



NARACOORTE PRIMARY SCHOOL

BEHAVIOUR EDUCATION AND SUPPORT

POLICY



Updated February 2021

RATIONALE

This behaviour policy aims to support students to develop behaviours and attitudes that will ensure that our school is a safe, friendly, supportive environment that reflects our school vision and our school values. We believe that every student should be given the opportunity to develop behaviours that help them to develop respectful relationships. The policy aims to provide consistency of language across the school.

OUR SCHOOL VISION

NPS is an innovative, positive and inclusive learning environment.
We provide diverse opportunities for our students.
Students are empowered to be confident, resilient problem solvers in a connected global community.

SCHOOL VALUES

Our school values are based on the acronym ASPIRE and are taught specifically to students through social skill focus lessons and form the basis of class codes of conduct.

Achievement- Pursue your personal best. Be brave to participate. Celebrate success.

Self-Management- Set goals. Make strong choices. Persist with tasks. Stay on task. Have a positive attitude. Be trustworthy.

Pride- Show care and consideration for things and others. Look after school property. Keep the school neat and tidy. Show pride in belonging to NPS. Wear school uniform. Step bravely into the unknown. Represent self, family and the school community in a positive manner.

Inclusivity- Include others in activities. Be tolerant of other's beliefs, skills and abilities. Be welcoming of all people.

Respect- Take a stand against bullying, harassment and bystanders. Be polite and using good manners. Treat others as you would like them to treat you.

Empathy- Treat others as you would like them to treat you. Understand how others may feel. Acknowledge other points of view. Show consideration towards others.

PLAY IS THE WAY VIRTUES

The following virtues are referred to and taught to encourage students to make good behavioural choices.

- Treat others as you would like them to treat you (**The Golden Rule**).
- Be brave- participate to progress.
- It takes great strength to be sensible.
- Pursue your personal best, no matter who you work with.
- Have reasons for the things you say and do.

SCHOOL RESPONSES TO BEHAVIOUR

Every student has the right to learn and every teacher has the right to teach in a safe environment. NPS teachers work proactively to ensure students are engaged and have the opportunity to make good behavioural choices. Teachers are encouraged to use systems and structures that acknowledge and encourage positive behaviour that are relevant to their cohort and year level.

If behaviours are disrupting class safety or learning, consequences will apply. The procedure gives children multiple opportunities to learn from their mistakes and correct their behaviour. (See Flow Chart)

CLASSROOM CONSEQUENCES

Each classroom is required to develop a *code of conduct* early in Term 1 in conjunction with teacher and students which is to be displayed in the classroom. This code will encompass the ASPIRE values and fit within the Play is the Way guidelines.

If the code of conduct is not adhered to, a student will be given three (3) opportunities to correct their behaviour. These are:

1. A verbal reminder of the behaviour that is expected.
2. A warning and a classroom consequence and a reminder of the expected behaviour.
3. Time out in the classroom followed by a discussion with teacher on how to correct the behaviour.

If a student has progressed through the three (3) opportunities to correct their behaviour and continues with poor behaviour choices, the student will be given a 'Reflection Time,' at lunchtime.

The class teacher will *discuss the reason for the withdrawal* with the student and will help the student *reflect* on their behaviour and what they need to do to *restore any relationships* that may have been affected by their behaviour and what they could do to ensure they make a *better behavioural choice* in the future.

SPECIALIST TEACHERS

Specialist teachers will follow the following procedure:

1. A verbal reminder of the behaviour that is expected.
2. A warning and a classroom consequence and a reminder of the expected behavior.
3. Time out in the Office.

This process stands alone from the classroom steps.

WITHDRAWAL

A student will receive a *withdrawal* after three classroom behavioural consequences. Withdrawal is either to a *buddy class* or to the *front office*. This choice will be at teacher discretion based on the type of behaviour and the timing of the behaviour. For example, a younger child may require an immediate withdrawal to a buddy class, whereas for a yard incident, a withdrawal at lunch time may be more appropriate.

Office withdrawals will be supervised by a member of the leadership team. A student may continue with any work that requires completion or will be asked to sit quietly. A student who has received a lunchtime withdrawal must attend for:

- approximately 15 minutes if they are in Reception- Year 2

- approximately 20 mins if they are in Year 3-7

**Teachers and leaders will use discretion to decide on an appropriate length of withdrawal time*

A *withdrawal slip* will be sent home to parents to inform them that their child has had this consequence. A withdrawal register will be kept in the front office and all withdrawals whether to *buddy class* or the *front office* will be recorded.

If a student receives *three (3) withdrawals* and continues to make poor behaviour choices, a time out will be issued. If a student does not comply with teacher directions in the withdrawal area, they will be asked to go to the front office and leadership will determine the consequence.

REFLECTION TIME

Reflection Time occurs in front meeting room and is overseen by a member of the Leadership Team. This is seen as a serious matter and as such a phone call and/or letter will be sent home to acknowledge the seriousness of the behaviour.

Our aim is to help students learn from their poor behavioural choice and therefore every attempt will be made to work together with parents to improve the behaviour choice of the student.

To assist this, the following interventions will occur:

1st Time Out- letter and/or phone call home to parents by leadership and a referral to Student Wellbeing Leader if appropriate. The student and leader complete a '*Reflection Time*' proforma to reflect on behaviour, determine the problem with the behaviour, determine how they could make a behavioural change in the future and restore any relationships if necessary.

2nd Time Out- letter and/or phone call home to parents and a referral to Student Wellbeing Leader if appropriate. Behaviour plan developed (if appropriate). Follow *Reflection Time* process.

3rd Time Out- Meeting with parents, member from leadership team, teacher, student and Student Wellbeing Leader (if requested). Possible suspension. *Reconnections Meeting* on return with parents, member from leadership team, teacher, student and Student Support Services (if appropriate).

SUSPENSION

If a student receives three (3) time outs in a term, they *may* be suspended upon the issue of the next time out at the *discretion* of the *site leader*.

We will **not** tolerate physical violence. Any physical violence with intent to harm will result in the student being sent to the office and leadership will determine the consequence. Depending on the severity of the incident, this could result in suspension. Violence in retaliation may also result in suspension.

Under Department for Education Policy, a student may be suspended if the principal has reasonable grounds to believe that he or she:

- has threatened or perpetrated violence
- has acted in a way which threatens the good order of the school by persistently refusing to accept the school's behaviour code
- has acted illegally

- has acted in a manner which threatens the safety or wellbeing of a student or member of staff through sexual or racist harassment, verbal abuse, bullying or any other means, including online bullying
- is interfering with the rights of teachers to teach and of students to learn
- shows persistent and wilful inattention or indifference to school work

Depending on the seriousness of the offence and at the discretion of the Principal, suspension will take either of the following forms

Internal Suspension- the student is removed from the class for a period of a half day or full day.

External Suspension- the student does not attend school for a period of time ranging from one to five days (as determined by the Principal with regard to the severity or frequency of the irresponsible behaviour)

RECONNECTIONS MEETING

On return to school after a suspension, the student must have a *Reconnections Meeting* with a member from leadership, the teacher, parent, student and any other interested parties, e.g. Student Support Services. The student cannot re-enter the classroom until this meeting can be arranged. If necessary, a behaviour support plan may be drawn up at this meeting to support the student to be successful.

TAKE HOME

A *take home* is a strategy which enables a student who is temporarily unwilling or unable to be managed in a school setting to be removed from the school for the remainder of the day. It does not extend beyond the remainder of a single school day. A take home is not a suspension.

At times a student's behaviour may escalate due to their inability to control their emotional state. If this occurs, students are to be offered the opportunity to regulate their emotions with support from staff to help to de-escalate the distress. If the student is unable to *return to a regulated emotional state* within a *reasonable period of time*, a take home may be issued by a member of the leadership team, to best support the student through their distress in a safe way.

EXCLUSION

Exclusion means that a student does not attend the school for a longer period of time, ranging from four to ten weeks. Exclusion would only be used after repeated suspensions. There are clear Department for Education guidelines for the management and documentation of this step.

BREAK TIMES

Outdoor play is an important part of child development and we encourage students to be actively involved during break times. Teacher support is available to students during break times with teachers wearing a bright vest so they can be easily identified.

If students make poor behavioural choices during break times, any of the following consequences may apply, depending on the severity of the behaviour. The teacher on duty has the authority to make the decision on which consequence best fits.

- A verbal reminder of the correct behaviour
- A restorative chat with those involved if appropriate
- Walk with the teacher for a short period of time

- Asked to sit in a designated spot
- Asked to engage with a staff member to co-regulate emotions
- Be given a *withdrawal* from playing at break times for the following day. (It is the responsibility of the teacher on duty to communicate with the class teacher of the student if a withdrawal has been given.)

In conjunction with leadership, other consequences may be given that are relevant to the situation, for example *restricted play*.

If a student is physically violent with the intent to harm, then the student will be sent to the office and a member of leadership will follow through with appropriate actions.

CAMPS / EXCURSIONS

We believe camps and excursions provide social interaction in a different context and provide enjoyment and unique experiences for students. An invitation to attend a camp or an excursion is a privilege that needs to be earned by all students. Taking students away is an enormous responsibility for staff.

If a student's behaviour has demonstrated they are not willing to cooperate when asked to, they pose a safety and welfare risk and as a result may not receive an invitation to such events. This decision will be made by the teacher in conjunction with leadership staff and parents will be contacted to advise of the decision.