

Behaviour is contextual; therefore intervention must take into account the environmental, social and personal context around the student as well as their developmental progress.

Behaviour is purposeful; therefore intervention must support a student to meet that purpose in a positive and socially acceptable way.

Communities, families, peers and school staff influence the behavioural development of children and they are key partners in supporting behavioural change.

SAFETY AND WELLBEING GUIDELINES

- Respect and follow instructions of school staff
- Respect the rights of others to be and feel safe
- Use school facilities with care and respect
- Use respectful language
- Act safely at all times
- Seek adult help when unable to resolve conflicts
- Respect the feelings of others

RESPONSIBILITIES

Students have a responsibility to:

- Be a learner
- Be respectful
- Care for their own property and the property of others
- Be safe
- Attend and participate at school
- Problem solve and resolve issues

School staff have a responsibility to:

- Promote and support socially acceptable and positive behaviour
- Explicitly teach positive behaviour and expectations
- Intervene into problematic behaviour
- Deter future problematic behaviour through visible, fair and equitable behavioural responses
- Facilitate processes to repair and restore relationships that have been harmed by problematic behaviour
- Inform family members of any concerns

Members of the School Community have a responsibility to:

- Promote and support socially acceptable and positive behaviour
- Have an understanding of the school Behaviour code
- Support the implementation of the code
- Communicate with staff about any issues concerning student behaviour
- Follow HVPS Grievance Procedure
- Respect the rights of individuals in all situations

BEHAVIOURAL RESPONSES

In all situations we endeavour to develop an understanding of the incident or situation, exploring multiple aspects of the event and ensuring all parties have an opportunity to be heard.

Understanding behaviour:

- Setting conditions – promoting safety and wellbeing guidelines
- Behaviour education programs - explicit teaching of language and positive behaviour problem solving skills

Responding before the behaviour:

- Setting realistic and achievable individual behaviour goals for identified students
- Establishing proactive whole class and individual support to meet the purpose of the behaviour
- Reminders of positive and socially acceptable actions
- Directed towards appropriate replacement behaviours

Responding after the behaviour:

- Reinforce the use of replacement behaviour
- Deter future problematic behaviour through identifying the reason for the behaviour, negative outcomes and construction/review positive behaviour goals.
- Facilitate processes to repair and restore relationships
- Communicate the importance of student responsibilities
- Inform all parties (families of students involved)

SCHOOL RESPONSES TO UNACCEPTABLE STUDENT BEHAVIOUR

The individual needs of students will be acknowledged and considered in school responses to student behaviour.

In the instance of severe breaches of our behaviour policy, where unacceptable behaviours are ongoing and no evident change in student behaviour is identified we will utilise the following responses:

- Temporary removal from class / yard
- Restricted Play
- Exclusion from school/class events
- Individual behaviour Plan
- Take Home
- Family and staff case meeting
- Internal Suspension
- Suspension
- Referral to support services
- Referral to outside agencies

The Behaviour Procedures will support staff in the implementation of processes that teach students the expectations of school and enforce the school values of Respect, Responsibility and Integrity.

This policy links to the Procedures to Support Behaviour Education Policy.

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HAPPY VALLEY PRIMARY SCHOOL



BEHAVIOUR EDUCATION POLICY

The principle underpinning our Behaviour Policy is:

*“Teachers have the right to teach and all children
have the right to learn.”*

RESPECT

RESPONSIBILITY

INTEGRITY