This policy is based on the following principles:

♦ Families, society, peers, staff and other significant adults influence the choices of young people
♦ DECD operates within the context of the wider community and together we are responsible for preparing young people for successful participation in society
♦ DECD and school communities, services and agencies work together to create learning communities which are:
  - Safe
  - Inclusive and equitable
  - Conducive to learning
  - Free from harassment and bullying
♦ Equity for all students to maximise their learning opportunities and outcomes
♦ Students must be supported to accept responsibility for their own behaviour according to their stage development

**STAFF RESPONSIBILITIES**

♦ Establish a cohesive, positive and supportive class culture; clear boundaries, negotiated expectations and rules
♦ Ensure that expectations are consistent and developmentally appropriate for all students
♦ Ensure students understand the impact of inappropriate behaviour and that consequences are implemented in a fair and just manner using a restorative approach
♦ Embed Renmark Primary School values of **RESPECT, EXCELLENCE, SELF-BELIEF and TRUST**
♦ Provide a relevant, engaging and differentiated curriculum that supports learning for all students
♦ Establish positive relationships with parents/caregivers; early personal contact is essential
♦ Implement strategies to encourage and develop positive behaviour; document plans with parent input
♦ Work in partnership with **families, School Counsellor, ACEO, and CPSW** to support at risk students
♦ To understand that behaviour is a form of communication
♦ Explicitly teach and support key ideas, concepts and processes to support behaviour learning
BE PROACTIVE

Stage 1

Behaviour Steps clearly defined and established within the classroom. All Behaviour Steps recorded in classroom Behaviour Book (for easy reference when required).

♦ Reminder/s
♦ Class sit out
♦ Buddy class sit out
♦ Take Home

*Leadership intervention at the request of the teacher at any step.

When implementing a Take Home, teachers will be supported by Leadership, to contact the parent/caregiver at the earliest opportunity and then Leadership of any outcomes/potential issues.

BEHAVIOUR SUPPORT

Stage 2

Where inappropriate behaviour continues:

♦ Teacher to contact School Counsellor to discuss and review behaviour strategies/plans already tried.
♦ School Counsellor and teacher/s to develop and implement a simple class/in school plan to support behaviour change. The plan could include alternative arrangements.
♦ Teacher and School Counsellor to meet with Parent/Caregiver and student to discuss plan, ensuring that behaviour is monitored and communication with all parties is effective.

IF INAPPROPRIATE BEHAVIOUR CONTINUES

Stage 3

♦ School Counsellor to refer student to Deputy Principal
♦ Deputy Principal to contact parents/caregivers
♦ Behaviour Learning Support Plan established in consultation with all stakeholders, monitored and reviewed on a regular basis, as advised.
♦ Referral for Interagency Behaviour Coordinator Support if necessary.
♦ Teacher, SC and DP (if necessary) to discuss further actions/support plans.

IF INAPPROPRIATE BEHAVIOUR CONTINUES

Stage 4

♦ Deputy Principal to refer student to Principal. Discussion with Student Review Team (Leadership).
♦ Principal to meet with all stakeholders.
♦ Consequence for ongoing unacceptable behaviour is Suspension.
♦ Re-entry meeting held on return from Suspension with referral to IBSC (if not already in place)
♦ Student Behaviour Development Plan established with Principal. Monitor and review in consultation with all stakeholders
♦ Exclusion if behaviour continues and/or escalate.

Inappropriate behaviour – ongoing behaviour that disrupts teaching, learning and play
Unacceptable behaviour – intentional violence, abuse, bullying including electronic, illegal activity