



EAST ADELAIDE SCHOOL

BEHAVIOUR EDUCATION POLICY 2015

Respect Responsibility Relationships Resilience

East Adelaide School is a community that inspires learners to be compassionate, creative and engaged citizens for the future.

RATIONALE: Essential to quality education student learning is a supportive environment that builds a community of learners, develops democratic relationships and creates safe conditions for rigorous learning. Staff and leadership are committed to providing a safe, inclusive and supportive environment where provision is made for discovery, challenge and choice through:

- Creating a supportive and connected school culture
- Implementing DECD policies and procedures – Anti-bullying, Child Protection, School Discipline, Behaviour Management, Cyber Safety
- Providing ongoing professional learning
- Monitoring and acknowledging positive behaviour
- Developing skills and implementing safe practices
- Focussing on student wellbeing and student ownership of their behaviour
- Early intervention and implementation of targeted support
- Building partnerships with families and the community

The Behaviour Education Guidelines define the responsibilities of all members of the school community who are expected to conduct themselves in a lawful, ethical, safe and responsible manner that recognises the rights of others.

OUR GUIDING VALUES

Our policies and procedures reflect those of the Department of Education and Child Development (DECD) and the 'National Safe Schools Framework'.

Staff model and teach appropriate behaviours outlined in the National Safe Schools Framework, and the Child Protection Curriculum through the possible use of Program Achieve, Circle Time, Restorative Practice and other intervention approaches.

Respect

Staff model and teach appropriate respectful behaviours.

Students show respect for themselves and others by following the negotiated classroom and yard behaviour expectations.

Parents follow appropriate school processes and respect the teachers' professional decisions.

Responsibility

Staff inform students of their rights and empower them to take responsibility for their learning and behaviour.

Students are involved in setting goals and learning plans with support of staff and parents.

Parents support their child in making responsible decisions about their behaviour.

Relationships

Staff develop democratic relationships through honest and effective communication with the school community.

Students are involved in decision making opportunities which may include class meetings, circle time, , , buddy classes, leadership opportunities, personal behaviour plans, team work and peer mediation.

Parents foster positive partnerships with staff and students through communication and participation in classroom activities and school events.

Resilience

Staff empower and support student to become resilient learners .

Students take risks with their learning, to view failure as an opportunity to develop a positive mind set to move forward.

Parents support the qualities that allow children to bounce back from adversity and how to nurture resilience in their child.

EAS Student Behaviour Development Support Flow Chart

Proactive practices

Successful teaching and learning practices include–

- **Building a community of learners** by embedding cooperative activities, providing learning experiences that promote student initiative, displaying student work and enacting the school values.
- **Developing democratic relationships** by listening to students, acting on information, mentoring individuals, enacting safe practices, implementing classroom pastoral care, encouraging independence, self-discipline and motivation.
- **Creating safe conditions for rigorous learning** by maintaining student safety, acknowledging responsible behaviour, supporting student participation, managing challenging behaviour, using ICT safely, responsibly and ethically.

East Adelaide School's consistent approach to unacceptable behaviour based on severity, frequency, age, disability, trauma, mental health and repetition

Level 1

Concerning behaviours

CLASSROOM/ YARD LEVEL BEHAVIOUR
Distracting others; Avoiding completing tasks at home/ school; A defiant manner of questioning; Refusal to follow reasonable instructions; Misuse of property; Continuous low level irresponsible behaviour

Level 2

SCHOOL LEVEL BEHAVIOUR
Not following the behaviour code; Out of bounds; Leaving school grounds; Not completing a consequence; Missing class; Verbal abuse; Harassment; Threatened violence; Physical contact; Sexualised behaviour; Inappropriate online use

Level 3

SYSTEM LEVEL BEHAVIOUR
Violence; Physical assault; Bullying; Theft; Sexualised behaviour; Property destruction- vandalism, arson; Cyber-crime; Sexual assault; Legal and illegal drugs

Options of consequences

CLASSROOM/ YARD LEVEL RESPONSE
-Consequence relevant to behaviour
-Sit out
-Alternative buddy class
-Meeting with parents to develop student learning goals

SCHOOL LEVEL RESPONSE
-Time out from classroom/yard – Community Service
-Alternative timetable
-Meeting with parents to monitor student learning goals
-Internal Suspension

SYSTEM LEVEL RESPONSE
-Internal Suspension
-Meeting with parents to monitor and evaluate student learning goals
-Suspension
-Exclusion

Low to High level intervention

Low level 1 learning interventions
Social skills program; Restorative Practice Processes; Circle Time; Re think; Restating expectations and values; Walk and talk; Method of shared Concern; Restricted Choices; Cool down time; Change direction of learning; Social skills programs

High level 2 learning interventions
Ensure safety of school community; Re think; Mediation; Student Development Plan; Removal from class to the Office; Restricted/alternative play; Counselling/ Social skills program; Student Review team; Referral for Interagency Behaviour Support; Case Management; Mandatory Notification

High level 3 learning interventions
Serious consequences; Student Development Plan; Support group method; Formal Conference Meeting; Interagency Behaviour Support; Case Management; Mandatory Notification

Communication/ Documentation

Staff and leadership will use their professional judgement to determine the appropriate level of response and strategy for the situation in consultation with support services, as required.

Level 1 Response- Staff document student classroom/ yard behaviours then follow up with appropriate intervention approaches and negotiated student behaviour learning goals. This may be done in collaboration and consultation with parents and leadership. Staff utilise a classroom record sheet, yard/ classroom slips, phone call, SMS, email, notes, using student communication book/blog and diary regularly.

Level 2 Response- Staff may attend meetings with students, parents, members of the leadership team, interagency behaviour support, whilst maintaining regular contact with parents. Staff and leadership utilise ongoing record keeping, development of learning goals and reports to monitor progress.

Level 3 Response- Staff and leadership team to collate student records, have formal meetings with parents, student and/or interagency behaviour support, monitor personal learning plans, refer to attendance and behaviour records, analyse classroom/ yard behaviour data to inform intervention approaches, reflection and review.

Please refer to: <http://www.decd.sa.gov.au/speced2/pages/behaviour/suspensionExclusionBrochure/>