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## Behaviour Policy – to be ratified

Willunga Primary School provides a safe, inclusive, and supportive learning environment. Our behaviour policy is designed to embrace the recent guidelines from the education department and positive behaviour support (PBS).

PBS is an approach to children's behaviour that is built on the principles that positive behaviour can be learnt and that environments can be changed to support effective teaching and learning for every child. PBS involves a range of systems and practice elements at universal, targeted and intensive levels.

For students: BEHAVIOUR = COMMUNICATION

For teachers, staff, and parents: BEHAVIOUR = LEARNING OPPORTUNITY

The purpose of the behaviour support policy is to:

- ensure effective, consistent, and fair behaviour support for children and young people across education, and care services in the department
- help children and young people to be safely included and participate in learning in a positive way that respects other students and staff
- develop the personal and social capability of children and young people to understand and exercise their rights and responsibilities so that they can fully contribute in their learning environments; and to their wider community.

Children and young people's behaviours span a continuum including:

- **positive**, inclusive and respectful behaviours
- **low-level**, developmentally-appropriate transgressions that test the boundaries of established rules, standards, and norms. These behaviours are usually simple to redirect and minimise through universal behaviour support strategies for all children and young people at a classroom and school level
- **challenging** behaviours that raise greater concern due to their severity, frequency or duration and require more persistent guidance and support to minimise. Behavioural responses include targeted interventions for the individual children and young people involved in addition to universal strategies
- **complex** and unsafe behaviours that are severe, of high frequency or extended duration, or are unsafe for a child or young person and those around them.

Behaviours at this end of the continuum require intensive and individualised interventions in addition to targeted and universal strategies.



**At Willunga Primary School we focus on a learning environment that is:**

- Safe
- Inclusive
- Conducive to learning

**Willunga Primary School 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

**Our Responsibilities**


Staff	Students	Parents
<ul style="list-style-type: none"> <li>- Manage demeanour to be calm, consistent, predictable and non-threatening</li> <li>- Hold high expectations for all students</li> <li>- Co-construct class rules/ expectations. Display and refer to them regularly.</li> <li>- Participate in professional learning</li> <li>- Reflect on practice and engage in on-going development</li> <li>- Follow site structures and routines</li> <li>- Explicitly teach the General Capabilities from the Australian Curriculum. (Personal and Social Capability, Ethical Understanding and Intercultural understandings)</li> <li>- Provide an engaging learning program</li> <li>- Differentiate curriculum</li> <li>- Communicate effectively with both students and their families</li> <li>- Develop and maintain student support plans to address needs</li> <li>- Maintain records of behaviour and use to identify patterns</li> <li>- Refer students to leadership for 'Team Around the Student' meetings to access further support</li> <li>- Use behaviour referral forms</li> </ul>	<ul style="list-style-type: none"> <li>- Follow our School Values</li> <li>- Take responsibility for own behaviour</li> <li>- Make appropriate choices</li> <li>- Know own learning preferences</li> <li>- Learn to identify what ZONE they're in and steps to get back into green</li> <li>- Know the school, class and yard rules</li> <li>- Use manners and appropriate language</li> <li>- Communicate constructively with others</li> <li>- Participate in class discussions, decisions and problem solving</li> <li>- Take care of the learning environment</li> <li>- Remain safe</li> <li>- Use equipment as intended</li> </ul>	<ul style="list-style-type: none"> <li>- Know our school values</li> <li>- Be aware of school expectations</li> <li>- Model appropriate and acceptable behaviour</li> <li>- Reinforce school expectations in the home</li> <li>- Communicate constructively with others</li> <li>- Maintain a positive relationship with child's teacher and leadership staff</li> <li>- Communicate in a timely manner re changes/ influences impacting the child</li> <li>- Participate in review of school systems.</li> </ul>



**Willunga Primary School Code of Conduct**

Class rules and expectations should incorporate the below rights and responsibilities. The rules and expectations need to be co-constructed and displayed in each classroom and sent to parents at the beginning of the school year. A copy of class rules should be provided to leadership. All students need to sign that they agree to follow them.

<b>Code of Conduct</b>	
<b>Students have a right to:</b>	<ul style="list-style-type: none"> <li>- Feel safe within the school</li> <li>- Learn in a challenging environment to the best of their ability</li> <li>- Be treated with respect by other students, teachers and staff</li> <li>- Be listened to</li> </ul>
<b>Students have a responsibility to:</b>	<ul style="list-style-type: none"> <li>- Accept school policies regarding behaviour</li> <li>- Act and work co-operatively with other students and teachers</li> <li>- Respect the learning needs of other students</li> <li>- Take responsibility for their own learning, to work consistently and complete tasks as required</li> <li>- Be accepting of differences</li> <li>- Be punctual and regular in attendance</li> <li>- Inform parents of educational progress and to ensure that all school communication is effectively delivered.</li> </ul>




**Connect**

- build positive relationships
- develop a sense of belonging
- feel safe, secure and supported



**Aspire**

- strive for excellence
- challenge ourselves
- have a growth mindset



**Respect**

- are kind
- are inclusive
- are responsible



**Empower**

- have a voice
- are courageous
- are curious



## Behaviour Referral Process

### Behaviour = Communication Class Behaviour Response

#### Step 1:

**Prompt** (low key responses)  
*Is Reset room needed?*

**Re-Direct** (brief reminder of expected behaviour from class rules)

**Teach** (tell, show, practice skills, acknowledge positive behaviour)

**Adjust** Make changes to class setting/ routine

#### Step 2:

**Provide Choice/Student Conference.**

Can they do a behaviour reflection sheet away from peers?

Do they need to be moved to a different spot?

#### Step 3:

**Apply behaviour consequence**

- This is up to the discretion of class teacher/ specialist.
- Class timeout, buddy time out, parent contacted, community service etc

Teacher keeps record of behaviour in classroom.

Teacher communicates to parents if ongoing concerns.

### Yard Behaviour Response

- Redirection
  - Walk with teacher
  - Loss of Privilege
  - Community service
- If major= office

Observe problem behaviour

Problem solve with student/s

Is behaviour office managed?

No

Yes

#### Teacher Managed Minor

- Answering back
- Cheating/ Integrity
- Dress Code
- Inappropriate comments
- Swearing
- Inattentive
- Lateness from breaks
- Minor dishonesty
- Minor physical contact
- Not following instructions
- Out of area/ seat
- Minor property misuse
- Inappropriate unsafe behaviour
- Minor technology misuse
- Work Avoidance
- Disrupting class

#### Administration Managed Major

- Verbal abuse
  - Staff
  - Students
- Intimidation
  - Staff
  - Students
- Physical Assault
  - Staff
  - students
- Bullying
- Leaving school grounds
- Major technology misuse
- Major property misuse/damage
- Substance misuse
- **Repeated Minors (3-5) in a week if you have applied Step 1, 2, and 3 and there has been no behaviour change.**

### Team Around the Student MEETINGS

Wellbeing Leader, Pastoral Care, Reset Room staff  
These fortnightly meetings discuss: Student behaviour (office referred), family information or concerns, attendance, health and wellbeing and reset room visits.  
As a team we develop effective strategies to support students.

Please use the referral form if you would like more support with a student.

### Behaviour = Communication Office Behaviour Response

#### Step 1:

**Inform student of rule violation**

Review incident

Determine Consequence/ Action

Reteach appropriate behaviour  
Enter Data on EDSAS

#### Step 2:

Office staff follows through on consequence/ action

#### Step 3:

- Office communicates to family
- Behaviour Record form emailed if applicable.
- Office communicates to relevant staff- actions

### RESET room

The RESET room is **not** for behaviour. The purpose is to rebalance nervous systems so that students are present in the moment and in the best frame of mind to learn.

Targeted students will have scheduled RESET room times. Here they will learn strategies to help them get ready to learn when they are in the different zones.

Teachers and students can send students to the RESET room without a booked in time when they notice the first signs of heightened behaviour before it has reached an inappropriate level.

**Teachers/ students will need to use the referral form.**