



Willunga Primary School Behaviour Code

Rationale

Willunga Primary School's Code of Behaviour is designed to embrace the guidelines of the DfE School Discipline Policy (2007). 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 is to meet needs;
- Natural justice, logical consequences and restorative justice.

For students: BEHAVIOUR = COMMUNICATION
For teachers: BEHAVIOUR = TEACHING OPPORTUNITY

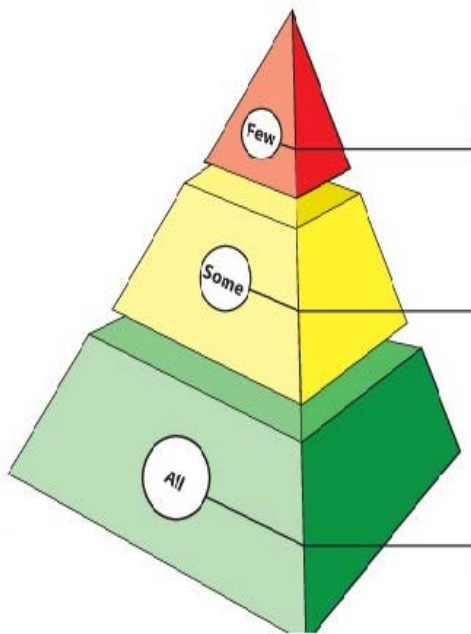
We focus on a learning environment that is:

- 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
 - 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





Wave Three – FEW students – Leadership and Support Services involvement

- Functional behaviour assessment with individual behaviour plans, behaviour support plan, safety and risk management plan
- Parent collaboration and education
- Collaboration / involvement of support services eg Behaviour Coach, GP, psychologist
- Intensive academic support
- **Interception**
- IESP requests to support 1:1 funding levels
- Behaviour response; learning modifications, external or internal suspensions, take homes, alternate placement may be enacted *Caution students under guardianship, ATSI, with trauma or with disability are over represented in suspension data

Wave Two – SOME students – may have leadership involvement

- Target social skills development
- Alternatives to suspension could be considered
- increased academic support
- **Interception**
- classroom management support ie Simple behaviour plans
- QDTP – consider for IESP for supplementary funding

Wave One – MOST students – classroom & yard response – all staff

- Whole school positive behaviour expectations & procedures
- Effective classroom practice
- Positive reinforcement for all students
- Consistent response to problem behaviours – yard rules implemented by all
- Consistent approach to classroom expectation – rules developed with class
- **Interception**
- Community circles daily / weekly and used to actively build vocab and social capacity – should be held 'on the run' if there is a problem disrupting learning

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How we do this – responsibilities:

	self	student	setting
All Staff	<ul style="list-style-type: none"> • Manage demeanour to be calm, consistent, predictable and non-threatening • Holds high expectations all for students • Participate in professional learning 	<ul style="list-style-type: none"> • Maintain positive relationships through knowing the 'whole' student • Acknowledge positive choices • Actively engage with students on yard duty 	<ul style="list-style-type: none"> • Support school systems i.e. Student Support Notes • Address sensory needs
Teacher	<ul style="list-style-type: none"> • Reflect on practice and engage in on-going development • Follow site structures and routines 	<ul style="list-style-type: none"> • Provide engaging learning program • Differentiate curriculum and behaviour expectations i.e. consider disability • Include student when determining rules / boundaries / expectations • Communicate effectively with both students and their family 	<ul style="list-style-type: none"> • Establish and maintain supportive and safe classroom that respects the rights of all • Use a classroom layout that allows for collaboration • Manage ICT devices including safe storage of personal devices i.e. mobile phones
Student	<ul style="list-style-type: none"> • Develop responsibility for their own behaviour • Make appropriate choices • Know own learning preferences 	<ul style="list-style-type: none"> • Use manners, appropriate language • Communicate constructively with others • Participate in class discussions, decisions & problem solving 	<ul style="list-style-type: none"> • Take care of the learning environment • Remain safe • Use equipment as intended • Know and follow school rules



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Leadership	<ul style="list-style-type: none"> Maintain current knowledge of system approaches and current theory Participate in weekly Team Around Student meetings 	<ul style="list-style-type: none"> Develop and maintain student support plans to address needs Engage actively with students recognise / acknowledge positive approaches and appropriate choices Facilitate student influence R-7 	<ul style="list-style-type: none"> Review school approaches & systems regularly Oversee WHS to maintain safety across the site Liaise with outside services as needed Run induction processes with staff and families Communicate with school community around expectations Provide ongoing professional learning for staff Maintain records of behaviour and use to identify patterns
Parent / carer	<ul style="list-style-type: none"> Be aware of school expectations 	<ul style="list-style-type: none"> Model appropriate and acceptable behaviour Reinforce school expectations in the home Communicate with the child re behaviour choices 	<ul style="list-style-type: none"> Maintain a positive relationship with child's teacher and leadership Communicate in a timely manner re changes / influences impacting the child Participate in reviews of school systems

Stamina Teamwork Enthusiasm Planning Stretch



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Willunga Primary School Code of Conduct

To be signed off on at start of each year by all students. This should be done as a whole class as part of rule development in term 1 each year. A copy of rules should be provided to leadership

Code of Conduct

Students have a right to

- feel safe within the school,
- learn in a challenging environment to the best of their ability,
- be treated with respect by other students and teachers,
- be listened to.

Students have a responsibility to

- accept school policies regarding behaviour,
- act and work co-operatively with other students and teachers,
- respect the learning needs of other students,
- take progressive responsibility for their own learning, to work consistently and complete tasks as required,
- be accepting of differences,
- be punctual and regular in attendance,
- inform parents of educational progress and to ensure that all school communication is effectively delivered.

DfE Resources

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

- Response Level and Types of Behaviour
- SEE Procedures June 2013
- Reporting critical incidents and injuries procedure
- Interoception 101 & 201
- Responding to problem sexual behaviour in children and young people 2013
- Wellbeing for Learning and Life
- Behaviour support plan
- Safety and risk management plan
- Support and safety plan



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Other related documents

- WPS Anti-bullying Policy
- WPS Cybersafety agreement R-3 and 4-7
- Interception procedure
- Stick agreement - attached
- Yard rules – document attached
- STEPS



Government of South Australia
Department for Education

