



COORARA
PRIMARY SCHOOL

Code of School Behaviour

Better Behaviour Better Learning

Implemented from January 2016



RATIONALE

Coorara Primary School believes that a safe, supportive and positive environment is essential to the promotion of high standards of student achievement and behaviour. Our Code of School Behaviour ensures that learning time is maximised and respects the rights of all students to learn, the rights of all teachers to teach and the rights of all to be safe.

We believe that the foundation of positive behaviour is effective teaching, inclusive and engaging curriculum underpinned by respectful relationships. The Code of School Behaviour provides a system of relationships, expectations, acknowledgements and consequences designed to promote effective learning in a positive, safe and supportive environment. The Code has a strong emphasis on the use of positive practices to support students in making appropriate choices and accepting responsibility for their own learning and behaviour.

The Code of School Behaviour defines the responsibilities that all members of the school community are expected to uphold and recognises the importance of appropriate and meaningful relationships between all members of the school community.

Expected Code of Student Behaviour at Coorara:

Our Golden Expectation is that ***We treat others the way we want to be treated.*** At Coorara students:

- Be Respectful : show respect for self, others and the environment
- Take Responsibility: Take responsibility for your actions, learning and the consequences. Play and learn in a safe way.
- Be Caring: choose a positive attitude towards your learning and others
- Work as a team in a helpful way
- Be Honest: with yourself, your learning and in your relationships with others

Classroom Expected Code of Behaviour

Classroom expected Code of Behaviour is negotiated at the beginning of the school year and is compatible with the school Code of Student Behaviour. Classroom Code of Behaviour is explicit, positive, displayed in classroom and communicated with parents/carers.

Expected Code of Parent/Carers Behaviour at Coorara:

- Participate in your child's schooling and their learning
- Encourage and model school values of respect, caring, responsibility, honesty and teamwork
- Follow school processes if there is an issue or concern
- Use appropriate language
- Communicate with school staff regarding your child's learning, wellbeing and behaviour
- Contribute positively to behaviour support plans that concern your child
- Ensure your child attends regularly and is punctual

Expected Code of Staff Behaviour at Coorara:

- Model school values of respect, caring, responsibility, honesty and teamwork
- Value every individual and their right to contribute
- Act truthfully, fairly and consistently
- Collaborate, communicate and engage with all members of the school community

Teaching and Learning

Teachers at Coorara design teaching and learning programs that provide opportunities for optimal engagement and support and promote the development of positive behaviours. At the beginning of the year all teachers implement a program that focusses on building positive learning disposition and explicitly teaches our 'golden expectation'.

To support positive behaviour, the teaching and learning program will

- be rigorous and engaging for all learners
- be differentiated
- include explicit teaching of social skills, understandings and responsibilities
- define, teach and model the expected behaviours and provide multiple opportunities for students to practise
- provide opportunities for students to work individually, with partners and as part of a group
- develop skills of participation in group and community decision making
- provide feedback which focuses on progress
- support students to play positively in the yard through a variety of playtime programs/strategies such as The PlayShed, PALS (play at lunchtime), indoor options and SKIP (supporting kids in play)

Responses to acknowledgment of Responsible Behaviour (class, whole school and individual)

Positive behaviour is recognised in a variety of ways and may vary from class to class. At Coorara we have a range of whole school strategies that support individual, class and whole school positive behaviours. At a whole school level, this recognition includes:

- Principal's Award
- Golden Ticket: acknowledging helpful/responsible behaviour in the yard
- Contacting parents eg. emails, phone calls, postcards
- Super Seniors/citizenship awards (year 6/7 students)
- Newsletters/facebook/school app

Unacceptable Student Behaviour

Student Behaviour that does not comply with the expected standards is not acceptable.

Inappropriate Student Behaviour fits into five broad categories, they being:

1. Violence Threatened or Actual *for example physical violence, threatening violence*
2. Threatened Good Order
3. Threatened Safety or Wellbeing
4. Acted Illegally
5. Interfered with the Rights of Others
6. Persistent and Willful Inattention

Inappropriate behaviour is defined as making weak decisions that impacts on the rights of others to learn in a safe environment.

Consequences for Unacceptable Student Behaviour

Consequences are applied to:

- provide the opportunity for all students to learn
- ensure the safety of staff and students
- support students to accept responsibility for themselves and their actions

School Response to Inappropriate Yard Behaviour

Where possible logical consequences will be used and these include:

- restorative conversations between students lead by the yard duty teacher or leadership member
- walking with the teacher
- community service
- demonstrating the appropriate behaviour
- thinking time at a space chosen by the teacher

All behaviour that involves violence (threatened or actual), threatens the safety of others or is illegal is referred to a leadership member. In dealing with these situations the individual circumstances and actions of the student and the safety of school community members will be considered. Parents will be contacted by a leadership member. Possible school responses include:

- Alternative designated play areas
- Office time out
- Community Service
- Suspension
- Exclusion
- Parent/teacher/student meeting
- Referral to DECD Integrated Support Services
- Student Behaviour Support Plan
- Contact with SAPOL

School Response to Inappropriate Classroom Behaviour

At the beginning of the school year consequences for not following classroom expectations are negotiated with the students, displayed in the classroom and communicated to parents/carers. Teachers contact parents/carers if there are concerns about a child's behaviour. **Where possible logical consequences will be used and these include:**

- Reminder
- Class time out
- Buddy class time out
- Parent contact
- Parent/teacher/student meeting
- Student behaviour plan
- Diversion
- Using breaks or calming activities
- Community Service
- Make up lost learning time at lunchtime
- Restorative conversations

All behaviour that involves violence (threatened or actual), threatens the safety of others, or persistently interferes with the rights of others to learn/teach or is illegal is referred to a leadership member. In dealing with these situations the individual circumstances and actions of the student and the safety of school community members will be considered. Parents will be contacted by a leadership member. Possible school responses include:

- Alternative designated play areas
- Office time out
- Community Service
- Suspension
- Exclusion
- Parent/teacher/student meeting
- Referral to DECD Integrated Support Services
- Student Behaviour Support Plan
- Contact with SAPOL