



INTRODUCTION

At Kilparrin staff are committed to providing a learning environment that is;

- safe
- inclusive
- conducive to learning
- free from harassment and bullying.

Kilparrin staff, families and learners work together to create a safe, caring, orderly and productive learning community that supports the rights of all students to learn and teachers to teach.

Teachers structure the teaching program to facilitate learning, cater for the developmental, social and emotional needs of individual learners and use a range of teaching methodologies.

PRINCIPLES OF STUDENT BEHAVIOUR DEVELOPMENT AND MANAGEMENT

The context cues behaviour

Learners at Kilparrin are supported to;

- develop greater self-awareness
- be more conscious of the 'cues' that trigger inappropriate responses
- develop stronger self-management/self-regulation
- choose alternative responses.

Change requires learning; learning produces change

Changing behaviour requires learning that appropriate behaviour has positive consequences.

The complex nature of this learning means that it usually requires some time and considerable support from staff and families.

The purpose of behaviour is to meet needs

Behaviour management techniques that address the underlying purpose of the behaviour are more likely to be successful.

Kilparrin staff acknowledge that learner behaviour is often synonymous with communication.

At Kilparrin successful two-way communication is the essence of positive relationships between learners, staff, families and the community. Meaningful communication and positive interactions are the most effective method of supporting learners in conjunction with their other networks and a balanced curriculum.

Therefore:

- programs are designed to develop learners' receptive and expressive communication skills
- each learner's communicative intent and the appropriate adult responses are documented in a Personal Communication Dictionary (PCD)
- teachers communicate with the Principal/Deputy Principal and parents when additional support is required
- teachers and families communicate through the diary on a regular basis
- at times Kilparrin may seek help from other agencies.

LEARNER BEHAVIOUR CODE

Learning

Come to school ready to learn. Do your best.

Treatment of People

Be kind to each other.

Communication

Communicate respectfully in all ways.

Safety and Movement

Keep yourself and others safe.

Treatment of Property

Care for our school buildings, playground and property.

Attendance

Be on time and come to school everyday unless you are sick.

Playground Expectations

Care for others during playtimes. Follow teachers' instructions quickly.

Classroom expectations

Follow your class rules.

RESPONSIBILITIES

Learners

Follow the Behaviour Code.

Follow your class rules.

Take responsibility for your own behaviour and accept the school's consequences.

Look after others and their property.

Keep yourself and others safe.

Listen, follow instructions and work well together.

Work together to solve problems.

Staff

Develop and maintain positive relationships with learners, parents and the wider Kilparrin community.

Be positive, consistent (fair but firm) and clear in the application of the *Learner Behaviour Code*

Focus on the behaviour as unacceptable, not the child.

Keep parents informed of learner behaviour.

Vigorously address bullying and support learners to use anti-bullying strategies.

Engage in professional development in practices and methodologies for teaching learners social skills and conflict resolution.

Support each other in maintaining a safe and secure environment.

Parents/Carers

Know the procedures associated with and support the *Behaviour Code*.

Work with and support the school on behaviour issues, including the acknowledgement and acceptance of necessary consequences as outlined in the *Learner Behaviour Code* and the Kilparrin Behaviour Support Policy.

Encourage and support their child in their learning.

Be a role model for children in supporting the school's protocols.

Notify the school of absences and any planned alteration to school attendance.

Have their child prepared and ready for the school day including all Health Support Plans and personal care requirements.

Communicate respectfully orally or in writing with all members of the school community.

Know and adhere to the procedures around *Transport Assistance for Students with Disabilities*

CONSEQUENCES OF INAPPROPRIATE BEHAVIOUR

Class teachers will develop and display consequences for both responsible and inappropriate behaviours, and will consistently apply these consequences.

DECD procedures such as suspension and exclusion will be used to support a change in behaviour of learners who do not respond to school level consequences of inappropriate behaviour. The procedures outlines in DECD's Procedures for Suspension, exclusion and Expulsion of Students from attendance at School' (1996) will be followed when a system level response is required.

Where appropriate DECD and interagency services will be used to support students and staff.

Consequences of Inappropriate Behaviour

Inappropriate behaviour managed by teacher using agreed rules and consequences.

Learner returns to task.

Inappropriate behaviour escalates. Teacher seeks support from Leadership.
Learner removed from class and spends time-out supervised by Leadership.
Learner returns to class and to task.

Inappropriate behaviour continues to escalate and threatens other learners' ability to learn and teachers' ability to teach.
Principal contacts parents/carers to arrange take-home.
School and family develop a *Behaviour Support Plan*.

Inappropriate behaviour continues to threaten other learners' ability to learn and teachers' ability to teach.
Principal contacts parents/carers and Regional Support Services and initiates DECD's *Procedures for Suspension, Exclusion and Expulsion of Students from Attendance at School (1996)*

MANAGEMENT OF VIOLENT AND UNPREDICTABLE BEHAVIOUR

The management of violent and unpredictable behaviour at Kilparrin is individualised for all learners. Kilparrin learners, through a range of behaviours, may significantly disrupt their own learning program and may put at risk the rights of other learners to learn and teachers to teach. While the behaviour may not be frequent, in some cases the intensity can threaten the safety and wellbeing of peers and staff. It is recognised that it is not possible to completely eliminate the potential for violent and unpredictable behaviours, so behaviour management aims to minimise and deter such behaviours and critical incidents. Challenging behaviours usually serve a purpose or function, and it is important to separate the 'behaviour' from the 'learner'.

When a learner's behaviour threatens the rights of learners to learn, teachers to teach or impacts on the safety of the school environment and in instances when a learner engages in significant self harm the following action will be taken.

Management of Violent and Unpredictable Behaviour

The learner will be separated from other learners and staff.
Leadership will supervise the learner.

The immediate needs of the learners and staff affected by the behaviour will be assessed and appropriate action taken.
Parents/carers of the learners affected will be contacted. Action will be documented.

Parents/carers will be contacted and requested to collect the learner whose behaviour caused the incident.
The learner will be taken home. Suspension processes will be discussed with the family.

A meeting with parents/carers, school staff and Regional Support Staff will be held prior to the learner returning to school. The Principal may suggest the family organise a medical review.
A *Support and Safety Plan* will be developed.

References

Behaviour Code Dernancourt Schools DECD, SA 2013

Your Classroom: Safe, Orderly and Productive – A Learning Program for Teachers in Developing and Managing Student Behaviour, DECS, 2008

School Discipline Policy DECS, March 2007

Disciplinary Measures, DECS, July 2007

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