



“Linking learning to life”

KEITHCOT FARM BEHAVIOUR EDUCATION POLICY

School Motto – ‘Linking Learning to Life’ and our School Values have been collaboratively formed by our community.

Our school values:

- Resilience
- Effort
- Safety
- Persistence
- Empathy
- Creativity
- Teamwork

CLASSROOM BEHAVIOUR

Classroom behaviour is managed through the ‘Play is the Way’ positive mental health program and teachers are expected to promote the key principles of the program at the start of each year and reinforce these principles throughout the year to students.

The key principles of the Play is the Way program is stated on the ‘Self Mastery Checklist’:

- Am I doing the right thing or wrong thing?
- Am I making a strong decision or weak decision?
- Are my feelings in charge of my actions or is my thinking in charge?
- Am I running away from the problem or am I dealing with it?
- Am I being my own boss or am I inviting my teacher to be my boss?
- Is my teacher trying to help me or hurt me?

Classes are required to display this checklist and staff are required to use it to reinforce whole school behaviour management strategies.

Teachers support students in managing their own behaviour and consequences for appropriate and inappropriate behaviour which is developed and understood by students.

AWARDS FOR APPROPRIATE BEHAVIOUR

- Awards can be given out at assembly
- Reward system can be used. Teacher / Student negotiated.
- Free choice time should be used sparingly as they may have implications for instruction time.
- Praise and recognition of positive behaviour remains an important reinforcement.

A RESTORATIVE APPROACH:

- Encourages students to appreciate the consequences of their actions for others
- Enables students to make amends where their actions have harmed others - Empathy
- Requires students to be accountable for their actions
- Encourages respect for all concerned

CONSEQUENCES FOR INAPPROPRIATE BEHAVIOUR.

Consequential steps should be displayed in the classroom.

The general step would involve;

- **2 REMINDERS**
- **CLASS TIME OUT** – short time away from others but within the class.
- **BUDDY CLASS** – A student should be sent to a buddy class for a period of 15 minutes (can be used as a “cool down” time or to complete work-at teacher discretion) When returning to the classroom after this period the teacher should make time for a chat to provide references to the Play Is the Way Master Checklist and also provide some strategies for student success.
- **OFFICE TIME OUT** – Teacher fills in an office time-out behaviour record sheet detailing the student’s misdemeanour and the student remains in the office for a period of 20 minutes. This period includes counselling by leadership staff and an office time-out behaviour sheet is sent home to the parent. Office time-out behaviour record sheet sheets will be recorded on EDSAS by office staff.
- **SPECIAL MEASURES** – When students do not respond to the above step, further measures will be negotiated that involve the Principal or Leadership Staff.

In cases of extreme/or continuous behaviours eg violence, endangering the safety of others, the step system will not be used and the student will be sent to office time out for counselling by leadership staff.

Students should accept responsibility for inappropriate behaviour, be prepared to apologise to the teacher or peers. Students should be able to verbalise what needs to change in their behaviour via the ‘play is the way self-mastery checklist’.

SPECIALIST TEACHERS – follow a procedure with fewer steps due to the large number of students they teach given the timeframe. **Warning – Class Time Out – Office Time Out.** The classroom steps will not be a continuation for students in specialist teacher lessons.

TEMPORARY RELIEVING TEACHERS – should reaffirm class consequences each day.

OFFICE TIME OUT PROCEDURES.

When students are sent to the office for Time Out they should present an office time-out behaviour record sheet detailing the nature of inappropriate behaviour. Students are not to be set work to be completed during their stay in time out. It is primarily seen as reflection time to self-regulate emotions and to refocus on how to be successful again.

- Leadership will provide counselling to students with the primary focus on the ‘play is the way self-mastery checklist’
- An office time-out slip is signed by leadership staff and sent home via the student informing parents. This note is to be signed by the parent and returned to the class teacher who then returns it to the office for office staff to enter details on EDSAS. If the student does not return the office time-out behaviour record sheet, class teachers will notify leadership staff who will phone parents to inform them of the incident and the child’s non-compliance in returning the form.
- Leadership staff will obtain a report from EDSAS in regards to office time-out record sheet at the end of the week.

If office time-outs are frequent, then a meeting will be arranged with teachers, parents and leadership staff.

If inappropriate behaviour persists, then class teacher and leadership staff will consider:

- Further parent contact
- Behaviour contract
- Yard restrictions
- Involving behaviour support agency
- Internal suspension

- take home
- internal / external suspension

DECD 'Suspension, Exclusion and Expulsion Policy' will form the basis of decisions taken by the Principal.

YARD BEHAVIOUR

In the Yard we will follow our **Play is the Way** concepts and our school values of **RESPECT**.

Inappropriate behaviour in the yard is dealt by the discretion of the teacher. Logical consequences are given where possible eg picking up rubbish, walk with the teacher, sit out part of play.

For more serious incidents a 'White Slip' (Which is then attached to a yellow Office Time Out form by leadership) is given to the student who then goes to the office to sit out for a period of their play as determined by leadership staff. The yard duty teacher is required to enter the EDSAS codes relating to the incident on the white slip and provide accurate details of the incident. These codes can be found on opening the white slip booklet. The white slip is then stapled to the **office time-out behaviour record sheet** by leadership staff which informs the class teacher and parent of the incident. The 'white slip' along with the **office time-out behaviour record sheet** is sent home via the student and needs to be signed by the parent and returned to the class teacher who will send it to the office. It is then recorded on EDSAS by office staff. If the student does not return the white slip with the **office time-out behaviour record sheet**, the class teacher will notify leadership staff who will phone parents to inform them of the incident and the child's non-compliance in returning the form.

ANTI BULLYING POLICY

At the beginning of each year teachers are expected to display and discuss the anti-bullying policy with students detailing prevention, intervention strategies and resources. This should be revisited frequently.

A bullying Audit will be completed and followed up on in Week 5 of every term.

CAMPUS INCIDENTS

Where incidents occur between students from both campuses, leadership will contact King's Baptist School to resolve the issue. The result will be communicated to the duty teacher.

REVIEW PROCESS

The Engagement and Wellbeing team and Student Voice will review the policy annually in term 4. Consistency of the policy is monitored by leadership.

Newly appointed staff will be inducted and supported by a buddy staff member.