



Learning for Life

East Adelaide School



Government
of South Australia
Department for Education

Behaviour Education Policy/Procedure A Guide for Teachers and Parents/ Caregivers *Due for reviewed 2023*

School Vision

East Adelaide School inspires a dynamic community that is caring, curious and courageous.

Rationale: Essential to quality education, is a supportive environment that builds a community of learners, develops democratic decision making, positive relationships and creates safe conditions for rigorous learning. Staff at East Adelaide School are committed to providing a safe, inclusive and supportive environment where provision is made for discovery, challenge and choice.

Background

Initially developed in 2015 and revised in 2017, 2019 and 2020, East Adelaide's student wellbeing and behaviour education procedure draws on our experiences with positive support programs, such as You Can Do It, Restorative Practice and Trauma Informed Practice in Education. Our policy aligns with the Department for Education Behaviour Support Policy.

Whole School programs which support behaviour Education and Wellbeing

You Can Do It - Is a whole school Social and Emotional Learning program. It teaches students about the 5 keys to Success (Resilience, Confidence, Persistence, Organisation and Getting Along), YCDI explicitly teaches students about managing their emotions by using common language (catastrophe scale).

Trauma Informed Practices - Berry Street Education Model is an approach through a Trauma Informed Positive Education lens that links approaches addressed in trauma informed classrooms with proven positive psychology interventions. The domains with the BSEM are Body, Stamina, Engagement and Character, all anchored by Relationships. These domains inform daily classroom learning.

Child Protection Curriculum - The Keeping Safe Child Protection Curriculum is a child safety program for children and young people from age 3 to year 12. It is mandated in all public schools and is taught throughout the year, at each year level by all classroom teachers. It teaches children to:

- Recognise abuse and tell a trusted adult
- understand what is appropriate and inappropriate touching
- understand ways of keeping themselves safe.

Values

We will implement the department's policy by supporting the safe inclusion of children and young people. We will promote model and supportive, productive and positive behaviours by adhering to our school values.

The following values underpin everything that we do at East Adelaide School.

Respect

- Staff model and teach appropriate respectful behaviours
- Students show respect for themselves and others by following the negotiated classroom agreements and yard behaviour expectations
- Staff and students engaging in interactions that are mutually respectful
- Staff encouraging positive interactions and a sense of belonging.

Responsibilities

- 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.

Relationships

- Staff build strong partnerships between school/ home and the community
- Students are involved in decision making processes to restore and repair relationships between adults and their peers.

Resilience

- Staff teach, empower and support students to become resilient learners
- Students take risks with their learning, developing a positive growth mindset in order to solve problems and move forward.

Parents working in partnership with the school community

- Model and promote safe, respectful and inclusive relationships with their own children, other children and young people, other parents/caregivers and school staff.
- Work collaboratively with the school to resolve concerns about behaviour when incidents occur, including discussing issues as soon as possible.
- Support their child's best interests to continue to attend school while a behaviour issue is being resolved.

Responding to student behaviour

Delegations

The Principal has the authority to make decisions in relation to suspensions, exclusions and expulsions. The principal authorises other members of the leadership team to make these decisions on their behalf.

Reception students

Suspension for Reception students is not encouraged due to their social and emotional development and the focus being on understanding how to relate to others in a school setting. Alternative processes such as take homes, time away from the classroom, missing break times with peers will be implemented.

Whole School

When school behaviour expectations are not met, we will use a restorative approach where students will have the opportunity to make things right by reflecting on the situation and repairing the relationship, using the following restorative questions as a guide:

1. What happened?
2. What were you feeling or thinking at the time?
3. Who has been affected by my actions? In what way?
4. What can you do to make things, right?
5. How could or would you do differently next time?

Positive behaviour support is an approach to children’s behaviour that is built on the principals that positive behaviours can be learnt and that environments can be changed to support effective teaching and learning for each child. Two models/programs we use at East Adelaide School are You Can Do It and

Minor Behaviours

Definition

Minor behaviours may be defined as an incidental occurrence, be unintentional or that which has a low-level impact upon the rights, safety and welfare of others.

Examples of minor behaviours	Examples of responses to the behaviours
<ul style="list-style-type: none"> • Distracting others • A defiant manner of questioning (being rude) • Refusal to follow reasonable instructions • Misuse of property • Play fighting • Off task behaviour • Being dishonest with teachers • Using a non-directed swear word (example during a game) <p><i>(If any of these behaviours occur repeatedly the consequence may result in a moderate consequence)</i></p>	<ul style="list-style-type: none"> • Teacher who has duty of care at that point in time will provide a verbal reminder of school expectations and school values • A restorative practice approach may be used (cards in yard duty bags) • Classroom expectations • Classroom teacher will contact parents if minor behaviour escalates and monitor patterns of behaviour.

Trauma Informed Practices.

Moderate Behaviours

Definition

Moderate behaviours may be defined as those which are intentional, repeated minor behaviours or affect the rights, safety and welfare of others.

Examples of behaviours	Examples of responses to the behaviours
<ul style="list-style-type: none"> • Continuous avoidance of learning • Constant teasing • Being mean (purposely) • Arguing with an adult • Continuous refusal to follow instructions • Swearing deliberately • Leaving school grounds • Verbal abuse • Harassment • Theft <p><i>(if any of these behaviours occur repeatedly the consequence may result in a serious consequence)</i></p>	<ul style="list-style-type: none"> • Support Teacher will provide a quiet place in their classroom for students to complete the restorative practice questions (Re- Think / Let’s Reflect) • Classroom teacher notifies parents of student behaviour • Classroom teacher arranges a meeting with parents to develop behaviour goals (with Leader if required) • Community service • Time away from the playground • Alternative play options • Classroom teacher is notified by yard duty teacher of any moderate behaviours (using

	communication slip) • Restorative practices approach is used.
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Serious Behaviours

Definition

Serious behaviours may be defined as those which significantly violate the rights, safety, wellbeing and welfare of others.

Examples of behaviours	Examples of responses to the behaviours
<ul style="list-style-type: none"> • Repeated incidents of moderate behaviours • Act of violence • Threatened violence • Physical assault • Bullying • Sexualized behaviours • Property destruction • Vandalism • Cyber crime • Racism and other prejudice behaviours • Sexual assault • Illegal drugs 	<ul style="list-style-type: none"> • Restorative practices are implemented • Initial discussion to find out what has happened • Class teacher and Leader will have a meeting with parents to establish a behaviour plan, monitor and evaluate student's behaviour goals • Class teacher and Leader arrange timely review meetings with parents to monitor success of behaviour plan • Parents being notified of students behaviour by leadership • Internal suspension • Suspension • Exclusion • Police involvement <p><i>(These behaviours may be displayed as a once off and will incur the above consequences.)</i></p>

Glossary

Behaviours of concern:

Challenging complex or unsafe behaviours which are of greater severity, frequency or duration and require more persistent or intensive intervention to address.

Does not include low level, developmentally appropriate transgressions that test the boundaries of established rules, standard and norms but are relative simple to direct and minimise through universal behaviour support strategies.

Bullying

An ongoing and deliberate misuse of power in relationships through repeated verbal, physical and or social behaviour that intends to cause physical, social, and/ or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.

Community Service

Community service is given to students as a possible consequence. The type of community service will be reflective of inappropriate behaviour and reflect on how the student can restore the relationship that has been broken. Students will receive community service by leadership or teachers.

Consistent

Consistent responses to behaviours of concern, does not mean that all children receive the same response. Behavioural responses are tailored to the specific needs of the child.

Discrimination

Discrimination occurs when people are treated less favourably than others because of their:

- identity, race, culture or ethnic origin
- religion
- physical characteristics
- gender
- sexual orientation
- marital, parenting or economic status
- age
- ability or disability

Examples of discrimination include where students:

- exclude children of a different culture from a friendship group
- don't let children of a different race sit near them at lunch
- refuse to include a student with a disability in their game

Harassment

Harassment is behaviour that targets an individual or group due to their:

- identity, race, culture or ethnic origin
- religion
- physical characteristics
- gender
- sexual orientation
- marital, parenting or economic status
- age
- ability or disability.

It offends, humiliates, intimidates or creates a hostile environment. It may be:

- an ongoing pattern of behaviour or a single act
- directed randomly or towards the same person(s)
- intentional or unintentional.

Examples of harassment include where students:

- ridicule someone who doesn't speak English
- tease someone who wears different clothes due to religion/beliefs
- make suggestive comments or insults based on sex
- make fun of someone who needs a wheelchair or walking frame for mobility
- put down someone who is obese or very thin
- tell offensive jokes deliberately to put down a particular societal group.

Restorative Practice:

Restorative practice is a strategy that seeks to repair relationships that have been damaged, including those damaged through bullying. It does this by bringing about a sense of remorse and restorative action on the part of the offender and forgiveness by the victim.

Re Think/Let's Reflect Proforma

This proforma is for students to use in the classroom or when they are with the Support Person. Students reflect on their behaviour by completing the 5 restorative practice questions. The student's teacher will then have a discussion with the student using the form they have completed. This proforma is kept by the classroom teacher. Teacher judgement is made to determine the need for notifying parents.

Suspensions

Suspensions are short-term responses to student's behaviours of concern that impact on the safety and learning of others.

Support Person

Support person is another word for buddy class. The change was made so there is no confusion amongst students or adults. The support person is a designated class where the student completes a reflection template, thinking about their choice of behaviour and the impact this had on others. The reflection template uses the 5 restorative practice questions.

Take Homes

Take homes are used by schools to respond to student behaviours. The Principal may arrange for a student to go home for the remainder of the school day and return the student to the care of their parent for support. The student returns to school the following day.