

NORTON SUMMIT PRIMARY SCHOOL

BEHAVIOUR DEVELOPMENT POLICY



General

Behaviour Management is vital to learning outcomes; and is a partnership between the school, its teachers, the students, and the parents/guardians who are the primary caregivers. This policy has been developed following years of experience working with Norton Summit Primary families.

Learners Qualities

Behaviour starts with our Learner Qualities. Norton Summit Primary School's Student Behaviour Policy is based on:

Aspire

Resilient

Responsible

Collaborative

The Role of the School

The school will provide a safe, pleasant, and caring environment in which to teach and learn. The teacher will teach, set a positive example, provide a supportive environment which facilitates learning, encourages teamwork and collaboration; and ensure children are considerate towards one another as they learn.

The role of the Student

The students will try their best to actively listen, be patient, polite, attentive, and cooperate with others. Students will endeavour to use friendly behaviours and to show respect to the school staff and fellow students.

The role of the Parent/Guardian

The parent/guardian will support student learning at home with encouragement, love, reading and conversation about their learning. The parent/guardian will work with, and support the teacher as a team. The parent/guardian will encourage learning, positive relationships, caring, and show an enthusiasm for knowledge with the student.

Summary

Educational outcomes depend on behaviour. Everyone in the class has the right to learn, but also has a responsibility to respect the learning rights of others in the class. Unless we all work together, there is a risk that disruptive behaviours could interfere with learning outcomes. Behaviour and learning are a team effort between the school, the family and the student. We are in this together to ensure the behaviours at Norton Summit Primary School provide an environment of first-class learning outcomes for all students.

Attachment: 1. Norton Summit Primary School Behaviour Development Policy

**Norton Summit Behaviour Development Policy is based on
our school Learner Qualities**

Aspire

Aspiring learners set goals and develop action plans to achieve them.

Our students can practice the virtue of aspiration through:

- Working collaboratively to set goals to guide their learning, and assess their own performance
- Always giving their best effort

Resilient

Resilient learners have a growth mindset.

Our students can practice the virtue of resilience through:

- Taking risks and persevering when trying something new
- Receiving and responding positively to feedback
- Asking for help when needed
- Exercising resilience by realising mistakes are part of learning
- Demonstrating self-motivation in their learning

Responsible

Responsible learners manage themselves as learners.

Our students can practice the virtue of responsibility through:

- Being organised for lessons and use their time effectively (Ready to Learn)
- Actively participating in the learning process
- Formulating and asking questions to find the answers that they need
- Working independently to complete set tasks to the best of their ability
- Making responsible choices when managing their own behaviour
- Taking care of school and personal property

Collaborative

Collaborative learners engage positively with others in play and learning.

Our students can practice the virtue of collaboration through:

- Listening to others' ideas and being respectful of their points of view
- Contributing productively with ideas and opinions to class discussions
- Confidently sharing their learning with others
- Demonstrating empathy towards others

- Communicating respectfully and working to resolve conflict

WHOLE SCHOOL FRAMEWORK FOR DEVELOPING BEHAVIOUR

At the beginning of the year teachers and students revisit and discuss the class Behaviour Code, identifying positive and values-based behaviour. Low, moderate and high-level inappropriate behaviours are also identified, and their consequences determined in line with the school and department behaviour policy.

Relationships are strengthened within classes in all aspects of curriculum. Our school community further reinforces this through adult role-modelling and peer mentoring through buddy sessions. Using a variety of programs including ‘Friendology’, Berry Street and the ‘Child Protection Curriculum’ to guide us, we teach explicitly about relationships to deepen children’s understanding of effective communication and social skills.

Building Relationships

We use Restorative Justice Practices in order to rebuild and restore relationships when there has been an issue between students. When working to resolve issues with students within a restorative framework, teachers facilitate collaborative conversations with and between students. Our goal is to restore the relationships between individuals by reaching agreements about future behaviour, with apologies and efforts to redress wrongs. There are also agreed consequences for breaking these agreements.

Questions which are used to facilitate the conversation when something behavioural expectations have not been met:

- What happened?
- What were you thinking at the time?
- 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 right?

Further clarifying questions might be:

- What did you think when you realised what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

We train our senior students in Peer Mediation Restorative Practices which sees students actively present in the school yard during recess and lunch. This program involves two trained students assisting other students through a structured process to reach a resolution of a low-level dispute in a peaceful manner. Our school also uses class meetings as a means to solve issues, and to involve and empower all members of the school to develop a sense of community responsibility.

We acknowledge the protection of the rights of children to learn, and of teachers to teach, which is paramount when working with students.

CLASS PROCESSES TO DEVELOP BEHAVIOUR

Student learning for life is well planned, prepared and supervised. Teachers and staff provide positive learning environments where students feel safe, secure and are encouraged to take responsibility for their behaviour.

Social, emotional, and cognitive development needs of individual students are considered. Student Development Plans are drawn up for individual students, when required, to provide successful pathways for their social and emotional development.

Inappropriate behaviour (in class and during play) can be classified into four main levels:

- **Low Level** – distracts from the teaching and learning program
 - May be addressed through a Reminder/Warning
- **Medium Level** – disruption of the teaching and learning program that impacts an individual, the group, or whole class
 - May be addressed in Classroom Time Out or Reflection Class Time Out (Time Out in another class)
 - Parents are advised of the need for a student to go to Reflection Time Out
- **High Level** – severely disrupts the teaching and learning program of the class
 - May be addressed through Office Time Out
 - Parents are advised of the need for a student to go to Office Time Out
 - A Reflection Sheet with restorative questions is completed, signed by parents and stored in Behaviour Folder

POSTERS IN EACH CLASSROOM DISPLAY

- **Consequence Chart**

You are ready to learn, well done!

- Respectful behaviour is listening to the teacher and letting others complete their tasks.
- Give your best and use a growth mindset.

Keep up the great work!

Warning

- Your behaviour is not appropriate and your teacher has spoken to you about it.

Reminder time

- You may be moved to help you work on task.

Reflection time

- Work taken to Reflection Class to complete.

Refocus in the office

- Work in the office with Principal to fill out a Reflection Form
- Form is sent home for parents to sign and returned to school.
- Phone call home.
- Re-entry meeting with Principal.

Attachment 2: Norton Summit Primary School Behaviour Problems Flow Chart**Attachment 3: Parent Code of Conduct**

- Behaviour Support Process Explanation

Responsible Behaviour
This means you are on task and ready to learn
Warning
This means your teacher has spoken to you about your choices that may be impacting others' learning or your own ability to learn. Your choices could also be impacting on your teacher's ability to do their job and teach the class.
Reminder Time
This means you have received a warning already, and persisted with choices that are negatively impacting those around you, or stopping you from learning. You will be moved to a space that will help you refocus and get back on track.
Reflection Time
This means you are needing a lot of support to make positive choices. You will also need to take your work with you to continue with. You will need to catch up any work missed during this time.
Refocus in the Office
This means you are needing time away from others to discuss your behaviour and fill out a Reflection Form with the principal. The Reflection Form you complete will be sent home for a parent/guardian to read and sign. Refocus time will be a negotiated amount of time spent working in the office and a phone call home to discuss the behaviour that needs some change.

Students will be supported with the Restorative Justice process using the language from the table below:

Restorative Questions	How to Apologise	
Step 1: Invite yourself in to the conversation	Say what you are sorry for.	'I am sorry for ...'
Step 2: State your purpose	Say why it was wrong.	'It was wrong because...'
Step 3: Ask students involved if they are willing to take turns listening to each side of the story without interrupting. If 'yes' proceed with questions below. If 'no' get a teacher.	Accept full responsibility.	'I accept full responsibility for what I did/said'.
What happened?	Ask how to make amends.	'How can I make this better?'
What were you thinking at the time?	Commit to not doing it again.	'Moving forward I promise to...'
What have you thought about since?	Ask for forgiveness.	'Will you accept my apology?'
Who's been affected by what you did?	Thank them.	'Thank you for bringing this to my attention'.
In what way?	These are not apologies:	
	-I am sorry you feel that way	-what about the time you... -It was your fault that I...

What do you need to do to make things right?	-You misunderstood what I said	-I'm sorry but...
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BEHAVIOUR MANAGEMENT PROCEDURES FOR CLASS

Inappropriate behaviour during lesson time will be dealt with by staff: -

First Step: Warning

Second Step: Reminder time Class Sit Out / Time Out or exclusion from an activity.

Third Step: Reflection Time Student sent to another class (Reflection Class) for a designated period of time. Principal informed and Reflection Class Step is recorded. *NB: Reflection Class is a strategy to support students in being re-directed. Students sent to Reflection Class are encouraged to complete class work, but this is not always possible (e.g. upset / angry child).* Reflection class should last for approximately 15– 20 minutes or until the end of structured lesson. When a child returns from Reflection Class they should negotiate re-entry into the classroom with the teacher. On occasions where students are not able to do this, they might be sent back to Reflection Class or moved to the next Step (Refocus).

Fourth Step: Refocus in the office If a student continues to disrupt teaching and learning, after Class Sit Out/Time Out and Reflection Class, the child may be sent to the Office. Students will be required to complete a Reflection pro-forma. Returning to class will be negotiated by a Leadership staff member, or Teacher in Charge, with the classroom teacher and the student.

If the undesired behaviour continues, the following steps are: Internal Consequence, Take Home Suspension, and Exclusion.

Take Home Suspension occurs when a student is temporarily unable to be managed at school

- Parents are to be contacted
- Student to be supervised at home for remainder of day
- Work may be provided
- Re-entry is negotiated prior to student re-entering class

BEHAVIOUR MANAGEMENT PROCEDURES FOR YARD

Promoting Positive Behaviour in the Classroom and Yard

All teachers use a range of techniques to reinforce positive behaviour and celebrate successful behaviour choices made by students. These techniques include awarding Norton Summit Positive Office Referral Cards which identify when a child has excelled in actioning one or more of our Learner Qualities. Verbal acknowledgement is given, along with informing the class teacher so the student can be acknowledged both in the classroom as well as at the Assembly by the Principal.

Inappropriate Behaviour in the Yard

Logical consequences for inappropriate behaviour in the yard are negotiated with students whenever possible e.g. yard clean-up for littering. Other consequences include Sit Out, Reflection and Restricted Play.

Yard Sit Out

Sit Out is a time when the student is requested to sit in an area of the yard or walk with the teacher for a designated period of time to think about their behaviour. Sit Out is often used when students are endangering themselves or not being considerate of others. Sit Out is used for less serious behaviours such as: interfering with a game, going out of bounds, using toilets as a play area etc.

Yard Reflection

Reflection is a period of time when students are removed from the yard for harassing or hurting others, damaging the school environment, school or personal property. During Reflection, students are involved in working through issues and helping each other come up with better ways of solving their problems. Reflection Sheets will be sent home for signing and comment by the parent. The Reflection process involves the students working through their yard issue and rethinking about how they could have solved the problem in a positive way. If the undesired behaviour continues the following steps are: Internal Consequence, Suspension, and Exclusion.

When a formal consequence is required it is recorded on the DfE data management system, EDSAS.

Formal consequences may include:

- Internal Consequence
- Take Home
- Suspension
- Exclusion
- Expulsion

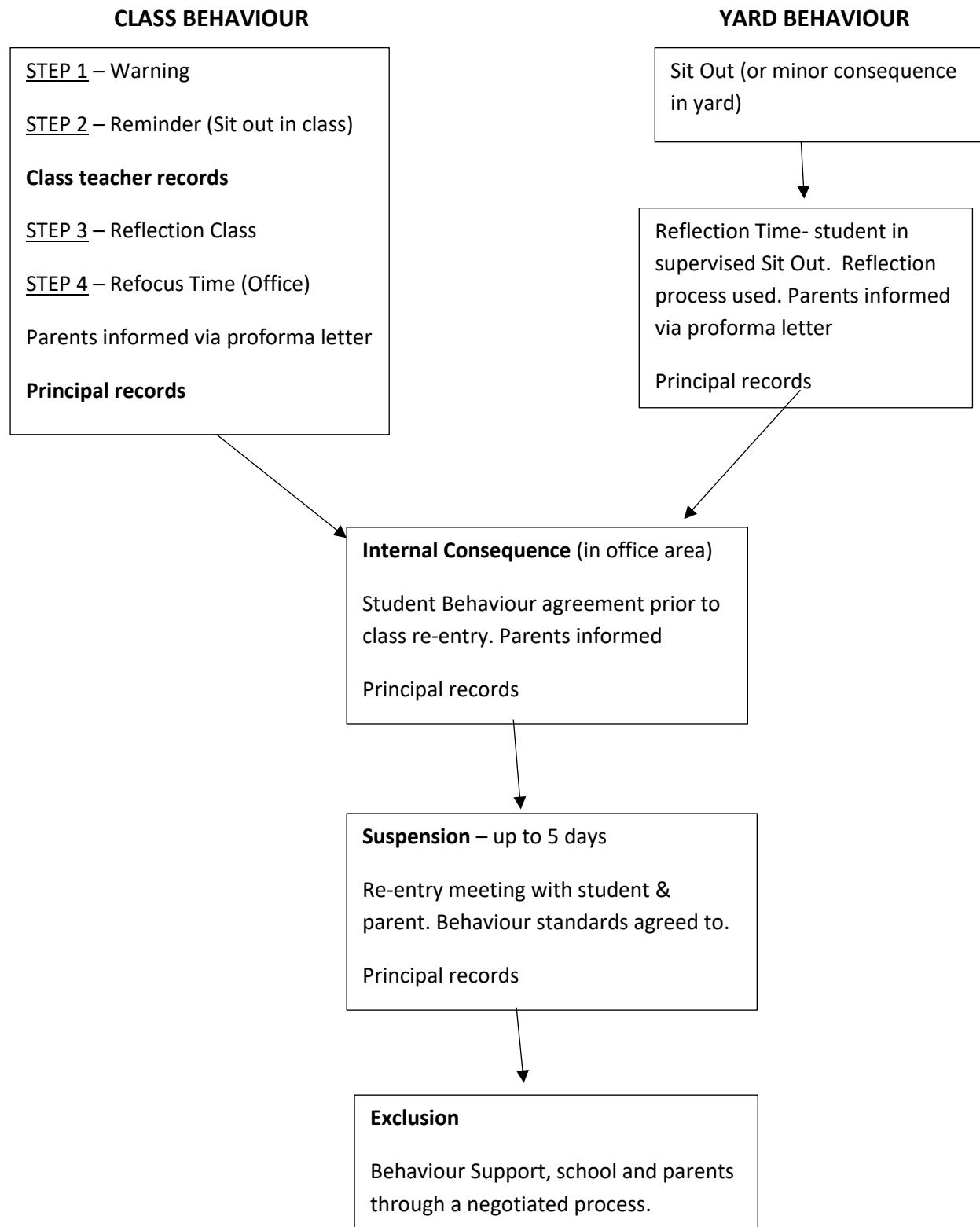
On return from suspension a re-entry meeting will occur where the student, their parent/guardian, teacher, and Principal will negotiate a Student Development Plan which clearly outlines behaviour goals. At this stage referral to Regional Support Services will be considered.

Our processes align with the DfE School Behaviour Support Policy.

For further information please follow the link below:

<https://edi.sa.edu.au/library/document-library/controlled-policies/behaviour-support-policy>

Attachment 2 – How we deal with Behaviour Problems Flow Chart



Attachment: 3. Parent Code of Conduct

A Parent Code of Conduct based on the school Learner Qualities was developed by Governing Council in consultation with the wider parent community. This is displayed outside every classroom and will be reviewed annually.

Aspire

Parents at NSPS:

- play an important role in supporting and taking an active interest in their child's learning,
- play a positive role in the school by encouraging and providing positive feedback where appropriate about achievements of staff and students,
- support the school by reading to children in the morning, offering to help in the class if they have special skills to offer, helping with lunchtime care, helping in the canteen, helping with working bees, checking the 'Let us Shine' suns to see how teachers need help, joining Governing Council, helping with fundraising and events,
- take responsibility for contributing to school based decision making at a range of levels.



Let us Shine Collaborative

Revised—June 2022

Parents at NSPS:

- develop social connections with other parents and between children to assist with children's social development and with the development of community at the school,
- recognize the rights of staff to make decisions based on their professional judgment,
- Value and support the work of the Governing Council by offering ideas and opinions, joining in activities and respecting council decisions.



Resilience

Parents at NSPS:

- respect rules, codes of practice, programs and decisions made by the school and ensure that they keep their knowledge of these up to date,
- demonstrate at all times appropriate, non-aggressive behaviour, and respect the rights of children, teachers/principal and all members of the school community,
- are self-responsible and work with the school staff to develop strategies to help their children develop socially and academically,
- follow school procedures if they have any concerns about their child or other children's behaviour at the school. Refer to Behaviour Development Policy on the school website - <http://www.nortonps.sa.edu.au/parent-info/policies.html>
- respect that Teachers and the Principal may need to make an appointment with them to discuss issues.



Responsible

Parents at NSPS:

- recognize and respect the diversity of families and children who attend the school,
- use appropriate, non-threatening language and non-threatening body language and tone of voice in their interactions with children, staff and adults alike,
- play a role in maintaining the safety of all children at the school, highlighting the right for each child to feel safe at all times,
- respect the rights of all in their parenting role,
- play an important role in spending time listening and talking with their children,
- model the school values and abide by the code of conduct for the benefit of their own children and for the school community,
- play an important role in being involved in the school to share the load, support staff and ultimately benefit children at the school,
- contribute to providing a calm and welcoming school environment.



When parents help at the school, they act as role models and their children see that the school is valued. As a society, we need to work together for the greater good of the community.

