

At Playford Primary we endeavour to provide an environment where our school community has a sense of belonging and feels safe and free from all forms of harassment. We focus on our School Values: honesty, responsibility, cooperation, respect, and fair go.

At Playford Primary School we protect: *The student's right to learn and the teacher's right to teach.*

To achieve this we ensure that our classes and yard are safe by:

- Teaching programs which assist students to develop an understanding of both rights and responsibilities, as well as involving them in decision making and problem solving, leading to the promotion of responsibility and self-discipline.
- Assisting students to understand that behaviour is a choice made by the individual and supporting them to take personal responsibility for their own behaviour and the consequences, positive or negative, that follow.
- Developing classroom and school procedures which are consistent and clear to all. Rules based on safety and respect are negotiated and displayed. Staff use logical consequences and provide students with opportunities to reflect on and make choices to modify their behaviour. Positive strategies and rewards are used to promote, recognise and acknowledge responsible, positive behaviour.
- Developing partnerships with parents/caregivers, which are essential for supporting and managing behaviour change, using a variety of communication channels. Staff, students and parents are involved as necessary in planning to change inappropriate behaviour, through the use of student development plans.
- Using system level procedures to support changes in behaviour of students who do not respond to school level consequences or where there is continued, persistent and irresponsible behaviour.

These may include;

- referral to district support personnel, including a behaviour coach.
- suspension from school for between 1 and 5 days on any one occasion, followed by a parent/student re-entry meeting to develop a plan to support the student to be successful and make more responsible choices.

Classroom Behaviour Code

Although there may be differences in some aspects from class to class all classrooms use a similar approach. Classroom rules are negotiated and displayed, and based on:

- Safety of themselves and others,
- Respect for others and property,
- Appropriate work habits,
- Following instructions.

For inappropriate behaviour staff use processes which often include:

- Reminders and opportunity to practise.
- Classroom sit out.
- Think time including completing reflection sheets.
- Buddy class.
- Office time out where behaviour is serious or persistent.
- Take Home and a re-entry the following day for students who have a number of time outs in a short space of time (2-3 weeks).

System level procedures if necessary.

- Students may be required to make up their missed learning time at another time of the day. Staff will communicate with parents/ caregivers through communication books/diaries, telephone, interviews or formal letters from leadership for serious behaviours.

- Positive recognition of successful behaviour is an integral part of all classroom processes. They may include positive verbal feedback, stickers, certificates, team awards, class awards, diary notes etc.

Yard Behaviour Code

Major rules / expectations:

- Follow directions given by staff.
- Respect other people, which includes playing safely without violence or harassment, and using appropriate language.
- Respect school and personal property.
- Remain in the school grounds & play appropriately in the correct areas.
- Move around the school safely.
- Keep our school clean & tidy.
- Wear your hat at all times.

Consequences for not following rules include:

1. Reminders, logical consequences, walking with teacher, sit out for a short period of time for minor or moderate inappropriate behaviours.
2. Time Out for repeated low - level inappropriate behaviour or serious inappropriate behaviour, (those with an intent to harm or hurt someone, put others in danger, property damage and refusal or ignoring of a staff member). When a child is sent to the time - out area for a 15 minute session during the following lunchtime, counselling will occur. A letter will be sent home to parents / caregivers.
3. After 3 time outs other negotiated strategies may be implemented. These include restricted play, organised lunchtime structured play involving teachers and removal from the yard for a period of time. Parents are informed of these.
4. Continual and persistent irresponsible behaviour will be discussed with parents / caregivers and may involve system approaches. If the behaviour / incident is severe, the first three steps may be skipped and step 4 implemented.

Many proactive programs are in place at lunchtime to encourage students to be active and involved. These include sports and outdoor games and activities, indoor active games, computing, music and dance, access to Resource Centre.

Launching into learning is a program at the beginning of the year which supports all student to be successful. It focuses on;

- Clear explicit teaching of appropriate Behaviours,
- Anti Bullying and Harassment strategies,
- Grievance Procedures,
- Play Is The Way,
- Learning Assets,
- Social skills programs including friendships and problem solving,
- Restorative Practices.

