

# Light Pass Primary School Behaviour Support Policy



## Our School Vision

At Light Pass Primary School we are committed to the provision of the highest quality education in partnership with the school community. We believe that student progress is underpinned by the development of a positive approach to learning and a high level of wellbeing.

At Light Pass Primary School we value:

Success	Caring	Responsibility
<ul style="list-style-type: none"> <li>✓ Work hard to progress and be the best you can be</li> </ul>	<ul style="list-style-type: none"> <li>✓ Towards Others</li> <li>✓ Towards Ourselves</li> <li>✓ Towards Our World</li> </ul>	<ul style="list-style-type: none"> <li>✓ We do the right thing because it is the right thing to do</li> </ul>

At Light Pass PS we believe that appropriate behaviour is best learned through explicit teaching and modelling of positive and respectful social interactions. We support this through having clear and equitable expectations and a whole school approach to the development of social skills and appropriate behaviour.

## RIGHTS

At Light Pass Primary School individuals are respectful of the feelings, rights and traditions of others. This is achieved through the provision of a supportive environment free from fear, abuse, insult, intimidation and threat.

**THE RIGHT TO TEACH**

**THE RIGHT TO BE TREATED  
WITH RESPECT**

**THE RIGHT TO LEARN**

## RESPONSIBILITIES

<b>STUDENTS</b>	<ul style="list-style-type: none"> <li>• Treat others as you would like them to treat you</li> <li>• Be brave – participate to progress</li> <li>• Pursue your personal best no matter who you work with</li> <li>• Have reasons for the things you say and do</li> <li>• Do the right thing because it is the best thing to do</li> </ul>
<b>STAFF</b>	<ul style="list-style-type: none"> <li>• Provide an engaging, rigorous curriculum</li> <li>• Provide equitable access to the curriculum</li> <li>• Model appropriate and respectful behaviours</li> <li>• Provide a safe and caring learning environment</li> <li>• Use specific and consistent language (Play is the Way)</li> <li>• Ensure open communication with parents/caregivers to ensure the best possible outcomes for all children</li> </ul>
<b>PARENTS / CAREGIVERS</b>	<ul style="list-style-type: none"> <li>• Be open and respectful to the views and beliefs of others</li> <li>• Encourage and model school values</li> <li>• Acknowledge and verbalise the value of education</li> <li>• Participate in your child's learning</li> <li>• Ensure your child attends and is punctual</li> <li>• Ensure open and prompt communication with teachers to ensure the best possible outcomes for all children</li> </ul>



<b>BEHAVIOUR DEFINITIONS</b>		
<p><b>POSITIVE BEHAVIOUR</b></p> <p>Is defined as being respectful, responsible and supportive of the rights of ourselves and others and conducive to learning.</p> <p>This is clearly identified in the Light Pass Primary School Values and in the key concepts of Play is the Way.</p> <ul style="list-style-type: none"> <li>• Treat others as you would like them to treat you</li> <li>• Be Brave – participate to progress</li> <li>• Pursue your personal best no matter who you work with</li> <li>• Have reasons for the things you say and do</li> <li>• It takes great strength to be sensible - Do the right thing because it is the best thing to do</li> </ul>	<p><b>INAPPROPRIATE BEHAVIOUR</b></p> <p>Is defined as behaviour that is not appropriate for the school setting. It may be annoying, disruptive, unsafe or impolite and is identified as making weak decisions. Examples of this include:</p> <ul style="list-style-type: none"> <li>• Rough play</li> <li>• Behaviours that are disrupting the learning of others</li> <li>• Unintentional swearing</li> <li>• Not following adult instructions</li> <li>• Encouraging others to do the wrong thing</li> <li>• Single harassment incidents</li> <li>• Not participating</li> <li>• Not attempting to do your best</li> </ul> <p>These behaviours impact on the rights of all students to learn and teachers to teach. Repeated inappropriate behaviour is seen as persistent disobedience and is subsequently treated as Unacceptable Behaviour.</p>	<p><b>UNACCEPTABLE BEHAVIOUR</b></p> <p>Is defined as acting in a manner that threatens the safety or wellbeing of a student, member of staff or other person through:</p> <ul style="list-style-type: none"> <li>• Making repeated weak decisions</li> <li>• Repeated harassment becomes bullying (Refer to anti-bullying policy)</li> <li>• Intentional swearing</li> <li>• Physical violence</li> <li>• Threatening Behaviour</li> <li>• Sexual harassment</li> <li>• Racism</li> <li>• Illegal behaviour</li> </ul>

Below you will find a number of links to DfE, Light Pass Primary and websites that are supportive of this policy and will provide you with further information:

[www.lightpassps.sa.edu.au](http://www.lightpassps.sa.edu.au)

On this site you will find relevant school policies and procedures including:

- Anti-Bullying Policy
- Grievance Procedures
- Mobile Device Policy
- School dress Code Policy

[www.education.sa.gov.au/](http://www.education.sa.gov.au/)

On the DfE website you will find policies and useful information relating to:

- Student Discipline and Behaviour Policies
- Bullying
- Student mental Health and Wellbeing

The following websites have been identified as being useful, informative and user-friendly:

[www.bullyingnoway.gov.au/parents/](http://www.bullyingnoway.gov.au/parents/)

[www.cybersmart.gov.au/](http://www.cybersmart.gov.au/)

[www.esafety.gov.au/](http://www.esafety.gov.au/)



## SCHOOL RESPONSES TO BEHAVIOUR

### POSITIVE BEHAVIOUR

Positive behaviour is recognised in a variety of ways and may vary from class to class. At Hewett Primary we have a number of whole school strategies that supports individual, class and whole school positive behaviours.

#### Whole School

At a whole school level this includes:

- Value Award certificates presented at assembly
- Value tokens
- Value Wrist bands for students to receive they have achieved 10 tokens
- Newsletters

#### Class

At a classroom level positive behaviour may be recognised in a variety of ways including:

- Verbal / non-verbal praise
- Class rewards
- Special class or yard activities
- Positive charts

### INAPPROPRIATE BEHAVIOUR

Consequences to inappropriate behaviour will be dealt with on an individual basis

#### Yard

Where possible logical responses will be used, these may include but are not limited to:

- Restorative conversation between students led by duty teacher
- Walking with the teacher
- Community Service
- Demonstrating the correct behaviour
- Sit out for 5 minutes
- Apologising

#### Class

Class Each class will have variations based on the following process:

1. Reminder: stated positively identifying the correct behaviour
2. Appropriate Action Taken: depending on the nature of the incident, year level of the student etc.

Appropriate actions may include:

- Goal Setting
- Diversion
- Using Breaks or Calming Activities
- Restorative Conversations
- Letter of apology
- Time out in class / Buddy Class
- Community service
- Parent contact
- Office time out
- Take Home

### UNACCEPTABLE BEHAVIOUR

All cases of unacceptable behaviour will be dealt with on an individual basis. Procedures do not necessarily follow in a linear pattern but are taken on a case by case basis, age appropriate and negotiated with the leadership team. Ongoing communication between all parties involved is expected and supported.

This will involve any or a combination of the following processes:

- Alternative designated play areas
- Behaviour Plans
- Office Time Out
- Take Home
- Student/Parent/Teacher Meeting
- Parent/Leadership Meeting
- Restorative Conferencing
- Internal / External Suspensions
- Exclusion
- Involvement of DfE Support Services
- Involvement of external Support Agencies
- Contact with SAPOL

