Document Details

Implementation Date	T1 2016
Review Date	T4 2016
Related legislation/applicable section of legislation	Children's Services Act 1985 Education Act 1972 and Regulations under the Act Occupational Health and Safety Act (1986) Disability Discrimination Act (Commonwealth, 1992)
Related DECD policies, Procedures, Guidelines, Standards, frameworks	DECD Learner Wellbeing Framework South Australia's Strategic Plan (2004-2014) (Target 5.6) Supporting and Managing Children's Behaviour: An Early Childhood Resource (Policy) DECD School Discipline Policy (2010)
Related SITE policies, Procedures, Guidelines, Standards, frameworks	LNPS Cyber Safety Policy (Draft – In process of Review) LNPS Anti-Bullying and Harassment Policy (Draft – In process of Review) LNPS Learner Wellbeing Framework (In review process – Draft)
Document developed/reviewed by:	LNPS Staff
Applies to	All LNPS staff LNPS community
Approved by	Governing Council 2015

Government of South Australia
Department for Education and Child Development

Lockleys North Primary School

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Behaviour education is about teaching and learning. The ultimate goal is to teach students to regulate their behaviour and support them in learning about the consequences of their behaviour. When students regulate their behaviour and become self-directed, their needs and interests become clearer to them and to others, providing the foundation for a child-centred curriculum.

Rationale

At Lockleys North Primary School (LNPS) we implement behaviour support strategies which provide a safe and supportive environment where positive behaviour is encouraged so that effective learning and teaching can flourish and the students have every opportunity to participate, to achieve and to be successful. The Values **Honesty, Respect, Care, Concern** and **Excellence** are explored and developed with all students and provide the foundation for interactions.

At LNPS our beliefs underpin the LNPS approach to supporting and developing students' behaviour.

- *All learners can and will be successful*
- *All teachers at LNPS continually improve their pedagogy*

LNPS Behaviour Education Policy adheres to all learning spaces and all members of the school community (students, staff and families). A common approach to student behaviour support ensures effective, efficient and consistent school-wide practices for responding to student behaviour. All behaviour development will be based on the individual student needs and maybe supported by appropriate personnel. Student behaviour will be managed by classroom teachers and supported by all staff and leadership. The focus will be on developing behaviour strategies to assist the student to engage in positive behaviour to be successful as a learner.

Aims

The purpose of our school-wide positive behaviour education is to establish an environment in which students can effectively manage their own behaviour, and achievement is increased as a result.

As a Professional Learning Community we aim to:

- Enable the students to own their behaviour, and be accountable for their behaviour
- To promote and develop a culture of raising self-esteem, respect for others and positive relationships with peers and adults throughout the school.
- To provide a supportive structure in order to maximize opportunities for effective learning and teaching to take place.
- To develop students' understanding of responsibility for their own actions.
- To develop students' skills in becoming problem solvers through restorative practices

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LNPS Whole school approach

At LNPS all teachers develop and implement *Classroom Agreements*. Classroom Agreements are developed in collaboration with students at the beginning of the year under the headings of **TREATMENT, PROBLEM SOLVING, SAFETY, LEARNING, COMMUNICATION and MOVEMENT**. Time is to be taken at the beginning of the year to unpack what these concepts involve and mean.

The agreements are to be clearly displayed in the classroom, located in the student's diary/communication book and sent home via class newsletter. The agreements across all rooms may read differently but have the same message under the common heading.

The Behaviour process for classrooms may differ, but will be clear and consistent so students are aware when they are choosing not to follow an agreement. These agreements will ensure all staff manage class behaviour with consistency and if needed seek support from leadership. A vital part of this process is giving students an opportunity to reflect on their actions and choices in order to understand how it has impacted others and in what ways they can improve.

For Responding to in Class Behaviour Early Years see Appendix 1.
For Responding to in Class Behaviour Primary Years see Appendix 2.

All staff and students follow the *Yard Agreements* of SAFETY FIRST, GETTING ALONG and RESPECT. Time is taken at the beginning of the year to unpack the concepts and students are reminded at the beginning of every term about yard play agreements. The whole school approach and process of *Responding to Behaviour in the Yard* is implemented by all staff to ensure consistency. *For Responding to Yard Behaviour see Appendix 3.*

Teaching and Learning

At LNPS we believe that appropriate behaviour is learned through explicit teaching and modelling across all aspects of the school experience. We strive to achieve this in partnership with families and the school community as we know a collaborative approach achieves the best behavioural outcomes.
Restorative Practice underpins behaviour education at our school. The aspects of fair process, teaching students to accept responsibility, reducing hurt and harm and restoring relationships are used in our behaviour education and conflict resolution processes.

Restorative conversations are based on the following three questions:

1. What happened? ***2. Who has been affected? How?*** ***3. How can you make things right?***

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LNPS Behaviour Code

"Respect Everyone, Repair Harm, Restore Relationship"

Student Responsibilities	Staff Responsibilities	Parent/Carer Responsibilities
Powerful Learning • Be organised and prepared to learn • Actively participate in all learning programs and complete set work • Have a go and be persistent • Try your best • Follow class agreements and the school's Behaviour Education Policy *Respect for Self and Others* • Keep our school free of aggression, harassment, violence and bullying • Communicate in a respectful way, including positive body language • Take responsibility for own behaviour and as a bystander • Understand the impact of behaviour on other people • Aim to restore relationships by understanding and forgiving • Be truthful, sensitive and show empathy towards others • Move in a safe and appropriate way around the school *Respect for Property* • Look after your own and school property • Look after the belongings of others *Respect for environment* • Keep our environment free of litter, graffiti and vandalism • Conserve resources (e.g. power, water and paper) *Dress Code* • Comply with the uniform policy • Wear a hat outside (compulsory from 1st September until 30th April).	• Build positive relationships with students and families. • Provide learning environments which support students to be successful in developing appropriate behaviours. • Use positive language and speak to students, staff and families in a calm manner. • Respond in inclusive ways to cultural differences • Take account the student's age and stage of development (needs of individuals, including students with disabilities or developmental delay). • Model behaviours which reflect our school values • Be firm, fair and consistent • Response to emerging challenging behaviours is timely and appropriate • Provide opportunities for student negotiation, decision making and leadership • Inform parents and relevant staff about students' learning and behaviour • Maintain confidentiality • Provide experiences to develop social skills as an integral part of the curriculum • Inform the leadership team if a parent has approached you re another student's behaviour.	• Ensure your child attends regularly and arrives on time. • Promptly inform the school of every absence. • Support your child by ensuring they wear school uniform. • Be familiar with and support the Behaviour Education Policy. • Develop and maintain contact with the school in relation to your child's learning and behaviour. • Make appointments to speak to school staff. • Ensure that interactions with school staff are respectful. • Notify school staff of behaviour incidents observed at school, rather than involving yourself. • Ensure that conversations about other students and/or families are respectful. • Ensure that you do not approach other students regarding behaviour concerns.

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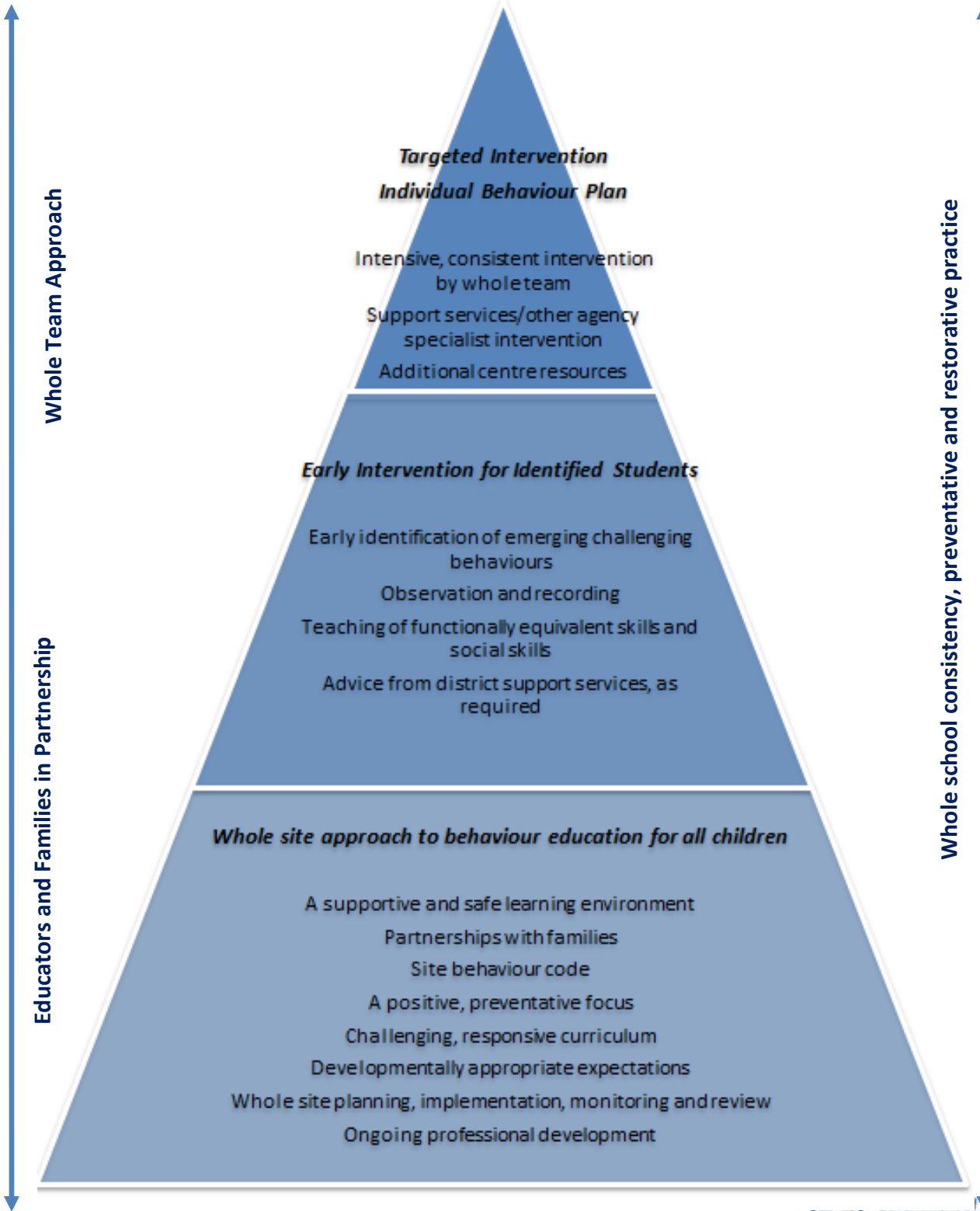
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Intervention

At LNPS a **preventative approach** will work effectively for the majority of students; some students will require an individualised approach to address emerging or established challenging behaviours. Students who are at risk of disengagement from their learning require evidence-based, targeted interventions that are monitored regularly by the classroom teacher to assist them to improve their educational performance and wellbeing. If further support is needed classroom teachers need to follow the referral process to the Learning Support Team.



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Responding to Behaviour in Classrooms (R-7)

Reminder

Strategies may include:

- Remind students of class agreements and Behaviour Policy
- Movement Break
- Re-direct
- Deflect
- Highlight role models working well
- Reinforce appropriate behaviour
- Repeat instructions
- Keep a calm tone of voice and positive manner
- Change student's location
- Classroom Behaviour Record/Chart

Class Sit Out

Students to complete a reflection sheet

- Change student's location
- Student identifies the Learning Agreements and School Values they have chosen not to work with.
- Classroom Behaviour Record/Chart

Building Removal

Students to complete a reflection sheet

- Student sent to a different building/Learning Area with a reflection sheet.
- Student identifies the Learning Agreements and School Values they have chosen not to work with.
- Classroom Behaviour Record/Chart

Office Withdrawal

Students to complete a reflection sheet and a Behaviour Plan may be developed

- Student sent to the office with an Office Withdrawal form outlining actions taken so far and behaviour description
- Student identifies the Learning Agreements and School Values you have chosen not to work with.
- Office Reflection Sheet
- Parent contact
- Entered into EDSAS

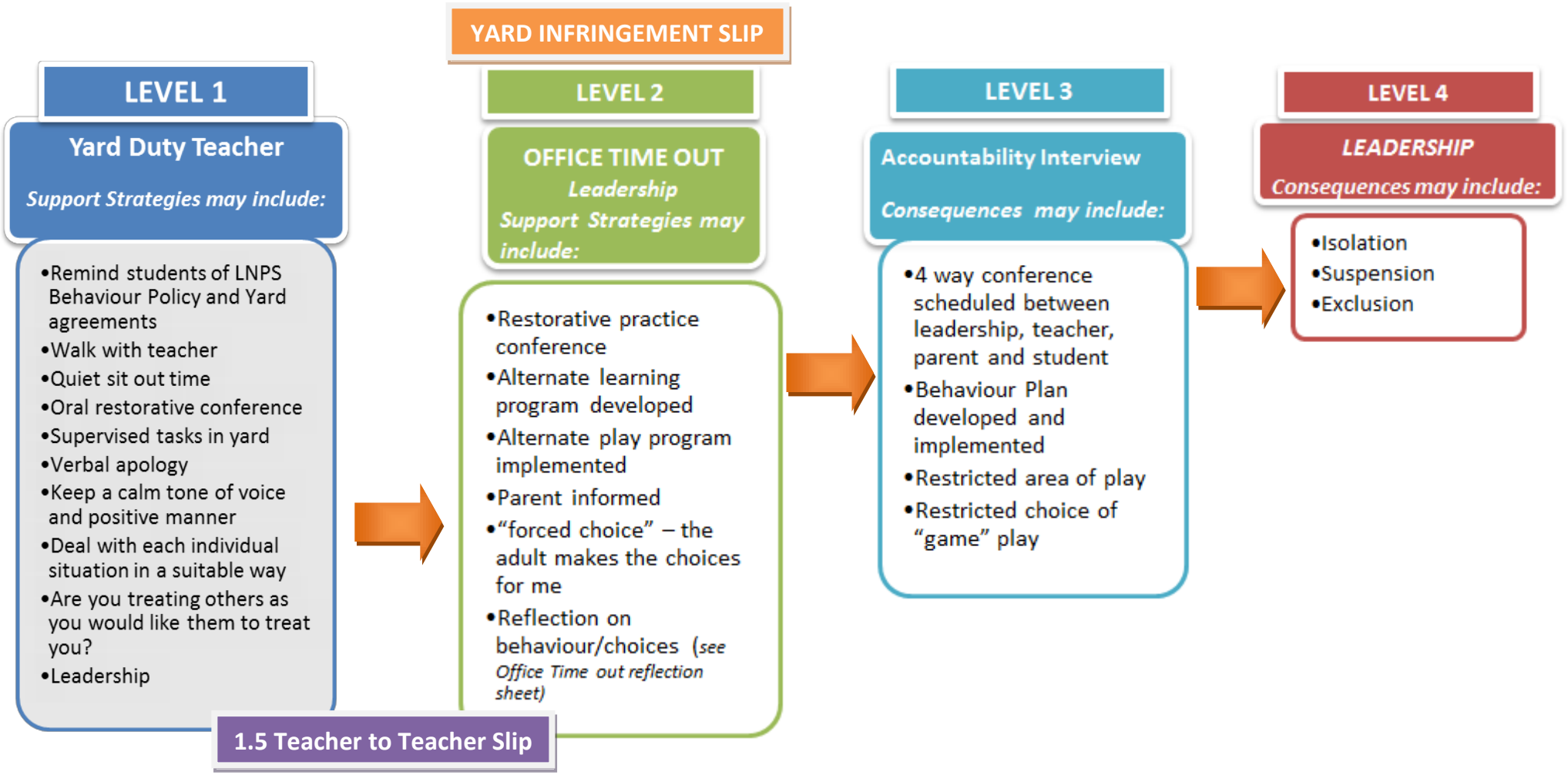
As each behaviour situation and individual student is different we need to ensure that we use our professional judgement when dealing with student behaviour. If you feel a student is displaying behaviours which go against our Behaviour Code and Class Agreements then ensure the process is followed.

Extreme / Serious behaviours (violence, harassment, cyber bullying) should involve leadership for support.

Appendix 1

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Responding to Behaviour in the Yard (R-7)



As each behaviour situation is different we need to ensure that we use our professional judgement when dealing with student behaviour. If you feel a student is displaying behaviours which go against our Behaviour Code then ensure the process is followed.

Extreme / Serious behaviours (violence, harassment, cyber bullying) should involve leadership for support.

Appendix 3

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_____ Behaviour Record

Term ____ Week ____

- Add name or CONTINUE an entry already begun
- Date your entry
- Circle the Class Agreement/s broken
- Write brief note about the behaviour
- **Follow through with the appropriate process/documentation**
- Documentation to be clipped to the board

L – Learning Agreement
C – Communication Agreement
T – Treatment Agreement
M – Movement Agreement
S – Safety Agreement
PS – Problem Solving Agreement

The steps continue over one week. They do not start fresh each day but do start with a clean slate at the beginning of a new week. Behaviour chart is sent to specialist lessons.

NAME	WARNING	SIT-OUT (Student fills out **Sit-Out** form)	BUILDING REMOVAL (Student fills out **Building Removal** / **Buddy Class** form)	OFFICE SIT-OUT (Teacher fills out **Office Sit-Out** form – ALL previous documentation to be attached)
	DATE: L C T M S PS	DATE: L C T M S PS	DATE: L C T M S PS	DATE: L C T M S PS
	DATE: L C T M S PS	DATE: L C T M S PS	DATE: L C T M S PS	DATE: L C T M S PS
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Buddy Class OUT REFLECTION

Name: _____ **Date:** _____ **Lesson:** _____

Circle the Learning Agreements you have chosen not to work with:

Learning



Communication



Treatment



Movement



Safety



Problem Solving



When I re-join the class, I will:



I will use kind words.



Keep hands and feet to myself.



Get along.



Be safe.



Listen to adults because they can help me.

SIT OUT REFLECTION

Name: _____ **Date:** _____ **Lesson:** _____

Identify the Learning Agreements and School Values you have chosen not to work with:

- ☐ Learning
- ☐ Movement
- ☐ Treatment
- ☐ Safety
- ☐ Communication
- ☐ Care and Concern
- ☐ Treatment
- ☐ Problem Solving

When I re-join the class, I will:

_____

_____

_____

SIT OUT REFLECTION

Name: _____ **Date:** _____ **Time:** _____ **Lesson:** _____

Identify the Learning Agreements and School Values you have chosen not to work with:

- ☐ Learning
- ☐ Movement
- ☐ Respect
- ☐ Treatment
- ☐ Safety
- ☐ Honesty
- ☐ Pursuit of Excellence
- ☐ Communication
- ☐ Problem Solving
- ☐ Care and Concern

When I re-join the class, I will:

_____

_____

_____

SIT OUT REFLECTION

Name: _____ **Date:** _____ **Time:** _____ **Lesson:** _____

Identify the Learning Agreements and School Values you have chosen not to work with:

- ☐ Learning
- ☐ Movement
- ☐ Respect
- ☐ Treatment
- ☐ Safety
- ☐ Honesty
- ☐ Pursuit of Excellence
- ☐ Communication
- ☐ Problem Solving
- ☐ Care and Concern

When I re-join the class, I will:

_____

_____

_____

Building Removal /Buddy Class

Name: _____ Date: _____

Class Agreements

- ☐ Learning
- ☐ Communication
- ☐ Treatment
- ☐ Movement
- ☐ Safety
- ☐ Problem Solving

School Values

- ☐ Respect
- ☐ Honesty
- ☐ Care and Concern
- ☐ Pursuit of Excellence

You have been asked to leave your Learning Areas because after reminders, you have continued to choose behaviour which has affected the ability for you and others to learn.

1. What happened?

_____

_____

_____

_____

2. Which **Class Agreement/s** did you not follow?

_____

_____

_____

3. Who has been affected by what you have done? In what way? _____

_____

_____

_____

4. What do you think you need to do to make things right? _____

_____

_____

_____

signed student: _____ signed teacher: _____ signed parent: _____

Office Withdrawal

Name: _____ LA: _____ Date:_____

_____ has been asked to leave class as a result of continuously disregarding Classroom Agreements. Learner has had:

- ❑ a reminder/warning
- ❑ a sit-out with reflection
- ❑ a class sit-out with reflection
- ❑ a behaviour contract since __/__/__

Learner has disregarded the following Classroom Agreements:

- ❑ Communication
- ❑ Treatment
- ❑ Learning
- ❑ Movement
- ❑ Safety
- ❑ Conflict

Description of Latest Event:

_____

_____

_____

_____ has been asked to leave class due to extreme behaviour.

Description of Event:

_____

_____

_____

_____

Class Teacher Request:

_____

_____

_____

LOCKLEYS NORTH PRIMARY

REFLECTION SHEET OFFICE TIME OUT (Primary)

NAME **DATE:**

Class Agreements I did not follow…

TREATMENT PROBLEM SOLVING SAFETY LEARNING COMMUNICATION MOVEMENT

Yard Expectations I did not follow…

SAFETY GETTING ALONG RESPECT

What happened?

Who has been affected? How?

What can you do to make things better?

What can you do so it does not happen again?

Leadership Comment:

_____ _____ _____

Student Signature **Leadership Signature** **Parent Signature**

LOCKLEYS NORTH PRIMARY

REFLECTION SHEET OFFICE TIME OUT (Junior Primary)

NAME: **DATE:**

Behaviour I was not showing…



Respect ☐



Getting Along ☐



Safety ☐



Care and Concern ☐

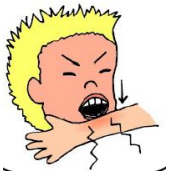
What happened?



I hurt someone



I used unkind words



I was unsafe

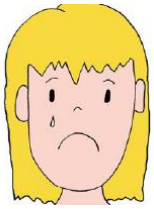


I was rude



I didn't want to listen

How did this affect others?

☐ 

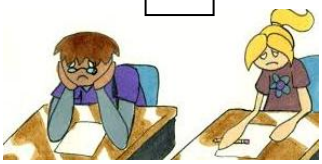
Someone was upset / sad.

☐ 

Someone was hurt.

☐ 

Property was damaged.

☐ 

Learning was interrupted.

What can you do so it does not happen again?



I will use kind words.



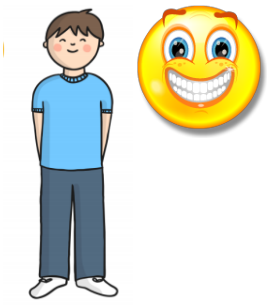
I can calm myself down by counting to ten.



Think about what I am trying to say and do.



Listen to adults because they can help me.



Keep hands and feet to myself.

Leadership Comment:

_____ Student Signature

_____ Leadership Signature

_____ Parent Signature

Strategies to use in the classroom – EXAMPLE

5 POINT EMOTIONAL SCALE

	Feeling out of control
	Feeling mad
	Bit anxious
	Feeling mad
	I can handle this.

What do you do and say if the student is heading towards red.

What does the student do and say if they are heading to red.

POOCH



P	PROBLEM What is the problem? Whose problem is it?
O	OPTION What can you do?
O	OUTCOME What is likely to happen?
C	CHOICE What is your decision?
H	HOW How did it turn out?

STOP. THINK. DO.

STOP	Reminds you to stop before you rush into anything Ask yourself these questions What is the problem? ***How do I feel?*** How do others feel? **What do I want to happen?**
THINK	Reminds you to think of as many solutions to the problem as possible. **Ask yourself this question.** What can I do? **I can** Tell an adult — Ask nicely Bargain — Share Fight — Walk away
DO	Reminds you to finally choose a solution, the one with the best results or most acceptable consequences. Put the solution into action. If it doesn't work go back to **STOP** and start again.