

# NURIOTPA PRIMARY SCHOOL

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## BEHAVIOUR POLICY

### Aim

We aim to:

- create a safe, caring, orderly and productive learning community
- provide students with opportunities and support to experience success in managing their behaviour
- have members of our school community to treat each other with respect and dignity

### Rationale

Behaviour is learned through modelling by significant adults and focused teaching. Children take increasing responsibility for their behaviour and accept the consequences of their choices, which impact on their own learning and the learning of others.

School is a place for students to further develop and practise skills for social living.

Staffs, as educators, have the responsibility to provide teaching and learning environments that enable student to develop the skills and attitudes that support self-management and positive behaviour choices.

**The way we work together and treat each other is captured in the school's codes of conduct which have been created in consultation with all groups in the school community. The School's behaviour code and classroom expectations are based on these codes.**

### Behaviour Code:

#### Student Responsibilities and Code of Conduct

Students shall:

- Respect the right of teachers to teach and students to learn
- Respect their own, the school's and others' property
- Respect the environment
- Respect all members of the school community
- Respect the rights of people to move safely around the school
- Take responsibility for obeying the law and the school behaviour code
- Strive for excellence in punctuality and attendance
- Strive for excellence in following the dress code

#### Staff Responsibilities

Staff members will:

- Respect all members of the school community
- Make the school values, codes of conduct and rules clear to students and to support them in developing the capacity to abide by these.
- Manage conflict and differences between students in their care.
- Follow the step system and issue logical consequences to address behaviour issues, including buddy time out.

- Thoroughly investigate and document all serious behaviour issues (some Level 1 and 2 behaviours, and all Level 3) which require ultimate referral to Leadership. (Office)
- Complete the carbon copy Buddy Referral sheet. (Every staff member will be given a telephone message book for this purpose.)
- Complete the Referral to Office for Serious Behaviour and Refocus Plan sheet after investigation of incidents.

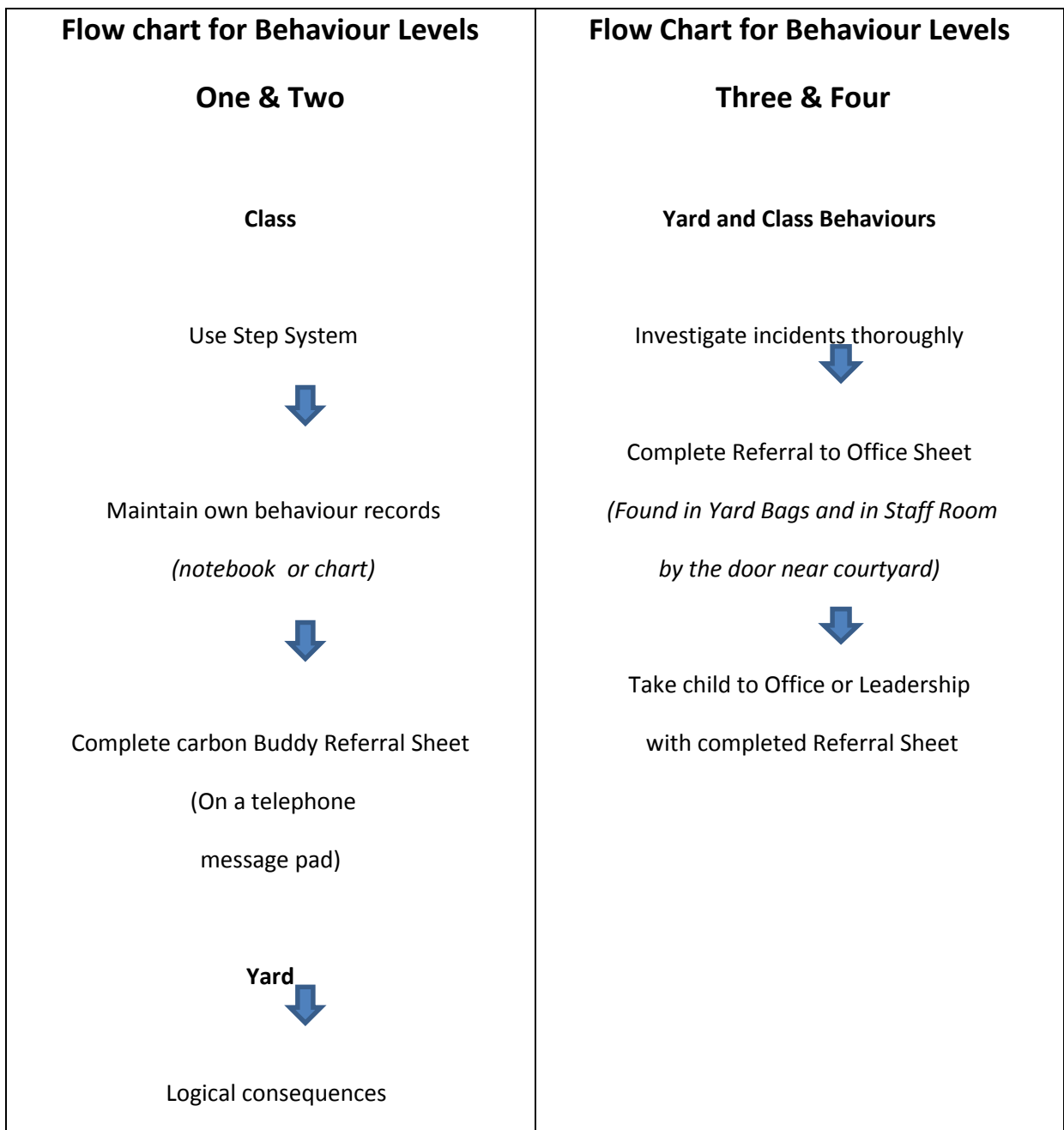
Process

We understand that all children have individual levels of dealing with issues and each incidence will be treated on its own merits and with an emphasis on flexibility that best meets the needs of the individual child.

### Levels of Behaviour and Consequences

<u>Level 1</u>	<u>Level 2</u>	<u>Level 3</u>	<u>Level 4</u>
<p>Consequences:</p> <ul style="list-style-type: none"> <li>➤ Warning/request to stop/logical consequence such as pick up paper/apologise</li> <li>➤ Time Out</li> </ul>	<p>Consequences:</p> <ul style="list-style-type: none"> <li>➤ Time Out in classroom , Sit Out in yard</li> <li>➤ Time Out in Buddy Class</li> <li>➤ Spoken to by leadership and possible further consequences</li> </ul>	<p>Consequences:</p> <ul style="list-style-type: none"> <li>➤ Spoken to by leadership with possible further consequences of:               <ul style="list-style-type: none"> <li>▪ Office Sit Out</li> <li>▪ Internal Suspension</li> <li>▪ Think Room</li> <li>▪ Take home</li> <li>▪ Suspension 1-5 days</li> </ul> </li> </ul>	<p>Consequences:</p> <ul style="list-style-type: none"> <li>➤ Spoken to by leadership with possible further consequences of:               <ul style="list-style-type: none"> <li>▪ Office Sit Out</li> <li>▪ Internal Suspension</li> <li>▪ Think Room</li> <li>▪ Take home</li> <li>▪ Suspension 1-5 days</li> <li>▪ Exclusion</li> </ul> </li> </ul>
<p>Eg:</p> <p>Late to class</p> <p>Talking to other students at the wrong time</p> <p>Not listening</p> <p>Not beginning work promptly</p> <p>Incidental swearing</p> <p>Using others' property without permission</p> <p>Rough play in the yard</p>	<p>Eg:</p> <p>Not following an instruction</p> <p>Harassing other students (name calling, put downs, continually touching, annoying etc)</p> <p>Mild verbal abuse</p> <p>Continually not following teacher's instructions</p> <p>Minor graffiti – eg</p>	<p>Eg:</p> <p>Bullying</p> <p>Violence to other students or staff – physical assault</p> <p>Extreme verbal abuse – torrent of abuse/profanities/threats</p> <p>Serious attacks on property – throwing chairs, kicking over desks, breaking windows etc</p> <p>Arson</p> <p>Stealing – deliberate and significant</p> <p>Grffiti on school building and</p>	<p>All Level 3 behaviours that are repeated.</p>

Littering	writing on ruler, books	property	
Running in buildings	Arguing with teacher	Bullying	
Not following yard rules	Back chatting teacher	Sexual assault	
Off task	Any continuation of Level 1 behaviours after being told to stop		
Not following game rules			



<p>(walk with teacher, pick up papers, sit out) Write up incidents in Yard Book <i>(found in Yard Duty Bag)</i></p>	
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Review, January 2016