

EDWARDSTOWN PRIMARY SCHOOL

BEHAVIOUR EDUCATION POLICY 2017



1. Student Behaviour Education at Edwardstown Primary School is based on students' being a self-manager rather than teachers and leadership being the authority. Our Behaviour Education policy promotes our **Learner Powers**, being a **Self-Manager, Communicator, Collaborator, Thinker and Researcher**, developed in consultation with students, staff and school community. Encouraging the development of resilience in our students and the understanding that respect and self-managing responsible behaviour are vital in a successful learning community.
2. The Behaviour Education Policy is underpinned by our **Learner Powers**, being **Self-Manager, Communicator, Collaborator, Thinker and Researcher**.
These key concepts are used develop independence, self-regulation, self-motivation in all learners in pursuit of their personal best and ability to get along with others
 - **Golden Rule** - *Treat others as you would like them to treat you*
 - **Self-Manager** - *It takes great strength to be sensible*
 - **Communicator** - *Have reasons for the things you say and do*
 - **Collaborator** - *Pursue your personal best no matter who you work with*
 - **Thinker** - *Be brave – participate to progress thinking*
 - **Researcher** – *Solve problems in many different ways*
3. This policy supports our school's three core values of Care and Compassion, Respect and Doing your Best and through mandated DECD School Discipline Policy.

4. **Behavioural Responsibilities** are as follows:

STUDENTS	STAFF	PARENTS	LEADERS
<p>Participate and work to the best of their ability.</p> <p>Respect the rights of others by behaving in a manner that provides a safe, supportive and successful learning environment.</p> <p>Take responsibility and accept consequences of their own behaviour.</p> <p>Respect and follow yard and class expectations.</p> <p>Make strong choices in line with the Learner Powers, using appropriate behaviour in a consistent, non-violent manner.</p>	<p>Teach social skills, problem solving, safety, conflict-resolution and grievance procedures.</p> <p>Use and promote the school's Learner Powers language when interacting with students, parents and staff. Provide a consistent and calm response when dealing with behaviour</p> <p>Educate children to self-manage their emotions; confidence and fears, and problem solving skills.</p> <p>Develop a strong positive classroom identity that is socially inclusive and responds to changing needs.</p> <p>Provide students with a rigorous, engaging, involving and inclusive program.</p> <p>Participate in regular training and development to continue to improve behaviour management strategies.</p> <p>Communicate regularly with parents.</p>	<p>Support student positive behaviour and attitude towards learning.</p> <p>Uphold and support school education policy.</p> <p>Promptly inform staff of any matters related to their child's safety, learning, well-being, attendance and behaviour that may affect learning opportunities.</p> <p>Ensure interactions with staff and students are respectful.</p> <p>Notify staff of incidents or issues rather than dealing with them independently.</p> <p>Respond to school communication promptly.</p> <p>Ensure child attends school regularly, eats healthy meals and is prepared to face the school day.</p>	<p>Ensure a consistent whole school approach to behaviour education and Learner Power language used when dealing with behaviour.</p> <p>Support staff in this application and work with parents to assist their understanding of the policy.</p> <p>Provide staff with regular appropriate training and development.</p> <p>Ensure consistency and effectiveness of staff practice in management of student behaviour and the development of student self-managing responsibility.</p> <p>Where appropriate, work restoratively with students to repair relationships.</p> <ul style="list-style-type: none"> - What happened? - Who was affected? - How can you make things right? <p>Be informed about discussions regarding student behaviour between parents and/or staff and become involved where appropriate.</p>

EDWARDSTOWN PRIMARY SCHOOL BEHAVIOURAL EXPECTATIONS

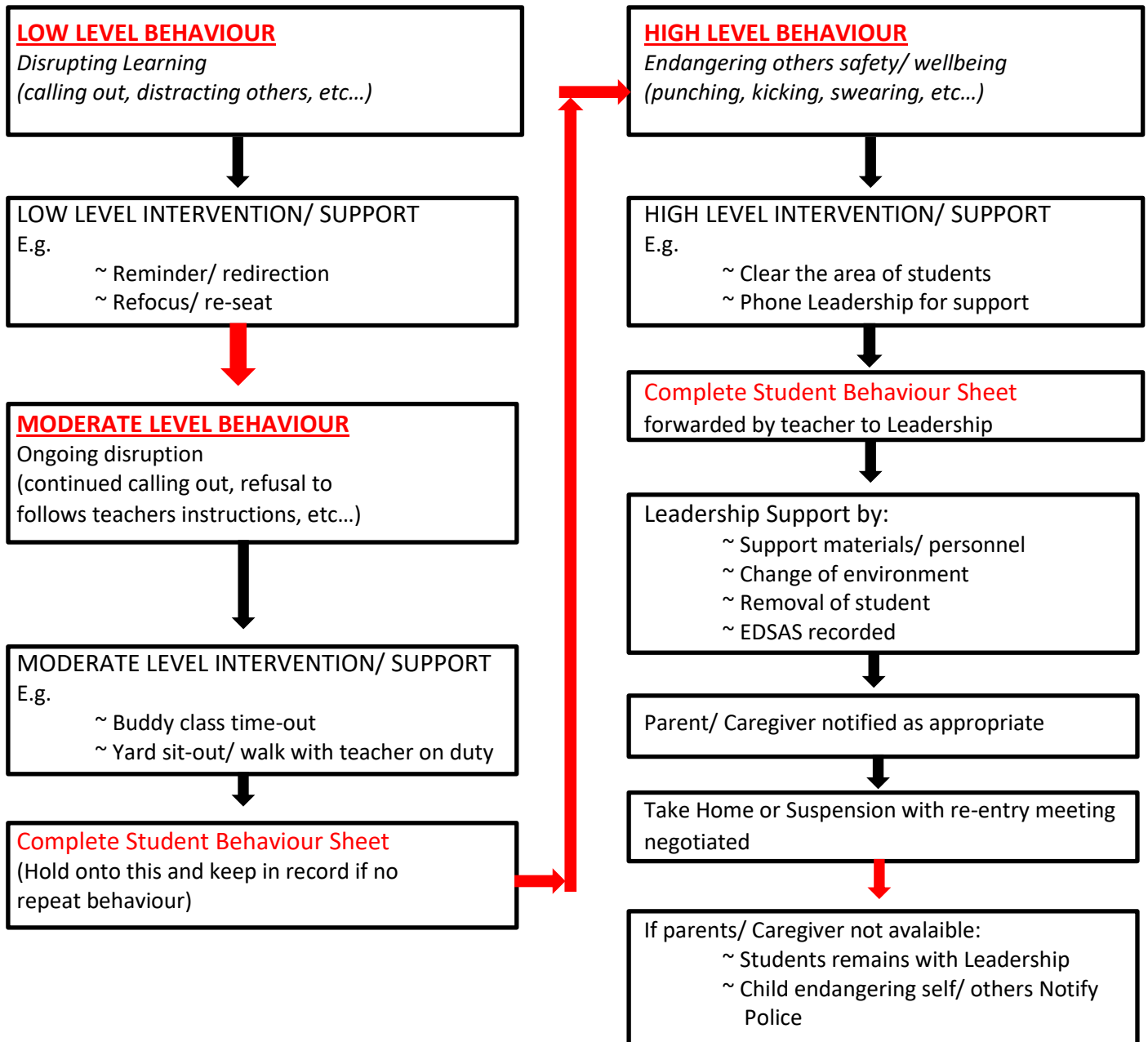
TO PROMOTE RESPECTFUL RELATIONSHIPS, we will:	ROUTINES TO PROMOTE EFFECTIVE LEARNING	DEGREES OF BEHAVIOURS LOW – MODERATE – HIGH
<p>Regularly familiarise students and families with the school's behaviour code</p> <p>Develop student's ownership of classroom resources / materials / maintaining relationships</p> <p>Develop a relationship with the school community</p> <p>Ensure that all students are treated equally and fairly</p> <p>Explicitly teach social skills needed to develop positive relationships</p> <p>Regularly give guidance before play sessions, i.e. Playing with someone different today; including, not excluding, etc.</p> <p>Ensure that children regularly work in groups and pairs, manipulated and randomly selected, to get to know everyone</p> <p>Model respectful relationships with students</p>	<p>Explicit routines establishing independence, self-managing organisation and develop life skills</p> <p>Classrooms have structured morning routine: lunch, recess and fruit; equipment needed for the day; water bottle... all brought into the classroom. Display what is required for the day</p> <p>10:55am and 1.25pm music signifies time to go to toilet, wash hands, have drink, and join class outside, before the bells signals</p> <p>Student roles and responsibilities are rostered and displayed in classrooms. ie. Library returns, recycling, traffic duty, poles, etc Students need to have teacher's permission to leave the room. E.g. toilet card, chart, etc.</p> <p>Use time efficiently. E.g. eliminate the line up at the teacher's desk</p> <p>The class teacher accompanies students as they travel to and from specialist lessons, respectful of other classes when travelling the corridors and staircases. Walk safely around the school</p>	<p style="text-align: center;">LOW</p> <p style="text-align: center;"><i>(E.g. calling out, distracting others, etc...)</i></p> <ul style="list-style-type: none"> • A reminder of behaviour expectations • Being moved away from problem or Sit in outdoor learning area during play • Redirection / refocus • Re-seat to observe positive behaviour from other students <p style="text-align: center;">MODERATE</p> <p style="text-align: center;"><i>(Continued calling out, refusal to follow teachers instructions, etc...)</i></p> <ul style="list-style-type: none"> • Sit out to observe other positive student interactions or Walk with the teacher for a time. • Use an alternative class for respite/ support. • Use restorative questions / Learner Power language to restore relationships • Yard teacher communicates with class teacher • Use restorative questions/ Learner Powers language to restore relationships
<p style="text-align: center;">ENSURING EVERYONE'S SAFETY...</p> <p>We play safely...</p> <ul style="list-style-type: none"> • Where an adult can always see us • Waiting for our teacher in a quiet and orderly manner • Walking safely around the school, being careful of younger children • Keeping hands and feet to ourselves • Keeping chasing and running games to the oval area. • Only kicking balls on the oval • Limiting our before and after school playing to the asphalt area. (you may use the play equipment after school if your parent supervises you) • Leaving sticks and stones on the ground • Use resources and toilets appropriately. • Wearing a sun-safe hat during terms 1 and 4 when students remain outside during breaks, fitness and PE lessons • Only entering the building after the 8.35am bell has sounded. 	<p style="text-align: center;">DEMONSTRATING RESPECT FOR EACH OTHER BY...</p> <ul style="list-style-type: none"> • Treating each other, as we want to be treated • Walking away from a situation if we need to calm down • Using strong and assertive words to deal with bullying and harassment • Seeking a teacher / adult's help if necessary • Assisting a student if they need help • Aiming to include, not exclude. • Talking with each other respectfully • Taking responsibility for our behaviour • Accepting the consequences of our behaviour • Respecting and following our school's behaviour code. • restricting our eating to the asphalt areas 	<p style="text-align: center;">HIGH</p> <p style="text-align: center;"><i>(physically punching, kicking, swearing, threatening self or others)</i></p> <ul style="list-style-type: none"> • Students will be removed from the classroom and counselled by school leaders who will discuss the incident with all involved and staff, using restorative questions / Learner Power language to restore relationships • School leaders communicate with parents and record relevant information on EDSAS • Time out in office to allow for reflection / refocus and re-entry negotiated with teacher

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Appendix 1

Behaviour Learning Support Process



EDWARDSTOWN PRIMARY SCHOOL
STUDENT BEHAVIOUR SHEET



Date: / / 2017

Student Name:

Room No:

Initial Student Behaviour:

Low	Moderate	High
<input type="checkbox"/> calling out <input type="checkbox"/> not following instructions <i>(A reasonable request by the teacher)</i> <input type="checkbox"/> distracting others <input type="checkbox"/> _____	<input type="checkbox"/> refusal to follow teachers instructions <input type="checkbox"/> continued calling out <input type="checkbox"/> continued distracting others <input type="checkbox"/> _____	<input type="checkbox"/> physically kicking/ punching <input type="checkbox"/> threatening or hurting self <input type="checkbox"/> swearing at another student <input type="checkbox"/> swearing at the teacher <input type="checkbox"/> _____

Behaviour Consequence:

- Class Time-out** [Lesson _____]
(counselled and refocused on acceptable self managing behaviours)
- Buddy Class Time-out** [Rm _____]
(counselled and re-entered back into classroom, reflected on self managing behaviours)
- Office Time-Out** *(reflection on behaviours/ restoratively counselled by Leadership/ Contact Parent/ Caregiver)*
- Take Home** *(parents/caregiver contacted taken home/ parents unable to attend managed by Leadership)*
- Suspension**

Teacher/ Leadership Comment

Signatures:

Teacher: _____ Date: / /

Leadership: _____ Date: / /

Parent: _____ Date: / /

*Please discuss this sheet with your child and return to the Front Office signed the next day.
 Thank You.*



SCHOOLYARD

YARD BEHAVIOUR INCIDENT SHEET

Date: / / 2017

Student Name: _____ **Room No:** _____

Teacher: _____

Behaviour:

Low	Moderate	High
<input type="checkbox"/> Not following Yard-Duty Teachers instructions <i>(A reasonable request by the teacher)</i> <input type="checkbox"/> Disruption of play <input type="checkbox"/> Rough play <input type="checkbox"/> _____	<input type="checkbox"/> Continued refusal to follow Yard-Duty Teachers instructions <input type="checkbox"/> Continued disruption others play <input type="checkbox"/> _____	<input type="checkbox"/> Physically kicking/ punching <input type="checkbox"/> Threatening heaviours <input type="checkbox"/> Swearing at another student <input type="checkbox"/> Swearing at the teacher <input type="checkbox"/> _____

Action:

Classroom teacher to follow up Leadership to follow up *(High Level Behaviours)*

Where:

<input type="checkbox"/> Oval	<input type="checkbox"/> Butterfly Garden
<input type="checkbox"/> Playground - Oval	<input type="checkbox"/> Courts
<input type="checkbox"/> Playgrounds – Junior Primary	<input type="checkbox"/> Library

Incident Comments: *(If needed)*