

Behaviour

Settlers Farm Campus R-6 is committed to providing a caring, safe and friendly environment for all of our students, staff and families so we can learn in a safe and supportive atmosphere where individual differences are appreciated, understood and accepted.

Rationale

The aim of this policy is to help promote:

- classroom environments where students can learn and teachers can teach
- a safe environment with positive interactions between everyone
- individual rights and needs being catered for and valued
- students taking responsibility for their behaviour and learning
- a strong partnership between home and school

Classroom procedure

- Staff and students negotiate agreed systems for rewards and responses to appropriate and inappropriate behaviours
- Staff will respond to behaviours with logical consequences
- Staff use a variety of strategies within the class to re-engage students in their learning
- Accommodations may be agreed eg seating, fidget tools, timers, brain breaks
- Staff follow *SFC Behaviour Support Process & Responsibilities* flowchart

Reminders / Timeouts

- Students are given reminders and in class time out in response to low level inappropriate behaviour

Refocus slips – blue slip

- When necessary or for repeated behaviours, staff sends student to refocus in another class
- Student sits to refocus on learning or completes a learning task
- Refocus discussion between staff and student
- Student returns to class

Leadership support – yellow slip

- High level or repeated behaviour that is disrupting teaching and learning
- If ongoing, individual development plans are written in consultation with student, teacher, family and leadership
- Family members may be notified of behaviour



Yard procedure – pink slip

If inappropriate behaviour occurs in the yard, the duty teacher will assess the situation and make a decision about an appropriate consequence. Inappropriate behaviour can be responded to with

- Logical consequence
- Yard support consequence: pink slip sent to office for sit out during next play period
- Yard removal: pink slip sent to office for immediate support

During sit out at next play period, students are located in the office and discuss behaviour with leadership.

Yard supported play

After repeated or high level inappropriate behaviour in the yard, students can be placed on Supported Play in a particular yard area to help them engage in positive interactions with others.

High level behaviour and consequences

Take Home

- Student is sent home in care of family member and returns to school on the following day

Suspension

- From 1 to 5 days according to departmental guidelines
- Decision determined by teacher and leader and based on student needs and context

Returning from suspension

- Reconnection meeting involving the student, family, teacher (when possible) and leader prior to returning to school. Aim is to ensure that all stakeholders have a common understanding to support a positive return to school. A behaviour plan is documented and all stakeholders receive a copy.

Exclusion

- Can occur for high level behaviour or when there are repeated suspensions for high level behaviour
- Suspension pending exclusion takes place and then a decision is made to exclude or not
- A student can be excluded to another school, behaviour centre or home, for a period of up to 10 weeks

Returning from exclusion

Review meeting involving the student, family, teacher, leader and behaviour coach prior to the student returning to school.

Recording of behaviour incidents

Student behaviour is recorded on EDSAS and parents may be contacted.



Bullying and harassment

What is bullying?

Bullying is the use of targeted, intentional and ongoing unwanted behaviour towards another person with the intention of hurting, either physically or emotionally. Bullying is repeated incidents of harassment or teasing.

Bullying can be physical (hitting, kicking, pushing), verbal (name calling, racial harassment), non-verbal (threatening and obscene gestures), sexual (inappropriate touching, offensive sexualised comments), cyberbullying (posting harmful material using digital technologies), bystanding (watching and not reporting bullying).

What is harassment?

Harassment is behaviour that targets an individual or group, that offends, humiliates, intimidates or creates a hostile environment. Harassment can be an ongoing or a single act. It may be intentional or unintentional. Harassment can be hurtful comments or intimidation about appearance, disabilities, sexual orientation, background or race.

Addressing bullying and harassment

We use the Child Protection Curriculum and Play is the Way to teach students the skills to prevent, recognise and manage bullying and harassment. We teach students to understand the difference between bullying, being mean and being rude. We encourage being courageous, making respectful decisions and treating others with respect in line with our school values.

Resolving bullying and harassment

Students will

- use learnt skills and strategies to manage their own behaviour successfully and resolve issues
- speak to the person or report the incident to a staff member
- take responsibility for their own behaviour by enacting the school values and behaviour expectations
- not be bystanders to inappropriate behaviour

Families will

- listen to their child and advise them to speak with staff if they have concerns or are feeling unsafe
- communicate with their child's teacher about the problem
- not approach other children or families
- model appropriate behaviour for resolving issues by supporting school values and the Behaviour Policy

Staff will

- teach the skills, strategies and language of appropriate behaviour choices
- address behaviour issues as they arise before they escalate
- discuss incident with the student and all people involved and record responses
- facilitate resolution
- document information and liaise with staff, families, students, support services

Communication and review

- This policy is published on our school website
- This policy has been reviewed by staff and Governing Council, ratified 20th June 2023
- This policy will be reviewed in 2026 or as necessary

