



BEHAVIOUR CODE

Student behaviour will support the rights of all students to learn and all teachers to teach. Our Behaviour Code is designed to promote a culture of respect, responsibility, and kindness, underpinned by our core school values: *Aim High, Work Hard, Be Kind*. These values guide our approach to supporting students in developing positive behaviours, while ensuring that all students have the opportunity to grow in a safe and supportive environment.

School Values

- **Aim High:** We encourage all students to set ambitious goals, aiming for success both academically and socially, aspiring to be the best version of themselves.
- **Work Hard:** We encourage all students to apply themselves to their learning, to be diligent, and to show perseverance in all tasks.
- **Be Kind:** We expect students to treat each other with respect, to be empathetic, and to create an inclusive, welcoming environment for all.

Behaviour Expectations

To maintain a positive school environment, students are explicitly taught our school wide values and expectations. Students are expected to demonstrate the following behaviours:

- We are respectful and safe at all times.
- We follow instructions straight away.
- We are focused on learning.
- We track the speaker.

High Level Inappropriate behaviour

There is **no tolerance** for:

- Swearing at and/or harassment of others
- violence, serious harassment or bullying
- ongoing refusal to follow reasonable instructions given by a staff member

Supportive Strategies

Our behaviour support is proactive, promoting positive behaviours and addressing challenges through consistent strategies:

1. **Clear Expectations:** Teachers and staff clearly communicate and explicitly teach behavioural expectations in classrooms, yard, assemblies, and other school settings. These expectations are aligned with our core values of *Aim High, Work Hard, Be Kind*.
2. **Classroom Considerations:** We develop a positive teaching and learning environment by creating clear, predictable classroom rules, routines and expectations that are explicitly taught.

3. **Positive Reinforcement:** We acknowledge and celebrate positive behaviours through our Whole School reward system, positive praise, rewards, awards and recognition ensuring students feel valued and motivated.
4. **Restorative Approaches:** In the event of behavioural issues, we use restorative approaches to help students reflect on their actions, understand the impact on others, and work towards making amends. This process encourages accountability while fostering empathy and understanding.
5. **Parental Involvement:** We recognise that families play a crucial role in supporting positive behaviours. Teachers and staff will maintain regular communication with parents to share progress, address concerns, and collaborate on strategies for behaviour support.

Consequences for Unacceptable Behaviour

While we focus on promoting positive behaviours, we also recognise that there are times when students may not meet the expected standards. For students who choose not to follow the behaviour code the following step system will be applied.

1. **Reminder:** A reminder of the expected behaviour and school values.
2. **Warning:** A verbal warning that if the behaviour continues a consequence will be applied.
3. **Rethink:** To be completed at lunch time where the student is supported by a member of leadership to reflect on their actions and areas of improvement.
4. **Leadership Support:** If the behaviour persists, they will be supported by leadership for a period of time, this may be done in class or in an alternative space.

With repeated, continued or extreme inappropriate classroom or yard behaviour, families will be notified. Possible sanctions for the management of students who display high level or persistent inappropriate/disruptive behaviour are:

- Rethink
- Leadership Support
- Take home
- Suspension
- Exclusion

These decisions are made at the discretion of the school principal. In considering these options we aim to treat students without favouritism or discrimination in a way that reflects their learning and behavioural needs. Equity and fairness are not about treating all children and young people the same.

Individual Behaviour Support Plan: For more serious or ongoing issues, an individual behaviour support plan may be developed, involving collaboration with parents, staff, and any relevant external agencies. Referral to interagency Behaviour Support can also be made.

At Goolwa Primary School, we believe that positive behaviour is integral to creating a successful learning environment. By working together as a school community, we ensure that students develop not only academically but also socially and emotionally. We are committed to guiding each child towards becoming respectful, kind, and responsible individuals who aim high, work hard at all they do, and make positive contributions to our school and the wider community. Our behaviour code and processes are consistent with [Department for Education policies](#).