

SUCCESS FOR EVERY CHILD

This policy is based on the following principles:

- Families, society, peers, staff and other significant adults influence the choices of young people
- DECD operates within the context of the wider community and together we are responsible for preparing young people for successful participation in society
- DECD and school communities, services and agencies work together to create learning communities which are:
 - safe
 - inclusive and equitable
 - conducive to learning
 - free from harassment and bullying
- Equity for all students to maximise their learning opportunities and outcomes
- Student must be supported to accept responsibility for their own behaviour according to their stage of development

STAFF RESPONSIBILITIES

- Staff are positive role models for students
- Establish a cohesive, positive and supportive class culture: clear boundaries, negotiated expectations and rules
- Ensure that expectations are consistent and developmentally appropriate for all students
- Ensure students understand the impact of inappropriate behaviour and that consequences are implemented in a fair and just manner using a restorative approach
- Embed East Torrens Primary School values of **RESPECT, EXCELLENCE, COMMUNITY & EMPATHY**
- Provide a relevant, engaging and differentiated curriculum that supports learning for all students
- Establish positive relationships with parent/caregivers; early personal contact is essential
- Implement strategies to encourage and develop positive behaviour, document plans with parent input
- Work in partnership with families, Wellbeing Leader and Pastoral Care Worker to support at risk students
- To understand that behaviour is a form of communication
- Explicitly teach and support key ideas, concepts and processes to support behaviour learning

RESPECT EXCELLENCE *Empathy* **COMMUNITY**

BE PROACTIVE

Stage 1

Behaviour Steps clearly defined and established within the classroom. All behaviour steps recorded in Classroom Behaviour Book (for easy reference when required).

- Warning / Reminder
- Class Time Out
- Support Class Time Out
- Office Time Out
- Take Home
- Internal or External Suspension
- Exclusion

* Leadership intervention at the request of the teacher.

When implementing a Take Home, Leadership to contact the parent/caregiver.

BEHAVIOUR SUPPORT

Stage 2

Where inappropriate behaviour continues:

- Teacher to contact Wellbeing Leader to discuss and review behaviour strategies/plans already tried.
- Wellbeing Leader and teacher/s to develop and implement a simple class/in school plan to support behaviour change. The plan could include alternative arrangements.
- Teacher and Wellbeing Leader to meet with Parent/Caregiver and student to discuss plan, ensuring that behaviour is monitored and communication with all parties is effective.

IF INAPPROPRIATE BEHAVIOUR CONTINUES

Stage 3

- Wellbeing Leader to contact parents/caregivers.
- Behaviour Learning Support Plan established in consultation with all stakeholders, monitored and reviewed on a regular basis, as advised.
- Referral for Interagency Behaviour Coordinator support if necessary.
- Teacher, Wellbeing Leader and Assistant Principal (if necessary) to discuss further actions/support plans.

IF INAPPROPRIATE BEHAVIOUR CONTINUES

Stage 4

- Wellbeing Leader to refer student to Assistant Principal. Discussion with Student Review Team (Leadership).
- Assistant Principal to meet with all stakeholders.
- Consequence for ongoing unacceptable behaviour is suspension.
- Re-entry meeting held on return from suspension with referral to IBSC (if not already in place).
- Student Behaviour Development Plan established with Wellbeing Leader, Senior Leader & Principal.
- Monitor and review in consultation with all stakeholders
- Exclusion if behaviour continues and/or escalates.

Inappropriate behaviour – ongoing behaviour that disrupts teaching, learning and play

Unacceptable behaviour – intentional violence, abuse, bullying including electronic illegal activity