

Loxton Primary School



Vision: Dream Believe Learn Achieve

Values: Belonging Caring Learning Persisting Respecting

Policy: BEHAVIOUR EDUCATION

Review Date: May 2022

DEFINITION

The Behaviour Education Policy is the method by which we cater for the safety and wellbeing of everyone involved with the school - students, staff, parents/ caregivers, and visitors. This policy is based on the Education Department School Discipline Policy.

We believe that

- Appropriate student behaviour results from a partnership between staff, students and their families/caregivers.
- All individuals and groups need to be valued and treated with respect.
- All behaviour is chosen for a purpose.
- Individuals must accept responsibility for their own behaviour.
- Consequences for inappropriate behaviour are non-violent, logical, related to student's behaviour and negotiated as part of our Student Behaviour Education policy.
- Behaviour expectations are made explicit to students.

While aiming to establish a clear and concise series of steps for dealing with inappropriate behaviours, we also acknowledge the vital importance of creating an atmosphere of genuine care and concern such that inappropriate behaviours are less likely to occur.

REVIEW PROCEDURES

Amendments will be made as the need arises and the entire policy will be reviewed by staff, students and parents annually.

LOXTON PRIMARY SCHOOL CORE VALUES

Our school values incorporate the way we work and interact at Loxton Primary School. They are:

- Belonging
- Caring
- Learning
- Persisting
- Respecting

BeCause Loxton Primary Rocks!

Loxton Primary School's Core Values are designed to enable everyone to work in a safe and caring environment.

- Everyone has the right to be safe all of the time.
- Teachers have the right to teach and students have the right to learn.
- Everyone has the right to be respected as a valued member of the school community.

To ensure this happens, it is everyone's responsibility to work in a cooperative and collaborative manner.

RESPONSIBLE BEHAVIOUR and EXPECTATIONS

Staff, Students and Families will work in partnership to acknowledge Responsible Behaviour.
Belonging and Caring

- Keep our environment free of teasing, bullying, violence, harassment and discrimination
- Be supportive, helpful and friendly toward others
- Use language that does not offend others
- Wear school uniform



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Learning

- Come to lessons prepared and on time
- Keep our learning programs safe, positive and inclusive
- Complete work in specified time
- Share school equipment

Persisting

- Persist with learning in yard and class
- Follow the yard/class rules

Respecting

- Communicate with others using respectful verbal and non-verbal language
- Speak with others using a respectful tone of voice
- Respect others and their rights
- Respect the rights of people to learn and to teach
- Keep our environment free of graffiti and vandalism
- Care for the school and property

ACKNOWLEDGEMENT OF RESPONSIBLE BEHAVIOUR

This will be on a whole school, classroom and/or individual basis. This may include: verbal encouragement, stickers, stamps, certificates, smiles, nods, handshakes, high fives, acknowledgment in class and school newsletters, recognition at assemblies.

RESPONSES MADE TO IRRESPONSIBLE BEHAVIOUR

Classroom

Level 1

Warning – entered in class behaviour book

Level 2

Reflection 1

Conversation/reflection sheet with class teacher, entered in class behaviour book and entered on yellow behaviour slip along with level 1 offence.

Level 3

Reflection 2

Reflection completed and conversation with class teacher, student goes to allocated buddy class for class sit out. Entered in class behaviour book and onto behaviour slip.

Level 4

Office Time

A student may be sent up to the office where they will complete a Behaviour Education Reflection Sheet. Leadership will talk to the student about their choices and actions. The student will be returned to class when ready.

Yard

Level 1

Warning

Level 2

Yard Out – walk with duty teacher. Blue yard out slip filled in and given to class teacher.



Government of South Australia

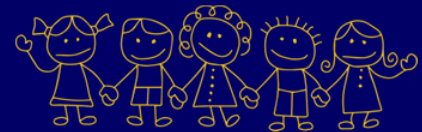
Department for Education

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Steps may be skipped if offences are deemed serious enough or when an alternative Behaviour Plan has been arranged. When irresponsible behaviour is ongoing or severe, a response may be take home, suspension, exclusion or expulsion. It may involve referral to regional support services e.g.- school attendance counsellor, interagency referral manager, other agencies.

Level 1- Indicators of behaviour (first time) that would attract a warning:

- Running in corridors/classrooms
- Interrupting in class/games
- Late to class
- Chatting persistently
- Calling out
- Off task behaviour
- Littering
- Inattentiveness
- Name calling
- Bad manners
- Answering back
- Out of school bounds

All Level 1 offences (low level offences) are managed by immediate and appropriate consequence (verbal reminder, eye contact). Level 1 offences can accumulate into a Level 2 offence, where the child will be required to sit out in class.

Level 2 – Indicators of behaviour that would attract Reflection 1/Yard Out:

- Accumulation of Level 1 behaviours
- Defiance/disobedience
- Interfering with others property
- Swearing with intent
- Abuse of school equipment
- Rude gestures
- Tackling/play fighting in the yard
- Spitting
- Throwing sticks, rocks, pinecones, bark chips etc.

Level 2 offences that occur in the yard are to be immediately dealt with by the duty teacher. The duty teacher may ask the child to walk with them, pick up papers, sit in a designated area etc. The duty teacher will fill in a Yard Out form for the student to give to their class teacher.

Each individual teacher will:

- Record student class sit times
- Discuss the students behaviour with them
- Inform parents and caregivers of their child's time in class sit out via the Yellow Behaviour Slip.

Level 3- Reflection 2- students may be sent to another area (for no longer than 15 minutes) if negative behaviour/ poor choices continue after Reflection 1. They will be required to complete a Reflection Sheet and then discuss this with their class teacher. This sheet may be sent home- at the teacher's discretion.

Level 4- Indicators of behaviour that could attract Office Time

- Accumulation of Level 2 behaviours
- Harassment of physical/verbal/nonverbal nature
- Fighting
- Violence
- Rough play/dangerous games
- Stealing
- Aggressive/deliberate swearing
- Inappropriate language – depending on intent



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- Put downs
- Deliberately damaging property
- Not responding to teacher requests

All Level 4 offences will result in students having Reflection Time with Leadership (Principal, Deputy Principal or Leader of Wellbeing). Level 4 offences are considered to be very serious offences or an accumulation of Level 2 behaviours. If however the act/s is/are repeated and/or excessively violent this could lead to working in isolation, 'take home', suspension or the exclusion of students.

OFFICE TIME PROCEDURES

Office Time is for serious rule infringements only, generally it is implemented as the 4th Behaviour step. If a student is placed in Office Time, these procedures apply.

1. The student reports to the front office with another student and the completed LPS Behaviour Slip (Warning, Reflection 1 and Reflection 2 sections completed). They may bring work to complete.
2. The office staff will notify Leadership who will supervise the student.
3. Leadership will discuss the behaviour with the student, when they are ready, and support them whilst they complete a Behaviour Education Reflection Sheet.
4. When the sheet is completed, and signed by Leadership, the student will sit quietly and take time to reflect and get ready to return to class.
5. When the student is ready they are returned to the classroom/yard by Leadership. Communication will occur between Leadership and the Classroom teacher in regard to the student.
6. Leadership will decide whether the Reflection Sheet is sent home (Leadership will follow up return of sheet), if parent contact is required, or if any further action needs to be taken.

TAKE HOME

Take Home is a behavioural emergency.

"This situation occurs when a student is unwilling or unable to comply with reasonable directions from teachers and is endangering himself or herself, or other members of the school community, or is interfering with the learning and teaching rights of other members of the school community.

"Take Home" enables a student who is temporarily unwilling or unable to be managed in a school level 'sit out' to be removed from the school for the remainder of the day. The "take home" strategy is not extended beyond the remainder of a single school day." (Taken from Department for Education guidelines.)

When an incident requiring the "Take Home" strategy occurs it will involve consultation with management.

When the student returns to school the next day

- A re-entry process needs to occur prior to the student returning to class.
- This re-entry process involves a conference between the school, student and parent/caregiver.
- If a parent/caregiver cannot attend a re-entry conference prior to the commencement of the next school day, the student returns to school on an alternative program until the conference is held or until an alternative method of re/negotiating the student into class is established.



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SUSPENSION

Suspension from school is an appropriate response when the principal has reasonable grounds to believe that:

- The student has threatened or perpetrated violence.
- The student has acted in a manner which threatens the good order of the school by persistently refusing to follow the school's behaviour code.
- The student has acted in a manner which threatens the safety or wellbeing of a student, member of staff or other person through sexual or racist harassment, verbal abuse, bullying or any other means.
- The student has acted illegally.
- The student is interfering with the rights of other students to learn and of teachers to teach.
- The student shows persistent and wilful inattention or indifference to school work.

The Principal will suspend a student following the procedures outlined in the Department for Education "School Discipline Policy Implementation Kit".

STAFF GUIDELINES

At the beginning of each year all staff will:

- Build solid, positive relationships with ALL students to foster the groundwork for Behaviour Education
- Establish class rules and the consequences for breaking these rules. These need to be established in keeping with the school values. Teachers will display these for students, parents, staff and visitors to see
- Explain classroom rules and consequences to students and parents/caregivers. A published copy must be given to parents/caregivers
- All staff must make explicit to students, their expectations e.g. model and practise expected behaviour
- Discuss the LPS Bullying Policy, School Values and Grievance Procedures with students
- Establish a class Reflection 1 area and have Reflection Sheets for students to fill in (age appropriately)
- Inform parents/caregivers of how they will communicate responses to both responsible and irresponsible behaviour

