



ALDGATE PRIMARY SCHOOL

BEHAVIOUR CODE

Aldgate Primary School's vision is to *“develop lifelong learners who are resilient, responsible global citizens showing empathy and respect for others and the environment.”*

Mutual respect and responsible behaviour are vital in any successful learning community. We encourage the development of resilience in our students and the understanding that rights are intimately linked to responsibilities.

This Behaviour Code is underpinned by the Play is the Way program across the school to develop positive social behaviour by:

- Creating a safe learning environment, allowing students to become independent, self-regulating, self-motivated learners in persistent pursuit of their personal best and able to get along.
- Helping students develop strong character and decency with the social and emotional competencies to live and learn well.
- Fostering empathetic students, considerate of themselves, each other and the world in which they live with sound reasons for the things that they say and do.

This behaviour code is supported by our school's four core values:

- Respect
- Responsibility
- Resilience
- Empathy

GUIDING PRINCIPLES

The Aldgate Primary School Behaviour Code identifies several principles and beliefs that help develop positive social behaviours.

- Behaviour is chosen for a purpose
- All individuals and groups must be treated with value and respect
- Individuals develop responsibility for their behaviour in an age appropriate way
- All behaviour has consequences, both positive and negative
- A partnership is necessary between home and school to ensure that a safe supportive learning environment is maintained, and responsible student behaviour developed
- Staff must develop a wide range of skills in supporting the development of positive social behaviour through professional development opportunities.

PROMOTING APPROPRIATE SOCIAL BEHAVIOUR

By promoting appropriate behaviour through a range of strategies, the school fosters individual responsibility and respect while also encouraging excellence in learning and personal behaviour.

Strategies include:

- Teachers developing a positive and supportive classroom environment which reflects the school values of respect, responsibility, resilience and empathy and ensures the rights of students to learn and teachers to teach
- Staff support students to accept responsibility for their behaviour in an age appropriate way
- Teachers provide opportunities and support for all students to succeed
- Play is the Way Program R-7
- What's the Buzz program R-2
- Consistent language across the school
- Safe and inclusive learning communities
- Student wellbeing leader
- First Two Weeks program.

At APS we believe that every person and situation is different, so strategies are planned on a case-by-case basis to best meet the needs of the students, staff and families involved.

STUDENT RESPONSIBILITIES

Students are responsible for their own behaviour and can make choices - all behaviour has consequences.

Students have a responsibility to:

- Act in a safe manner that reflects the school values
- Follow an adult's reasonable instructions.

APS follows the Play is the Way program which outlines in the 5 Life Raft concepts, students' responsibility to:

- Treat others as you would like them to treat you
- Be brave – participate to progress
- Pursue personal best no matter who you work with
- Have reasons for the things that you say and do
- It takes great strength to be sensible.

STAFF RESPONSIBILITIES

- Build positive relationships with students and families
- Model behaviours that reflect our school values in all interactions with staff, students and parents
- Utilise the Play is the Way program to develop students' understanding of the 5 Life Raft concepts
- Foster a safe, inclusive learning environment which promotes resilience and persistence and provides opportunities for students to develop skills in working appropriately with others
- In the first two weeks provide students with the opportunity to develop a class code of conduct which is signed by all class members
- Negotiate classroom expectations with students
- Encourage students to pursue their personal best and have a growth mindset
- Equip students with the language to describe and understand their own behaviour
- Apply clear consequences when dealing with inappropriate behaviour, in a respectful manner
- Be consistent and fair
- Monitor students' behaviour so that it will not result in conflict or injury
- Be proactive and mobile on yard duty
- Consider student age and maturity when giving appropriate positive reinforcement to encourage positive attitudes and behaviours
- Where appropriate, work restoratively with students when things go wrong to repair relationships; What happened? Who has been affected? How can you make things right?
- Work with students on effective problem solving, safety, conflict resolution and grievance procedures as outlined in the AC Personal and Social capability
- Ensure effective communication with families and leadership where relevant
- Participate in professional development to increase skills and understanding of managing behaviour.

LEADERSHIP RESPONSIBILITIES

- Create and maintain a positive school community
- Ensure that all staff members revisit the Behaviour Code on a regular basis.
- Provide staff with appropriate professional development
- Inform Governing Council regarding the principles of the Behaviour Code
- Support staff in working with students' positive social behaviour
- Determine consequences for serious inappropriate behaviour involving behaviour plans, take home, suspension and exclusion
- Ensure consistency and effectiveness of staff practice in the management of student behaviour and the development of student self-management
- In conjunction with teachers and parents, develop behaviour plans for students who are identified as needing one
- Discuss the policy thoroughly with new staff members as a priority of induction
- Ensure that the Behaviour Code is available to relieving teachers
- Be informed about discussions regarding student behaviour between parents/caregivers and staff and become involved, where appropriate
- Keep informed and inform staff members and parents/caregivers of any and all Department for Education directives in relation to school behaviour management
- Ensure that accurate records of Student Development Plans, discussions and correspondence are kept in a secure location

PARENTS/CAREGIVERS RESPONSIBILITIES

- Ensure your child attends regularly, arrives on time (not before 8:30 or after 8:50) and leaves by 3:30pm
- Promptly inform the school of every absence
- Be familiar with and support the Behaviour Code
- Work in partnership with the school to support student behaviour, attitude and learning
- Inform staff regarding any matters related to their child's safety, learning, wellbeing, attendance and behaviour that may impact on learning
- Develop and maintain contact with the school in relation to your child's wellbeing
- Ensure interactions with school staff are respectful
Refer to and follow the school's guidelines for dealing with issues/grievances should you have an issue.

YARD

- Before school, children are to play only in the upper area.
- For their own safety, children who come to school before supervision starts at 8:40am, are to be directed to OSHC for which their parents/caregivers will receive an account. Students not picked up by 3:30pm are also directed to the front office
- If a student behaves inappropriately in the yard the duty teacher will counsel the student and may sit them out or send them to the front office area (as appropriate).
- If a student engages in consistent bullying activity in the yard, the school will act by using a range of measures. This could include restricted yard play, internal or external suspension.

RESPONDING TO STUDENT BEHAVIOUR

Every student has the right to learn and every teacher has the right to teach in a safe environment. By living our school values, we work proactively to ensure our students are engaged and making good choices about their behaviour. At times we may need to intervene when behaviours are disrupting the class learning or safety. Below are some brief examples of possible behaviours and ways students may be educated to help them make better choices:

<p>LOW LEVEL Examples may include:</p> <ul style="list-style-type: none"> • calling out • disrupting others/not letting them learn • not following instructions • chatting • swearing automatically (i.e. falling over) 	<p>The education of these behaviours may look like:</p> <ul style="list-style-type: none"> • a verbal caution • being moved away from area (time out) • redirection/refocus • revisit of classroom code of conduct
<p>MODERATE LEVEL Examples may include:</p> <ul style="list-style-type: none"> • continual refusal and significantly disturbing others • swearing maliciously 	<p>The education of these behaviours may look like:</p> <ul style="list-style-type: none"> • buddy class • communication with parents/caregivers • withdrawal to the office
<p>HIGH LEVEL Examples may include:</p> <ul style="list-style-type: none"> • bullying/harassment • vandalism • threatening others • actual violence 	<p>These behaviours will be referred to the front office immediately and leadership will intervene as appropriate.</p>

Refer to the Department for Education Response Level and Types of Behaviour Model