

BEHAVIOUR EDUCATION POLICY AND GUIDELINES

Respect Creativity Excellence Resilience

Vision – To inspire learners to become confident, creative and active global citizens of the future.

RATIONALE: Essential to quality education and productive student learning is the provision of a safe, inclusive and supportive environment that builds a successful community of learners. In partnership with parents and carers, our leadership team and staff aim to develop democratic relationships and create safe conditions for rigorous learning. Our staff are committed to providing a harassment and bullying free learning environment through:

- Creating a caring, supportive and connected learning school culture
- Implementing DECD policies and procedures – Anti-bullying, Child Protection, School Discipline, Behaviour Management, Cyber Safety
- Providing ongoing professional learning
- Monitoring and acknowledging positive behaviour.
- Developing skills and implementing safe practices
- Focussing on student wellbeing and student
- Early intervention and implementation of targeted support
- Building partnerships with families and the community
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The Behaviour Education Guidelines define the responsibilities of all members of the school community who are expected to conduct themselves in a lawful, ethical, safe and responsible manner that recognises the rights of others. Our policies and procedures reflect those of the Department of Education and Child Development (DECD) Wellbeing for Learning and Life and the National Safe School's Frameworks. All individuals have the right to **quality** teaching and engaging and challenging **learning**.

Respect

Staff model and teach appropriate respectful behaviours, develop democratic relationships through effective communication.

Students show respect for themselves and others by collaborative decision making and following the negotiated classroom and yard behaviour expectations.

Parents foster positive partnerships with staff and students through communication and participation in classroom activities and school events. They follow school processes and respect the teachers' professional decisions.

Creativity and Excellence

Staff utilise data sets to inform their teaching, learning and assessment tasks for intellectual challenge.

Students are involved in setting and achieving SMART Literacy and Numeracy goals and learning plans with support of staff and parents.

Parents support their child in their learning at home and at school.

Resilience

Staff empower and support student to become caring and emotionally resilient learners.

Students take risks with their learning, to view failure as an opportunity to develop a positive growth mind set to move forward as a powerful learner.

Parents support the qualities that allow children to bounce back from adversity and how to nurture resilience in their child.

Student Behaviour Development Support Flow Chart

Proactive practices

Successful teaching and learning practices include:

- **Building a community of learners** by embedding cooperative activities, providing learning experiences that promote student initiative, displaying student work and enacting the school values.
- **Developing democratic relationships** by listening to students, acting on information, mentoring individuals, enacting safe practices, implementing classroom pastoral care, encouraging independence, self-discipline and motivation.
- **Creating safe conditions for rigorous learning** by maintaining student safety, acknowledging responsible behaviour, supporting student participation, managing challenging behaviour, using ICT safely, responsibly and ethically.

A response to unacceptable behaviour based on severity, frequency, age, disability, trauma, mental health and repetition.

Level 1

Level 2

Level 3

Concerning behaviours

CLASSROOM/ YARD LEVEL BEHAVIOUR

Distracting others; Avoiding completing tasks at home/ school; A defiant manner of questioning; Refusal to follow reasonable instructions; Misuse of property; Continuous low level irresponsible behaviour

SCHOOL LEVEL BEHAVIOUR

Not following the behaviour code; Out of bounds; Leaving school grounds; Not completing a consequence; Missing class; Verbal abuse; Harassment; Threatened violence; Physical contact; Sexualised behaviour; Inappropriate online use

SYSTEM LEVEL BEHAVIOUR

Violence; Physical assault; Bullying; Theft; Sexualised behaviour; Property destruction- vandalism, arson; Cyber-crime; Sexual assault; Legal and illegal drugs

Options of consequences

CLASSROOM/ YARD LEVEL RESPONSE

Consequence relevant to behaviour
Sit out
Alternative buddy class
Meeting with parents to develop student learning behaviour goals

SCHOOL LEVEL RESPONSE

Time out from classroom/yard – Community Service
Alternative timetable
Meeting with parents to monitor student learning behaviour goals
Internal Office Suspension

SYSTEM LEVEL RESPONSE

Internal Suspension
Meeting with parents to monitor and evaluate student learning behaviour goals
Suspension, pending
Exclusion

Low to High level intervention

Low level 1 learning interventions

Social skills program; Restorative Practice Processes; Circle Time;
Restating expectations and values;
Walk and talk; Restricted Choices;
Cool down time

High level 2 learning interventions

Ensure safety of school community; Mediation; Student Development Plan;
Removal from class to the Office;
Restricted/alternative play; Counselling/ Social skills program; Referral for Interagency Behaviour Support; Case Management

High level 3 learning interventions

Serious consequences; Student Review Team; Student Development Plan; Formal Conference Meeting; Interagency Behaviour Support; Case Management; Mandatory Notification; Exclusion

Staff Communication and Documentation

Staff and leadership will use their professional judgement to determine the appropriate level of response and strategy for the situation in consultation with support services, as required.

Level 1 Response- Staff document student classroom/ yard behaviours on class record sheet and then follow up with appropriate interventions and negotiated student behaviour learning goals. This may be done in collaboration and consultation with parents and leadership via phone call, SMS, email, notes, using student communication book and diary as necessary.

Level 2 Response- Staff may attend meetings with students, parents, members of the leadership team, interagency behaviour support, whilst maintaining regular contact with parents. Staff and leadership utilise ongoing record keeping, development of learning goals and reports to monitor progress.

Level 3 Response- Staff and leadership team to collate student records, have formal meetings with parents, student and/or interagency behaviour support, monitor personal learning plans, refer to attendance and behaviour records, analyse classroom/ yard behaviour data to inform intervention, reflection, review and celebration.