

Responsible Behaviour Policy

This procedure is applicable to: all Department for Education employees at Paringa Park Primary School.

Document control

Managed by: Student Wellbeing Leader	Responsible position: Student Wellbeing Leader	Version: 1
Contact person: Jon Osborne	Approved by: Governing Council	File path:
Contact position: Student Wellbeing Leader	Date approved:	Status: Active
Contact number: 8296 8904	Next review date: 2020	Security classification: Open to all

1. Title	3
2. Purpose	3
3. Scope	3
4. Objectives	3
5. Procedure detail	3
6. Roles and responsibilities	7
7. Monitoring, evaluation, review	8
8. Definitions and abbreviations	8
9. Associated documents	8
10. References	8
11. Appendices	9

Revision Record

Date	Version	Revision description

1. Title

Paringa Park Primary School Responsible Behaviour Policy

2. Purpose

To make clear the behaviour expectations and consequences for students at Paringa Park PS.

3. Scope

This document governs the behaviour expectations of all students, Reception to Year 7, and the roles/responsibilities of students, educators and parents/caregivers.

4. Objectives

At Paringa Park Primary School we have the expectation for students that they are in control of their own learning and learn best in safe, supportive, thought-provoking and inclusive learning environments. All persons have the right to a safe learning environment, and share the responsibility of making Paringa Park Primary School an empathetic and respectful environment that aims for students and staff to be *the best we can be*. All learning opportunities at our site are congruent with our values of bravery, challenge, care and trust. A restorative justice approach is used to address issues arising from when behaviour expectations aren't met. Relationships are the single most important factor in the success of every learner, thus we expect that interactions with others will be positive, respectful and minimise bullying.

5. Procedure detail

Student behaviour expectations:

Bravery	Care
<ul style="list-style-type: none">- Make responsible choices- Participate in all learning opportunities- Report bullying- Honour classroom agreements- Accept that positive behaviour choices will be publicly acknowledged.- Take 'safe risks'	<ul style="list-style-type: none">- Play safely at all times- Treat school property respectfully- Keep the school litter free- Care for our environment- Report property damage to staff- Communicate respectfully with peers, staff and visitors
Challenge	Trust

<ul style="list-style-type: none"> - Be prepared for lessons - Be punctual - Complete learning tasks on time - Be responsible for own learning goals and academic stretch - Have a growth mindset towards own learning 	<ul style="list-style-type: none"> - Follow school dress code - Wear appropriate footwear for learning - Move safely around the school - Wear hats during yard play in terms 1 & 4 - Treat all people respectfully - Do the right thing because it is the right thing
---	---

Classroom behaviour expectations:

Challenging classroom behaviours will be addressed using a model based on Bill Glasser’s Choice Theory¹ and Restorative Justice Practices².

Supportive and Intellectually Challenging Classroom Environment



Classroom Agreement and Behaviour Norms Established

Low Level Challenging Behaviours



Behaviour Redirection



Reminder of Agreed Classroom Behaviours

(may be more than one)



Warning

(with clarification of behaviour to be addressed)



Classroom Timeout/Relocation

(student to reflect, plan and implement own behaviour modifications)



Out of Class Time Out



Office Time Out



Take Home

(if appropriate)



Dangerous/High Level Challenging behaviours

Internal Suspension



External Suspension

¹ www.behavioradvisor.com/Glasser10Step.html

² Restorative Justices, http://www.behaviourmatters.org.au/Restorative_Practice.php, 2011

POSSIBLE LEADERSHIP INTERVENTIONS

May happen at any point in the process

- Walk and talk
 - Alternative classroom placement
 - Work programs
 - Community Service
- Teacher release for restorative chat with student

Reminder

Students are spoken to about the classroom agreement item they are not meeting and reminded about how they could meet that behaviour requirement.

Warning

Students are given formal notification of a breach of the classroom agreement (may be unrelated to the reminder given previously).

Classroom timeout/relocation

If the class agreement is still not being met then students are to be relocated within the room away from their current learning space and to a location that provides an opportunity to reflect on their behaviour choices, whilst continuing with their learning. This step is accompanied with a restorative practices discussion with the classroom teacher to make the repair required to restore the classroom agreement.

Out of class timeout

Further challenging behaviours displayed will result in an 'out of class' time out to a nearby classroom that has an arrangement in place to support students. Students are to reflect on how they have not met the classroom agreement. A re-entry restorative justices conference with the classroom teacher, and any others affected, is required to help students make a positive re-entry to their learning environments. Out of class timeouts should not last longer than twenty minutes, or be extended across break periods. The out of class time out will then be recorded by the class teacher onto Sentral, in the wellbeing section as a new negative incident.

Office timeout

For high level challenging behaviours, or if previously taken actions have not resulted in positive behaviour change, then students are given an opportunity to address these behaviour choices with a site leader. A restorative practices proforma will be completed and used to guide a successful re-entry into the classroom. The student is accompanied back to their learning environment and a restorative discussion occurs with all those affected by the challenging behaviour. Completed proformas will then be placed into the office timeout file, and the timeout recorded into the school behaviour log to be uploaded each Friday onto EDSAS. A 'New Incident' is also added to the wellbeing section of Sentral by the site leader dealing with the student.

Internal suspension

Some behaviours will warrant the use of an internal suspension, where students spend time on the day of the incident, or the next school day in the front office, without contact with their classroom. This provides students with a safe, supportive environment to continue with their learning under the guidance and behaviour redirection of a site leader.

Take home

In some cases, it may be in the best interests of the child and the school that a take home occurs. Parent/Carers will be contacted to collect their child from school. A re-entry meeting may be appropriate before the start of the next school day to address the way in which the student can again meet the behaviour expectations of the school. A restorative practices proforma could be completed and used to guide a successful re-entry into the classroom. Completed contracts will then be placed into the student file, and the timeout recorded into the school behaviour log to be uploaded each Friday onto EDSAS. Photocopied copies are subsequently added to student record folder. A 'New Incident' is also added to the wellbeing section of Sentral by the site leader dealing with the student.

External suspension

Suspension from school means that the student does not attend school for a period of time ranging from one to five school days.

Suspension from school is intended to:

- provide support for the student and the school through a problem-solving conference
- protect the learning and safety rights of other members of the school community
- signal to the community that the student's behaviour is not acceptable within the school community.

The length of a suspension, between one and five days, is determined by the principal and depends on the severity or frequency of the irresponsible behaviour.

All parties (student, parent/caregiver, site leader, classroom teacher where appropriate) will participate in a re-entry meeting before the start of the student's next school day to address the way in which the student can again meet the behaviour expectations of the school. A behaviour contract will be completed and used to guide a successful re-entry into the school environment. Completed contracts will then be placed into the student file, and the suspension recorded into the school behaviour log to be uploaded each Friday onto EDSAS. Photocopied copies are subsequently added to student record folder.³

Yard behaviour expectations:

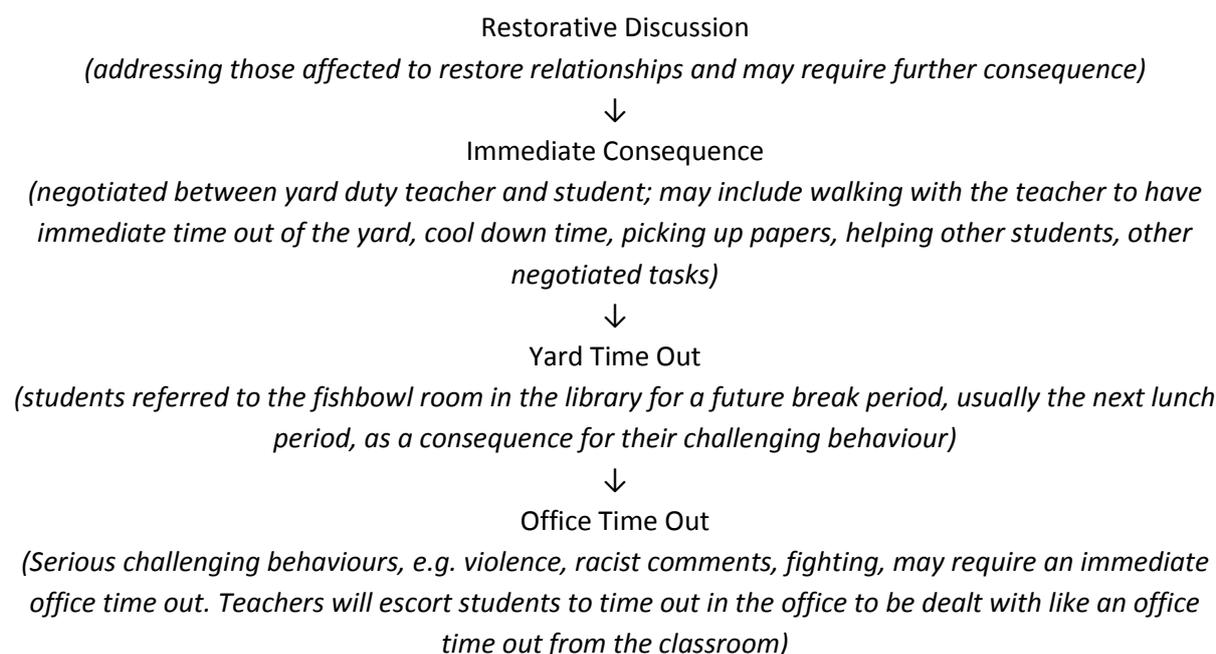
Student behaviour in the yard must also be consistent with our school values.

³ <https://edi.sa.edu.au/supporting-children/behaviour-and-attendance/behaviour-support/suspend-exclude-or-expel>

Bravery	Care
<ul style="list-style-type: none"> - Make responsible choices - Report issues to yard duty teachers - Report bullying, even that which is happening to others - Participate in Restorative Justice processes where appropriate 	<ul style="list-style-type: none"> - Play ball games in appropriate areas - Wear appropriate sun protection (shoulders covered, hats in term 1, 3 and 4) - Keep the school litter free - Play safely, for you and those around you
Challenge	Trust
<ul style="list-style-type: none"> - Be inclusive of others - Be punctual back to class - Be respectful of others while playing - Follow game rules 	<ul style="list-style-type: none"> - Move safely through the yard, walking in 'walk only' areas - Treat equipment appropriately - Play in appropriate areas, stay in bounds - Make strong choices to be responsible

Responding to challenging behaviours in the yard:

In the event that students do not meet behaviour expectations, then the following steps are to be used in response to the challenging behaviour.



Referring a student to timeout:

Teachers who deal with students with challenging yard behaviours may issue a lunchtime timeout as a consequence for the challenging behaviour. The yard duty teacher managing the incident fills in a time out slip (found in the yard duty bag), and lodges the yellow copy into the time out basket (located in the staff room) and forwards the green copy to the student's classroom teacher as a reminder to attend the timeout. The next lunch period (could be the same day, or the following day), the student attends the timeout in the fishbowl in the library with a timeout yard duty teacher, who records the timeout into the timeout book (to be recorded later into EDSAS) and has a restorative discussion with the student about why they received a time out. The student records their thinking

and plans to restore/improve their standing in the school on the Yard Timeout Restorative Reflection sheet. This sheet is sent home to parents to sign, and is returned, via classroom office pouches, to the front office for keeping with the student file.

The timeout data will be reviewed by the Student Wellbeing Leader/School Leadership twice a term to identify students with a more than two timeouts in any term. Interventions will be organised in order to help the student manage their yard behaviour. Interventions may include; becoming involved in a positive yard program (eg French Club, Gardening Club, Coding Club, skipping, matball, etc), yard play restrictions, alternative play times, yard withdrawal, play buddies, or others to be negotiated with the student. Parent/caregivers to be notified of the changes to their child’s play if required, notification to be made by the member of leadership that puts the plans in place.

6. Roles and responsibilities

All stakeholders will support the implementation of the Responsible Behaviour Policy.

Party/parties	Roles/Responsibilities
<p>Students are expected to support the responsible behaviour policy by;</p>	<ul style="list-style-type: none"> ● Learning how to behave appropriately, and to take on the responsibility to behave respectfully at all times. ● Displaying school values in their behaviour; caring for themselves and others, taking on challenges in their learning, making brave choices and displaying trust in themselves and others. ● Building positive relationships with staff and peers. ● Assisting others to make strong behaviour decisions. ● Negotiating class agreements, and honouring them, to maintain safe, inclusive and supportive learning environments. ● Committing to using the Restorative Justice processes to acknowledge harm and repair relationships.
<p>Educators are expected to support the responsible behaviour policy by;</p>	<ul style="list-style-type: none"> ● Creating safe and inclusive learning environments that promote stretch and challenge for all learners. ● Supporting students to adopt positive behaviour goals. ● Acknowledging responsible behaviours. ● Negotiating class agreements to ensure safe, supportive and inclusive learning environments. ● Modelling appropriate behaviour and positive interactions with others. ● Building positive relationships with students. ● Managing the restorative justice practices to address challenging behaviours. ● Use inclusive language when addressing students.
<p>Parents/Caregivers are expected to support the responsible behaviour policy by;</p>	<ul style="list-style-type: none"> ● Showing an active interest in their child’s schooling and progress. ● Acting in partnership with staff to support students and their learning. ● Supporting their students to make responsible behavioural choices.

	<ul style="list-style-type: none"> ● Initiating and maintaining constructive communication and relationships with staff regarding their child’s learning, wellbeing and behaviour, using the classroom teacher as the first point of contact. ● Model appropriate behaviour and interactions with others while on site. ● Contribute positively to behaviour plans that support their child.
--	---

7. Monitoring, evaluation and review

This policy will be reviewed on a regular basis or as needed when any changes to the Department for Education policies relevant to this procedure are made. Changes will be ratified by governing council.

8. Definitions and abbreviations

Term	Meaning
SSO	School Services Officer
EDSAS	Education Department School Administration System

9. Associated documents

nil

10. References

- [1] www.behavioradvisor.com/Glasser10Step.html
- [2] Restorative Justices, http://www.behaviourmatters.org.au/Restorative_Practice.php, 2011
- [3] DfE policy for suspensions, <https://edi.sa.edu.au/supporting-children/behaviour-and-attendance/behaviour-support/suspend-exclude-or-expel>
- [4] Ideas adapted from, ‘*Guidelines for Inclusive Language*’ published by the Tasmanian Education Department (2012) found at <https://documentcentre.education.tas.gov.au/documents/guidelines-for-inclusive-language.pdf>
- [5] Paringa Park Primary School Staff meeting, 5 September, 2017

11. Appendices

1. [Yard Timeout Restorative Reflection Sheet](#) - used when students reflect on their own behaviour choices during yard timeout

Yard Timeout Restorative Reflection



Student:

from Learning Area:

Date:

What Happened?

Where did it happen?

When did it happen?

What were you thinking at the time?

Who has been affected by what you have done? In what way?

What have you done/need to do to make things right?

Student Signature:

Parent Signature: Date:

2. Using Inclusive Language and Creating a Supportive and Intellectually Challenging Classroom Environment

Inclusive language

The language used in the learning environment plays a significant role in contributing to the culture of that environment. Hence, an inclusive model of language must be used to provide a safe and supportive environment free from discrimination for all people regardless of their age, race, religion, sexuality, gender or disability.⁴

Making reference to a person's race, gender, age, religion, ethnicity, or physical characteristics should be done with discretion and only when absolutely necessary in the context of a broader discussion. All members of the Paringa Park Primary School Community should be conscious of the language choices they make to ensure all members of our community feel a true sense of belonging.

Creating a supportive and intellectually-challenging classroom environment

Strategies used by teachers for the creation and maintenance of a supportive and intellectually-challenging classroom environment include⁵;

Delivering an engaging curriculum	Having students make decisions about their learning	Building relationships with all students
Making learning fun	Knowing families	Provide learning activities that stimulate
Using student voice to design learning	Explicit teaching	Using curiosity to motivate learning
Active listening	Listening to/respecting others viewpoints	

⁴ Ideas adapted from, 'Guidelines for Inclusive Language' published by the Tasmanian Education Department (2012) found at <https://documentcentre.education.tas.gov.au/documents/guidelines-for-inclusive-language.pdf>

⁵ Paringa Park Primary School Staff meeting, 5 September, 2017