



ALDGATE PRIMARY SCHOOL BEHAVIOUR EDUCATION POLICY

Aldgate Primary School's vision is to *"develop lifelong learners who are resilient, responsible global citizens showing empathy and respect for others and the environment."*

Mutual respect and responsible behaviour are vital in any successful learning community. We encourage the development of resilience in our students and the understanding that rights are intimately linked to responsibilities.

This Behaviour Education Policy is underpinned by the Play is The Way program across the school to develop positive social behaviour by:

- Creating a safe learning environment in which students train to be independent, self-regulating, self-motivated learners in persistent pursuit of their personal best and able to get along.
- Helping students develop strong character and decency with the social and emotional competencies to live and learn well.
- Fostering empathetic students, considerate of themselves, each other and the world in which they live with sound and good reasons for the things they say and do.

This policy is supported by the school's four core values:

- Respect
- Responsibility
- Empathy
- Persistence

GUIDING PRINCIPLES

The Aldgate Primary School Behaviour Education Policy identifies a number of principles and beliefs that help develop positive social behaviours.

1. Behaviour is chosen for a purpose
2. All individuals and groups must be treated with value and respect
3. Individuals must accept responsibility for their behaviour
4. All behaviour has consequences
5. A partnership is necessary between home and school to ensure that a safe supportive learning environment is maintained and responsible student behaviour developed
6. Staff must have training opportunities to develop a wide range of skills in supporting the development of positive social behaviour.

PROMOTING POSITIVE SOCIAL BEHAVIOUR

By promoting appropriate behaviour through a range of strategies, the school can foster individual responsibility and respect while also encouraging excellence in learning and personal behaviour.

Strategies include:

- Play is The way Program adapted across the school
- Consistent language across the school
- Safe and inclusive learning communities

RESPONSIBILITIES

APS BEHAVIOUR EDUCATION POLICY: INDIVIDUAL RESPONSIBILITIES			
Student	Parent/Caregiver	Staff member	Leadership
<ol style="list-style-type: none"> 1. Let others feel safe and happy and free from harassment 2. Behaviour reflects school values. 3. Behaviour reflects the 5 Life Raft Concepts. <p><i>Treat others as you would like them to treat you.</i></p> <p><i>Be brave – participate to progress.</i></p> <p><i>Pursue personal best no matter who you work with.</i></p> <p><i>Have reasons for the things you say and do.</i></p> <p><i>It takes great strength to be sensible.</i></p> <ol style="list-style-type: none"> 4. Respect the rights of others 5. Respect and care for school, your own and other peoples' property 6. Negotiate classroom expectations with teacher 	<ol style="list-style-type: none"> 1. Work in partnership with the school to support student behaviour, attitude and learning. 2. Respond in a timely manner to school communication. 3. Ensure students support the school's Dress Code, Skin Protection Policy, school routines and expectations 4. Inform staff about any matters related to their child's safety, learning, well-being, attendance and behaviour that may affect future learning opportunities – eg: update school information forms, timely return of consents for excursions, notes re absences etc 	<ol style="list-style-type: none"> 1. Foster a safe, inclusive learning environment which promotes resilience and persistence and provides opportunities for students to develop skills in working appropriately with others. 2. Uphold the school's shared values in all interactions with students, their parents and colleagues. 3. Implement the Play is the Way program through developing students' understanding of the 5 Life Raft Concepts. 4. Support the development of positive social behaviour through Play is The Way games and consistent language across the school. 5. Understand and consistently apply the school's Behaviour Education Policy. 6. Respond to appropriate/inappropriate behaviour using consistent language and a respectful manner 7. Develop partnerships with parents to support positive social behaviours. 8. Negotiate classroom expectations with students. 9. Work with students on effective problem solving, safety, conflict resolution & grievance procedures. 10. Participate in professional development. 11. Work with students on responsible behaviour and age-appropriate 'self-management. 12. Train students to pursue their personal best. 13. Empower students with understanding their own behaviour 14. Equip students with a language to describe their behaviour 	<ol style="list-style-type: none"> 1. Create and maintain a positive school community. 2. Ensure the Behaviour Education Policy is applied in accordance with DECD requirements. 3. Support staff in working with parents/caregivers to develop students' positive social behaviour. 4. Provide staff with appropriate professional development 5. Monitor the effectiveness of yard, class and school level behaviour education practices 6. Provide praise when warranted. 7. Determine consequences for inappropriate behaviour involving behaviour planning, suspension, take home or exclusion 8. Ensure consistency and effectiveness of staff practice in management of student behaviour and the development of student self-management 9. Report to Governing Council on matters related to student management, self-management and learning.

RESPONDING TO INAPPROPRIATE STUDENT BEHAVIOUR

The following responses focus on a range of logical and imposed consequences with respect for the dignity and rights of all students at APS.

CONSEQUENCES OF INAPPROPRIATE STUDENT BEHAVIOUR			
Classroom level	Yard level	School level	System level
<p>INAPPROPRIATE BEHAVIOUR (endangering others' safety or learning)</p> <p>↓</p> <p>3 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</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 mainstream classroom program</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</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>EXTREME OR PERSISTENT DISRUPTIVE BEHAVIOUR (endangering others' safety or learning)</p> <p>↓</p> <p>OFFICE TIME OUT</p> <p>↓</p> <p>INTERNAL SUSPENSION (Student remains at school but completes work out of the classroom in isolation. Parents/caregiver contacted)</p> <p>↓</p> <p>TAKE HOME (parents/caregiver contacted and asked to collect their child for the remainder of the day)</p> <p>↓</p> <p>PARENT MEETING</p> <p>↓</p> <p>SUSPENSION (up to 10 days in any 12-month period)</p> <p>↓</p> <p>RE-ENTRY MEETING (student development 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 leadership team (and ultimately the principal) in consultation with other professionals.</p>

WHAT IS BULLYING AND HARASSMENT?

Definition of Bullying

Bullying is repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. Cyber-bullying refers to bullying through information and communication technologies such as the internet and mobile phones. Conflict or fights between equals and single incidents are not defined as bullying.

Bullying of any form or for any reason can have long-term effects on those involved including bystanders.

Definition of Harassment

Harassment is behaviour that targets an individual or group due to their identity, race culture or ethnic origin; religion; physical characteristics; gender; sexual orientation; marital, parenting or economic status; age; ability or disability and that offends, humiliates, intimidates or creates a hostile environment. Harassment may be an ongoing pattern of behaviour, or it may be a single act.

Aldgate Primary School addresses the issue of bullying and harassment through education, counselling and the promotion of positive social behaviour.