



BEHAVIOUR DEVELOPMENT CODE
February, 2015

At Mount Barker Primary School we aim to:

- Create a safe, supportive and productive learning community
- Teach our students to become socially competent and take responsibility for their actions
- Provide all students with opportunities and support to experience success

It is a requirement that the school behaviour code will be displayed in each learning area along with individual class behaviour expectations, which are based on the three values.

Our Expectations of behaviour are based on our school's values:

These are our expectations of students:

During lesson time		
Respect	Responsibility	Resilience
<p>(Early Years)</p> <p>Listen to and follow teacher instructions. Use the '5 Ls' of active listening. Care for all property. Be kind to yourself and others. Show respect for others differences.</p>	<p>Work to the best of your ability. Take care of your own belongings. Walk when inside. Use equipment safely.</p>	<p>Do your best. Keep trying. Give things a go. 'Bounce back' from disappointments.</p>
<p>(Primary & Middle Years)</p> <p>Be an active listener. Follow teacher requests. Use manners and positive language. Treat people and yourself in a way which respects everyone's rights (free from harassment).</p>	<p>Treat objects and equipment with care. Be organised for the lesson and stay on task. Sit safely and sensibly in your chair (keeping four legs on the ground). Walk quietly and sensibly in work areas and to other classes. Complete work by the due date. Solve problems positively and peacefully.</p>	<p>Do your best. Manage your frustration and keep calm/seek help if needed. 'Bounce back' from disappointment.</p>

- **Low level** – distracts from teaching and learning, usually responded to by teacher.
- **Medium level**- disrupts teaching and learning, may impact on group or class, requires follow-up response (see section below for irresponsible behaviour).
- **High level** – severely disrupts the teaching and learning of whole class, often unsafe or harmful, usually support (other colleagues or leadership) is needed and parents involved.

Our responses to behaviour will be logical and we will use restorative practices. The responses will depend on degree of behaviour, frequency and other contextual information.

Responses to Responsible Behaviour (the following list is not exhaustive and in no particular order)

- Acknowledging quickly positive behaviours
- Praise and Encouragement
- Sharing student success with other staff members
- Rewards eg. Stickers, charts, 'skills tickets', awards (3 R's value awards), verbal acknowledgement.
- Communicating success with parents in front of students or via communication books / diaries
- Participation in celebration times and extracurricular activities.

Responses to Irresponsible Behaviour (low, medium or high level)

- Reminder ► Re - think ► time out in class ► time out in a support class (complete blue form & send with student) ► involvement of leadership team (complete green form and send to office) in next level of support. (This may include a leadership team member supervising a class for a brief time to enable the class teacher and student to resolve an issue restoratively as soon as possible). Communication with parents. ► Admin response (Suspension/Exclusion procedures including: office time out, take home, internal/ external suspension and exclusion)
- Communication with parents (via diary, letters home) (medium / high)
- Logical consequences eg. Re-doing work to expected standard, skill practice, apology, catch up time supervised by teacher (medium / high)
- Possible exclusion from extra-curricular activities (repeated medium / high)

* The following Code of Conduct will be displayed in windows facing yard play areas.

These are our expectations of students:

During Yard Play time		
Respect	Responsibility	Resilience
Listen to and follow the requests of Yard Duty teachers. Use social skills (eg, being fair, following rules and sharing). Keep our school free from harassment (eg. Violence, verbal, racial and sexual). Care about others and treat them with respect (eg, No bullying, use positive language and manners). Respect the property of others and the environment.	Make safe play choices. Move around the school safely at all times (eg. Walking around buildings, use equipment safely) Remain within school boundaries. Return to class promptly after the sirens and line up sensibly. Seek teacher permission to enter buildings. Wear appropriate clothing as per school dress code.	'Bounce back' from disappointment.

Responses to Responsible Behaviour (any of these ideas may be used)

- Variety of non – verbal and verbal positive reinforcements (Eg. Smiles, encouragement)
- Certificates and stickers, positive recognition(e.g., Assemblies, school newsletters)

Responses to Irresponsible Behaviour (low, medium or high level)

- Logical consequences
- (All levels) Reminder and request to stop
- (Low / medium) Walk with teacher to observe positive play
- (Low / medium) A restorative conference with any children involved in an issue and moves to make amends (eg. an apology (verbal or written), negotiate play)
- (For medium or repeated behaviour) - record on 're-think' slip in yard duty bag. The bottom part of the form given to class teacher at end of duty and the other part remaining inside the book. The counsellor or a member of leadership team will record data and monitor to ascertain if any follow-up is required. The child may spend 'reflection time' with the 'positive play' duty teacher at the next playtime. (*See note in final section below*)
- (Medium, and child not calm or receptive) - Directed to a space in the yard for some 'cool down' or reflection time. Once child is receptive, yard duty teacher speaks with any children involved and records on 're-think' slip (see notes above) followed by restorative justice procedure
- (Medium) 'Community Service' in place of playtime or alternative play arrangements may be into place.
- (High) Time out of the yard with support from the leadership team (admin response / behaviour plan / S.E.E. procedures), communication with parents. Alternative play arrangements put into place.
- (Medium / High) Involvement of an extra teacher 'positive play' on duty (recess & lunch) to proactively monitor and assist with positive play. *This person assists students identified through the 're-think' slips as having difficulty making positive choices or, will work through the restorative justice procedures with students.*