

ANGASTON PRIMARY SCHOOL

RESPONSIBLE BEHAVIOUR PLAN FOR STUDENTS

1. PURPOSE

Angaston Primary School is committed to providing a supportive environment where all students and staff are safe and valued. By delivering a high quality, engaging inclusive curriculum, social and academic outcomes are maximised. Our school values positive, respectful relationships and partnerships. We foster an environment where our success is acknowledged and celebrated. We are proactive in our school practices and our expectations are clearly defined and positively reinforced. Our consequences and interventions are implemented in a fair and consistent way.

2. LEARNING AND BEHAVIOUR STATEMENT

Angaston Primary School considers the Responsible Behaviour Plan for students an opportunity for valuable social learning as well as a means of maximising student learning outcomes. Engaging curriculum, inclusive practices and effective teaching are the starting point of our Responsible Behaviour support strategies. We emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a strategy directed towards all students to facilitate positive behaviours, prevent problem behaviours, and respond to unacceptable behaviours.

Through our Responsible Behaviour Plan, shared expectations for student behaviour are plain to everyone, assisting Angaston Primary School to create and maintain a positive and productive learning and teaching environment, where good behaviour choices and a positive attitude towards learning are a result of cohesive partnerships between home and school.

Our school has identified the following school motto to teach and promote our high standards of responsible behaviour:

- Be Safe
- Be Kind
- Work Hard

To improve Wellbeing for Learning and academic success, our school-wide framework for Responsible Behaviour is underpinned by:

- Positive Education,
- Zones of Regulation
- Personal and Social Learning General Capabilities within the Australian Curriculum
- Wellbeing for Learning Framework

Refer to Appendix

3. SCHOOL-WIDE FRAMEWORK FOR RESPONSIBLE BEHAVIOUR – MOTTO AND EXPECTATIONS

SCHOOL MOTTO	SCHOOL EXPECTATIONS		
	OURSELF	OTHERS	ENVIRONMENT
Be Safe	<ul style="list-style-type: none"> • I move around the school safely • I take care of my own health • I know who can help me to keep myself safe • I am in the right place at the right time • I wear my school uniform 	<ul style="list-style-type: none"> • I interact with others in a safe manner • I think of others when I'm moving or playing in the school • I care for others when they hurt themselves 	<ul style="list-style-type: none"> • My actions don't damage our school environment • My reactions are appropriate and match the size of my problem • I leave a positive impact on my classroom
Be Kind	<ul style="list-style-type: none"> • I think and talk positively about myself • I give myself permission to make mistakes • I take care of my body 	<ul style="list-style-type: none"> • I know how to negotiate and resolve conflicts with others • I understand the importance of sharing with others • I know how to include others to feel like they belong • I help others when they are in need 	<ul style="list-style-type: none"> • I take care of my classroom • I look after the school environment • I look after the natural environment surrounding our school
Work Hard	<ul style="list-style-type: none"> • I am ready to learn • I strive to reach my learning goals • I attend school everyday • I am on time to school and class • I learn from my mistakes 	<ul style="list-style-type: none"> • I work collaboratively with others • I listen to others when they are sharing their opinions in class • I am aware that others learn differently to me 	<ul style="list-style-type: none"> • I have an impact on creating a positive learning environment in the classroom • I contribute to positive working relationships in the different areas of the school

4. SCHOOL-WIDE FRAMEWORK FOR RESPONSIBLE BEHAVIOUR – MOTTO IN ACTION

MOTTO IN ACTION	CLASSROOM	OUTSIDE	WIDER COMMUNITY (includes bus, excursions etc)
Be Safe	<ul style="list-style-type: none"> • sit properly (5L's) • move safely around • follow directions 	<ul style="list-style-type: none"> • walk on the concrete • wear school hat - be sun safe • hands and feet to yourself 	<ul style="list-style-type: none"> • wear helmets when bike, scooter, skateboard riding • cross roads safely at lights

	<ul style="list-style-type: none"> • safe/correct use of resources • wear correct uniform 	<ul style="list-style-type: none"> • line up quietly in designated location • keep in own play area • use play equipment properly • wash hands after going to the toilet • use toilets quickly and quietly 	<ul style="list-style-type: none"> • follow road rules • follow directions • be alert outside of school • be cybersafe • sit in assigned seat quietly with seatbelt on during bus travel
Be Kind	<ul style="list-style-type: none"> • follow instructions • be polite/use good manners • be helpful • be friendly • use school property as it should be used • raise your hand to speak • be honest • respect others right to learn and teachers right to teach • follow class rules 	<ul style="list-style-type: none"> • line up quietly • move quietly around the school • use friendly language towards others • keep areas clean, tidy and rubbish free • treat property correctly • use good manners • be honest • play fairly 	<ul style="list-style-type: none"> • follow rules • be a good sportsperson • wear school uniform with pride • respect our neighbours and their property • respect the environment • use good manners • consider others feelings • be honest • be socially responsible
Work Hard	<ul style="list-style-type: none"> • follow instructions • be resilient • be prepared and organised • be on time • always do your best • growth mindset 	<ul style="list-style-type: none"> • follow instructions • be resilient • be prepared and organised • eat healthy foods • be on time • be honest 	<ul style="list-style-type: none"> • attempt/complete homework • return homework • speak politely and be friendly • be helpful to others

5. STRATEGIES TO SUPPORT, ENCOURAGE AND ACKNOWLEDGE APPROPRIATE BEHAVIOURS include:

WHOLE SCHOOL	CLASSROOM	OUTSIDE
Praise/Encouragement Verbal/Written Feedback Merit Awards, stickers, incentives	Praise/Encouragement Verbal/Written Feedback	Praise/Encouragement Verbal/Written Feedback
Newsletters	Class Newsletters	Excursions

SRC	Class Responsibilities - Messenger, Monitor etc	Sports – District, SAPSASA, school level Alternate Play Programs Camp Incursion Special guests/visitors to class/school etc
Motto Award: Be Kind - Be Safe - Work Hard	Merit Awards, stickers, incentives	
Students share work with Leadership	Message to Parents - communication books, diary, Dojo, Skoolbag app etc.	
Displays of students work	Displays of students work	
Assembly Awards	Whole Class rewards e.g. parties, fun days, games, movies, excursions etc.	

6. ESSENTIAL SKILLS FOR CLASSROOM MANAGEMENT

The **Essential Skills for Classroom Management** are the specific Responsible Behaviour strategies to establish order in classrooms, and then respond flexibly to student issues. Teachers engage the Essential Skills for Classroom Management with the intent to implement the most effective yet least intrusive strategy to respond to student behaviour. The ten Essential Skills for Classroom Management are:

1. Establishing Expectations
2. Giving Instructions (being explicit about expectations)

3. Waiting, Scanning and Moving around the Learning Area (stopping to assess what is happening)
4. Cueing with parallel acknowledgement (praising a particular student to prompt others)
5. Body language encouragement (smiling, nodding, gesturing and moving near)
6. Descriptive Encouraging (praise describing behaviour)
7. Selective Attending (not obviously reacting to some behaviour)
8. Redirecting to the Learning (prompting on-task behaviour)
9. Giving Choice (describing the student's options and likely consequences of their behaviour)
10. Follow Through (doing what you said you would)

7. RESPONDING TO INAPPROPRIATE/UNACCEPTABLE BEHAVIOUR:

Inappropriate Behaviour: unintentional infrequent breaches of school expectations that do no harm self or others.

Unacceptable Behaviour: frequent behaviour (violence, abuse, bullying, vandalism etc) that causes harm to self, others and property.

It is important that all staff have a consistent understanding of how to respond to problem behaviour. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

When responding to behaviour incidents, staff members determine if the problem behaviour is inappropriate or unacceptable, with the following agreed understanding: **Inappropriate behaviour** incidents are handled by staff members at the time it happens. **Unacceptable behaviour** incidents are also

handled by staff members at the time with **Major Unacceptable Behaviour** referred to Leadership. At times consequences for inappropriate and/or unacceptable behaviours may carry over to the next school day.

Basic Defusing Strategies when dealing with inappropriate/unacceptable student behaviour include:

- **Avoid escalating the problem behaviour:** Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language, responding to secondary behaviours.
- **Maintain calmness, respect and detachment:** Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.
- **Approach the students in a non-threatening manner:** Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.
- **Follow through:** If the student starts displaying the appropriate behaviour, briefly acknowledge their choice and re-direct other students' attention towards their usual work/task. If the student continues with the problem behaviour, then remind them of the expected school behaviour and identify consequences for continued inappropriate/unacceptable behaviour.
- **Debrief:** Help the student to identify the sequence of events that led to the inappropriate/unacceptable behaviour, pinpoint trigger moments during the sequence of events, evaluate choices made, and identify acceptable choices for future situations.

Targeted Behaviour Support

Identified students may need targeted behavioural support. In most cases the inappropriate or unacceptable behaviour may not be immediately regarded as severe, but the frequency of their behaviours may put these students' learning and social success at risk if not addressed in a timely manner. These children will be individually case managed by their class teacher and Leadership and be provided with strategies and adjustments to ensure behaviour expectations are reached. Communication with parents is essential as well as a documented Individual Responsible Behaviour Plan.

Individual circumstances

When applying consequences, the individual circumstances and actions of the student, and the needs and rights of school community members are always considered. Angaston Primary School considers the individual circumstances of students when applying support and consequences by:

- promoting an environment which is responsive to the diverse needs of its students
- establishing procedures for applying fair, equitable consequences

- recognising and taking into account information relevant to the students' age, gender, disability, cultural background, socioeconomic situation, and mental health and wellbeing
- recognising the rights of all students to express opinions in an appropriate manner and at the appropriate time, work and learn in a safe environment, receive adjustments appropriate to their learning and/or impairment needs, ensure that processes maintain the dignity, respect, privacy and confidentiality of the student, consistent with the rights of the rest of the community.

8. HOW TO RESPOND TO INAPPROPRIATE/UNACCEPTABLE BEHAVIOURS:

Behaviour Level	Examples (not exhaustive)	Consequences - Class	Consequences - Yard
<p>Level One Inappropriate Behaviours are those that:</p> <ul style="list-style-type: none"> • are minor breaches of the school expectations • may impact on teaching and learning • are not part of a pattern of inappropriate behaviours • are not intentionally unkind or unsafe 	<p>Inappropriate behaviours include:</p> <ul style="list-style-type: none"> • Distracting others • Rough play • Not following instructions • Disrespectful • Indirect swearing • Stealing – petty • Not adhering to Uniform Policy • Misbehaviour in the toilets • Late to class • Playing in out of bounds areas/outside of designated year level areas 	<p>Re-directing inappropriate infrequent problem behaviour:</p> <ul style="list-style-type: none"> • remind the student of expected school behaviour, • assist them to change their behaviour so it aligns with school expectations. • give positive verbal acknowledgement for expected school behaviour. 	<p>Re-directing inappropriate infrequent problem behaviour:</p> <ul style="list-style-type: none"> • remind the student of expected school behaviour, • assist them to change their behaviour so it aligns with school's expectations. • give positive verbal acknowledgement for expected school behaviour. • apply logical appropriate consequences e.g. littering – pick up

	<ul style="list-style-type: none"> • graffiti • Mobile phones on possession • IT – viewing content that is not part of the lesson 	<ul style="list-style-type: none"> • apply logical appropriate consequences e.g. completing work in playtime if wasting class time. 	<p>litter. Rough play in soccer – no soccer for the remainder of play.</p>
<p>Level Two After being provided with support to change their behaviour, the student continues to repeat inappropriate behaviours as per Level One</p>		<p>Apply logical consequences for the repeated inappropriate behaviour as per Level One.</p> <p>Utilise other strategies such as:</p> <ul style="list-style-type: none"> • change of seats • withdrawal within the classroom (reflect/refocus) • ? • ? • Record the behaviour <p>If still no change to behaviour:</p> <ul style="list-style-type: none"> • Buddy class with work • Communication to parents/carers (may include meeting) • Record the behaviour on EDSAS 	<p>Apply logical consequences for the repeated inappropriate behaviour as per Level One.</p> <p>Utilise other strategies such as:</p> <ul style="list-style-type: none"> • Sit out • Walk with teacher (reflect/Focus) • ? • ? • Record the behaviour <p>If still no change to behaviour:</p> <ul style="list-style-type: none"> • Time Out – lunchtime • Restricted/Alternative Play • Communication to parents/carers (may include meeting) • Record the behaviour on EDSAS
<p>Level Three Unacceptable behaviours are those that:</p> <ul style="list-style-type: none"> • put others/self at risk of harm • may be intentional • are illegal • disrupt teaching and learning 	<p>Unacceptable behaviours include:</p> <ul style="list-style-type: none"> • Violence – threatened or actual • Swearing directed at peers or staff • Bullying/Harassment of students and/or staff (physical, verbal, sexual, racial, cyber) • Persistent level 1 & 2 behaviours <u>despite the use of classroom strategies and communication with parents/carers</u> • Illegal activity such as vandalism, theft etc 	<p>Applying logical consequences to unacceptable behaviour in the first instance.</p> <p>Utilise:</p> <ul style="list-style-type: none"> • Withdrawal from classroom – Admin • Record Incident on EDSAS • Communication to parents/carers (may include meeting) • Individual Responsible Behaviour Plan <p>Major Unacceptable Behaviour:</p> <p>Utilise:</p>	<p>Applying logical consequences to unacceptable behaviour in the first instance.</p> <p>Utilise:</p> <ul style="list-style-type: none"> • Timeout – Admin • Restricted/Alternative Play • Record Incident on EDSAS • Communication to parents/carers (may include meeting) • Individual Responsible Behaviour Plan <p>Major Unacceptable Behaviour:</p> <p>Utilise:</p>

		<ul style="list-style-type: none"> • Immediate office intervention with teacher to communicate incident to leadership • Leadership determine consequences (office sit-out, take-home, internal suspension, suspension etc) • Record incident on EDSAS • Communication to parents/carers includes meeting • Individual Responsible Behaviour Plan 	<ul style="list-style-type: none"> • Immediate office intervention with teacher to communicate incident to leadership • Leadership determine consequences (office sit-out, take-home, internal suspension, suspension etc) • Record incident on EDSAS • Communication to parents/carers includes meeting • Individual Responsible Behaviour Plan
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Points to consider when RESPONDING TO INAPPROPRIATE/UNACCEPTABLE BEHAVIOUR:

- Label the behaviour – refer to the school motto: Be Safe, Be Kind, Work Hard.
- Fresh start each day unless patterns of inappropriate behaviour impacting teaching and learning.
- A self regulation strategy, reminder/warning may be appropriate BETWEEN staff applied consequences.
- Individual students may have negotiated Responsible Behaviour Plans that use alternative consequences.
- Students **DO NOT** always work through the Levels in a sequential order.

The standard of **Yard Duty Supervision** has a significant effect on the school tone, morale and the behaviour and wellbeing of our students. It is expected that whenever staff are in the yard, even if not rostered, they are vigilant and will respond to positive behaviours, prevent problem behaviours, and respond to inappropriate/unacceptable behaviours.

Definition of Yard Consequences:

SIT OUT:

Children may sit out of play for a few minutes for minor yard offences or walk with the yard duty teacher.

TIME OUT:

Continuous Level 2 inappropriate behaviours may result in an admin Time-Out. Level 3 Unacceptable behaviours will result in an admin Time-out. Major unacceptable behaviours may warrant a more serious consequence such as take-home or suspension.

Restricted Play Program:

Students with patterns of inappropriate behaviour in the yard may have restrictions to where, and who they may play with. In consultation with the classroom teacher, Leadership will develop a Restricted Play roster for a designated period. Parents will be notified.

Alternative Play Program:

Students with patterns of unacceptable behaviour in the yard will have an alternative play space to the yard. In consultation with the classroom teacher, Leadership will develop an Alternative Play roster for a designated period. Parents will be notified.