



Marree Aboriginal School

# Learning Behaviour Policy

Our learning community strives to demonstrate the following values:

## Integrity

- The quality of being honest, upright in character and following your principles

## Courage

- The quality of mind that enables one to encounter difficulties and danger with firmness or without fear

## Strength

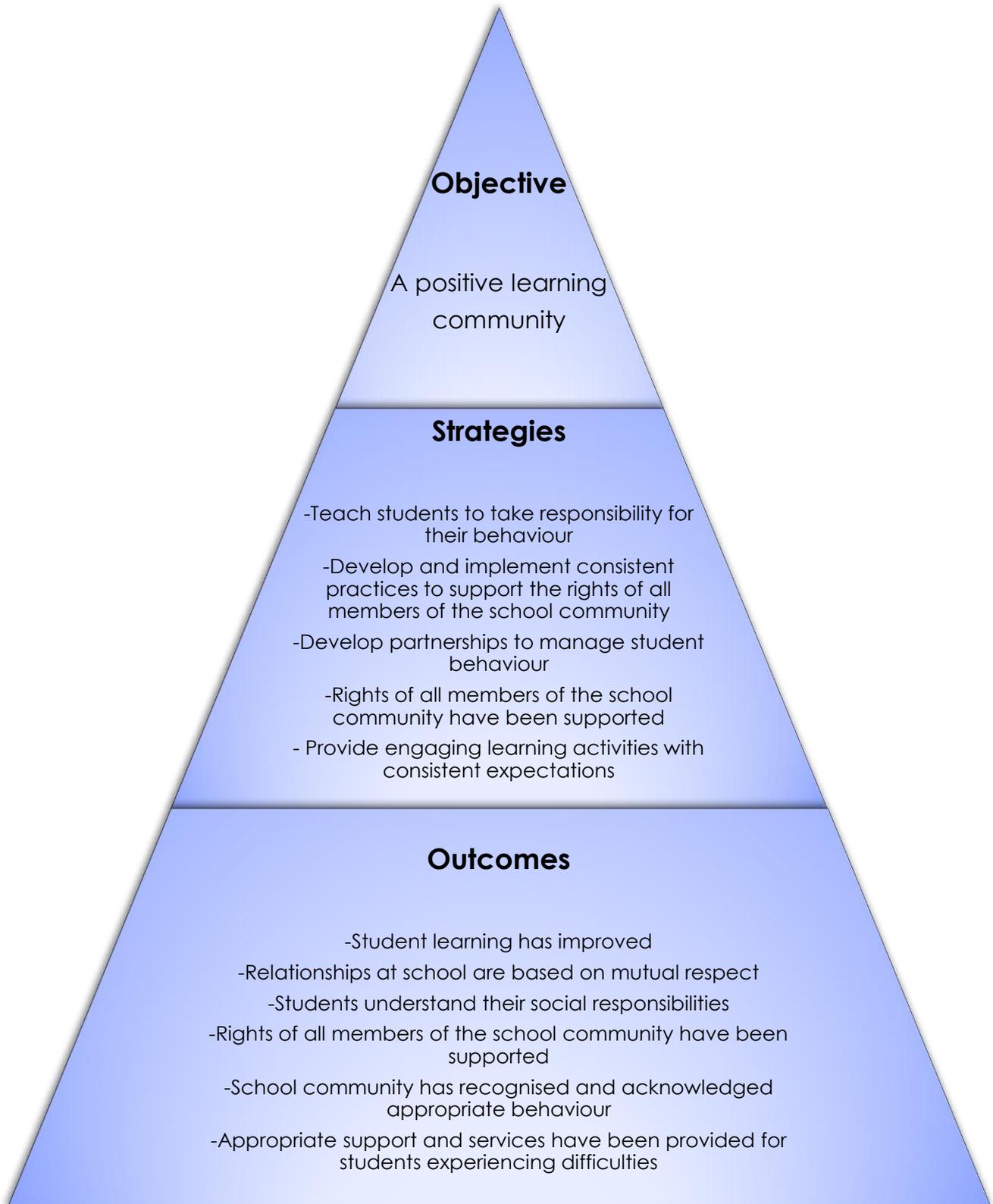
- The quality or state of being strong- knowing your personal history and how you connect with others.

## **Rationale**

*This policy is based on the following principles:*

- All individuals will be treated with respect and dignity
- All choices have consequences, therefore poor behaviour choices have negative consequences
- Families, society, peers, staff and other significant people influence the choices of young people
- Individuals must accept responsibility for their own behaviour
- All stakeholders will work together to create learning communities which are safe, inclusive, conducive to learning, and free from harassment and bullying.

# Our Path to a Positive Learning Community



Outcomes will be measured by data, feedback and observations.

# Positive Behaviour Development Strategies

*Look for the good, catch it early, and be proactive!*

## **Class Agreements**

At the beginning of each year classes will spend part of the first week developing a set of Class Agreements which outline the agreed behaviour expectations of all members of the class and the teacher. These agreements are displayed prominently around the classroom and are referred to when a student demonstrates (positively or negatively) a certain agreement.

## **Whole School Agreements**

*Teaching and Learning Agreements are in place*

## **Student Representative Council (SRC)**

Each class uses a democratic process to elect a representative (three in total)

- Decision making
- Being consulted when changes to policy are developed
- Work together to achieve outcomes for the school eg purchase of different style hats, ground force group, bottle recycling
- Fundraising component and purchase of equipment for students

## **Pastoral Care**

Each class have two Pastoral Care lessons per week. In these lessons, ILPs, Team building, other administrative and Child Protection Curriculum will be taught and promoted.

## **Teaching Strategies**

- Establish effective relationships with students
- Develop and maintain a positive relationship between school and home
- Use of awards, certificates, positive notes etc
- Start each day fresh
- Set students up for success, establish achievable goals
- Verbal & non-verbal reinforcement of positive behaviour
- Tactical ignoring

## **At MAS we do NOT:**

- Use threats
- Use put-downs
- Overuse rewards systems
- Have students write words or lines
- Punish the whole class for the behaviour of a few students
- Send a student out of the classroom unaccompanied by an adult with duty of care responsibilities

# Behaviour Consequences

## **Stage 1: Common strategies to manage inappropriate behaviour**

- Tactically ignore inappropriate behaviours
- Remind student of relevant Class Agreement
- Re-direction back to task
- Non-verbal cues
- Use of preventative programmes on individual or group basis or for ongoing support of students with behavioural issues.

## **Stage 2: WARNING**

- Students are given verbal notification or reminders that their behaviour is inappropriate.

## **Stage 3: BUDDY CLASS/SIT OUT**

- Students are removed from the whole class learning environment or yard and isolated within a buddy classroom or yard. The student may be asked to reflect on his/her behaviour or continue with work.
- Behaviour may be recorded by the teacher and given to Admin staff to put on EDSAS
- An official notice/ phone call of behaviour and consequence must be sent home to parent/caregiver, by the teacher, informing them of the student's removal from class for a period of time.

## **Stage 4: OFFICE TIME OUT**

- In cases of extreme non acceptable behaviour(s), particularly of an aggressive nature, the teacher may call the Principal immediately or send the student to the front office in the first instance.
- Students are to report to the Principal
- Whilst on Office Time Out students may or may not be required to do set work.
- The Principal and Teacher will determine the time limit in collaboration. The Time Out may be over consecutive days at break times or in lesson times, as seen to be appropriate.
- This stage may involve a Behaviour Contract or Student Development Plan being developed.
- Students will have a meeting with the Counsellor as soon as practicable after the Time Out.
- An official notice/ phone call of behaviour and consequence must be sent home to parent/caregiver, by the teacher, informing them of the student's removal from class re: Office Time.
- Behaviour will be recorded by the teacher and given to Admin staff to put on EDSAS

## **Stage 5: SUSPENSION**

- In response to violence, sexual/racial harassment or other ongoing behaviours determined to be unacceptable (see DECS School Discipline Policy - Suspension)
- Used when there has been no evidence of positive behaviour changes after the previous stages or in cases of extreme 'one off' behaviour.
- EXTERNAL - Parents/caregivers notified to collect the child from school and not return the child for a time period set by the Principal (initially up to 5 days)
- INTERNAL – Parents/caregivers notified that child is on internal suspension for a time period set by the Principal (initially up to 5 days) and child is given a set supervised area to be at school.
- A re-entry meeting will be held before the child returns to school/class where a Student Development Plan will be developed. The student's teacher will also be a part of the re-entry process, as will the Student Counsellor, where possible, as an advocate for the child.
- This plan is documented and all participants are given a copy.
- A copy of the suspension form and re-entry plan is sent to the District Office for all students who are referred to the Behaviour Management Support Team.
- Behaviour Report must be recorded on EDSAS by the Principal.

## **Stage 6: EXCLUSION**

- See DECD Exclusion policy & procedures

**YARD BEHAVIOUR**

Low level: Duty teacher gives a warning, followed by sit out, and followed by Office Time Out and the Principal notified.

High level: Duty teacher uses judgement to send a student with to the Front Office and alert the Principal.

### Re-Entry Meetings

After an Office Time Out the student will participate in a short re-entry meeting with the Principal and Teacher to discuss expectations and agreements. The Principal will, from the discussion in the meeting, then decide if the student requires a Behaviour Contract or a Student Development Plan and inform the Counsellor of the outcome.

After a suspension or exclusion the student will participate in a re-entry meeting with the Principal, Teacher and Parents to discuss expectations and agreements. The student must be able to agree to behave in a safe and respectful manner henceforth before being allowed to re-enter the classroom.