



# East Adelaide School

## Behaviour Education Procedures

Respect Responsibility Relationships Resilience

At East Adelaide School, our staff is committed to providing students with a safe and supportive environment, building a community of learners, developing democratic relationships and providing optimal conditions for learning. We strive for educational excellence that provides opportunities 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
- Implementing targeted support and early intervention
- Building partnerships with families and the community

The EAS Behaviour Education Policy defines 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 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 Child Protection Curriculum as well as other resources that include Program Achieve, Circle Time and Restorative Practice.

### **Restorative Practice Questions**

1. What happened?
2. What were you feeling?
3. Who has been affected?
4. What do you need to do to make things better?
5. What can you do differently so that this does not happen again?

### **OUR SCHOOL VALUES**

#### **Respect**

**Staff:** Model and teach appropriate respectful behaviours.

**Students:** Show respect for themselves and others by following the classroom agreements and yard behaviour expectations.

**Parents/Caregivers:** Follow appropriate school processes and respect the teachers' professional decisions.

#### **Responsibility**

**Staff:** Empower students to take responsibility for their learning and behaviour.

**Students:** Participate in setting goals and learning plans with support of staff and parents/caregivers.

**Parents/Caregivers:** Support students in making responsible decisions about their behaviour.

#### **Relationships**

**Staff:** Develop democratic relationships through honest and effective communication with the school community.

**Students:** Participate in decision making opportunities which may include class meetings or Circle Time, Buddy Class, leadership opportunities, personal behaviour plans, team work and peer mediation.

**Parents/Caregivers:** Foster positive partnerships with staff and students through communication and participation in classroom activities and school events.

#### **Resilience**

**Staff:** Empower and support students to become resilient learners with a growth orientated mindset.

**Students:** Use a growth mindset by taking risks with their learning and viewing failed attempts as an opportunity to move forward in their learning.

**Parents/Caregivers:** Support the qualities that allow students to bounce back from adversity and nurture resilience in their children.

## Proactive Practices

Successful teaching and learning practices include:

- **Providing a safe and supportive learning environment** by maintaining student safety, enacting safe practices, implementing classroom pastoral care and acknowledging responsible behaviour.
- **Building a community of learners** by embedding cooperative activities, encouraging authentic student voice, providing learning experiences that promote student initiative and enacting the school values.
- **Developing democratic relationships** by maintaining open communication with students, encouraging independence, guiding students to sustain self-control and motivation to learn.
- **Providing optimal conditions for learning** by supporting student participation, providing inclusion for all, managing challenging behaviours and using ICT with an awareness of cyber safety requirements.

## EAS Student Behaviour Support

East Adelaide School's consistent approach to concerning behaviour(s) takes consideration of severity, frequency, age, disability, trauma, mental health and repetition.

### Level 1

### Level 2

### Level 3

#### Concerning behaviour(s):

##### CLASSROOM/YARD TEACHER LEVEL

Distracting others; Avoiding completing tasks at home/ school; A defiant manner of responding/questioning; Refusal to follow reasonable instructions; Being out of bounds; Misuse of property; Continuous low level irresponsible behaviour

##### SCHOOL LEADERSHIP LEVEL

Ongoing Level 1 behaviours; Not following the behaviour code; Leaving school grounds; Not completing a consequence; Missing class; Verbal abuse; Harassment; Threatened violence; Physical contact; Sexualised behaviour; Inappropriate online use

##### SYSTEM LEVEL

Repeated incidences of Level 2 behaviours; Violence; Physical assault; Bullying; Theft; Property destruction- vandalism, arson; Cyber-crime; Sexual assault; Legal and illegal drugs

#### Possible response(s):

##### CLASSROOM/YARD TEACHER LEVEL

-Response is relevant to behaviour  
-Expectations and values reinforced  
-Speak with student(s) using restorative questioning  
-Student to sit out  
-Time out in Buddy Class  
-Parents/Caregivers contacted to develop/monitor student behaviour plan/play plan  
-Involvement in social skills program

##### SCHOOL LEADERSHIP LEVEL

-Mediation  
-Time out from classroom/yard  
-Removal from class to the office  
-Community Service  
-Restricted/alternative play  
-Alternative timetable  
-Parents/Caregivers contacted to develop/monitor student behaviour plan/play plan  
-Case Management  
-Take home  
-Internal suspension  
-Interagency Behaviour Support

##### SYSTEM LEVEL

-Parents/Caregivers contacted to develop/monitor student behaviour plan/play plan  
-Internal Suspension  
-Suspension  
-Student Behaviour Plan  
-Interagency Behaviour Support  
-Case Management  
-Exclusion  
-Police involvement

## Communication/Documentation

Staff will use professional judgement to determine the appropriate level of response and communicate this with parents/caregivers.

All staff are reminded of their responsibilities as a mandatory notifier.

**Level 1 Response-** Staff document student classroom/yard behaviours then follow up with appropriate responses and negotiated student behaviour/learning goals. This may be done in collaboration and consultation with parents/caregivers and leadership.

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

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

Please refer to:

<https://www.decd.sa.gov.au/sites/g/files/net691/f/parent-information-suspension-exclusion.pdf?v=1459299567>