



West Beach Primary School

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WEST BEACH
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Behaviour Education Policy

The purpose of the Behaviour Education Policy at West Beach Primary School is to:

- Create a safe and secure environment for everyone
- Ensure that no one interferes with the rights of others to teach and learn

West Beach Primary School's values are:

- Respect
- Responsibility
- Excellence
- Creativity

At West Beach Primary School, we believe that children and adults have the right to learn and work in an environment, which is safe, supportive, success orientated, caters for individual difference and allows students to realise their potential. We value each other's' difference and cultural diversity and provide opportunities for children to both work and play cooperatively. At West Beach Primary School, we acknowledge that children with disabilities have the right to be considered equitably and according to their developmental abilities.

At West Beach Primary School, 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 parents, caregivers and the school community as we know a collaborative approach achieves the best behavioural outcomes.

This document should be considered in conjunction with our **Bullying Prevention Policy** for families and students.

Restorative Practice

Restorative Practice underpins the ethos of 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?**
- 3. How can you make things better?**

Practices, which recognise and reinforce student achievement and positive choices:

- Verbal and non-verbal recognition in which the appropriate positive behaviour is acknowledged
- Student awards for displaying school values.
- Use of merit certificates and awards for effort and achievement
- Regular communication with families by email or phone.
- Participation in special school activities and programs
- Student Leadership activities and groups
- Social media acknowledgement of student and school achievement

Strategies to encourage responsible behaviours:

Social skills and development programs that we base our Behaviour Education on include Restorative Practice, Growth mindset, Resilience programs such as Bounce Back. Interoception and movement breaks, other inclusion programs and activities.

Other strategies used to encourage responsible behaviour include:

- Using the Responding to Inappropriate Student Behaviour process, including Time Out (in class), Buddy Class and Office Time Out (see Appendix A)
- Modified play
- Replacing/restoring damaged property
- Rehearsing appropriate behaviours
- Restorative Conversations

Serious or on-going irresponsible behaviour will lead to the implementation of the DfE Suspension and Exclusion Policy. <https://www.education.sa.gov.au/parents-and-families/safety-and-wellbeing/behaviour-support/behaviour-support-in-schools-including-suspension-and-exclusion>

Behaviour Code

Student Responsibilities

Our Behaviour Education Policy focuses on the following expectations:

1. 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 with effort
- Follow class expectations and the school's Behaviour Education Policy

2. Respect for Self and Others

- Keep our school free of aggression, harassment, and 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, play and interact in a safe and appropriate way around the school

3. Respect for Property, the Environment and Uniform

- Look after your own and school property
- Leave the belongings of others alone
- Keep our environment free of litter, graffiti and vandalism
- Look after trees and gardens
- Conserve resources (e.g. power, water and paper)
- Comply with the School Uniform Policy
- Wear a hat outside (compulsory in terms 1 & 3 (first day of spring) and term 4.

Students with additional needs might have these expectations dealt with / negotiated differently, with the support and knowledge of staff and families.

Staff Responsibilities

- Build positive relationships with students and families
- Respond in inclusive ways to cultural differences
- Model behaviours, which reflect our school values
- Be firm, fair and consistent
- 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

Leadership Responsibilities

- Ensure that staff, students and caregivers are familiar with the Behaviour Education Policy
 - Ensure clear communication with all members of the school community
- Inform parents and relevant staff about students' learning and behaviour
- Ensure all staff receive appropriate training and development to support the Behaviour Education Policy
 - Regularly review and monitor this Policy in line with DfE policy and the school community values
 - Support staff in developing classroom behaviour processes.
 - Re-entry meetings are conducted after suspension.
 - Supporting students and staff re-entering the learning environment.

Parent Responsibilities

- Ensure your child attends school regularly and on time, promptly inform the school of every absence
- Encourage your children to share problems and concerns with you, talking through possible solutions.
- Support your child by ensuring they wear school uniform, labelled, including hats
- Be familiar with and support this 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
- Only discuss concerns with school staff, rather than other families
- Notify school staff of behaviour incidents observed, rather than involving yourself

Grievance Procedures

West Beach Primary School supports the right of any member of the school community who believes our Behaviour Education Policy is not being supported or enforced appropriately to have their grievances addressed. It is important that these grievances are kept confidential.

Families

- Arrange a time (preferably within 24 hours) to discuss with the teacher your concern
- If the matter is not resolved, inform the teacher that you will consult Deputy Principal or Principal
- Discuss your concerns with the Deputy Principal or Principal
- If still not satisfied, follow the DfE Complaint Procedure, which can be found on the school website.

Staff

- If you feel comfortable, approach the person (parent / colleague) concerned and air your grievance
- If no satisfactory conclusion is reached, speak to your leadership in addressing the grievance

Students

- Communicate with a teacher to express what the problems or actions they believe to be unfair
- If the matter cannot be resolved, students can consult leadership.

Appendix A

Responding to Inappropriate Student Behaviour

At West Beach Primary School, our approach to addressing inappropriate student behaviour is centred on respect for the dignity and rights of all students and staff. We employ a range of logical and imposed consequences tailored to each unique situation. The flow chart below serves as a flexible guide to assist in determining appropriate responses.

CONSEQUENCES OF INAPPROPRIATE STUDENT BEHAVIOUR			
Classroom level	Yard level	School level	School/System level
<p>INAPPROPRIATE BEHAVIOUR (endangering others' safety or learning)</p> <p>↓</p> <p>GIVEN OTHER DIRECTIONS 2 WARNINGS (Reminder about class code of conduct)</p> <p>↓</p> <p>TIME OUT IN CLASS</p> <p>↓</p> <p>BUDDY CLASS AND/OR LUNCHTIME CATCH-UP FOR WORK MISSED (in class or office)</p> <p>↓</p> <p>OFFICE TIME OUT</p> <p>↓</p> <p>MOVE TO SCHOOL LEVEL CONSEQUENCES</p> <p>NB: if the student is observing the class code of conduct at any stage, they may return to the classroom program.</p> <p>Office timeouts are recorded in EMS and families contacted by teacher.</p>	<p>INAPPROPRIATE BEHAVIOUR (endangering others' safety or breaking a yard rule)</p> <p>↓</p> <p>REMINDER & REDIRECTION</p> <p>↓</p> <p>WALK WITH DUTY TEACHER</p> <p>↓</p> <p>SIT OUT FROM PLAY (in class or office)</p> <p>↓</p> <p>OFFICE TIME OUT</p> <p>↓</p> <p>MOVE TO SCHOOL LEVEL CONSEQUENCES</p> <p>NB: if the student is observing the yard rules at any stage, they may return to normal playground activities.</p> <p>Office timeouts are recorded in EMS and families contacted by leadership.</p>	<p>EXTREME OR PERSISTENT DISRUPTIVE BEHAVIOUR (violence, endangering others' safety or learning)</p> <p>↓</p> <p>OFFICE TIME OUT</p> <p>↓</p> <p>TAKE HOME (parents/caregiver contacted and asked to collect their child for the rest of the day)</p> <p>↓</p> <p>INTERNAL SUSPENSION (Student remains at school but completes work out of the classroom in isolation. Families contacted)</p> <p>↓</p> <p>PARENT MEETING</p> <p>↓</p> <p>SUSPENSION</p> <p>↓</p> <p>RE-ENTRY MEETING (Student Behaviour Management plan created)</p>	<p>REPEATED EXTREME OR PERSISTENT DISRUPTIVE BEHAVIOUR DESPITE SUSPENSION (endangering others' safety or learning)</p> <p>↓</p> <p>PRE-EXCLUSION MEETING</p> <p>↓</p> <p>SCHOOL EXCLUSION</p> <p>↓</p> <p>INTERAGENCY SUPPORT/STUDENT SERVICES INTERVENTION</p> <p>↓</p> <p>RE-ENTRY PROGRAM (student development plan created)</p> <p>NB: movement through the above stages will be at the discretion of the principal in consultation with other professionals.</p>

For more information contact:

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