



# CODE OF BEHAVIOUR POLICY

**Respect everyone**  
**Repair harm**  
**Restore relationships**

Through Positive Behaviour Support (PBS) we aim to create a positive, safe and supportive school climate in which students can learn and develop. This involves the school community working together.

## LEARNING

### Expectations:

- Be prepared and organised.
- Be persistent.
- Have a go.
- Do your best.
- Seek help when needed.
- Actively participate in learning programs.
- Manage your time effectively.

### Range of responses to positive behaviour:

- PBS points
- Achievement awards.
- Verbal and non-verbal acknowledgements.
- Merit certificates / stickers.
- Whole school acknowledgement.

### Range of responses to irresponsible behaviour:

- Make up time.
- Communication with parents.
- Logical consequence.
- Student Development Plan / Individual Learning Plan to establish and monitor goals.
- Child Protection Curriculum.

## MOVEMENT

### Expectations:

- Move in a safe and appropriate manner throughout the school using established procedures.
- Be aware of the way your movements affect others and their learning.

### Range of responses to responsible behaviour:

- Positive reinforcement and recognition at a classroom and school level.
- PBS points

### Range of responses to irresponsible behaviour:

- Practice the movement appropriately.
- Movement restrictions.
- Time Out to reflect/Cool down.
- Communication with parents.
- Non participation when students are at risk.

## ATTENDANCE

### Expectations:

- Be punctual – classes begin at 8.50 a.m.
- Attend regularly (daily).
- Attend for whole day or explain absences which must be verified by parents.

### Range of responses to responsible behaviour:

- Positive verbal or written feedback from staff.
- Positive communication with parents / home.
- Report number of days absent in reports.
- Improved learning acknowledged.

### Range of responses to irresponsible behaviour:

- Communication with Parents and Leadership.
- Adhere to Attendance Policy.
- Documentation through Roll Book.
- Regional Attendance Counsellor contacted.

## UNIFORM

### Expectations:

- Dress in uniform.
- Wear a Mount Barker South Primary broad brimmed hat with school logo in terms 1, 3 and 4.
- Footwear needs to meet safety standards (no thongs, slip-ons or high heels).
- No inappropriate jewellery, except sleepers or studs.
- No make up.

### Range of responses to responsible behaviour

- Positive reinforcement & recognition.

### Range of responses to irresponsible behaviour:

- Play in Sunsmart area in terms 1, 3 and 4 if no hat.
- Contact parent to bring a change of clothes.
  - Student to remove make up.

## COMMUNICATION

### Expectations:

- Communicate with other students, staff and visitors using appropriate talk, body language and tone.
- Be involved in taking responsibility for ensuring clear communication between home and school e.g. diaries, newsletter, notes / forms.

### Range of responses to responsible behaviour:

- Participate in school activities.
- Positive encouragement, verbal and nonverbal.
- Acknowledgements, certificates, peer awards, whole school assemblies, staff awards.
- PBS points
- Successes published in newsletter.
- Given added responsibility.
- Give students choices about curriculum activities.

### Range of responses to irresponsible behaviour:

- Non-verbal / verbal reminders.
- Direct instruction, explicit teaching.
- Practice appropriate and suitable communication.
- Apology.
- Support class / De-escalation /Walk and Talk/ Cool Down / Restricted Play.
- Communication with parents.
- Leadership intervention.
- Take Home / Suspension / Exclusion.
- Behaviour plans / Interagency support.

## RELATIONSHIPS

### Expectations:

- Keep our environment free of inappropriate language, bullying, aggression, violence and all types of harassment including culture, race, ethnicity, disability, socioeconomic status, trauma, gender and sexual diversity, sexual orientation, intersex status, gender expression, gender identity or appearance.
- We co-operate and play safely.
- Respect others and their rights.

### Range of responses to responsible behaviour:

- Ongoing verbal / non-verbal feedback.
- Acknowledge change / new behaviours.
- PBS points
- Selection for positions of responsibility in the school, e.g. Student Forum, Peer mentoring, Success awards.

### Range of responses to irresponsible behaviour:

- Restorative Justice procedures.
- Complaint procedures.
- De-escalation / Cool Down / Take Home.
- Behaviour Plans.
- Communication with parents.
- Leadership and community intervention.
- Remove students who are acting dangerously or remove remainder of class if student with extreme behaviour refuses to leave.

## PROPERTY

### Expectations:

- Students will care for the school environment.
- Look after school & personal property.
- Keep our rooms and grounds litter free.
- Conserve water & power and recycle.
- Keep our environment free of graffiti, vandalism and theft.
- Leave personal property at home, including mobile phones and toys, unless negotiated.
- Mobile phones to be left with class teacher.

### Range of responses to responsible behaviour

- Positive encouragement, verbal and non-verbal acknowledgements, certificates, peer awards, whole school assemblies, leadership awards.
- PBS points.
- Successes published in Newsletter.
- Given added responsibility.
- Students given choices about curriculum.

### Range of responses to irresponsible behaviour

- Return/replace/repair property.
- Removal for safe keeping, returned at the end of the day.
- Communication with parents.
- Community service.
- Make posters to promote water, paper and power conservation.
- Research conservation issues and present them at an assembly.
- De-escalation/Cool Down.
- Limited use of equipment.
- Take Home / Suspension / Exclusion.
- Alert office of all graffiti.
- Police contacted.

**The response made to irresponsible behaviour will depend on the frequency and severity of behaviours**