

# Behaviour Code

**Our Motto: “Learning for Life”** - At our school this means learning the skills and attitudes that will support us to be continuous learners, able to succeed in life beyond school. This includes learning appropriate, socially acceptable behaviours.

**Our Values:**

<b>Respect</b> We treat others and their property in the way that we would have them treat us.	<b>Responsibility</b> We control our own choices, and it is up to us to do what is expected of us without impacting on the rights of others.	<b>Aiming For Personal Best</b> When we choose to be the best person we can be, we consider the effect our actions have on others.
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**Rights and Responsibilities:**

Every member of our school community has rights. With each right comes a responsibility to respect the right of others. We have classified rights and responsibilities under four headings: Treatment, Safety, Conflict and Learning.

	<b>Right</b>	<b>Responsibility</b>	<b>Therefore we will:</b>
<b>Treatment</b>	To be treated in a manner that is fair and respectful, and have their property cared for.	To behave in a manner that does not interfere with others and their commitments.	Treat other people with respect, caring, kindness and friendliness, and treat property with respect.
<b>Safety</b>	To feel safe and free from intimidation.	To act in a safe manner at all times.	Be aware of potential risks that our actions may cause and ensure we are acting in a safe manner at all times.
<b>Conflict</b>	To settle issues of conflict in a non-violent, rational manner.	To approach situations of conflict in a calm manner with a focus on resolution of the issues.	Follow the schools grievance procedures in a calm and respectful manner, acknowledging the other person’s point of view with an intent to resolve the issue.
<b>Learning</b>	To be an active member of a learning community, whether student, teacher or parent.	To behave in a manner that supports the learning of all.	Actively engage in learning tasks co-operatively with an attitude that supports the learning of all members of the learning community.

**Individual Responsibilities:**

<b>Teacher</b>	<b>Principal</b>	<b>Student</b>	<b>Parent</b>
<ul style="list-style-type: none"> <li>• Negotiate class code, based on the school code.</li> <li>• Use logical consequences</li> <li>• Communicate with parents about serious or repeated behaviour concerns</li> <li>• Maintain clear behaviour records</li> <li>• Promote and acknowledge responsible behaviour</li> <li>• Provide engaging learning experiences that cater to student needs</li> <li>• Analyse student behaviour to identify its purpose, and develop intervention strategies.</li> </ul>	<ul style="list-style-type: none"> <li>• Manage the school Behaviour Management policy and its implementation</li> <li>• Support teachers where required at Level 1.</li> <li>• Make decisions about consequences for Level 2 behaviour issues</li> <li>• Facilitate liaisons between parent/student/teacher</li> <li>• Liaise with DECD behavioural support team</li> <li>• Supervise students on internal suspension</li> <li>• Investigate and follow up significant incidents.</li> <li>• Highlight positive behaviour across the school.</li> </ul>	<ul style="list-style-type: none"> <li>• Actively participate in their own learning</li> <li>• Accept responsibility for their own behaviour.</li> <li>• Develop and observe class and school expectations</li> <li>• Respect the right to learn of all other individuals in the learning community.</li> <li>• Actively, positively engage in the process of resolving issues that arise between themselves and other individuals.</li> </ul>	<ul style="list-style-type: none"> <li>• Promote and model responsible behaviour</li> <li>• Work with others in the school community to assist their child’s learning</li> <li>• Ensure the attendance of their child/children each day</li> <li>• Work with the school and their child/children to negotiate behaviour agreements.</li> <li>• Communicate clearly with the school if concerns arise.</li> <li>• Work as a team with the school to achieve the best outcomes for children.</li> </ul>

Tantanoola Primary and Preschool  
Behaviour Code—Supporting Information

**Consequences:**

Level 1—Classroom Level	Level 2—Office Level	Level 3—System Level
<ul style="list-style-type: none"> <li>• Each class will negotiate its own Behaviour Code based on the school code.</li> <li>• Logical consequences will form the foundation of classroom behaviour strategies. Negotiation of logical consequences for common behaviours may form part of the discussion when developing the class behaviour code.</li> <li>• For students who are regularly breaching the behaviour code, parents will be notified, and an individual behaviour process may be initiated, including clearly defined steps.</li> <li>• The aim of behaviour strategies at this level is to re-engage students with learning.</li> </ul>	<p><b>School Time Out</b>—This may occur if a child is repeatedly breaching the behaviour code during a single day, or if they engage in high level inappropriate behaviours (listed below).</p> <p><b>Take Home</b>—This is the practical application of the partnership between families and school. It involves a student being handed over to the care of his/her family for the remainder of the day to enable him/her to regain control over their behaviour. On return to school the student, parent/caregiver and school will engage in a re-entry process, and the negotiation of a behaviour plan.</p>	<p>In extreme cases of inappropriate behaviour a student may be Suspended. DECD policy on suspension will apply in these situations. This may occur in cases of violence, racial or sexual harassment or other behaviours that risk causing serious harm.</p> <p>Exclusion will be considered as an option only in accordance with DECD policy.</p>

**Behaviours Requiring Parent Contact and Level 2 Intervention:**

- Students unwilling or unable (due to their emotional state) to comply with reasonable directions from teachers;
- Students endangering himself/herself or other members of the school community;
- Students persistently interfering with the learning and teaching rights of other members of the school

**The Underlying Philosophy of our Behaviour Code:**

- Helping children to learn the skills to be a successful adult is a responsibility shared by teachers and parents. This includes teaching about appropriate behaviour. Explicitly teaching strategies to handle anger, conflict, frustration and disappointment is part of this shared responsibility. Clear communication between school and home is essential for this to work.
- Behaviour change in the classroom comes from the preventative strategies the teacher puts in place, not from reactions to student behaviour. By identifying the purpose of behaviour, the teacher can more effectively establish strategies for behaviour change.
- A strong classroom culture of learning, with clear learning expectations and expectations of achievement, which targets and supports the needs of all students is a strong foundation for reducing inappropriate behaviours. Following any breach of the behaviour code the aim should be to re-engage the student with learning as soon as possible.
- When inappropriate behaviours do arise, logical consequences should be applied. Logical consequences have a direct relationship to the behaviour exhibited, and are often about fixing the problem that has been created. They are discussed, understood, and accepted by the students.
- All behaviour is a matter of choice. When students behave inappropriately that is the choice they are making. Using the language of choice when addressing student behaviour helps students to take ownership of their actions.
- Students should be able to see consistency in the way behaviour issues are managed across the school. This is important to develop the trust relationship between students and staff. Consistency in language and expectations are also important.
- Behaviour issues, and the way they are handled, should be clearly documented. This can then be used to identify behaviour patterns, or to support conversations between home and school.
- While tangible rewards can be useful as a short term strategy to change behaviour, it runs the risk of building dependency on extrinsic motivation for students to do the right thing (“What’s in it for me?”). To build self motivation, students need to experience and recognise satisfaction resulting from their actions. Rewards such as praise, recognition and celebration will also develop intrinsic motivation to repeat the behaviours that brought these positive feelings.

Tantanoola Primary and Preschool

# Behaviour Code

**Family Name:** ..... We have read, understood and agree to follow this behaviour code.

Parent Name: ..... Parent Signature: .....

Student Name: ..... Student Signature: .....

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