



**Morphett Vale East
School R-7**



Government of South Australia
Department for Education

Behaviour Policy

Principal: *Carolyn Mildrum*

Deputy Principal: *Sonia Cooke*

Counsellor: *Steve Hetherington*

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Ratified by Staff: 14/05/2018

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RATIONALE

At Morphett Vale East School R-7 all members of the school community are entitled to a safe, secure and caring environment. It is EVERYONE'S responsibility to ensure this happens. This Behaviour Policy should be read in conjunction with:

The Department For Education (Dept for Ed) School Discipline Policy, Dept for Ed Duty of Care Policy, Dept for Ed Response Level and Types of Behaviour Model, School Grievance Guidelines and any other relevant policies as prescribed by DFE.

www.education.sa.gov.au

This code aims to support students to develop behaviours and attitudes that will ensure that our school is a:
Safe, friendly, supportive learning environment, free from bullying and harassment.

At MVES R-7 we believe that every person and situation is different so strategies are planned on a case-by-case basis to best meet the needs of the students, staff and families involved.

STUDENT RESPONSIBILITIES

Students are responsible for their own behaviour and can make strong decisions - all behaviours have consequences. At our school we follow the school values and we follow classroom expectations.

Our school values are:

Respect - Being polite and using manners, accepting people by what they say and do, not by what they look like, bullying and harassment will not be tolerated (see separate Anti-Bullying policy).

Treat others as you would like to treat them.
(Play is the Way)

Honesty – Telling the truth, following the school and classroom expectations, taking responsibility for own behaviour, accepting consequences for behaviour, taking responsibility for our actions and making amends, behaving truthfully in our words and actions.

Have reasons for the things you say and do.
(Play is the Way)

Persistence – Having the ability to stick with something, being able to see something through from beginning to end, having a growth mindset, being brave to participate to progress.

Pursue your personal best no matter who you work with.
(Play is the Way)

Optimism - Having the quality of being full of hope and emphasizing the good parts of a situation, being hopeful and confident about the future or the success of something. Participating in activities in a positive way.

Be brave – Participate to progress.
(Play is the Way)

LEADERSHIP RESPONSIBILITIES

- Make sure that the Behaviour Policy is available in the Staff Handbook
- Ensure that all staff members revisit the Behaviour Policy
- Provide staff with training and/or updates on behaviour education
- Ensure that change to the policy is ratified by the Governing Council, via the Wellbeing Leader
- Discuss the policy thoroughly with new staff members as part of induction
- Ensure that the Behaviour Policy is available to relieving teachers
- Ensure that Sentral is available for all school staff
- Parents are informed of violent/escalating/ongoing behaviours and followed up where necessary
- Be informed about discussions regarding student behaviour between parents and staff, becoming involved where appropriate
- Ensure that accurate records of students are kept on Sentral and in the student's file

STAFF RESPONSIBILITIES

- Build positive relationships with students and families
- Model behaviours that reflect our school values and classroom expectations
- Staff will work with students to develop class expectations which is signed by all class members and sent home for parents/carers
- Apply clear consequences for not following the classroom expectations
- Be consistent and fair
- Use Sentral to record student behaviour. Be proactive and mobile on yard duty
- Consider individual students and their needs
- Where appropriate staff will support students to repair relationships - What happened? Who has been affected? How can you make things right?
- There are always two sides to a situation that has occurred. Staff needs to listen with an open mind and support each person involved
- Keep a record of student behaviour and use the appropriate communication when requiring office assistance
- Ensure effective communication with families and Leadership where relevant

PARENT RESPONSIBILITIES

- Ensure your child attends regularly, arrives on time (not before 8:30 or after 8:45) and collected at 3:00pm
- Promptly inform the school of every absence. When attending medical appointments, certificate for absence needs to be asked for and shown to the school
- Support your child by ensuring they wear the school uniform
- Be familiar with and support the Behaviour Policy
- Develop and maintain contact with the school in relation to your child's wellbeing
- Make appointments to speak to staff. Please be mindful that first thing in the morning, the Staff are usually busy preparing for the start of the day, therefore may not be available. Alternatively, you may contact staff via the class communication channels, making an appointment for an appropriate time
- Ensure interactions with school staff are respectful
- Notify staff of any behaviour incidents observed at school. Please refrain from dealing with the situation yourself
- Refer to the school's guidelines regarding grievances, found on the school web site

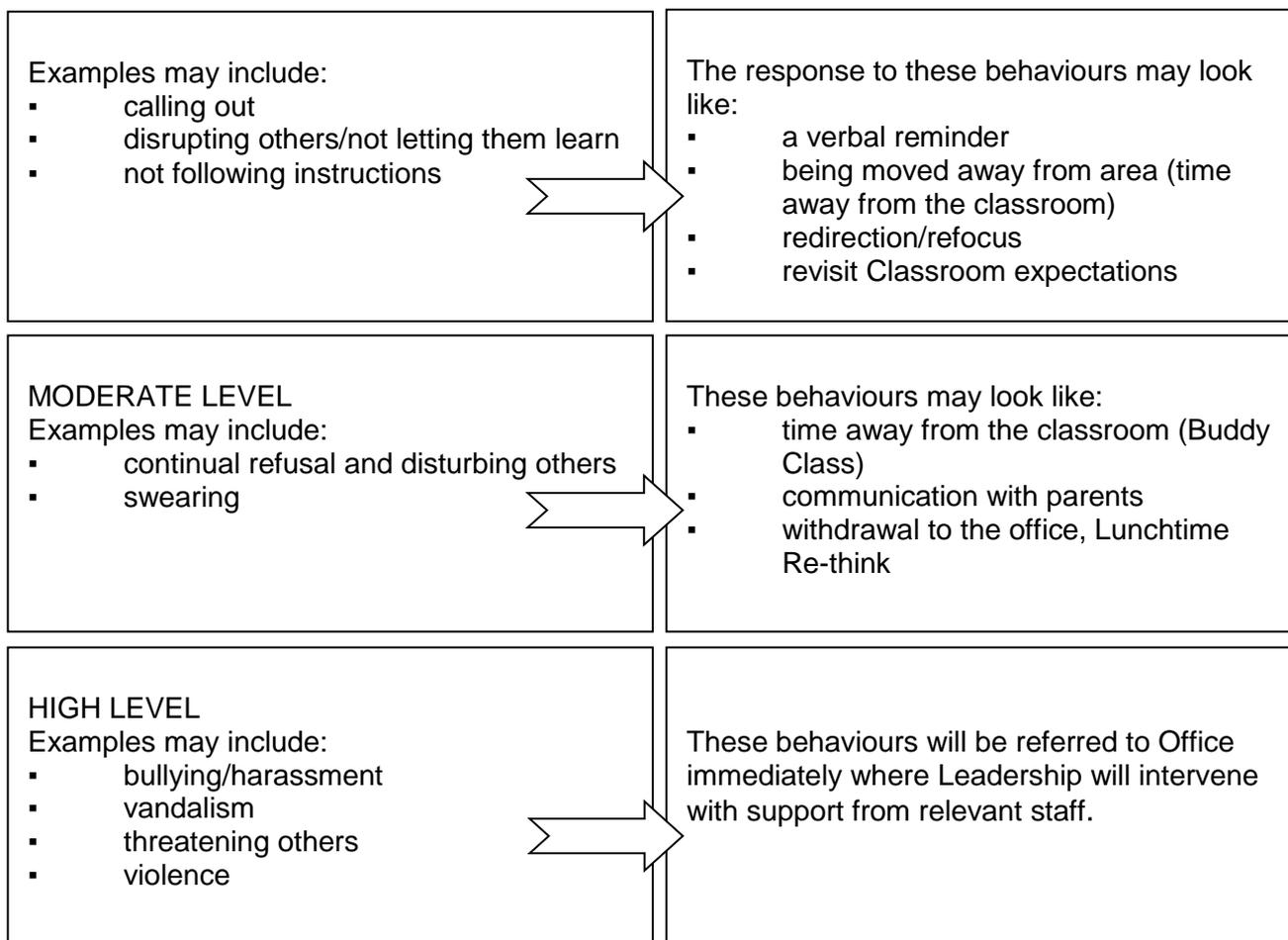
YARD PLAY

General Expectations for Keeping Safe

- Students enter foyer areas only to access the toilet areas
- Yard EY's area: Reception/year 1 students only to be in the sand pit, EY playground area, hard surface areas with access to the Resource Centre
- Hard Surface: Year Reception – 7 students
- Oval North: Year 1– 7 students only
- Oval South: Year 1 – 7 students only. Year 2 – 7 students only on the play equipment. Year 2 students from the GLA are also included
- Before school, children are to play only on the hard surface. No hitting or kicking of balls
- If a student behaves inappropriately in the yard, the duty teacher will counsel the student and may sit them out or send them to office (as appropriate)

LEARNING AREAS

Every student has the right to learn and every teacher has the right to teach in a safe environment. By living our School Values, using Play is the Way methodologies to work proactively to ensure our students are engaged and making strong decisions about their behaviour. At times we may need to intervene when behaviours are disrupting the class learning or safety. Below are some brief examples of possible behaviours and ways students may be educated to help them make better decisions:



STRATEGIES FOR ESCALATING BEHAVIOUR OR HIGH LEVEL BEHAVIOUR

TAKE HOME / SUSPENSION

Take Home

- If a student is withdrawn to the office due to increased escalating behaviour, the parents/caregivers will be called to collect the student

Suspension

Under DFE Policy, a student may be suspended if the Leadership has reasonable grounds to believe that he or she:

- has threatened or perpetrated violence
- Has acted in a way which threatens the good order of the school by persistently refusing to accept the school's behaviour code
- Has acted illegally
- Has acted in a manner which threatens the safety or wellbeing of a student or member of staff, through sexual or racist harassment, verbal abuse, bullying or any other means, including online bullying, out of school hours
- Is interfering with the rights of teachers to teach and of students to learn
- Shows persistent and wilful inattention or indifference to school work

Depending on the seriousness of the offence and at the discretion of the Principal, Suspension will take either of the following forms:

- Internal Suspension - the student is removed from the class for a period of half to a full day. He / she will work in the office and has recreation / lunch breaks at separate times to the other students
- External Suspension - the student does not attend school for a period of time, ranging from one to five days (as determined by the Principal with regard to the severity or frequency of the irresponsible behaviour)
- After the period of suspension, a conference is to be held at which a student plan is negotiated between the student, relevant school staff, parents / caregivers, and any other relevant providers (e.g. Interagency Behavioural Support)

EXCLUSION

- Exclusion: means that a student does not attend the school for a longer period of time, ranging from four to ten weeks. Exclusion would only be used after many repeated suspensions. There are clear guidelines for the management and documentation of this step, and these would be signalled to the student and parent / caregiver, if repeated suspensions were being used to manage a student's behaviour. This information is available from the DFE School Discipline Policy.

DOCUMENTED PROCESSES

- EDSAS recording
- Sentral data recording
- Classroom communication
- Notes sent home from the office/classroom teacher