



BEHAVIOUR DEVELOPMENT POLICY

RATIONALE

This policy demonstrates a strong commitment of our organisation to establishing and maintaining a positive learning environment for all students. Students are successful academically, socially and emotionally when they are happy, healthy and safe and when there is a positive school culture to support them. This policy is designed to provide a consistent approach to the development of desirable behaviours across the school, incorporating the use of a range of strategies and behavioral interventions when learning is compromised for any reason. The policy provides students, educators and parents with a clear set of guidelines where expectations and consequences of both appropriate and inappropriate behaviour is clearly understood by all.

AIMS

Our core values of **Accountability, Innovation, Respect and Resilience** underpin this Policy and it aims to:

- Create a safe, supportive and engaging learning community without interference or harassment from others, through democratic relationships between all learners
- Support students to take responsibility for their own behaviour, understanding that all behaviour has an outcome and a consequence
- Encourage students to use appropriate negotiation skills, conflict resolution skills and appropriate grievance procedures to resolve conflict
- Develop emotional intelligence and self-regulation within students by actively teaching these skills
- Ensure all school community members have the right to privacy, advocacy and access to Grievance Procedures/Policies
- Ensure the school's response to behaviour is consistent with current DfE policies available at <https://edi.sa.edu.au/library/document-library/controlled-policies/behaviour-support-policy>

OUR EXPECTATIONS of COMMUNITY MEMBERS

SCHOOL VALUES	IN THE CLASSROOM	IN THE SCHOOL YARD/ON SCHOOL EXCURSIONS
Accountability	<p>We will see students:</p> <ul style="list-style-type: none"> • attending school consistently and punctually • organised for the lesson • following the agreed classroom rules and routines • walking quietly and sensibly in all work areas and to other classrooms • helping themselves and others to maximise learning opportunities by staying on task • keeping themselves and others safe by practicing safe behaviors • taking responsibility for their own actions/reactions 	<p>We will see students:</p> <ul style="list-style-type: none"> • remaining within school boundaries • wearing appropriate clothing as per uniform policy including wearing a school hat when required to • making safe play choices according to site agreed playground practices • moving around the school safely at all times • returning to class promptly when the bell is rung • seeking teacher permission to enter any classroom during breaks • taking responsibility for their own actions/reactions
Innovation	<p>We will see students:</p> <ul style="list-style-type: none"> • Demonstrating a ‘can do’- growth mindset • Being open to new opportunities and accepting of ideas and the suggestions of peers • solving problems positively and peacefully with others • Showing a positive attitude to change 	<p>We will see students:</p> <ul style="list-style-type: none"> • demonstrating a growth mindset • being open to new opportunities and accepting of ideas and the suggestions of others • solving problems positively and peacefully with others • showing a positive attitude to change • showing gratitude for extra curricula activities organised by classroom teachers and the school
Respect	<p>We will see the following behavior from all members:</p> <ul style="list-style-type: none"> • accepting and valuing individual differences • active listeners following instructions from others including relief teachers and SSO’s • people communicating with others using respectful tone and body language • classroom/school equipment being used safely and with care and respect • being accountable for own 	<p>We will see the following behavior from all members:</p> <ul style="list-style-type: none"> • accepting and valuing individual differences • active listeners following instructions from others • positive social skills on display when playing (eg being fair, following rules and sharing) • our schoolyard environment free of harassment • play equipment being used with care and respect • our school environment free of graffiti, vandalism and theft

	choices	
Resilience	<p>We will see students:</p> <ul style="list-style-type: none"> • demonstrate a growth mindset and understanding that mistakes are how we learn • making good choices about how to respond to people and situations • seeking support from trusted person if finding oneself in a frustrating position • bouncing back from disappointment ie losing in a timely manner • solving problems positively and peacefully with others • persevering even when the task is hard • showing GEM principles – gratitude, empathy and mindfulness = Resilience 	<p>We will see students:</p> <ul style="list-style-type: none"> • demonstrate a growth mindset • making good choices about how to respond to people and situations • seeking support from trusted person if finding oneself in a frustrating position • bouncing back from disappointment ie losing a game in sport, in a timely manner • solving problems positively and peacefully with others • persevering even when the task is hard • showing GEM principles – gratitude, empathy and mindfulness = Resilience

PRACTICES SUPPORTING A SUCCESSFUL LEARNING ENVIRONMENT

Students at Poonindie Community Learning Centre are encouraged to participate in the development and maintenance of a learning environment that ensures positive learning outcomes for all students. School processes that support students to do this include:

- Class meetings
- Student Representative Council
- Cross Age classroom programs
- Assemblies
- Relevant curriculum eg Keeping Safe: Child Protection Curriculum/ Whole of site Resilience Project fostering the skills of GEM – mindfulness, empathy and gratitude
- Explicit class rules and consequences developed collaboratively in every classroom
- Acknowledgment and reinforcement of appropriate behavior by all
- Relevant policies and procedures to guide us eg Grievance procedures/Harassment Policy
- Pastoral Care Worker support for school members
- Student Wellbeing and Learning Improvement Coordinator support

POSITIVE ENVIRONMENT: Teachers establish a positive, inclusive classroom/yard environment with rules, rewards and consequences that are clearly explained to children. Positive feedback/Re-enforcements' regularly provided for students demonstrating positive behaviours. All JP classrooms operate on a peg system – for rewards and inappropriate behaviour.

In the classroom

STEP 1 REMINDER: Low level behavior distracting some from teaching and learning eg. Non attention, off task, voice volume too loud for inside

Student provided with a gentle reminder, proximity, redirection with a choice given by teacher

STEP 2 CLASSROOM TIME OUT: Continued Low level behavior despite reminder requiring further intervention from teacher.

Student seated in alternative space within the classroom and expected to work on task. PEG chart used.

STEP 3 BUDDY CLASS: Moderate Level behavior eg noncompliance, inappropriate conversation.

Student escorted to a **BUDDY CLASS** until next play break, with a card from teacher. Teacher informs parents.

STEP 4 PRINCIPAL INTERVENTION: Severe Behavior eg threatened violence, physical fighting, insolence, defiance, Bullying
Student escorted to Front Office for counselling/planning for future intervention

Parents' contacted by Principal. Student completes Development Plan (see attachment)

Behaviour is recorded on EDSAS.

STEP 5: depending on severity of behavior it could include

Take Home/ parents expected to collect chn. asap

Internal Suspension in front office until end of day

Suspension (up to 5 days) or Exclusion. A compulsory re-entry meeting is required with family and student following a suspension.

In the School Yard

STEP 1 REMINDER: Low level behavior eg arguing about game rules, running around buildings

Student provided with a gentle reminder, proximity, redirection given by teacher.

STEP 2 SHORT YARD TIME OUT: Continued Low level behavior despite reminder requiring further intervention from teacher

Student seated in Time Out bench for a short time under verandah until a brief conference about behavior is held with teacher.

STEP 3 LONGER YARD TIME OUT: for Moderate Level behavior eg. Deliberately disturbing/excluding others from a game, unsafe play on equipment, deliberately spoiling others yard games

Student expected to remain on bench for remainder of play break or until teacher is confident they can reenter yard and continue playing in appropriate manner. Teacher informs parents.

STEP 4 PRINCIPAL INTERVENTION: Continued moderate & Severe Behavior eg threatened/actual violence, physical fighting, insolence, defiance, Bullying/harassment. Illegal activity,
Student escorted to Front Office for counselling/planning for future intervention

Parent contacted by Principal. Student completes Development Plan (see attachment)

Behaviour is recorded on EDSAS.

STEP 5: depending on severity of behavior could include:

Take Home/ parents expected to collect chn. asap

Internal Suspension in front office until end of day

Suspension (up to 5 days) or Exclusion. A compulsory re-entry meeting is required with family and student following a suspension.

EXAMPLES OF INAPPROPRIATE BEHAVIOUR

The Department for Education has a computerised recording system (EDSAS) which is used for recording behaviors of students at Step 4 & 5. They are divided into 6 major categories:

Violence-Actual or Threatened
Threatened Good Order
Threatened Safety or Well-being

Acted Illegally
Interfered with the Rights of Others
Persistent and Wilful Inattention.

Some behaviours may be able to be listed under more than one category. The table below lists some examples of the types of behaviour that may come under each category. Please note the labels, **Low, Moderate and Severe** are used on the previous page describing the various stages of intervention.

CATEGORY	LOW	MODERATE	SEVERE
VIOLENCE	All types of violence are considered Severe		Threatened violence Actual violence Physical fighting Physical Bullying
THREATENING GOOD ORDER	Littering Not following classroom expectations Not playing by the rules	Inappropriate language Non-compliance with reasonable instructions Minor vandalism eg writing on desks Continual low level incidences	Rudeness/Insolence in front of others eg swearing, answering back Defiance-refusal to cooperate Continual Moderate level incidences
THREATENING SAFETY OR WELLBEING	Running behind classrooms out of sight Not wearing a hat Climbing/standing on furniture	Unsafe play eg tackling, jumping onto peoples backs Throwing objects across the classroom Excluding others from activities Spreading rumours	Bullying Serious unsafe play eg climbing onto a roof space Leaving our school boundaries when upset
INTERFERING WITH THE RIGHTS OF OTHERS	Calling out in class disrupting others games Not following class rules	Deliberate "In your face" attitude toward others Deliberate spoiling of games eg kicking a ball away Taking someone else's hat Taking property without permission	Harassment-Racial/sexual etc Serious and continual disruptions to teaching and learning Discrimination
PERSISTENT AND WILFUL INATTENTION	Off Task behaviour	Deliberate off task behaviour	Continual, deliberate off task behavior Refusal to work
ACTING ILLEGALLY	Any illegal activity is considered SEVERE eg drugs, cyber bullying, destroying property, theft and SAPOL may be called to intervene.		

All SCHOOL COMMUNITY MEMBERS HAVE VARYING DEGREE OF RESPONSIBILITIES to ensure a safe, positive and caring environment.

PARENTS/CAREGIVERS

- Model and reinforce a positive attitude towards the school
- Engage in constructive communication and relationships with school staff regarding their child's learning, wellbeing and behavior
- Encourage and motivate students to become independent and responsible learners
- Use the existing Grievance Policies/Procedures to deal with issues and concerns
- Attend meetings regarding their child's learning and/or behavior
- Ensure the school has an alternative person to contact should they not be available
- Notify the school of any event/s that may impact on their child's day

STUDENTS

- Behave in a safe, responsible manner that represents the school positively
- Participate actively and positively in all learning programs
- Take responsibility for their own learning and behavior
- Accept logical consequences for all behavior
- Use the school Grievance Policy/Procedures to deal with issues and concerns

STUDENT SUPPORT OFFICERS (SSO's)

- Provide support for students under the direction of the classroom teacher and/or leadership
- Encourage students to seek support from appropriate sources eg class/yard duty teacher
- Be positive, fair, democratic, consistent and clear in approach when assisting student with behavior choices

EDUCATORS

- Establish positive relationships with students that model mutual respect and understanding through the provision of feedback and by being consistently calm and predictable
- Develop structures and engaging learning programs, relevant to individual student needs
- Provide physical environments conducive to positive behaviours and effective engagement in learning
- Develop with students , a clear and consistent classroom behaviour code based upon our school values of ACCOUNTABILITY, INNOVATION, RESPECT AND RESILIENCE
- Provide any relief staff with relevant and current information regarding important student information
- Communicate regularly with parents/caregivers regarding student wellbeing and behavior
- Ensure all incidents are documented and kept confidential for future reference
- Ensure mandated curriculum programs are implemented in class teaching and learning program eg KS:CPC
- Be consistent with their implementation of this policy across the site

SCHOOL LEADERSHIP (PRINCIPAL AND WELLBEING COORDINATOR)

- Overseeing and ensuring learning programs are relevant, engaging and structured to cater for the needs of all students,
- Ensuring the school learning environment and play areas are safe and conducive for learning and playing
- Support staff in the implementation of pro-active behavior Development ie the RESILIENCE PROJECT
- Provide opportunities for consultation with staff regarding student wellbeing
- Co-develop individual Student Development plans and risk assessments to ensure all possible support is provided to students including access to support agencies

- Ensure appropriate training and development programs are provided to ensure staff have a strong skill and knowledge base of effective behavior development strategies
- Document all serious student behavior incidents and regularly analyse student behavior data
- Inform and liaise with families when serious behaviour incidents occur
- Maintain ongoing data collections (eg Emotional and WellBeing Survey) to inform decision-making and evaluate the effectiveness of policies, learning programs and procedures
- Manage Take-Home, suspension and exclusion processes and ensure data is entered into EDSAS.

VOLUNTEERS

- Comply with the DfE CODE of Conduct for Volunteers
- Complete the daily Sign in process/use an identification badge
- Follow the directions of the Principal/supervisor and comply with all relevant policies, procedures and guidelines eg Emergency drills, mobile phone usage
- Notify the Principal/supervisor of any incidents or injuries that occurred while volunteering.

RELATED RESOURCES:

The following documents can be obtained from <https://www.education.sa.gov.au/>

for further information:

- <https://www.education.sa.gov.au/parenting-and-child-care/your-childs-education/protective-practices-information-parents-and-caregivers>
- <https://www.education.sa.gov.au/supporting-students/health-e-safety-and-wellbeing/keeping-children-safe-bullying>
- <https://www.education.sa.gov.au/supporting-students/health-e-safety-and-wellbeing/cyber-safety-bullying-and-harassment>
- <https://www.education.sa.gov.au/supporting-students/health-e-safety-and-wellbeing/behaviour-management-and-strategy>
- <https://www.education.sa.gov.au/supporting-students/student-support-services>
- <https://www.education.sa.gov.au/supporting-students/children-disability-and-special-needs>

or visit our school website for further information: www.poonindieps.sa.edu.au

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Poonindie Community Learning Centre
Student Behaviour Reflection Plan

Behaviour support meeting for on / / . Present at meeting:
What behaviour needs to change?
What will we see you doing?
Who can help you with this? What will you see them doing?
When you change this behaviour what will happen? How will we know you have changed?
What will happen if you do not change this behaviour?
Student signature: Parent Signature: Class teacher signature: Principal/Delegate signature:
A Review meeting will occur with _____ on / / to check in.