



Our vision is to inspire a community of learners to achieve personal greatness.

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Behaviour Education Policy

Rationale:

At Elizabeth North Primary School educators and students are expected to behave in socially acceptable ways so that individuals can live and learn in a safe environment. We want to achieve our goals through being persistent, organizing ourselves, cooperating with others and being confident. We strive to manage our emotions so that we can make better choices of behaviour.

As teachers we educate our students about how to manage their own behaviour. We believe that Behaviour Education is part of the overall curriculum. We teach students:

- Thinking, feeling and behaving are interlinked,
- We don't get upset but we make ourselves upset because of how we view situations,
- Potentially destructive emotions can be managed effectively,
- To accept themselves and others,
- To work hard to achieve their goals.

In order for students to learn how to better manage their emotions and behaviours we teach them that:

- Success in achieving our goals, doing our personal best and feeling positive about what we have achieved.
- Confidence, persistence, organization, getting along with others and the capacity to manage our emotions will help us towards our goals.

At Elizabeth North we believe:

1. All students have the right to learn and teachers the right to teach. Therefore, as a school community we will:
 - Explicitly teach students how to develop positive relationships through the 5 Foundations of 'We Can Do It Education.'
 - Model appropriate behaviours and work skills.
 - Encourage and teach safe behaviours.
 - Enable students to take responsibility for their learning and behaviour.
 - Inform students of their rights and responsibilities and those of others.
 - Negotiate consequences for breaches of the School Responsibilities.
2. Students, staff and parents work in partnership and share the responsibility for Behaviour Education. Therefore, as a school community we will:
 - Openly communicate with the school community, informing them of practices and programs.
 - Involve students in setting learning goals to ensure learning is relevant for individual students.
 - Maintain open communication with parents and caregivers, formally and informally.
3. The school community work together to create a safe, caring and productive work environment. Therefore, as a school community we will:
 - Implement social skills and Child Protection programs.
 - Ensure Grievance Procedures are known and accessed when required.
 - Involve students in decisions about learning.
 - Create a safe environment in which all students and staff are valued, have a sense of belonging, experience and celebrate success through 'We Can Do It Education' and wellbeing programs.





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- Keep staff, parents and school community informed about school issues.
4. Student voice is actively used in decision making throughout the school. Therefore, as a school community we will:
 - Negotiate School Responsibilities.
 - Involve students in decisions about class and school through Class Meetings and SRC and student committees.
 - Support teachers and students in decision making about what, how and why they learn.
 - Support teachers and students to work together in assessing and reporting on their learning.
 - Negotiate learning and behaviour goals with students and parents when required.
 - Train students as Peer Mediators to support students to resolve issues in the yard.
 5. Students want to be happy and successful community members. Therefore, as a school community we will:
 - Provide programs to cater for individual learning needs.
 - Involve students in assessing their own and others learning.
 - Provide a range of teaching methodologies and strategies to enhance learning experiences.
 - Celebrate successes and achievements.
 - Encourage students to take responsibility for their own learning and decision making.
 6. Students are capable of learning how to be responsible community members. Therefore, as a school community we will:
 - Teach decision making and provide opportunities for students to make decisions and responsible choices.
 - Ensure students understand what their responsibilities are and know how to make appropriate choices.
 - Promote positions of responsibility – Traffic Monitors, SRC representatives, Peer Mediators.

Class and Yard Management

School Responsibilities apply to the classroom and yard. The School Responsibilities are:

- Follow instructions when asked
- Respect yourself, others and property
- Be accountable for your choices
- Think safely and act safely

Responsibilities of students:

- To follow the School Responsibilities.
- To accept the consequences of their actions.
- To know and use the grievance procedures and to tell the truth when reporting issues to the teacher.
- If harassment or bullying occurs and a teacher is required for assistance, persist to tell a teacher until it stops.





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- To accept that appropriate action will be taken by the teacher when a complaint is made.
- Report instances of unsafe behaviour. Do not be a bystander when harassment or bullying occurs.
- To have input into developing the Student Development Plan, if needed, on return from a Take Home or Suspension.

Responsibilities of parents/caregivers:

- To support the School Responsibilities.
- To attend meetings with the teacher and/or leadership when students have behaved inappropriately.
- To have input into developing the Student Development Plan if needed.
- To use the Parent Complaint Procedure when there is a concern about student behaviour or learning. Do not under any circumstance approach any student about an issue. This may result in a Prohibition Order being issued to the parent preventing them from entering the school grounds.

Responsibilities of the Yard Duty teacher:

- Arrive at the duty area on time and do not leave until all students have left the area.
- Acknowledge responsible behaviours and develop positive relationships with students.
- Be constantly moving and be visible throughout the yard duty. Wear the coloured sash on duty.
- Model and assist students to use the grievance procedures.
- Respond to reports of harassment and bullying and mediate conflict situations between students. Provide follow-up when required. For example, provide information to the class teacher of a student if they have been involved in a yard incident.
- Ensure safety of play areas and report any hazards to the OHSW representative and the Front Office.
- Treat students for First Aid where necessary in the yard. Send any student requiring further treatment to the office with a red dot.
- Actively encourage students to participate in games.
- Supervise toilets and buildings in the yard duty area.
- Model sun safe behaviour – wear a hat, sunglasses and sunscreen.
- Use logical consequences for inappropriate behaviour. For example, sit the student out of play if they have been unsafe or pick up rubbish if not respecting school property.
- For major yard issues a yellow slip is used to document the issue. The consequence for a yellow slip is that the student will either:
 - Sit out of play in a designated yard area.
 - Have restricted play for a negotiated time.
 - Undertake extended community service.
 - Walk with the teacher on duty for a negotiated time.
- Forward the yellow slip to the student's class teacher. If the yellow slip is for a critical issue (e.g. when violence is observed or reported) it needs to be reported to Leadership for follow-up as a more severe consequence may be required.
- Forward the red Emergency Card to the Front Office when Leadership support is required for a behaviour or medical concern.





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Responsibilities of the class teacher:

- Establish a safe classroom environment for the students and ensure the School Responsibilities are displayed and discussed regularly.
- Explicitly teach the skills for successful participation in classroom learning and yard play.
- Provide appropriate counselling and support for students who experience harassment or bullying.
- Negotiate consequences for not accepting responsibility for behaviour in the classroom with students.
- Communicate with parents/caregivers regularly through phone calls, meetings, Diary or Communication Books or email about student behaviour.
- Maintain records to monitor yard and class incidents for individual students.
- Inform Leadership Staff of repeat offenders or major incidents in the class.
- A blue slip is used when a student requires 'time out' from the class as a preventative measure before a major issue occurs. Each class will have a 'Buddy Class' that they can use to send a student when a blue slip is used. Appropriate work will be provided for the student when in Buddy Class. It is not expected that a student spends longer than 15 minutes in Buddy Class.
- The class teacher will keep blue slips and monitor frequency of use for individual students. Leadership will be consulted when a pattern of behaviour emerges.
- When a major issue occurs in the class and Leadership support is required send the green slip to the office with a responsible student (or two students in the Junior Primary.) The offending student remains under your Duty of Care until a Leadership person arrives. Leadership will determine what action may occur. If the issue results in the student requiring support in the office then the class teacher provides an appropriate learning task for the student to do.
- Inform parent/caregiver when a yellow slip (yard issue) or a green slip (class issue) by placing a Behaviour Incident Sticker in the student's Diary or Communication book.
- Maintain supplies for the Yard Duty bag.
- Forward all yellow and green incident slips to the Front Office with Roll Books on Friday morning. Information will be documented in EDSAS. Spare slips are available in the Staff Room.

Responsibilities of Leadership:

- Provide support to class teachers when a green slip is sent to the office.
- Provide appropriate Professional Development for staff that focuses on Behaviour Education.
- Monitor class and yard data to determine students who require behaviour intervention.
- Implement strategies for students who demonstrate continued inappropriate yard issues.
- Provide opportunities for staff to share information about students on a regular basis.
- Provide information for staff through the online Bulletin of students who have been suspended.
- Investigate major issues referred by class or yard duty teachers.
- Make decisions about more severe consequences, which include Take Home, Suspension or Exclusion. Provide a copy of the suspension letter to the class



teacher, a parent and the Front Office so that accurate attendance data can be recorded.

- Manage 're-entry meetings' with students who have been suspended. The class teacher, a parent and the student should attend this meeting. Provide follow-up as required.
- Refer students who display continuous and severe behaviour to the Northern Region office for Interagency Support. Provide case management as required.
- Communicate with parents/caregivers as required.
- Report issues of 'assault' to the police and document these as Critical Incidents. Contact the Regional Director of any Critical Incident.

Consequences for Severe Behaviour Incidents

Students who demonstrate unsafe or inappropriate behaviour may be excluded from school events such as excursions, discos or excursions. The Principal (or delegate) will make the final decision on this and in consultation with the class teacher. It is expected that the student attends school on the day when they have been excluded from this event. The student and the parent/caregiver will be informed of this consequence.

The DECD School Discipline Policy empowers the Principal (or delegate) to enforce more severe consequences for inappropriate behaviours. These consequences may be used when the following behaviours occur:

- The student has threatened or perpetuated violence
- The student has acted in a manner that threatens the good order of the school or the safety or wellbeing of a student or member of staff.
- The student is interfering with the rights of other students to learn and teachers to teach.
- The student has acted illegally.
- The student has shown persistent and wilful inattention or indifference to school work.

These consequences include:

- Take Home – the parent/caregiver is contacted and asked to collect the student to work at home for the remainder of the day.
- Suspension – the student works at home under the supervision of the parent/caregiver for between 1 – 5 school days.
- Exclusion – the student is in an alternative placement for between 4-10 school weeks. This is negotiated with DECD Interagency Student Behaviour Management.

When one of the above is undertaken a parent/caregiver will be contacted. It is important for the home and school to work closely to ensure students understand the seriousness of their behaviour and that it affects their learning and the learning of other students. The aim is for the student to return and be successful in their learning and behaviour. The class teacher of the student will provide appropriate work to do while working at home.

Re-entry – a student who has been on Suspension or on a Take Home is required to attend a re-entry meeting with a member of Leadership. The parent/caregiver and where possible the class teacher will also attend the meeting. The outcomes of this meeting are recorded on a Student Development Plan.



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When a violent incident is considered to be an '**assault**' the school will contact the police on 131 444 to make a formal police report. The school will follow Regional protocols for this process. The parents of the perpetrator of the violence and the victim will be contacted immediately once a decision is made so that they can be present during the interview with the police. If the victim needs urgent medical attention at a hospital the school will still contact police and seek advice on the best way to make a formal report. A critical incident will be reported to DECD when there is contact with the police. The Regional Director will be contacted by the school as soon as practical and before the Critical Incident is completed.



Government of South Australia

Department for Education and
Child Development