

RESPONSES TO IRRESPONSIBLE BEHAVIOUR

CLASS RESPONSES

Class responses to irresponsible behaviour will be discussed with students at the beginning of each school year and reflect the Positive Behaviour Expectations outlined in the matrix.

Class responses include:

- A Friendly Reminder
- Warning
- Time Out—5 mins thinking time in a designated area of class
- Buddy Class—10 mins thinking time in another classroom
- Office—for either Time Out or to be placed on School Steps (see School Level responses)

The above process starts fresh for R- 2 students at the beginning of each day.

Yr3—7 students this process begins afresh at the beginning of each week.

Throughout this process students are supported by staff with strategies for making more responsible behaviour choices.

SCHOOL LEVEL RESPONSES

School level responses to irresponsible behaviour include our **STEP SYSTEM** (Special Measures Program) which informs parents that after repeated warnings, rehearsing appropriate behaviour and time out periods, these strategies have not been successful in changing a child's behaviour.

Notes to inform parents are sent home on Steps 1,3,5,and 6

This system is based on a cyclic period of **5** days for Rec-2 children, and **10** days for Years 3-7. After 5/10 days children who have not reached the next step will have no steps at all.

Suspension from school (on reaching STEP 7) is for between 1 and 5 days on any one occasion, followed by a Parent conference to develop a "Student Development Plan"

SCHOOL LEVEL RESPONSES (cont)

A record will be kept of serious or continual irresponsible behaviour in order to maintain programs devised. Time out of class is spent in the designated area in the office, and will be monitored by senior staff/counsellor.

Where serious offences occur, steps may be skipped.

The school will treat every incident on an individual basis and respond accordingly in order to ensure the safety and wellbeing of both staff and students.

YARD RESPONSES

Yard responses to irresponsible behaviour at recess or lunchtime, may include the child:

- being warned
- being directed to lose some of their play period. In this instance the child will be required to sit on the Time Out Bench outside Block One, and remain there until directed, or the incident is followed up.

Students also have the option of meeting with the Counsellor in order to resolve issues that arise in the yard with other students using a Restorative Practices approach

A SYSTEM LEVEL RESPONSES

A system level response to sustained, continual and persistent irresponsible behaviour may involve referral to regional support services eg. Student Behaviour Support, Attendance, Interagency Referral Manager at a Regional Level.

At all stages of this process students are spoken to by staff and their behaviour is addressed. They are provided with time to reflect upon and supported to develop positive strategies in order to support good behaviour choices.

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SOUTH DOWNS PS

BEHAVIOUR MANAGEMENT CODE

This school Behaviour Code provides a clear statement of how managing student behaviour will be carried out effectively within our school. It reflects our school's community values and its expectations relating to student behaviour and the school's management of student behaviour. It is set against the background of a changing society in which students need to be supported and taught how to accept responsibility for their own actions. At our school we believe that all students have a right to learn and all teachers to teach.

WHY WE EXIST

To promote and develop appropriate community attitudes and values, through learning, which enable students to achieve their personal best.

SCHOOL VISION

At South Downs Primary School I belong to a community that values and respects the learning and success of myself and others. Together we actively create a positive learning environment for today and for our future..

SCHOOL VALUES

RESPONSIBILITY	RESPECT
	
SELF DISCIPLINE	UNITY
	

ACKNOWLEDGING OF POSITIVE BEHAVIOUR

Positive behaviour by students is acknowledged in a variety of ways at SDPS. These include:

- ☺ Positive communication with parents via diaries, letters and phone calls home
- ☺ Sharing good work with others
- ☺ Rewards—stickers, certificates, class wards, incentives, privileges, free choice of activities etc
- ☺ Acknowledgement of positive behaviour is also communicated through the school newsletter, Aussie of the Month Assemblies and GOTCHA Card Assemblies

GOTCHA CARDS



•GOTCHA Cards were introduced in 2009 and are utilised by all staff to acknowledge students demonstrating the school values through positive behaviour

- ☺ GOTCHA cards are recorded in a database and once a child has 15 GOTCHA'S in one value they become eligible to receive an award. *Once a GOTCHA has been earned it cannot be taken away and all GOTCHA's are carried over to the next year.*
- ☺ GOTCHA CARD Assemblies have been introduced in addition to whole school assemblies to celebrate and acknowledge publicly students who are actively demonstrating the School Values.
- ☺ Parents are notified when their child/ren are receiving an award and invited to attend.
- ☺ Students who receive an award are acknowledged publicly through the Hall of Fame which is displayed throughout the office area.

POSITIVE BEHAVIOUR EXPECTATIONS

We are RESPONSIBLE

We are LEARNERS

We are UNITED

We are RESPECTFUL