

Managing Behaviour

Our school is committed to the principles of Restorative Justice. Our aim is to facilitate the processes of restoring relationships and repairing harm caused. The following procedures have been developed accordingly.

Procedures to Manage Class Behaviour

- Early intervention with verbal instructions
- Formal reminders with discussions about choices made and repairing harm caused
- Class time out and record in behaviour book
- Removal to 'support' class
- Re-entry meeting between student and teacher
- Communication with parents / carers
- Referral to school time out
- Student to complete a reflection sheet

Procedures to Manage Yard Behaviour

- Early intervention with verbal reminders or instructions
- Student/teacher discussions about choices made and repairing harm caused
- Yard sit out
- Referral to school time out
- Student to complete a reflection sheet

Higher Level Responses to Behaviour

The following behaviours may require the teacher or senior staff to immediately initiate higher level responses:

- Verbal or physical abuse – threatened or actual
- Harassment or bullying
- Persistent and wilful refusal
- Frequent referral to school time out
- Deliberate destruction of property
- Acting illegally

Higher Level Procedures include

- Behaviour contract
- Monitored play
- Restricted play
- Modified school timetable
- Take home
- Suspension
- Counselling
- Interagency referral
- Case conference
- Exclusion

Camps & Excursions

St Leonards Primary School offers a wide range of camps and excursions to facilitate learning beyond the classroom.

We expect St Leonards Primary School students to follow the school behaviour code and demonstrate the school values in the wider community.

Related Policies

Other relevant policies are the Harassment Policy, Grievance Policy and ICT Policy which are available on our website: www.sleonrdps.sa.edu.au

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A Wellbeing Policy



BEHAVIOUR CODE

St Leonards Primary School's values are:

**Respect
Cooperation
Responsibility
Encouragement
Integrity**

We respect the right of every student to

- **feel safe**
- **be included**
- **be treated with respect**
- **be involved in decision making**
- **learn in a fun and supportive environment**

Expectations of Students

Act Responsibly

- Be prepared and on time for all lessons
- Actively participate in learning programs and complete set work
- Move safely around the school and remain within the safety boundaries
- Use all equipment safely
- Keep our school free of harassment and bullying

Cooperate with Others

- Work and play cooperatively with others
- Follow instructions
- Use appropriate strategies to resolve conflict and restore relationships
- Help to make our school a welcoming, comfortable and attractive environment

Respect Yourself and Others

- Communicate with others in respectful and friendly ways
- Be considerate of the way one's actions affect others
- Respect the school's and other people's property

Act with Integrity

- Be truthful and honest
- Aim to do one's best
- Wear the school uniform
- Take pride in personal presentation

Encourage Others in Positive Ways

- Communicate positively with others
- Encourage and support each other
- Use positive thinking

Strategies to Support Positive Behaviour

- Provision of a safe, happy school environment
- Clearly defined whole school and classroom expectations of students
- Encouragement and feedback
- School Awards
- Personal development and social skills curriculum that include *'Restorative Practices'*, *'The Virtues Project'*, *'Program Achieve'*
- Student negotiation and decision making
- Student leadership opportunities
- Activities and resources to engage students in positive yard play

Expectations and Responsibilities of Staff

- Build positive relationships with students and families
- Model behaviours and teach our school values
- Recognise and acknowledge responsible behaviour
- Be consistent and fair
- Provide opportunities for student negotiation and decision making
- Provide safe, stimulating and engaging learning and play environments
- Teach programs which support personal, social and emotional development, including learning about our School Values
- Implement restorative strategies to manage inappropriate behaviour and conflict
- Re-integrate students using re-entry processes.
- Inform parents and relevant staff about students' learning and behaviour
- Maintain confidentiality
- Be familiar with all school policies

Responsibilities of Senior Staff

- Ensure that staff, students, parents and carers are familiar with the School Behaviour Code
- Support staff in the management of student behaviour at all levels
- Model behaviours which reflect our school values
- Facilitate the processes for higher level responses to inappropriate behaviour
- Ensure that all staff receive appropriate training and development to implement the School Behaviour Code
- Review and monitor the School Behaviour Code in line with the Department for Education and Child Development (DECD) School Discipline Policy
- Document and keep parents informed

Responsibilities of Parents

- Develop an understanding of a whole school approach of student wellbeing
- Have an understanding of the School Behaviour Code
- Develop and maintain contact with the school in relation to their child's learning and behaviour
- Support their child/ren and school staff with the implementation of the School Behaviour Code
- Establish and maintain home/school communication and teamwork
- Return and sign student reflection sheets/ incident letters if and when required

