



Gilles Street Primary School

Behaviour Support Policy

Context:

Gilles Street is a primary school in the CBD of Adelaide. The school consists of an Intensive English Language Program and mainstream classes.

Gilles Street Primary School Behaviour Support Policy works in line with the Department for Education guidelines and Department for Education Anti bullying Policy.

Student Wellbeing and Behaviour:

Due to the unique nature of our student's population and our students, being at varying levels of English competency we use a Positive Psychology approach to supporting student wellbeing and behaviour. Using the common value of respect, students are taught about empathy, resilience, kindness, gratitude and positive reflection. This gives students the ability to develop strong behaviour choices which in turns supports them to become better citizens.

Rationale:

Students, staff, and the community are committed to providing a safe, inclusive and supportive environment where provision is made for discovery challenge and choice through:

- Creating a supportive and connected school culture
- Implementing DfE policies and procedures
 - Anti Bullying, Child Protection, School Discipline, Behaviour Management and Cyber safety
- Providing ongoing professional learning
- Acknowledging and reinforcing positive behaviour
- Developing skills and implementing safe practices
- Focussing on student wellbeing and taking ownership of their behaviour
- Early intervention and implementation of targeted support
- Building partnerships with families and the community.



Gilles Street Primary School students, staff and the community will work together to maintain a safe, caring, orderly and productive learning community. Our approach to behaviour development will focus on creating a positive school environment by actively teaching, promoting and supporting appropriate student behaviour through our Positive Psychology program.

At Gilles Street Primary School, our practices will:

- Empower students to be responsible for their own behaviour
- Build positive relationships between students, families and school staff
- Emphasise opportunities for success
- Use logical consequences
- Make expectations clear and teach students about how to meet expectations
- Reinforce positive behaviour
- Allow students to positively reflect and build resilience

Staff will use preventative, corrective and supportive features of behaviour education and management.

Supportive features	Proactive practices	Reactive practices
<ul style="list-style-type: none"> • Student voice • Engaging curriculum • School family partnerships • Positive school community • Respectful relationships • Sense of belonging • Social emotional competencies • Positive reflection 	<ul style="list-style-type: none"> • Establishing class rules using a collaborative approach • Communicating with parents and carers • Developing a positive classroom culture • Giving group reinforcement • Providing opportunities to practice social and emotional learning skills • Running class meetings and SRC • Supporting yard play • Acknowledging positive behaviours • Providing intervention support • Connecting through buddy classes • Providing diverse lunchtime play opportunities 	<ul style="list-style-type: none"> • Using logical consequences • Giving nonverbal cues • Referring students to Support spot in the yard • Communicating with parents and caregivers • Accompanying yard duty teacher and discussing a plan for action • Referring to system level procedures such as internal/external suspension • Implementing restricted play • Seeking leadership support • Facilitating a restorative practice meeting • DfE S.E.A policy if required

Logical Consequences:

Logical consequences are directly related to children's behaviour and based on notions of fairness and restitution. The use of logical consequences is respectful of children and helps them to take responsibility for their actions. The goal of logical consequences is to help children develop self-understanding, self-regulation and learn about their behaviour and the impact it has on others.

Consequences of Inappropriate Student Behaviour			
Classroom level	Yard level	School level	System level
<p>INAPPROPRIATE BEHAVIOUR (endangering other's safety or learning)</p> <p>↓</p> <p>3 WARNINGS (Reminder about class code of conduct/ class agreements)</p> <p>↓</p> <p>TIME OUT IN CLASS</p> <p>↓</p> <p>BUDDY CLASS (Short time away in an age appropriate class)</p> <p>↓</p> <p>OFFICE TIME OUT (Time out in office and then student will be required to attend a Restorative Practice meeting at lunchtime. The student must present at the office with the white slip filled in by the reporting teacher)</p> <p>↓</p> <p>MOVE TO SCHOOL LEVEL CONSEQUENCES</p> <p><small>*If the student returns to follow class agreement at any stage, they may return to the classroom program.</small></p>	<p>INAPPROPRIATE BEHAVIOUR (endangering other's safety or breaking yard rules)</p> <p>↓</p> <p>REMINDER</p> <p>↓</p> <p>WALK AND TALK WITH DUTY TEACHER (discuss the behaviour with the teacher)</p> <p>↓</p> <p>SIT OUT FROM PLAY</p> <p>↓</p> <p>REFLECTION (Reflection time at lunch. White slip goes to teacher and blue slip to leadership)</p> <p>↓</p> <p>RESTORATIVE PRACTICE</p> <p>↓</p> <p>MOVE TO SCHOOL LEVEL CONSEQUENCES</p> <p><small>*The above interventions may be bypassed at any time if the behaviour is violent, dangerous and/or extreme</small></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 and completes work out of the classroom in isolation. Parent/ caregiver contacted)</p> <p>↓</p> <p>TAKE HOME (parent/ 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 behaviour development plan created and agreed to by students' parents)</p> <p><small>*White Slip Threshold: if a student gets more than three white slips in one week then they will spend a day in the office. If white slip is not returned signed within 3 days then parents are contacted.</small></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 SERVICE INTERVENTION</p> <p>↓</p> <p>RE-ENTRY PROGRAM (Student development plan created)</p> <p><small>*Department for Education 'Procedures for Suspension, Exclusion and Expulsions of students from attendance at school' will form the basis of decisions taken by the principal.</small></p>

Restorative questions

<u>To the instigator(s)</u>	<u>To affected person(s)</u>
<ul style="list-style-type: none">• What happened?• What have you thought about since?• Who has been affected by what you did? In what way?• What do you think you need to do to make things better?• If do not do what you have agreed to do, what do you think should happen next?	<ul style="list-style-type: none">• What did you think when you realised what happened?• What impact has this incident has on you and others?• What has been the hardest thing for you?• What do you think needs to happen to make things better?• If the agreement is not completed what do you think should happen?