

**Rationale:**

Upper Sturt Primary School's vision is to connect children, families and community together in a nurtured learning environment to coexist in harmony with our natural world.

Our aim is to encourage all children to attain their maximum potential in all aspects of education, to acknowledge the social, cultural, physical and intellectual diversity of our children and to extend cooperation between staff, students and their families.

Upper Sturt Primary School believes that the development of self-discipline is an essential skill to be an effective member of our school community. Further, we believe students are motivated when they behave appropriately and are encouraged to take responsibility for themselves.

We acknowledge that children and young people's behaviours span a continuum including:

- positive, inclusive and respectful behaviours
- low-level, developmentally-appropriate transgressions that test the boundaries of established rules, standards, and norms. These behaviours are usually simple to redirect and minimise through universal behaviour support strategies for all children and young people at a classroom and school level
- challenging behaviours that raise greater concern due to their severity, frequency or duration and require more persistent guidance and support to minimise. Behavioural responses include targeted interventions for the individual children and young people involved in addition to universal strategies
- complex and unsafe behaviours that are severe, of high frequency or extended duration, or are unsafe for a child or young person and those around them. Behaviours at this end of the continuum require intensive and individualised interventions in addition to targeted and universal strategies.

Upper Sturt's Behaviour management policy is reflective of these aims.

**Rights and Responsibilities:**

<p>Children have a right to:</p> <ul style="list-style-type: none"> <li>• Be safe at school</li> <li>• Learn without interference</li> <li>• Be treated with courtesy by teachers, families and students</li> </ul>	<p>Children have a responsibility to:</p> <ul style="list-style-type: none"> <li>• Follow school expectations and safety guidelines</li> <li>• Endeavour to do their best</li> <li>• Treat others with respect</li> <li>• Take responsibility for their behaviour and accept the consequences</li> </ul>
<p>All staff in our school have the right to:</p> <ul style="list-style-type: none"> <li>• Be treated with courtesy and respect by students, families and colleagues</li> <li>• Be recognised as a professional</li> <li>• Be supported by the school community</li> </ul>	<p>All staff in our school community have the responsibility to:</p> <ul style="list-style-type: none"> <li>• Teach effectively, establish effective school behaviour that assists to provide a safe environment</li> <li>• Treat others with respect and courtesy</li> <li>• Act professionally and promote positive self-esteem and attitudes towards learning and each other</li> <li>• Develop helpful communication and partnership links with families and the wider community</li> </ul>

<p>Families have a right to:</p> <ul style="list-style-type: none"> <li>• Be recognised as a major influence in their child's life</li> <li>• Be a partner in their child's education</li> <li>• Be informed about issues affecting their child</li> <li>• Be treated with courtesy and respect by students, teachers and other families</li> </ul>	<p>Families have the responsibility to:</p> <ul style="list-style-type: none"> <li>• Recognise and support the school's behavioural expectations</li> <li>• Treat others with courtesy and respect</li> <li>• Develop helpful communication links with USPS staff as partners' in your child's education</li> <li>• Provide information that may impact on your child's learning</li> </ul>
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### **Behavioural Expectations for students at Upper Sturt Primary School:**

At Upper Sturt Primary School, we need to demonstrate:

- Respect for teaching and learning
- Respect for others
- Respect for self
- Respect for property

By doing this we ensure that the school/ learning environment is safe, fun, fair and inclusive.

### **Classroom Expectations:**

Processes have been established to ensure consistency in dealing with student behaviour as a whole school. Underpinning behavioural expectations is the right of all students to learn and the right of all teachers to teach. Positive, respectful relationships underpin all interactions within our teaching and learning community and allow for high expectations in a supportive environment.

School staff are to: explicitly teach children and young people about safe and inclusive behaviours, and the core values of Upper Sturt Primary School (*to be developed during 2021/22*)

For students making inappropriate choices, the following process has been agreed to by school staff to ensure consistency across the school.

We acknowledge that all behaviour is a form of communication and that inappropriate behaviour choices are simply defined as behaviour that negatively impacts students' ability to learn and/ or a teachers' ability to teach.

**Step 1:** Check-in/ Reminder – opportunity is given to self-regulate, change their behaviour and make a better choice

**Step 2:** Check-in/ Reminder – this informs the child that inappropriate behaviour is still continuing and that the next step will require removal from the learning environment in order to either self or co-regulate.

**Step 3:** Classroom timeout (for no longer than 10 minutes)

Teachers are to use their professional judgement during steps 1-3 with the primary focus on supporting and re-directing the student back to positive behaviour and learning.

After reasonable attempts in Step 1, 2 and 3 have been made by the class teacher, students will move to Step 4. This is on the understanding that teachers' have the right to teach, and students' have the right to learn without repeated disruption and interruption.

**Step 4:** Removal from classroom to work in the office until the next break or until admin staff have supported a successful reconnection to learning and community.

Intervention at this step is underpinned by the Restorative Practices framework with an approach to identify (with the student) what happened, who has been affected and what needs to be done to repair the damage. This process can be challenging and uncomfortable as it requires the student to be self-responsible and accountable before they return to the learning environment. As a school we are committed to providing this support to ensure positive outcomes for the individual, affected parties and wider school community.

A student at any time can move their way back up the steps if they have demonstrated resilience and have 'bounced back' from their inappropriate choice.

It is important to note that any behaviour involving violence, racism and harassment is to move directly to step 4 where admin staff will become involved.

All incidents where admin staff have been involved will be documented in EDSAS for future reference.

### **Yard Behaviour Expectations:**

Children will be expected to follow the four respect expectations in the yard

- Respect for teaching and learning
- Respect for others
- Respect for self
- Respect for property

By doing this we ensure that the school/ learning environment is safe, fun, fair and includes everyone.

When any of these are not followed, teachers will be expected to use the following steps:

**Step 1:** Student is given the choice of compliance or time out to reflect on their choices

**Step 2:** Yard time out for approximately 5-10 minutes in the designated yard reflection space (to be determined by the duty teacher). It is the yard duty teacher's responsibility to monitor the time spent in timeout

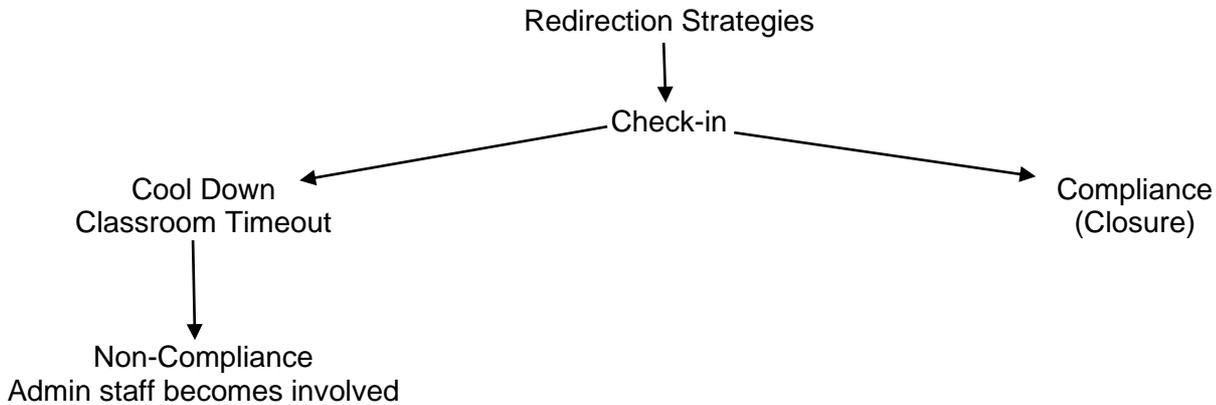
**Step 3:** Involvement of administrative staff including possible parent contact

### **Camps/Excursions:**

The participation in camps and excursions of externally suspended students will be at the discretion of the child's class teacher, and Principal. Risk assessment to be completed for off-site activities and excursions.

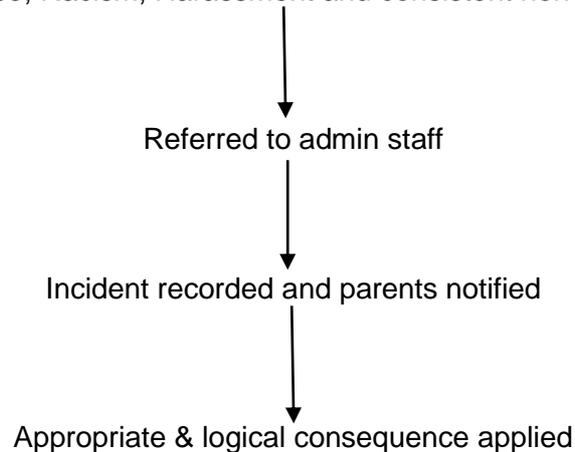
**Behaviour Consequence Flow chart:**

**MINOR INCIDENTS**



**MAJOR INCIDENTS**

Eg. Violence, Racism, Harassment and consistent non-compliance



This policy is supported by the SA Department for Education's Positive Behaviour Support Policy [Behaviour support policy \(education.sa.gov.au\)](http://education.sa.gov.au)

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