



# ALDGATE PRIMARY SCHOOL BEHAVIOUR PROTOCOL

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 protocol is underpinned by programs 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.
- Supporting students to be resilient when problems, conflicts or issues arise.

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

- Respect
- Responsibility
- Resilience
- Empathy.

## **GUIDING PRINCIPLES**

The Aldgate Primary School Behaviour Protocol 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
- Consistent language across the school
- Using Zones of Regulation
- Safe and inclusive learning communities
- Student wellbeing leader
- Quality learning program in the first two weeks of the year.

## **STUDENT RESPONSIBILITIES**

Students are responsible for their own behaviour - all behaviour has consequences.

Students have a responsibility to:

- Act in a safe manner that reflects the school values
- Follow school and class rules
- Follow an adult's reasonable instructions
- Be honest when describing incidents
- Respectfully participate in restorative conversations when appropriate
- Accept and follow through on consequences
- Go to a teacher when they see another student breaking the rules or engaging in dangerous behaviour.

## **STAFF RESPONSIBILITIES**

- Build positive relationships with students and families
- Model behaviours that reflect our school values in all interactions with staff, students and parents
- 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
- Negotiate classroom expectations and consequences 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, and follow the principles of natural justice
- Monitor students' behaviour so that it will not result in accident 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**

- 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 and safety and support plans for identified students
- Discuss the policy 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
- Complete IRMS reports and SAPOL reports as appropriate

## **PARENTS/CAREGIVERS RESPONSIBILITIES**

- Ensure your child attends regularly, arrives on time (not before 8:35 or after 8:55) and leaves by 3:35pm
  - Be familiar with and support the Behaviour Code
  - Work in partnership with the school to support student behaviour, attitudes 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 8:35am, are to be directed to OSHC for which their parents/caregivers will receive an account. Students not picked up by 3:35pm 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. 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. This may include departmental or external agencies.

For more information:

On categories of behaviour - <https://edi.sa.edu.au/library/document-library/early-years/engagement-and-wellbeing/behaviour-support-toolkit/behaviour-support-toolkit-2-behaviour-categories.pdf>

On age-appropriate behaviours - <https://edi.sa.edu.au/library/document-library/early-years/engagement-and-wellbeing/behaviour-support-toolkit/behaviour-support-toolkit-3-behaviour-matrix.pdf>

On effective responses to concerning behaviours - <https://edi.sa.edu.au/library/document-library/early-years/engagement-and-wellbeing/behaviour-support-toolkit/behaviour-support-toolkit-5-checklist.pdf>