



Edinburgh College

Behaviour

Improvement

Policy

(Primary)

Document History

This policy is to be ratified by the School Council on Nov 2020

The life cycle of this policy is three years. It will be reviewed in 2023

Within our Christian Environment at Edinburgh College we want to develop willing learners who are respectful, responsible and resilient, and who have a heart for service in their community.

Purpose:

The intention of this policy is to increase the personal, social and emotional safety of students during learning and play while at school. Edinburgh College prohibits corporal punishment as a behavioural procedure.

Guidelines: The following procedures will be followed by all Primary teachers. The behaviours provided are examples only and are provided as a guideline, however teacher discretion is advised.

Action	Behaviours (examples)	Process
Infringement (Minor behaviours)	<ul style="list-style-type: none"> ● Lateness ● Disruptive – (minor) ● Property abuse (minor) ● ICT – (minor ie off task) ● Unexplained out of uniform ● Cheating in a test ● Disobeying playground expectations ● Playing of inappropriate games 	<p>A restorative conference will be held between the student and teacher whereby the issue will be discussed.</p> <p>The following processes will be followed on each occasion the behavior occurs: Possibly - after 3 warnings move to 1st occurrence.</p> <p><u>1st Occurrence:</u> Remind student of expected behavior as listed on Behaviour Expectations matrix</p> <p><u>2nd Occurrence:</u> Reteach behaviour during lunchtime (time with teacher on duty) to allow child to reflect on behaviour and discuss options for the future. Modelling/demonstrating the behaviour and getting the child to practice the correct behaviour expectation.</p> <p><u>3rd Occurrence:</u> Move to Support Class with Head of Primary to practice the correct behaviour.</p>

		<ul style="list-style-type: none"> ● Each infringement must be recorded onto SEQTA ● The Classroom teacher, Head of Primary and Parents must be notified of each 3rd occurrence infringement. ● Focus Cards (see below for details) will be issued if a child reaches a series of 3rd occurrence or a pattern is becoming evident. ● Enter child into Tier 2 PB4L program
Support Class (Major behaviours)	<ul style="list-style-type: none"> ● Bullying ● Derogatory language ● Denigration of others ● ICT misuse and cyber bullying ● Aggressive behaviour ● Leaving premises without teacher permission ● Inappropriate conversations 	<p>Support classes must be recorded onto SEQTA by the Teacher or Head of Primary and a notification must be sent to parents.</p> <p>During support classes students will meet with the Head of Primary to:</p> <ol style="list-style-type: none"> Conduct a restorative conference Begin a Focus Card - immediately Re-learn appropriate behaviour skills Organise and facilitate an apology The apology must then be taken to the person/teacher/group involved for reconciliation. Enter child into Tier 3 PB4L program
Focus Card Level One: White card	<ul style="list-style-type: none"> ● Discretion of Head of Primary following a series of infringements or detentions (3 or more) should a pattern of behaviour appear to be evident. 	<p>After three (3rd Occurrence of a Minor Behaviour or 1st Occurrence of a Major Behaviour) infringements in any given term, the Head of Primary in collaboration with the teacher will place the student on a Level One report card should a pattern of behaviour be evident. The rationale for this is to focus</p>

<p>Level Two: Yellow Card</p>	<ul style="list-style-type: none"> ● Failure to successfully complete Level 1 Focus Card 	<p>on correcting and improving the concerning behaviour.</p> <ul style="list-style-type: none"> ● The Head of Primary will meet with parents and inform staff. ● The student is to take the Focus card to class and have it signed by their teacher. ● Report cards must be taken home daily, signed by parents and returned to school the next day. ● Child to be entered into Tier 2 PB4L program <p>Report cards are reviewed after 5 school days by the teacher and the Head of Primary.</p> <p>The Head of Primary or Principal will discuss with the parents and the student concerned.</p> <ul style="list-style-type: none"> ● Notification will be provided that the Level 1 report card was unsuccessfully completed. ● A restorative conference will be conducted and strategies for the successful completion of Level 2 will be discussed ● The student will also be removed from the playground during recess and lunch for the duration of the report week and support will be provided to re-teach appropriate behaviour.
<p>Level Three: Red Card</p>	<ul style="list-style-type: none"> ● Failure to successfully complete Level 2 Focus Card 	<p>Principal to call and meet with parents.</p>

		<p>Letter to parents with the report card (Student removed from class, recess and lunch, before and after school interaction restricted). Failure to complete successfully will result in possible suspension or expulsion.</p> <ul style="list-style-type: none"> • Enter child into Tier 3 of PB4L program
<p>Suspension / Expulsion / Deregister</p>	<ul style="list-style-type: none"> • Failure to successfully complete Level 3 Focus Card • Extreme bullying • Offensive behavior towards staff • Extreme physical harm towards others on campus 	<p>Referred to the Discipline committee</p> <p><u>The Discipline Committee</u> <i>HOP and/or Principal</i> – are to consider and decide upon consequences for student actions;</p> <p><i>Teachers, Chaplain</i> – support the student throughout this process; including bringing to the committee’s attention to the student’s current circumstances and background.</p> <p>Option for deregistration or Expulsion – Referred to College Council for vote</p> <p><u>College Council</u> <i>Chairperson</i> <i>Principal</i> <i>Elected College Parents/Partners</i></p> <p><i>At the discretion of the Discipline Committee a support person(s) for the student/family may be invited to meet with the College Council</i></p> <p><u>Appeals Process</u> Parents/Students are to refer to the</p>

		Procedural Fairness Policy
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Special Note - For Assisting Children with Special Needs

(refer to individual learning needs policy)

The Learning Support Coordinator(s) will:

- work collaboratively with class teachers to implement prepared programs, either in class or withdrawal situations
- support students with special needs and their families during any required behavioural improvement processes at Edinburgh College
- participate in relevant training and development

This policy works in conjunction with the guidelines for parents with complaints policy, child safe protection policy and the procedural fairness policy.

This policy is to be used in conjunction with the ICT, academic, bullying prevention and homework, individual learning needs policy.