

# Willunga Primary School Behaviour Code

Student behaviour is EVERYONE'S responsibility.

## Rationale

Willunga Primary School's Code of Behaviour is designed to embrace the guidelines of the DECD School Discipline Policy (2008). Willunga provides a social context in which students are supported to accept responsibility for their own behaviour, and in which behaviour is understood to be developmental in nature. Behaviour management is undertaken with a learning focus using the following principles:

- Context cues behaviour;
- Change requires learning, learning produces change;
- Purpose of behaviour to meet needs;
- of natural justice, logical consequences and restorative justice.

For students: *BEHAVIOUR = COMMUNICATION*

For teachers: *BEHAVIOUR = TEACHING OPPORTUNITY*

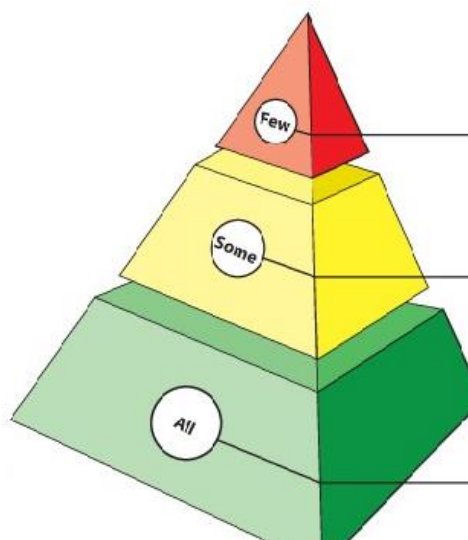
***Being told what to do  
seldom creates change.***

We focus on a learning environment that is:

- Safe
- Inclusive
- Conducive to learning

So that Willunga is a place where:

- violent, dangerous behaviour, harassment and bullying are unacceptable
- people are treated appropriately and with respect
- students have influence
- positive behaviour is acknowledged and rewarded
- property is respected
- natural justice is undertaken
- a restorative approach and logical consequences are used as best practice
- appropriate role modelling is available to students



### Tier Three

- Functional behaviour assessment with individual behaviour plans
- Parent collaboration and education
- Collaboration / involvement of support services eg Behaviour Coach, GP, psychologist
- Intensive academic support

### Tier Two

- Target social skills development
- Simple behaviour plans
- Alternatives to suspension
- increased academic support
- school-based mentors
- classroom management support

### Tier One

- Whole school positive behaviour expectations & procedures
- Effective classroom practice
- Positive reinforcement for all students
- Consistent response to problem behaviours

## How we do this – responsibilities:

	self	student	setting
Teacher	<ul style="list-style-type: none"> <li>• Manage demeanour to be calm, consistent, predictable and non-threatening</li> <li>• Holds high expectations all for WPS students</li> <li>• Participate in professional learning</li> <li>• Reflect on practice and engage in on-going development</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain positive relationships through knowing the 'whole' student</li> <li>• Differentiate curriculum and behaviour expectations i.e. consider disability</li> <li>• Provide engaging learning program</li> <li>• Model appropriate and acceptable behaviours</li> <li>• Include student when determining rules / boundaries / expectations</li> <li>• Acknowledge positive choices</li> <li>• Use flowchart as a guide when expectations are not met</li> <li>• Communicate effectively with both students and their family</li> <li>• Actively engage with students on yard duty</li> </ul>	<ul style="list-style-type: none"> <li>• Support school systems</li> <li>• Establish and maintain supportive and safe classroom that respects the rights of all</li> <li>• Communicate with and support colleagues</li> <li>• Participate in school decision making re policy and process development</li> <li>• Use a classroom layout allowing students to interact with each other and access the teacher</li> <li>• Address sensory needs</li> <li>• Learning activities are adequately resourced</li> </ul>
Student	<ul style="list-style-type: none"> <li>• Develop responsibility for their own behaviour</li> <li>• Make appropriate choices</li> <li>• Reflect on own behaviour</li> <li>• Know own learning preferences</li> </ul>	<ul style="list-style-type: none"> <li>• Enact values of trust, respect, honesty</li> <li>• Use manners, appropriate language at all times</li> <li>• Encourage others</li> <li>• Communicate constructively with others</li> <li>• Participate in class discussions, decisions &amp; problem solving</li> </ul>	<ul style="list-style-type: none"> <li>• Take care of the learning environments and equipment</li> <li>• Remain safe:</li> <li>• Within designated boundaries</li> <li>• Use equipment as intended</li> <li>• Move around school in safe manner</li> </ul>

**Changing behaviour is hard.**

<b>Leadership</b>	<ul style="list-style-type: none"> <li>• Maintain current knowledge of system approaches and current theory</li> <li>• Reflect on practice and engage in on-going development</li> </ul>	<ul style="list-style-type: none"> <li>• Develop and maintain individual support plans to address needs</li> <li>• Manage SEE procedures when necessary</li> <li>• Engage actively with students recognise / acknowledge positive approaches and appropriate choices</li> <li>• Facilitate student influence R-7</li> </ul>	<ul style="list-style-type: none"> <li>• Review school approaches &amp; systems regularly</li> <li>• Provide rosters for yard supervision</li> <li>• Oversee WHS to maintain safety across the site</li> <li>• Liaise with outside services as needed</li> <li>• Provide grievance processes</li> <li>• Run induction processes with staff and families</li> <li>• Communicate with school community around expectations</li> <li>• Provide ongoing professional learning for staff</li> <li>• Maintain records of behaviour and use to identify patterns</li> </ul>
<b>Parent / carer</b>		<ul style="list-style-type: none"> <li>• Model appropriate and acceptable behaviour</li> <li>• Reinforce school expectations in the home</li> <li>• Communicate with the child re behaviour choices</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain a positive relationship with child's teacher and leadership</li> <li>• Communicate in a timely manner re changes / influences impacting the child</li> <li>• Know and understand the school behaviour code</li> <li>• Participate in reviews of school systems</li> <li>• When in school / volunteering model &amp; encourage acceptable behaviour choices</li> </ul>

## Common Understandings

- **Violent / Inappropriate behaviour** can include: fighting, throwing objects at people, spitting, hitting, kicking, pinching, biting, tripping, threatening and swearing.
- **Property damage / stealing** relates to: personal and school property, and borrowing without asking permission.
- **Out of school grounds** relates to: 'duty of care' concerns – going to service station or shops, into the grandstand or oval toilets, into the street to fetch a ball without permission.
- **Out of bounds relates to:** not staying within designated play areas – the following are out of bounds areas:
  - bag racks,
  - the Marina deck area (unless sitting),
  - in and behind the grandstand, including the western area behind it
  - the time keepers box
  - on any coaches' box
  - beyond the southern goals and outside the eastern area of the oval,
  - beyond the bollard and rocks in the Marina section of the school (unless supervised),
  - behind the library (road side).
  - being inside buildings without permission (particularly at playtimes).
  - the lawned area between OSHC and main road
  - the Upper Primary Sitting area near the carpark
  - the service road and path behind the canteen
- **Dangerous behaviour** is anything that puts the students or anyone else at any form of risk. It includes:

- using equipment, including sticks and rocks, in a dangerous way
- acting in a reckless manner when climbing
- throwing things
- playing ball games or running games without due care or very dangerously in inappropriate areas.
- **ICT mobile devices** need to be managed under the care of a staff member. They are not to be used at play time.

## DECD Resources

In particular circumstances the following policies and processes will be adhered to:

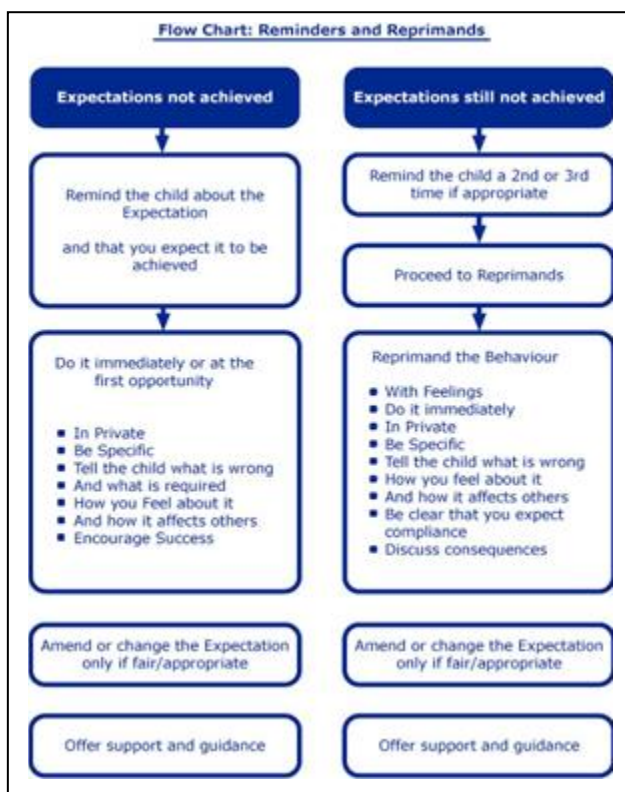
- Response Level and Types of Behaviour
- SEE Procedures
- Intervention Matters: a policy and procedural framework
- Responding to problem sexual behaviour in children and young people
- Extreme severity and serious critical incident reporting process
- Wellbeing for Learning and Life

## Other related documents

- WPS Anti-bullying Policy
- WPS Cybersafety agreement R-3 and 4-7

## School Expectations

Outlined on next page. Flowchart to use as a guide when expectations are not met.



- ★ Wearing school uniform, hats and no jewellery
- ★ Happy
- ★ Having fun
- ★ Fit and healthy
- ★ Ready to learn / on task
- ★ Friendly
- ★ Persistent

**LOOKS LIKE**



- ★ Creatively / imaginative
- ★ Good ideas
- ★ Cooperative
- ★ Positive
- ★ “It’s hard, but I’ll try”
- ★ think before they speak
- ★ “I’ve done it before, I’ll do it again!”
- ★ smart / clever / genius

**THINKS LIKE**

**FEELS LIKE**

- ★ Safe and secure
- ★ Athletic and sporty
- ★ Accepted
- ★ Happy
- ★ Confident
- ★ Friendly

**SOUNDS LIKE**

- ★ Funny / sense of humour
- ★ Kind / caring
- ★ Honest
- ★ Polite / good manners
- ★ Encouraging
- ★ Friendly
- ★ Responsible