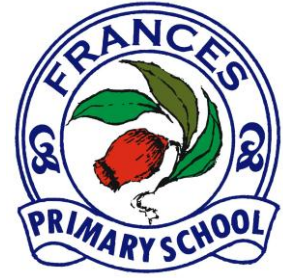


FRANCES PRIMARY/PLAY CENTRE

*Vision: Building on friendship and knowledge,
to inspire a journey of
life-long personal excellence'*



BEHAVIOUR POLICY **2012-2015**

(Review Term 2 -2015)

At Frances Primary School / Play Centre we foster a learning environment that is:

- Safe
- Inclusive
- Conducive to learning
- Free from harassment and bullying
- Success orientated

We teach responsible student behaviour through our agreed values of:

- CARING
- LEARNING
- ENJOYMENT
- &
- 100% EFFORT

RESPONSIBILITIES

Principal and staff will:

- Listen to and engage with students in behaviour learning
- Teach and model responsible behaviour
- Communicate positively, consistently and clearly at all times
- Inform parents of concerns at an early stage
- Focus on the negative behaviour as unacceptable, not the student
- Address bullying and harassment immediately
- Engage in Restorative processes with students, families and staff
- Explicitly teach the school's expectations of student behaviour
- Negotiate classroom expectations and strategies for behaviour learning
- Use proactive strategies that support student behaviour learning
- Inform families of our Behaviour Code
- Participate in professional learning
- Collaborate with families, colleagues and agencies

Students will:

- Follow the school's Behaviour Code
- Take responsibility for their own behaviour
- Accept agreed consequences
- Seek help to resolve issues

Parents/Caregivers will:

- Support the school's Behaviour Code
- Work with and support the school on behaviour issues
- Encourage and support their children in their learning
- Communicate health issues and concerns about behaviour and learning

BEHAVIOUR EXPECTATIONS

Staff, students and parents have the following expectations of student behaviour:

Learning

- Respect the rights of people to teach and learn
- Meet work requirements to the best of their abilities
- Be organised for class
- Participate in the learning program

Communication

Speak and listen:

- With courtesy and manners
- With appropriate tone and volume of voice
- Using active listening
- By following instructions
- Using appropriate language

Respect for self and others

- Develop confidence and resilience
- Make responsible choices
- Respect others and their rights
- Be courteous, friendly and cooperative
- Keep our school free from violence, bullying and harassment

Respect for property

- Respect and care for our school and its environment
- Keep our School free from rubbish, graffiti, vandalism and theft
- Respect and care for the property of others

Attendance

- Be punctual
- Attend school every day
- Parents to notify absences by phone / writing

Dress Code

- Wear school uniform/colour code
- Wear school approved hats (no hat, no play inline with school Sun Smart Policy and move to a designated shaded area)

WE TEACH RESPONSIBLE BEHAVIOURS BY:

- Using restorative practices to rebuild and repair relationships
- By developing modelling and maintaining positive relationships
- An “I see you and you matter to me,” approach to all students
- Explicitly teaching and modelling school values and behaviour expectations
- Teaching social skills programs
- Teaching anti- bullying programs
- Conducting regular bully audits
- Using Student Voice through SGC and school forums
- The use of common language and a consistent approach

A RANGE OF STRATEGIES FOR RESPONSIBLE BEHAVIOUR

Whole school, class and individual

- | | |
|----------------------------------|---------------------------|
| • Stickers, stamps | • Verbal encouragement |
| • Class Auctions | • Smiles, nods, thumbs up |
| • Principal award | • Specific feedback |
| • Class/group/individual rewards | • Assembly |
| • Letters/phone calls home | • Reports |
| • Star Student awards | |

A RANGE OF STRATEGIES FOR IRRESPONSIBLE BEHAVIOUR IN THE CLASSROOM

Will be dependant on the developmental stage of the student and on the frequency and severity of the behaviour

- | | |
|----------------------------------|--------------------------|
| • Communication with parents | • In class time out |
| • Proactive interventions | • Buddy class time out |
| • Restorative Practice | • Cool down time |
| • Logical consequences | • Catch up learning time |
| • Practice responsible behaviour | • Office Time Out |
| • A reminder | • Take home |
| • A warning | • Suspension, exclusion |

A RANGE OF STRATEGIES FOR IRRESPONSIBLE BEHAVIOUR IN THE YARD

- | | |
|----------------------------------|-----------------------------------|
| • Restorative Practice | • Designated yard sit out area |
| • Communication with parents | • Development of a behaviour plan |
| • Logical consequences | • Office Time Out |
| • Police Community Program | • Restricted Play |
| • Practice responsible behaviour | • Take Home |
| • Student walks with teacher | • Suspension, exclusion |
| • Community service | |

WHEN IRRESPONSIBLE BEHAVIOUR IS ONGOING OR SEVERE

A systems response may involve referral to district support services: Counsellor, Interagency Student Behaviour Management Coordinator, Disabilities Coordinator, Social Worker, Student Attendance.

GRIEVANCE PROCEDURES

We support the right of any member of the school community who believes our Behaviour Code is not being supported or enforced appropriately to have their grievance addressed following our school Grievance Procedure and or our Bullying/Behavioural policy.

Refer to Grievance Procedures (as sent home or available in the school front office).

RELEVANT POLICIES AND PROGRAMS

Frances Primary School's/ Play Centre's Behaviour Learning Policy should be considered in the context of the following legislation, system and school policies:

LEGISLATION

- Education Act (SA 1972) and Regulations under the Act
- DECD Administrative Instructions and Guidelines
- Equal Opportunity Act (SA, 1984)
- Disability Discrimination Act (Commonwealth, 1992)

DECD POLICY and PROCEDURAL STATEMENTS

- School Discipline Policy
- Child Protection (1990)
- Antiracism (1990)
- Parents and schools (1991)
- Students with disabilities (2006)
- DECS procedures for suspension, exclusion and expulsion of students from Attendance at school (1995)
- Local Management and site governance
- Learner Wellbeing Framework B-12
- Protective Practices for Staff in their interaction with students
- Reduce Bullying in Schools
- National Safe Schools Framework
- Mandatory Notification
- SACSA/ ACARA

SCHOOLS POLICY and PROCEDURAL STATEMENTS

- Behaviour support resource
- Assessment and Reporting policy
- Anti Bullying and Harassment policy
- Attendance Improvement Plan
- Social Skills Framework
- Intervention Policy
- Child Protection Curriculum
- Drug and Alcohol Curriculum