are for high level behaviours, or in situations where the teacher is unable to resolve the issue
- All other behaviours are managed by the teacher using the STEP process – time out, exit class, office.

- ☐ Violence-Threatened / Actual (1)
- ☐ Threatened good order (2)
- ☐ Threatened safety or wellbeing (3)
- ☐ Interfered with the rights of others (5)
- ☐ Persistent and wilful inattention (6)