

SCHOOL CODE OF BEHAVIOUR



Included

- Beliefs & Rationale
- Behaviour Policy — Roles and Responsibilities
- Behaviour Procedures
- Anti-Bullying Policy
- Anti-Bullying Practices & Procedures
- Grievance procedures

Other related policies

- Attendance
- Dress code
- Parent concerns and complaints
- Mobile phone policy



SETTLERS FARM CAMPUS R-7

SCHOOL CODE OF BEHAVIOUR



Beliefs and Rationale

- the play and learning environment is free from bullying
- interactions between everyone are positive
- individual rights and needs are catered for and valued
- students take responsibility for their own behaviour and learning and make appropriate choices
- a strong partnership between home and school is fostered
- social justice principles and practices are upheld to support all students regardless of cultures, family backgrounds, gender or socio-economic status to access information and resources, build relationships and be empowered to make decisions about their learning

Our rationale of the behaviour management policies and procedures is our aim to:

- encourage students to take responsibility for their actions
- set guidelines which help promote a safe, harmonious and positive community in which all students can reach their full potential

SETTLERS FARM CAMPUS R-7

School Code of Behaviour Policy

Students will:

- use behaviour that reflects the school's values—Respect, Responsibility and Personal Best
- be involved in class discussions about school values and using behaviours that reflect our values
- take responsibility for their own behaviour, by acting within the school values and behaviour expectations and by accepting consequences for inappropriate behaviour
- use appropriate skills and strategies taught to manage their own behaviour successfully and resolve issues with others (e.g. using wheel of choice, 5 point scale etc.)
- not be bystanders to inappropriate behaviour
- seek the support of an adult to discuss their concerns or to gain support in resolving an issue they need assistance with
- use the Grievance Procedures to seek support

Staff will:

- model, teach and display respectful behaviours
- ensure students have a clear understanding of school values, school expectations and procedures
- teach and reinforce the skills, strategies and language to make appropriate behaviour choices for both social and learning situations
- teach and reinforce the child protection curriculum and coping strategies including conflict resolution skills and strategies, resilience strategies and grievance procedures
- uphold high standards in maintaining duty of care in class room, yard duty and excursions
- be vigilant and proactive in addressing behaviour issues as they arise before they escalate
- model and consistently reinforce the campus values and behaviour code with students and parents
- communicate concerns about individual student's behaviour to parents, other staff and leadership, so that we can work together to develop appropriate measures to support the student
- follow behaviour development and management policy and procedures when responding to incidents
- teach the definition of harassment and bullying

Leadership will:

- support staff in all aspects of their duty of care of students
- make the Settlers Farm Campus R-7 School Behaviour Policy available to the school community
- keep appropriate documentation in order to liaise with staff, parents/caregivers, students, DfE services and other agencies
- model and positively reinforce the school values and behaviour management and development expectations
- support staff in developing a common understanding and use of language in the implementation of the behaviour management policies and procedures

Leadership will (continued):

- support staff to provide an inclusive, relevant and engaging curriculum
- monitor and analyse trends in behaviour management data and identify areas for action to address needs.

- ensure there is a common understanding of the School Code of Behaviour policy through induction with staff and new families
- discuss school values and behaviour management consequences with students and parents/caregivers
- inform the community and Governing Council of programs and relevant data
- communicate with staff the status of students regarding suspension, re-entry, exclusion and follow up on behaviour plans
- case manage students with high level behaviour issues

Parents/caregivers will:

- be aware and supportive of the school values, School Code of Behaviour policy and other relevant policies, and encourage their children to uphold them
- use the support of the Grievance Procedures appropriately if they are concerned about any decisions regarding their child's behaviour (see Grievance Policy)
- advise their child/children to speak with staff if they are feeling unsafe or have any questions or queries
- keep the lines of communication open with the school to resolve issues positively

Addressing appropriate and inappropriate behaviour, codes of behaviour and other relevant policies are part of this policy and supplement its effective implementation.

SETTLERS FARM CAMPUS R-7

School Code of Behaviour Procedures

CLASS PROCEDURES:

- At the beginning of each year individual classes are expected to negotiate an agreed system for dealing with inappropriate class behaviours that are consistent with our campus values. Students then have an ownership of their class expectations and have a deeper understanding of their rights and responsibilities. Class expectations usually involve a class 'step system', including warning, class time out, refocus and leadership support procedures. (Please see your child/ren's class teacher for further information).
- If inappropriate behaviour occurs during learning time, the class teacher will assess the situation and make a decision about an appropriate logical consequence. Staff reinforce our values, clearly identifying the inappropriate behaviour.
- Each incident is individually assessed with a logical consequence applied. There is flexibility within individual classrooms and teacher's preferred styles of working with students towards appropriate school behaviours.
- Teachers use 3 coloured slips: yellow requests leadership support, Blue requests refocus support in another class and pink requests yard support.

CLASSROOM CONSEQUENCES:

Reminders / Timeouts

- Teachers use a variety of strategies within the class to re-engage students in their learning.
- Behaviour plans or set goals may be set for individual students
- Special accommodations (e.g. special seating, fidget tools, timers, brain breaks, movement breaks) may be used.

Refocus slips

- These are used when Refocus procedures need to be enacted. Refocus takes place in another class where students sit to refocus on the work they have been given or to have a quiet break.
- A Refocus discussion can occur by a member of the leadership team releasing the teacher to have this discussion with the student.
- A student may have up to two refocus slips in one day.

Leadership Support

- Leadership Support slips are used as the last class step or if a student's behaviour is extreme or persistent low level concerning behaviour which is continually disrupting teaching and learning.
- Students who display ongoing inappropriate behaviours may require individual development plans, which are written in consultation with the student, class teacher, parents/caregivers and leadership.
- Leadership staff or teachers may notify parents/caregivers of the behaviour.

Students have the opportunity to access a variety of awards for outstanding behaviour.

POSITIVE ACKNOWLEDGEMENTS

- Class or assembly certificates
- Leadership opportunities outside of class
- Clean up awards
- Chance Cards

Students have the opportunity to practice and further develop leadership skills across the school campus.

LEADERSHIP OPPORTUNITIES

- Year 7 Student Leadership Teams
- Road Crossing Monitors
- Canteen Monitors
- Library Tribe Monitors
- Key Holders

YARD CONSEQUENCES:

In order to foster a safe play environment for all and to help teach students to accept responsibility, Settlers Farm Campus has a set of yard consequences in place.

If inappropriate behaviour occurs in the yard, the duty teacher will assess the situation and make a decision about an appropriate logical consequence. Inappropriate behaviour can be responded to with

- Logical consequence
- Yard Support Consequences (pink slip)
- Yard Removal (Immediately send pink slip to the office)

When staff members deal with issues in the yard they discuss our school values, clearly identifying the inappropriate behaviour and each incident is individually assessed with a logical consequence applied.

For example:

- *Carelessly running through other's games -asked to go back and apologise.*

All inappropriate behaviour will be recorded on a **Yard Support** slip (pink slip).

Examples of yard support behaviour:

- *Not following teacher's instructions*
- *Harassment (sexual, racial, physical, verbal)*
- *Out of bounds*
- *No hat and not under year level designated area*
- *Unsafe use of equipment/environment*
- *Running on pavers*

Students will take the slip to a duty teacher and follow teacher's instructions

All high level inappropriate behaviour will be recorded on a **Yard Support** slip (pink slip) and sent to the office immediately.

Examples of removal from yard behaviour:

- *Violence/endangering themselves/others*
- *Harassment/abuse of students/adults*
- *Leaving school grounds*

Yard Support in the office will be available every day at recess and lunch for students who need a different strategy to 'timeout' due to high level inappropriate behaviour.

If a student is sent to the office for yard support, the leadership person on duty will work with them, discussing their behaviour and reflecting on their choices. The student will remain in the office at leadership's discretion.

Student behaviour is recorded on EDSAS and parents may be contacted.

Failure to turn up to Yard Support will mean the student is required to spend additional time in the office during the following play period.

Consequences for high level student behaviour may result in a take home, suspension or suspension pending exclusion.

When students stay in the classroom because of inclement weather, Yard Support is maintained in the office.

Yard Support data will be recorded on EDSAS to identify students needing support and recommend any refinement of procedures.

Supported play:

Students who receive a number of Yard Support slips in the school yard could be placed on Supported Play (green sheet) to help them focus on positive interactions with others. This can be either a class teacher or leadership decision. Parents/Caregivers are to be notified when this occurs.

Students are required to follow the Supported Play Plan in a specific play area and must spend their time in this part of the school for the whole play period. Students could be asked to walk by the side of the teacher at all times or be allowed to play with one other friend.

Students will be responsible for:

- approaching the teacher at the start of break time and showing them the supported play sheet
- (if allowed to play) letting the teacher know exactly where they will be playing at all times
- being within sight of the teacher at all times
- having a successful break
- reminding the teacher to sign off the appropriate box at the end of each break time.

The yard duty teacher will:

- inform the 2nd teacher on duty of a student on a supported play plan.
- only sign off the box on the supported play sheet if the student complies with the above responsibilities. Each blank box will mean an extra day on supported play.

FURTHER CLASS OR YARD CONSEQUENCES

Repeated high level behaviour:

- requires communication with parents/caregivers and may lead to take home, suspension or suspension pending exclusion.

Suspensions:

- Students can be suspended up to a maximum of 5 days according to departmental guidelines.
- Consultation with the class teacher usually takes place, however, leadership make a final informed decision based on the context of the family and the full history of the student involved.
- Students who display ongoing inappropriate behaviours or who are suspended may not be selected to represent the school on external outings.

Exclusions:

- May occur when there are repeated suspensions for high level behaviour and a suspension pending exclusion takes place and after meeting with a parent/caregiver a decision is then made to exclude the student.
- May occur after one incident, following a suspension pending exclusion if that incident is considered particularly extreme, and the decision after a parent/caregiver meeting is to exclude the student.
- A student could be excluded to another school, behaviour centre or home, for up to a period of 10 weeks.

Extra assistance:

DfE Support Services may need to be contacted in order to work with the school for the wellbeing of the student concerned. Parent/Caregiver permission is required.

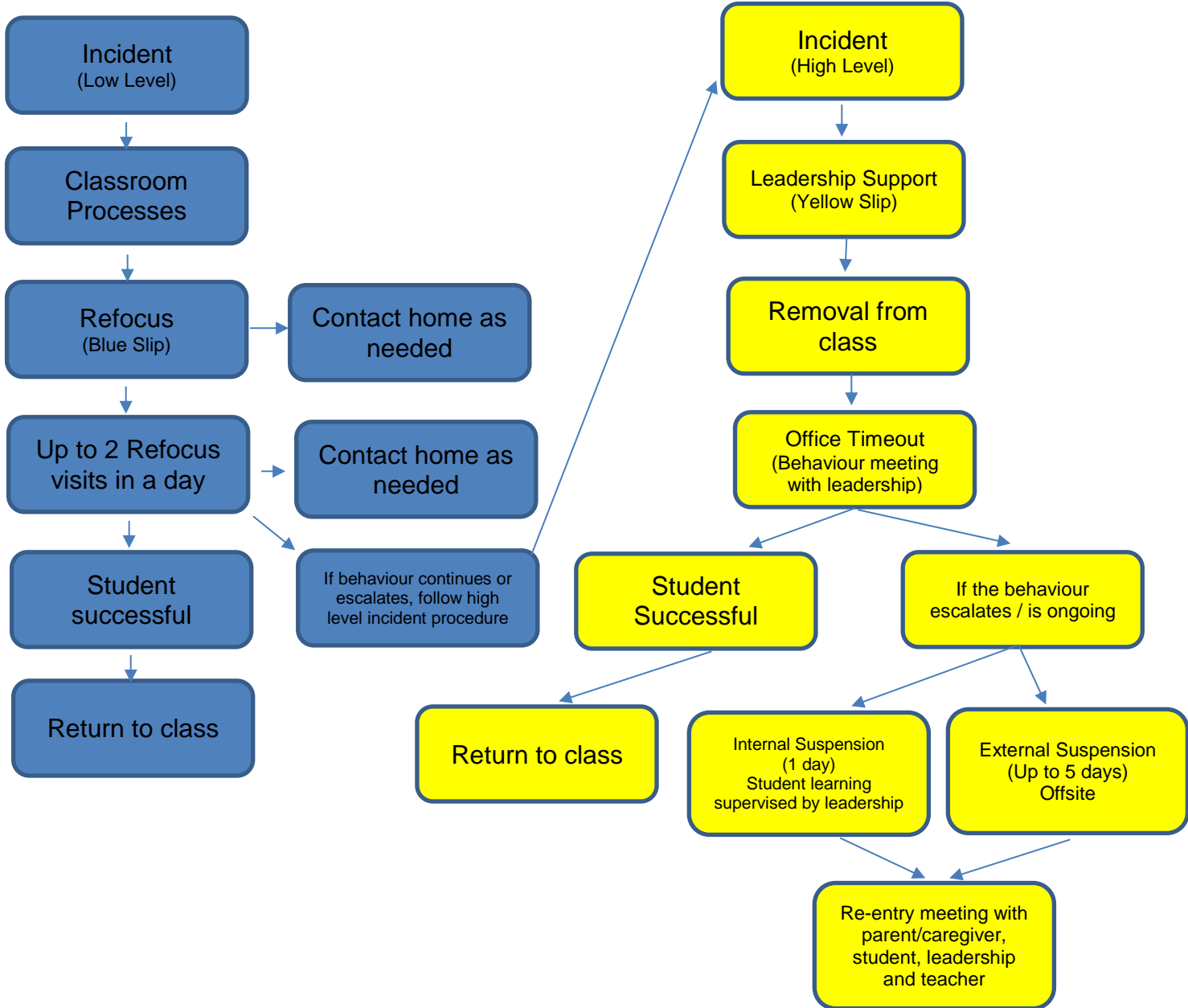
Returning from suspension:

The student and their parent/caregiver, when returning from suspension, are expected to participate in a re-entry meeting prior to returning to class programs or the yard. The purpose of this meeting is to ensure that all stakeholders have a common understanding of the expectations around student behaviour and to ensure that actions are taken where possible to ensure the student is more successful. A behaviour plan outlining the discussions, actions and the goals to be met is documented and all stakeholders receive a copy. Where possible, the class teacher will be released to attend these meetings.

Returning from exclusion:

The student and their parent/caregiver, teacher, wellbeing leader, behaviour coach and case manager are involved in a review meeting and an exit meeting prior to the student returning to school. Transition meetings are also required.

BEHAVIOUR FLOW CHART



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| <p>On call
One on call person and one back up per day.</p> <p>Yellow Slips - Leadership Support
For Leadership Support</p> <p>Blue Slips - Refocus
Discussion with student, time out for teacher.</p> <p>NIT teachers
Have the same responsibility re behaviour ...
e.g. communication home,
parent / student meetings, refocus discussions.
(if not during that classes time then prior to next time that class is scheduled)</p> | <p>Pink Slip (Yard Behaviour)
Walk with teacher
Communication home—most effective
Cool down/interception room
Repeat behaviour appropriately
Wheel of choice
Redirection
Supported learning area
5 point scale</p> <p>Green Form
Supported play plan</p> |
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