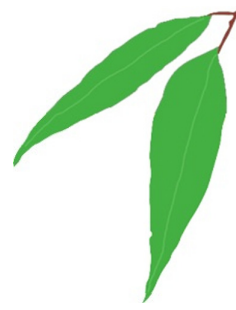


SCHOOL BEHAVIOUR POLICY



Tea Tree Gully Primary School

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Rationale:

Our school strives to provide a success oriented, safe, caring and orderly environment in which all staff, parents and students are responsible for their own behaviour and support the rights of others.

As a school community we have identified the following core values on which we base our behaviour and actions:

RESPONSIBILITY	RESPECT	COLLABORATION	EXCELLENCE
-being trustworthy -being accountable for one's own actions -resolving differences in constructive ways -contributing positively to society -taking care of the environment -fulfilling your obligations	-thinking and acting in a positive way about yourself -thinking and acting in a way that shows others you care about their feelings and their well-being -demonstrating honesty and integrity -accepting and including others	-working with others to reach a common goal -giving everyone an opportunity -creating a sense of community -shared responsibility and decision making -developing trust and respect -building positive relationships	-the confidence to take risks -doing your best not being the best -accepting that failure is part of the journey -demonstrating a positive attitude to learning by having a growth mindset -attention to detail -continual Improvement -making mistakes and learning from them

At Tea Tree Gully Primary School we believe in fostering a learning environment that:

- Is respectful, safe, caring and fair
- Supports and protects the rights of students to learn and teachers to teach
- Develops in students an acceptance of responsibility for their own behaviour
- Is oriented to success so that all students have support, opportunities and challenges to be successful academically, socially and physically
- Develops a partnership between staff, students and their families

All members of the school community are expected to respect the following rights:

- The right of all people to be treated with respect
- The right of all students to learn
- The right of all teachers to teach
- The right of all to be safe

Student Behaviour Expectations:

It is our expectation that each and every student will achieve successful learning outcomes in a safe, caring and orderly learning environment. To achieve this, the responsibility of every student is to:

- Respect themselves and others
- Respect property and the environment
- Move and play in a safe way
- Use grievance procedures if there is a problem
- Display a positive attitude
- Accept responsibility for their own behaviour
- Understand that all behaviour has consequences, both positive and negative
- Share communication between school and home effectively

Classroom Management:

We believe that:

- An effectively managed classroom with clear guidelines, procedures and routines for common aspects of classroom life will ensure all students feel safe and able to engage in the learning process
- To ensure understanding and ownership, students must be jointly involved in the creation of these guidelines, procedures and routines

Therefore we will:

- Develop, record and display specific behaviours, routines and processes at the beginning of each year – students and teachers will develop these together
- Where possible deflect and diffuse minor incidents before they escalate
- Acknowledge positive behaviour and when rules and procedures are being followed
- Use teachable moments to reinforce key ideas
- Acknowledge breaches of classroom rules and procedures promptly and employ logical consequences
- Share significant and/or ongoing behaviour breaches with Parent/Caregiver and Leadership for recording on EDSAS (Department for Education (DfE) data recording system)

Yard Behaviour:

- Students will adhere to boundary rules
- Students will play safely and in a friendly manner
- Staff on yard duty will ensure they are on duty promptly
- Staff will constantly move around to monitor student behaviour

“It’s not hard to make decisions once you know what your VALUES are”

Roy E. Disney



	UNNACCEPTABLE BEHAVIOUR	CLASS CONSEQUENCE	YARD CONSEQUENCE
LEVEL 1	<ul style="list-style-type: none"> -Breach of school values -Distracting others -Not following reasonable instructions 	<ul style="list-style-type: none"> -Consequence relevant to behaviour -Reminded of choices (A/B) -Warned of consequences -Time Out in class -Walk and talk 	<ul style="list-style-type: none"> -Walk with teacher -Pick up rubbish -Play elsewhere -Play different game -Yard sit out
LEVEL 2	<ul style="list-style-type: none"> -Continues breach of school values -Using obscene language -Refusing teacher requests -Choosing unsafe behaviour -Leaving class without permission 	<ul style="list-style-type: none"> -Time Out in another class -Restorative Justice Process -Teacher to contact Parent/Caregiver -Walk and talk 	<ul style="list-style-type: none"> -Yard Time Out -Restorative Justice Process -Teacher to contact Parent/Caregiver
LEVEL 3	<ul style="list-style-type: none"> -Continued breach of level 1 and 2 behaviours -Fighting -Intimidation and threats -Bullying -Verbal abuse -Possession of harmful item -Stealing -Graffiti 	<ul style="list-style-type: none"> -Time Out in Front Office -Restorative Justice Process -Parent/Caregiver contacted -In school suspension or take home if behaviour continues 	<ul style="list-style-type: none"> -Time Out in Front Office -Restorative Justice Process -Parent/Caregiver contacted -Suspended play or restricted play if behaviour continues
LEVEL 4	<ul style="list-style-type: none"> -Physical violence -Obscene or offensive acts -Continual intimidation or threats -Continual bullying -Verbal abuse and threats 	<ul style="list-style-type: none"> -External suspension for 1 to 5 days depending on the severity of the incident/s -Parent/Caregiver contacted -Restorative Justice Process -Re-entry process 	<ul style="list-style-type: none"> -External suspension for 1 to 5 days depending on the severity of the incident/s -Parent/Caregiver contacted -Restorative Justice Process -Re-entry process