

School Purpose and Values

At Hallett Cove South we aim to develop students who are respectful, collaborative, caring, trustworthy and creative.
Our school culture is 'Do the right thing because it is the right thing to do.'

We are a school that values and recognises the whole school community and the diversity of our students and their individual needs. We strive to enable each student to achieve their personal best and to ensure we uphold

THE RIGHT TO TEACH

**THE RIGHT TO BE TREATED
WITH RESPECT**

THE RIGHT TO LEARN

OUR RESPONSIBILITIES - A WHOLE SCHOOL APPROACH

At Hallett Cove South Primary School students and staff work in accordance with our agreements which are:

- **Attentive Listening-** we will always listen with our eyes, ears and hearts
- **Safety-** we will always think of safety first.
- **Mutual respect-** we will always show respect for ourselves, others and property.
- **Personal Best-** we will always achieve the best we possibly can.
- **Appreciation / No Put Downs-** we talk and act kindly to each other.
- **Right to Participate-** we all have the right to show our learning/knowledge in different ways.

STUDENTS	<ul style="list-style-type: none"> • Treat others as you would like them to treat you • Be brave- participate to progress • Pursue your personal best no matter who you work with • Have reasons for the things you say and do • Do the right thing because it is the right thing to do • Approach learning opportunities with a growth mind set • Use your strengths everyday • Realise that mistakes are part of the learning process
STAFF	<ul style="list-style-type: none"> • All staff will actively support & follow the Behaviour Education policy and procedures. • Provide an engaging and positive learning environment to develop deep thinking with a growth mindset • Model appropriate and respectful behaviours • Provide a physically and emotionally safe environment • Use specific and consistent language (Play is the Way, strong-weak, right/wrong, A/B choice) • Ensure open communication with parents/caregivers to ensure the best possible outcomes for all children • Set high expectations for all students
PARENTS/ CAREGIVERS	<ul style="list-style-type: none"> • Be open and respectful to staff, students and the wider community • To be informed and active partners in the learning and development of their children • To positively support and model school values and agreements • To use appropriate grievance procedures • To support student attendance and punctuality

BEHAVIOUR DEFINITIONS

POSITIVE BEHAVIOUR	INAPPROPRIATE BEHAVIOUR	UNACCEPTABLE BEHAVIOUR
<p>Is defined as being respectful, responsible and supportive of the rights of ourselves and others and their learning.</p> <p>This is clearly identified in the Hallett Cove South Primary School Values and in the key concepts of Play is the Way/ Collaboration, we work as a team to create a successful learning community Respect, we respect ourselves and treat others with consideration and understanding Empathy, we are inclusive and consider the feelings and views of others in our diverse learning community Self Regulation, we practice self regulation to build flexible and resilient lifelong learners Teamwork, Teaching and Learning, we are all learners working together to achieve our personal best.</p>	<p>Is defined as behaviour that is not appropriate for the school setting. It may be annoying, disruptive, unsafe or impolite and is identified as making weak decisions. Examples of this include:</p> <ul style="list-style-type: none"> • Behaviours that are disrupting the learning of others • Unintentional tone and use of inappropriate language • Not following adult instructions • Encouraging others to do the wrong thing • Single harassment incidents <p>These behaviours impact on the rights of all students to learn and teachers to teach. Repeated inappropriate behaviour is seen as persistent disobedience and is subsequently treated as Unacceptable Behaviour</p>	<p>Is defined as acting in a manner that threatens the safety or wellbeing of a student, member of staff or another person through:</p> <ul style="list-style-type: none"> • Making repeated weak/B choices • Repeated harassment becomes <i>bullying (refer to anti-bullying policy)</i> • Intentional inappropriate language and swearing • Physical violence • Threatening behaviour • Sexual harassment • Racism • Illegal Behaviour

Below you will find several links to DfE, Hallett Cove South Primary and websites that are supportive of this policy and will provide you with further information:

<https://hcsps.sa.edu.au>

On this site you will find relevant school policies and procedures including:

- Anti-Bullying Policy
- Behaviour Code of Conduct
- BYOD Agreement
- Computer Student Agreement
- Cyber Safety Policy
- Decision Making Policy
- Parent Complaint Policy

<http://www.decd.sa.gov.au>

On the DfE site you will find policies and useful information relating to:

- Student discipline and behaviour policies
- Bullying
- Student mental health and wellbeing

The following websites have been identified as being useful, informative and user-friendly:

<http://www.bullyingnoway.gov.au/parents/>

<http://www.cybersmart.gov.au/>

<https://playistheway.com.au>

BEHAVIOUR EDUCATION

Proactive strategies to minimise inappropriate / unacceptable behaviour



Hallett Cove South Primary School

WORKING TOGETHER - PREPARING FOR THE FUTURE

Environmental Management

- Positive Schoolwide Culture
- Organisation of space
- Consistently building positive relationships
- Acknowledgement and positive reinforcement
- Acknowledgement Awards
- We make suitable adjustments for students with disabilities/additional needs

Behaviour Management

❖ Expectations and rules

- Positively stated
- Awareness that all behaviour serves a purpose
- Translating school wide expectations and values
- Using classroom data

❖ Procedures and routines

- Clear and functional
- Focus on constructive and clear feedback
- Effective positive feedback – specifically describe the behaviour, provide a rationale
- Ensure students are aware of what behaviour is expected and what behaviour needs to change
- Use high rates of positive reinforcement

Instructional Management

❖ Active supervision

- Moving
- Scanning
- Interacting
- Utilising techniques for effective transitions
- Interoception

❖ Multiple opportunities to respond

- Strategies may include:
- Tracking student behaviour
- Take a break card
- Interoception breaks
- Direct instruction

❖ Student Voice

- Strategies for adjusting learning tasks
 - Varying intensity or degree or difficulty of tasks
- Strategies for offering choice
 - Materials to work with
 - Type of task
 - Place and with whom to work

❖ Academic success and task difficulty

- Strategies for adjusting task difficulty
 - Differentiation of the curriculum
 - Reasonable adjustments
 - Scaffolding learning

Responding to inappropriate / unacceptable behaviour

An effective choice / consequence

INTERVENTION 1 / 2

- Not seen as punishment but designed to teach a new behaviour
- Immediate
- Positive or neutral in tone
- Not an ultimatum
- Followed through
- Clear, specific, easy to understand
- Preserves student's dignity
- Doesn't harm motivation to learn
- ❖ **General Considerations**
 - Consistency
 - Active supervision
 - Calm, immediate response
 - Specific yet brief
 - Quiet, respectful contact with student
 - Refocus class if needed

Prompt Low Key Skills (Responding)

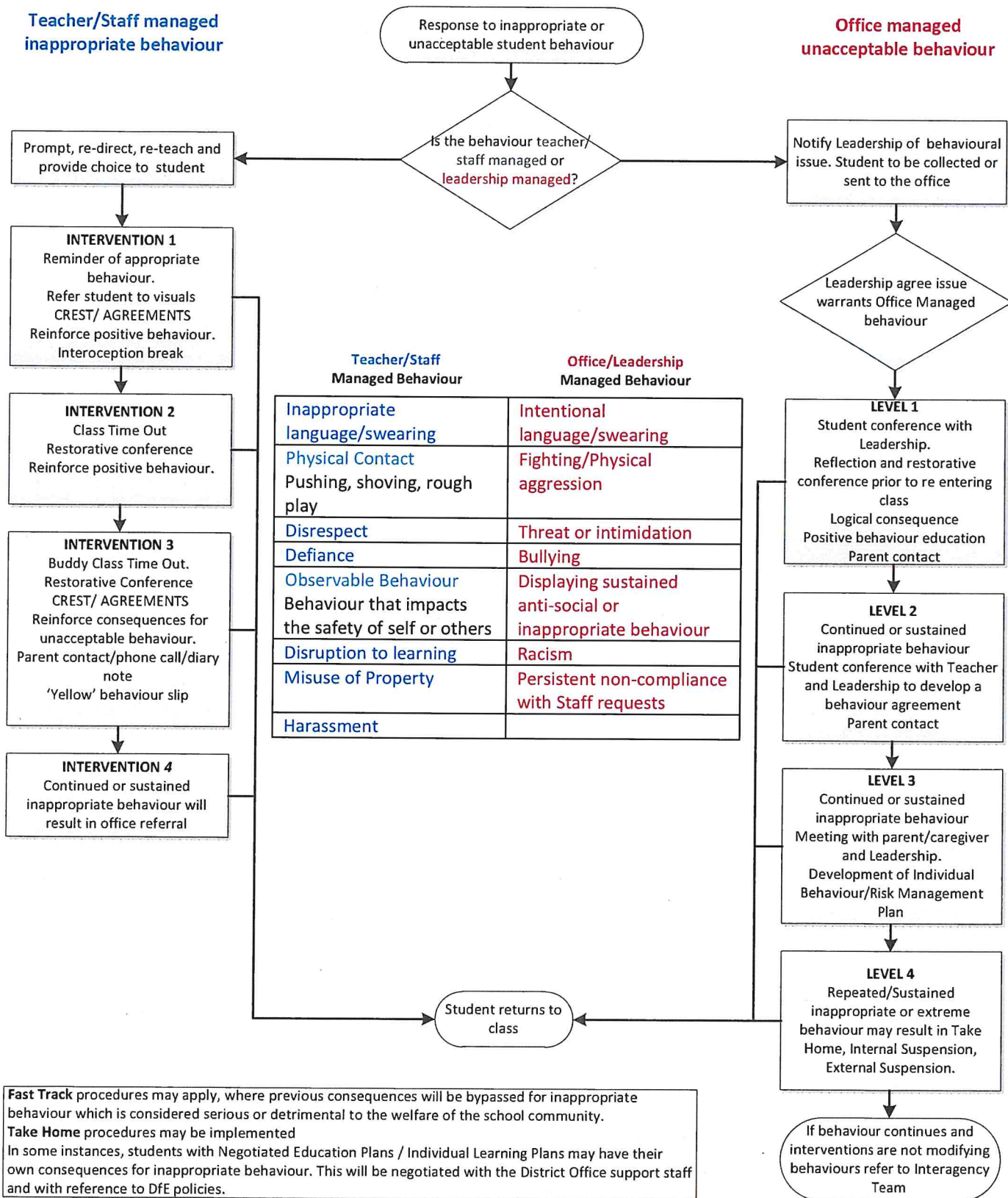
- Proximity control
- Signal / non-verbal
- Cue
- Planned ignore, attend, praise
- ❖ **Re-direct**
- ❖ **Re-Focus**
- ❖ **Re-Teach**
- ❖ **Provide Choice**
- ❖ **Interoception activity, room, break**
- ❖ **Restorative conference**
- ❖ **Buddy Class**
- ❖ **Educative / logical consequence**
- ❖ **Movement break**

"You get what you pay attention to"

Hallett Cove South Primary School Behaviour Learning Flowchart

Teachers are encouraged to use preventative strategies to prevent inappropriate behaviour, including interoception, 'Take a Break' cards. The provision of a positive classroom culture, environmental and instructional management and differentiation.

Start every day with a clean slate
Use proactive strategies to minimise inappropriate/unacceptable behaviour



Procedure for managing ongoing inappropriate behaviour.

Stage 1 –Behaviour Notification

Ongoing inappropriate behaviour has occurred and positive behaviour strategies have been exhausted. The referring teacher will complete a Behaviour Notification which outlines the ongoing behaviour. This notification is sent home to parents/carers for acknowledgement via email. The parent/carer may wish to speak with the referring teacher about the behaviour and is entitled to a response within a suitable timeframe (usually within 24 hours unless circumstance/s prevents).

Stage 2 – Parent conference – Behaviour Action Plan

Inappropriate behaviour continues for a sustained period of time despite contact with parent/carer via behavior notifications and continued positive behaviour strategies. The referring teacher initiates a conversation with the Student Wellbeing Leader or Principal which outlines the nature of the inappropriate behaviour/s, frequency, positive behaviour intervention/s and details of parental contact. The Student Wellbeing Leader or Principal initiates a parent conference with the student in attendance in order to discuss the ongoing inappropriate behaviour and develop a Behaviour Action Plan. During Stage 2, a Positive Behaviour Support Plan may also be developed.

Stage 3 – Individual Behaviour Management Plan

The Behaviour Action Plan has not been adhered to and the inappropriate behaviour has not ceased. The Student Wellbeing Leader or Principal initiates a parent meeting with the student in attendance where an Individual Behaviour Management Plan is developed. This document outlines specific behaviour goals and the consequence/s for failure to adhere to these goals. Consequences may include take-home, suspension or exclusion.