

COWANDILLA

Primary School

Behaviour Support Policy



Government of South Australia
Department for Education

Cowandilla Primary School's Behaviour Support Policy guides:

- the behaviour we expect to create a safe and secure environment for everyone
- the safe inclusion of young people and ensuring everyone has the right to learn
- how staff, parents and carers will support positive behaviour

About Behaviours

Children and young people's behaviours fall along a continuum. This means behaviours can range from safe to unsafe.

Range of behaviours

- Positive, inclusive and respectful behaviours
- Developmentally appropriate boundary testing. This behaviour can interrupt learning but can be redirected
- Behaviours that cause concern due to their severity, frequency and duration. This behaviour significantly interrupts learning and needs consistent guidance and support
- Complex and unsafe behaviour which can place children, their peers and others in danger

All along the continuum, the policy and practice approach is proactive, consistent, responsive and tailored to the child or young person's needs.

Behaviour Support Policy

Cowandilla's Behaviour Expectations align with our school values:

- being Respectful
- being Responsible
- being Kind
- being our Personal Best

Language choice is very important in behaviour, therefore we teach children how to use language respectfully.

Mindset, Restorative Practice and Zones of Regulation underpin our school values of Respect and Responsibility. Learners with a growth mindset believe they can learn just about anything and, when they make a mistake, we help them to view it as a learning opportunity.

The aspects of fair process, teaching students to accept responsibility, repairing relationships and reducing hurt and harm are used in classroom management and conflict resolution.

We will respond to behaviour visibly and and fairly by:

- Telling those who raise behaviour concerns about the process to respond to the concern. Do this without disclosing personal information of the parties involved
 - Investigating concerns about behavioural incidents. Understand the nature of the incident and the experience of the incident by those involved
-

- Implementing special measures for children with disability or additional needs, children in care and Aboriginal children
- Documenting planned behaviour support responses in Behaviour Support Plans, Safety and Risk Management Plans, and Safety and Support Plans

Conversations with students are based on the following:

- **Identifying what zone they are in**
- **What happened**
- **How they were thinking or feeling**
- **Who was affected and how might they be feeling**
- **What better choice can they make in the future**

Practices which recognise and reinforce student achievement:

- Verbal and non-verbal recognition in which the appropriate positive behaviour is acknowledged
- Annual student awards, such as Student of the Year, Community and Service Award, Sports Person of the Year
- Use of merit certificates and awards for effort, achievement and demonstration of school values
- Regular communication with parents by letter, telephone and through personal contact
- Participation in special school activities and programs Student Leadership / Cultural Mentors
- Media acknowledgement of student and school achievement
- Participation in local community and state wide special events

Behaviour Support Policy

Strategies to encourage responsible behaviours:

- We implement Zones of Regulation which is a program created to teach self-regulation and build awareness of emotional self-control
- We use the social skills programs 'Play is the Way', 'What's the Buzz', 'The Virtues Project', and 'Stop, Think, Do' to support our Behaviour Code.

Other strategies used to encourage responsible behaviour include:

- The class behaviour expectations and processes, including in class reflection time, and Leadership support
- Reflection time during break times
- Restricted play
- Replacing/restoring damaged property
- Rehearsing appropriate behaviours

Serious or ongoing irresponsible behaviour will lead to the implementation of DfE Suspension and Exclusion Policy

Student Responsibilities

Our Behaviour Support 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
- Follow class expectations and the school's Behaviour Support Policy

2. Respect for self and others

- Keep our school free of aggression, harassment, violence and bullying
- Communicate in a respectful way, including positive body language
- Take responsibility for own behaviour and as a bystander by reporting behaviours of a concern to a teacher and seeking help from adults to intervene
- 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 in a safe and appropriate way around the school

3. Respect for property

- Look after your own and school property
 - Leave the belongings of others alone
-

Behaviour Support Policy

4. Respect for environment

- Keep our environment free of litter, graffiti and vandalism
- Look after trees and gardens
- Conserve resources (e.g. power, water and paper)

5. Dress code

- Comply with the uniform policy
- Wear a school hat in terms 1 and 4

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
 - Teach students how language and meaning change with different people in different situations
 - We explicitly teach positive behaviour and expectations about behaviour
 - We will work with children and their families, professionals and other key adults to understand the environmental, social and family context of a child's behaviour.
-

Leadership Responsibilities

- Provide clear process and structures to manage students who are in reflection time from the yard and class
 - Ensure that staff, students and caregivers are familiar with the Behaviour Support Policy
 - Ensure clear communication with all members of the school community
 - Ensure all staff receive appropriate training and development to compliment the Behaviour Support Policy
 - Regularly review and monitor the Behaviour Support Policy in line with the DfE School Discipline Policy and the school community values.
 - Support staff in developing classroom governance
 - Monitor behaviour. Act on any reports about behaviour of concern, this includes incidents which happen out of hours, off site that impact relationships at Cowandilla Primary School
-

Behaviour Support Policy

Parent and Carer Responsibilities

- Ensure your child attends regularly and arrives on time
 - Promptly inform the school of every absence
 - Be familiar with and support the Behaviour Support Policy. Find out how we work with parents, carers, children and young people to support positive behaviour
 - 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
 - Provide the school with up to date contact details
 - Notify school staff of behaviour incidents observed at school, rather than involving yourself
 - Follow the complaint resolution to deal with concerns
 - Support your children to develop safe behaviours at home. Check on and supervise your children's social interactions, including online
 - Talk to your children about safety issues, including unsafe behaviours. Help them to understand what it is, why it is harmful and how to respond. Use the same messages Cowandilla Primary School promotes
 - Do not approach other children or parents/carers about behaviours of concern. Report this to school staff for follow up
 - Understand that, because of confidentiality, school staff can not share information about other children
-

Behaviour Support Policy

Grievance Procedures

Cowandilla Primary School supports the right of any member of the school community who believes our Behaviour Support Policy is not being supported or enforced appropriately to have their grievances addressed.

It is important that these grievances are kept confidential.

Students

- Communicate with a teacher to express what they believe to be unfair
- If the matter cannot be resolved, students can consult the Leadership team which consists of the Student Wellbeing Leader, Deputy Principal, Assistant Principal or Principal

Families

- Arrange a time to communicate with the teacher
 - Explain to the teacher what you believe to be unfair
 - If the matter is not resolved, inform the teacher that you will consult with a member of the Leadership team
 - Discuss your concerns with the Leadership team
 - If the matter is still not resolved please contact the Customer Feedback Unit on 1800 677 435
 - Further information regarding the Customer Feedback Unit can be addressed through the following link <https://www.education.sa.gov.au/departments/about-department/contact-department/feedback-and-complaints-about-school-or-preschool>
-

