

# HALLETT COVE SOUTH PS

## BEHAVIOUR CODE of CONDUCT

**We aim** to create a safe, caring, orderly and productive learning community where students are provided with opportunities to experience success in managing their behaviour and where members of our school community treat each other with respect and dignity. We aim to provide teaching and learning environments where students can develop the skills and attitudes that support self- management and positive behaviour choices.

### **We value**

- Excellence
- Individual accountability
- Honesty
- Respect for self and others
- Respect for the rights of others
- Respect for property

### **As a staff we believe:**

- All children have the right to feel secure and to learn and develop in a safe, environment
- Children have a right to express their feelings and to be supported to develop positive behaviours
- Effective communication and learning occurs when families and educators work together to develop common goals for a child's well-being, learning and development.
- That the consideration of children's individual, and contextual needs are crucial to successful learning and the development of positive behaviours
- That family consultation is valued and their individual perspectives respected
- Children have the right to be supported by educators who model appropriate behaviours and ensure consistent limits are set
- School is a place where students can further develop and practice skills for social living.
- Students should be encouraged to take responsibility for their own behaviours and actions

### **Staff will promote positive behaviour and interactions by:**

- Planning for and providing an environment that promotes a sense of belonging
- Ensuring that school expectations and procedures are followed and address behaviour issues as they arise
- Providing an enriching and engaging learning program that enables each child to experience success
- Modelling and consistently reinforcing the school values and agreements
- Demonstrating empathy and sensitivity to each child being mindful of the variety of factors that influence behaviour
- Planning enabling opportunities for the development of skills including resilience, entry and exit skills when playing, appropriate risk taking, conflict resolution, independence, leadership, respect for others and communication.
- Interacting positively, using positive language and acknowledging and modelling respectful behaviour
- Involving students in goal setting, developing group norms and the development of classroom behavioural expectations and consequences
- Intentional teaching of appropriate behaviours and play skills, building on each child's strengths and achievements and providing choices where possible
- Encouraging open two- way communication with families to ensure that each child's rights are met
- Utilise programs and methodologies to develop appropriate skills – Play Is The Way, Bounce Back, Child Protection Curriculum.

### **Students will Demonstrate:**

- Behaviour that reflects the school values and agreements
- Take age appropriate responsibility for their behaviour and accept the consequences of their behaviour
- Take an active role in managing their behaviour
- Follow school expectations and procedures and abide by our values and agreements
- Not be bystanders to inappropriate behaviours

### **Parents/Caregivers will:**

- be aware of the school Code of Conduct and relevant policies and procedures
- be supportive and encourage students to maintain the school values and agreements
- use the grievance procedures if required
- support students with the expectation of a safe school
- communicate effectively with staff to resolve issues positively
- seek support from staff to resolve issues whilst not approaching other parents or students

**Leaders will:**

- model and positively reinforce the school values and agreements
- support staff in their duty of care of students
- liaise with DECD services and other agencies as required
- support the documentation and monitoring of behaviour and identify areas of action to address needs
- support staff in the implementation of the Behaviour Code of Conduct
- induct new staff and families
- inform the community and governing council of policies and relevant data

**We will respond to challenging behaviours by:**

- Reminding children of expectations and limits and the reasons for these
- Supporting children to problem solve, negotiate, find resolutions and manage emotions appropriately
- Using Restorative Justice practices that support children to empathise with others and restore relationships
- Communicating with and involving families at the earliest opportunity to work together positively to assist the child's well-being and learning
- Assessing individual children's learning and development and reflecting on and reviewing our programs and how the learning environment supports positive behaviours
- Planning, implementing, monitoring and reviewing individual behaviour plans in partnership with families and support services
- Being aware of our limitations and seeking assistance when required
- Withdrawing children when they are at risk of hurting themselves or others, ensuring that an adult is with them all the time

*Procedures do not necessarily follow a linear pattern but are taken on a case by case basis, age appropriate and negotiated with leadership*

- Classroom level response – reminder, warning, time out, Buddy class
- Classroom teachers talk with the student and / or parent
- Documentation by the classroom teacher
- Reflection sheet completed and sent home to parent – kept in student record file, contact with parent via phone or diary may be required for some students
- Office Time Out
- Documentation on EDSAS computing system
- Repeated office timeout for same/similar offences may lead to suspension
- Implementation of the DECD Discipline Policy – Take Home – Suspension (Internal) – Suspension (External) – Exclusion

Policies and documents that support this policy include: bullying / harassment policy, grievance procedures, School agreements and values

**Review Date: June 2019**