

BEHAVIOUR EDUCATION

POLICY NUMBER: B100-18 (R2020)

Policy Statement

At Loxton North School student's behaviour is supported by educators using a positive approach. The schools values of ***Trust, Respect & Optimism*** are embedded in the schools Behaviour Code. These have been developed with students, staff and governing council and reviewed regularly. Students are educated on acceptable behaviour with the aim of assisting owners of unacceptable behaviour to find, choose and use other options which are more socially acceptable. The school environment is inclusive, supportive of learning and free from harassment and bullying.

Rationale

- Student's behaviour is a form of communication and is purposeful. Their capacity to choose appropriate behaviour is influenced by their developmental ability, temperament, interactions, life experiences and environmental factors.
- Behavioural expectations are explicit and take into consideration student's culture, age, stage of development, life experiences and the context of the setting/situation.
- Recognition that parents are significant educators of the child, and acknowledge that a partnership between parents and staff will lead to the most effective learning.
- Students learn best when they experience success and have positive self-esteem
- The learning environment supports students to be successful in developing appropriate behaviours

All people at Loxton North School

- Are proud of their school
- Share, help each other and work together to get things done
- Solve problems fairly
- Respect the right of everyone to be different
- Use common sense when working and playing, making sure everyone is safe and feeling comfortable
- Learn by having a go and see mistakes as part of learning
- Looking after the environment
- Enjoy learning, playing and being part of the school community

Appropriate Behaviour

Early Years educators will use the Behaviour Code in a simple and suitable way for the age group. They will help children learn to recognise and express their feelings in an appropriate way. Help them realise and understand consequences of their behaviour – limits to behaviour will be clearly expressed in positive terms and reinforced consistently in a developmentally appropriate way building on student's strengths and achievements.

NQS 5.1 Respectful and equitable relationships are developed and maintained with each child

NQS 5.2 Each child is supported to regulate their own behaviour, respond appropriately to the behaviours of others and communicate effectively to resolve conflicts.

Student's appropriate behaviour has many benefits for themselves and others. As well as students feeling good about themselves and enjoying school life appropriate behaviour is also acknowledged through:

- SRC class value awards – during class time or outside play time values awards are given out by staff. At assemblies SRC draw these awards from a box and the person's name and value is shared
- Friday Funday afternoon – students who have had a good week of learning and behaviour can choose from a range of activities offered by staff.
- Feedback by staff that identifies the behaviour and what they liked about their behaviour – this promotes role models in the class for other students.

Inappropriate Behaviour

Early Years educators may respond in a range of ways when dealing with unacceptable behaviour; ignoring, encouraging, assisting with problem solving and communicating, setting limits, redirecting to another activity or using a clam down time where reflection on behaviour can occur.

Behaviour Education focus is on supporting the student with making safe, sensible decisions. This can only occur when the student is ready to reflect on the situation, listen to others, accept consequences and make amends. Levels of support and response vary to each situation and the severity of issue:

- Reminder – students are redirected and reminded about appropriate behaviour (this can occur a number of times throughout the day for various things)
- Minor Infringement – low level behaviours in the yard where a student is spoken to about a mister mina are recorded by the student in the minor infringement book in the front office e.g. running on paved areas, bad manners
- Class Sit Out – a quiet space in class or in the yard for the student to self-regulate before being invited back in to learn or play
- Buddy Class – student goes to another class space and works quietly on a task given to them to complete within a time limit. This is also another opportunity for the student to self-regulate and get back on track for learning. Parents/carers are notified of the behaviour.
- Front Office Time Out – students are counselled further and extra support to re-enter classroom or yard
- Take Home – parents are contacted to collect students as inappropriate behaviour has escalated and is affecting the learning and safety of others.
- Suspension – for extreme levels of inappropriate behaviour and is only done by the Principal. This can be from 1-5 days with no appeal. The student will have a behaviour plan developed at a re-entry meeting with student, parent/carer and Principal.
- Exclusion – for continually threatening, harmful or destructive behaviour / or long term persistence in disregarding the Loxton North School behaviour code.

Excursions and Camps

When educators take students out of the school grounds there is a higher level of risk and assessment that is required. If a student's behaviour puts them at risk to attend the excursion or camp a meeting will occur between parents and student to alert of the concern. If behaviour does not improve or/and educators still have concern about the risk level involved the student will not attend.

Governing Council

C:\Users\pstok\Dropbox\Projects\Work In Progress\Loxton North School\new docs\Loxton North School Behaviour Education Policy 2018.docx

Release Date 10/08/2018

Review Date 10/08/2020

Each term Governing Council will receive a EDSAS behaviour report on number and type of incidents involving high level consequences i.e. office time out, suspension.

SPECIAL NOTES

- **Take Home:** Parents are contacted to come and collect students and an interview will be arranged with the class teacher or Principal before the child will be permitted back into school.
- **Suspension:** The student is removed from school up to 5 days.
- **DECD** (Department for Education Child Development) interagency team officers can be involved to devise or further develop strategies to change and improve the child's behaviour. These may be Behaviour Management personnel, Child and Adolescent Mental Health Service or other support people.
- **Exclusion:** The student under compulsion is removed from school to an alternative school or placement for 4-10 weeks or for the remainder of the term or semester.

The Principal or teacher will decide on the level of response to a child's major unacceptable behaviour. They may respond immediately at level 3, 4 or 5, depending on the severity of the behaviour.

CLASSROOM PROCEDURES

- Classroom rules are formulated by individual classes to compliment the school's values and rules. Rules are to be displayed prominently in all classrooms.
- Teachers will establish a 'sit out' area in their rooms and make arrangements with other teachers whereby students who continue to behave in an unacceptable manner are sent to the sit out area in another classroom.

SIT OUT

- Incidental removal from teaching/learning or play activity at the discretion of the adult supervisor.
- 'Adult supervisor' may be teachers/school support officer/volunteer/visiting personnel of authority.

TIME OUT

- Time out allocated in the 'Time Out' room to a student as a consequence of an infringement of unacceptable or inappropriate behaviour. This may be an accumulation of minor unacceptable behaviour or a major offence.
 - Parents/carers are notified using the LNPS Time Out form.
 - The supervising (sending) teacher determines the duration of the Time Out.

At Loxton North School we will:

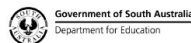
- ◆ Openly talk about our Behavior Code, what it is, how it affects us and what we can do about it.
- ◆ Teach our children the skills which will build their self-esteem and empower them to take the responsibility for themselves - and give them the opportunity to practice these skills.



Principal
Mrs Vanessa Wainwright

Loxton North School
Balfour-Ogilvy Road
LOXTON NORTH SA 5333

Phone: 08 8584 1369
Email: dl.0678_info@schools.sa.edu.au
Web: www.lnorthschool.sa.edu.au




Behaviour Code

At our school we value

- Trust
- Optimism
- Respect

Code of Conduct

Our Behavior Code is designed for SAFETY, FAIRNESS and EQUITY.

The aim is not to punish, but to help the owners of unacceptable behavior to *find, choose and use* other options which are more socially acceptable.

All people at Loxton North School:

- Are proud of their school
- Share, help each other and work together to get things done
- Solve problems fairly
- Respect the right of everyone to be different
- Use common sense when working and playing, making sure everyone is safe and feeling comfortable
- Learn by having a go and correcting the mistakes that have been made
- Always try to do their best
- Look after the environment
- Enjoy working, playing and being at school

Responsible Behaviour (Minor—Level 1 & 2)

Students will:

- Walk around buildings
- Move sensibly inside buildings
- Wear safe and appropriate footwear
- Wear sun safe hats (except winter months) and clothing
- Play with balls on courts and oval
- Not play in toilets
- Follow the playground rules
- Not swear
- Not chew gum at school
- Put all rubbish in a bin
- Play safely
- Enter and exit the school safely
- Walk bikes along the front of the school and in the school yard
- Stay in play areas
- Have permission before going into rooms before school, at recess or lunchtime
- Get to class on time
- Respect the property of the school and other people
- Not bring aerosol deodorant to school
- Hand Mobile phones in to the front desk upon arrival and collect on departure
- Obey class rules regarding the use of computers, internet and IT equipment
- Not bring electronic games / devices or mp3 players to school

Unacceptable Behaviour (Major Infringement—Level 3-6)

Students will not:

- Physically hurt anyone
- Put themselves or anyone else in danger
- Bring illicit or legal drugs to school, unless arrangements for medicinal drugs have been made with parents/carers
- Have dangerous items at school
- Willfully damage or graffiti property belonging to the school or other people
- Steal property belonging to the school or other people
- Go outside the school grounds during school time, (unless they have permission)
- Threaten or harass others by using abusive language, bullying, teasing, sexual and racial remarks
- Be disrespectful or defiant towards teachers and supervising adults
- Disrupt teaching and learning repeatedly

Level Response

Level 1 Irresponsible behaviour (minor)

Teacher and student discuss irresponsible behaviour and the consequences if the behaviour is repeated. Child returns to class or play when a satisfactory plan to overcome the irresponsible behaviour is worked out.

Level 2 Repeated irresponsible behaviour (minor)

The consequences, which were worked out at Stage 1, are applied. The child records the behaviour in the minor infringement book, or class records.

Level 3 Continual minor irresponsible behaviour or major infringement

Teacher and/or Principal meet with the child to investigate the behaviour. Child allocated time in 'Time Out'. Principal/parents informed.

Level 4 After 3 visits to 'Time Out' in a term or Major Infringement

The parents/carers, child and teacher meet to negotiate a plan to change and improve the child's behaviour. Parents/carers and the child will be notified of subsequent consequences if the child's behaviour does not change. The teacher/s and Principal will decide the subsequent consequences.

Level 5 No change in a child's persistent irresponsible behaviour or major infringement

When a child has chosen to make no change in their persistent irresponsible behaviour, or where their behaviour is a major infringement, the Principal or the designated Deputy at that time may:

1. Contact parents or carers to take their child home for the remainder of the day;
2. Suspend the child from school for up to 5 days;
3. Place the child on an alternative work or play programme.

Level 6 Continual threatening, harmful or destructive behaviour or long term persistence in disregarding the Loxton North School Behaviour Code

Exclusion from this school.