

# Ungarra Primary School

*Respect Resilience Integrity Achievement*

## Positive Behaviour for Learning Procedures

### Appendix 1 - SCHOOLWIDE EXPECTATIONS AT UNGARRA PRIMARY SCHOOL

Our school expectations have been agreed upon and endorsed by all staff and our school Governing Council. They are aligned with the school values. Ungarra Primary School has a commitment to the explicit teaching of behavioural expectations, which are discussed and reinforced by all staff.

Values	ALL AREAS	CLASSROOM	YARD
<b>RESPECT</b>	<ul style="list-style-type: none"> <li>I treat others as I would like to be treated.</li> <li>I use equipment and resources respectfully.</li> <li>I keep my hands, feet and objects to myself.</li> <li>I respect others personal space.</li> <li>I follow instructions from all adults</li> <li>I look at the person speaking and respond appropriately.</li> <li>I use my manners at all times.</li> <li>I knock and ask permission to enter an adult area.</li> <li>I display respect for my fellow classmates, teachers and community members.</li> </ul>	<ul style="list-style-type: none"> <li>I use 5Ls – Eyes Looking, Listening Ears, Lips Together, Legs Crossed, Hands in Lap.</li> <li>I enter and exit room in orderly manner.</li> <li>I sit appropriately at my desk.</li> <li>I raise my hand to speak.</li> <li>I ask permission to leave the class.</li> <li>I use safe hands and safe space.</li> <li>I remind myself to not answer back.</li> </ul>	<ul style="list-style-type: none"> <li>I play school approved games</li> <li>I hand in my mobile device to the front office.</li> <li>I wear a hat to play.</li> <li>I follow the rules of the game.</li> <li>I make good attempts to sort out problems.</li> <li>I am an effective bystander.</li> <li>I am an active carer of my environment</li> <li>I remain seated to eat my lunch until the school bell goes</li> </ul>
<b>ACHIEVEMENT</b>	<ul style="list-style-type: none"> <li>I am on time.</li> <li>I follow directions straight away.</li> <li>I am attentive in class.</li> <li>I am organised for my learning.</li> <li>I complete set tasks.</li> <li>I set personal goals for myself.</li> <li>I communicate clearly with others.</li> </ul>	<ul style="list-style-type: none"> <li>I aim to do the best I can.</li> <li>I listen to all the instructions.</li> <li>I return the equipment I use.</li> </ul>	<ul style="list-style-type: none"> <li>I invite others to play</li> <li>I am a good sport</li> <li>I help and care for others.</li> </ul>
<b>RESILIENCE</b>	<ul style="list-style-type: none"> <li>I am a problem solver.</li> <li>I persevere even if something is tricky.</li> <li>I manage impulsivity – I think before I act, remain calm and thoughtful.</li> </ul>	<ul style="list-style-type: none"> <li>I always have a go and change my thinking if I need to.</li> <li>I try new things.</li> <li>I persist with my goals and never give up.</li> <li>I manage myself &amp; my belongings independently.</li> </ul>	<ul style="list-style-type: none"> <li>I try to sort my own problems where possible.</li> <li>I make good choices about how to respond to people and situations.</li> </ul>
<b>INTEGRITY</b>	<ul style="list-style-type: none"> <li>I always tell the truth.</li> <li>I include others.</li> <li>I choose to do what I believe in and not be influenced by others.</li> <li>I listen to other people's thoughts and ideas.</li> </ul>	<ul style="list-style-type: none"> <li>I ask for help when I need it.</li> <li>I always respect others right to learn and the teachers right to teach.</li> </ul>	<ul style="list-style-type: none"> <li>I play fairly- take turns and invite others to join in.</li> </ul>

## Appendix 2 - Targeted Behaviour Support

### Support and Actions

#### Minor incidents -Reminder/Red Warnings (see flowchart)

- Students receive a reminder of expected behaviour and asked to change their behaviour so that it aligns with our school's expectations. For example to act more safely, more respectfully or more responsibly. This encourages students to reflect on their own behaviour, think about expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community.
- Students receive red warnings for following minor behaviour incidents.
- If students receive three red warnings they will need to go to an alternate learning area (Principal's office, another classroom etc. and behaviour entered on EDSAS).
- Teachers use restorative justice strategies to investigate behaviour with students.
- Students will apologise to the necessary person when returning from alternate learning area.
- Staff enter, track and monitor red warnings using Microsoft Forms.

#### Proactive Strategies to reduce the amount of minor incidents:

- Behaviour goal for the week.
- Explicit teaching of behaviour expectations.
- Restorative Practise strategies.
- Circle Time and class discussions.
- Team building activities.
- Positive Play Awards.
- Club 20, 40, 70 etc. sticker charts for students displaying positive behaviour choices. Awards given for each chart complete.

#### Repeated Incidents:

- Communication home is required for repeated incidents. Teachers must contact parents directly.
- Teachers continue to keep records at this step and beyond using Microsoft Forms.

#### Teachers may use the following to reduce the amount of repeated incidents:

- Alternate learning area during lessons.
- Reflection time.
- Negotiated learning/behaviour plans and supports.

#### Ongoing Incidents – Initial Consultation with the Principal

- Incidents and consequences have been recorded on Microsoft Forms.
- Teachers to maintain contact with parents to work together to improve student behaviour.
- All parent contact recorded in Microsoft Forms.

#### Teachers may use the following to reduce the amount of ongoing incidents:

- Alternate learning area.
- Alternate play schedules.
- Negotiate communication with parents e.g. notes / behaviour charts, meeting, text.

#### Unresolved Incidents and major incidents- Referral to Principal

- Teachers contact Principal when sending student to office.
- Teachers record incidences and frequency.
- Interview with student/investigate incident/s.
- Actions which may be applied include:
  1. Regular contact with parents/ carers
  2. Monitor behaviour for improvement.

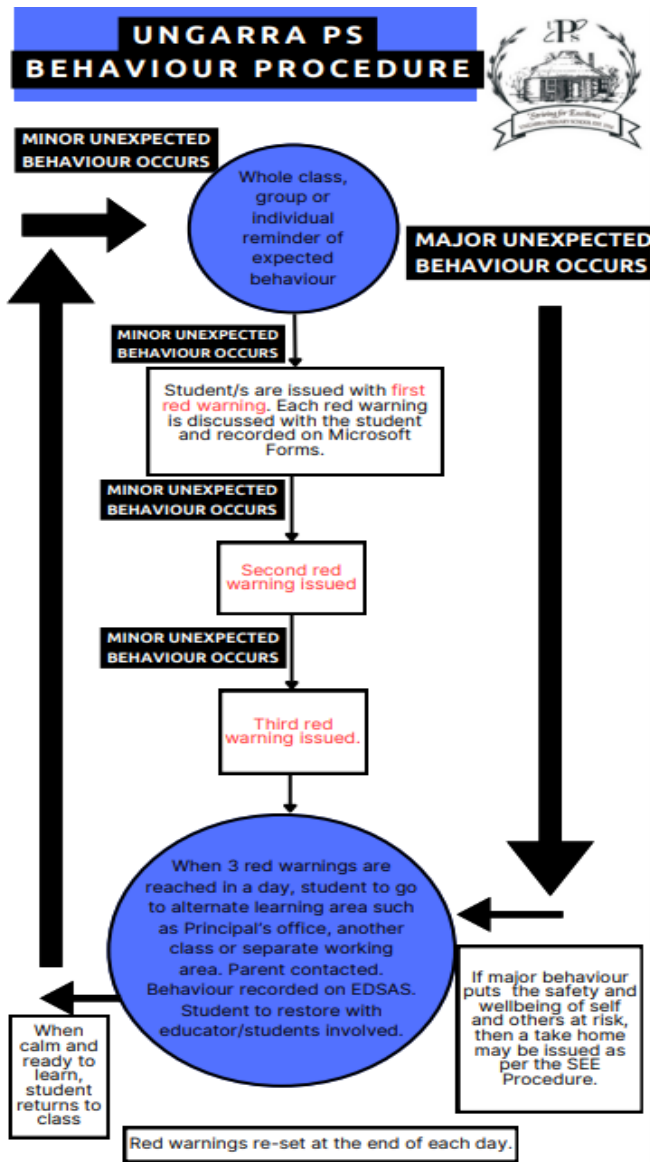
#### Principal may use the following to address major incidents:

- Alternate learning area– reflection.
- Alternate play schedule
- Managed attendance, parent meetings, behaviour plans.
- Take Home, Suspension, Exclusion, Expulsion as per DfE Policy.

## Ungarra Primary School Minor and Major Behaviours

Please note that minor incidents can turn into major incidents if they are repeated and ongoing and can be classified as both minor and major depending on the nature of the incident.  
Please note that all major incidents will get referred to the Principal and appropriate actions will be taken.

Minor	Both	Major
Distracting others – noise	Not following behaviour code – defiant manner of questioning	Verbal abuse towards a staff member, student or other
Distracting others –anti-social behaviour	Not following behaviour code – non-compliance with reasonable instructions	Theft
Distracting others – off-task behaviour	Not following behaviour code – missing class	Bullying – physical, verbal or written or cyber
Distracting others – work avoidance	Not following behaviour code – misuse of property	Harassment – sexual , racial, homophobic, disability or religious
Distracting others – uncooperative	Not following behaviour code – out of bounds	Threatened violence – gestures verbal or written threats
Distracting others – unwanted touching	Not following behaviour code – leaving the school grounds	Threatened violence using a weapon – gestures/verbal or written
Avoiding completing tasks – homework	Not following behaviour code – not completing a consequence	Sexual behaviour – assault of a staff member, student or other, problematic
Avoiding completing tasks – in class		Physical assault (requiring medical treatment)– of staff, student, other
Avoiding completing tasks – not attending to instruction		Physical assault of staff, student, other
		Violence using furniture, environmental, knife etc.,
		Graffiti, property damage, vandalism, arson
		Cyber Crime – posting images/videos without permission/impersonation/intimidation/blackmail/defamation
		Illicit/illegal drugs – possession, use, distribution, and smoking.



Link to Department Aligned Behaviour Support Policy - [https://www.education.sa.gov.au/policies/local-policies/data/behaviour-support/0446/\\_nocache](https://www.education.sa.gov.au/policies/local-policies/data/behaviour-support/0446/_nocache)