



# Edinburgh College

# Behaviour

# Improvement

# Policy

(Primary)

## Document History

This policy is to be ratified by the School Council on [Nov 2016] .  
The life cycle of this policy is three years. It will be reviewed in [2017]

*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.

**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"> <li>● Lateness</li> <li>● Disruptive – (minor)</li> <li>● Property abuse (minor)</li> <li>● ICT – (minor ie off task)</li> <li>● Unexplained out of uniform</li> <li>● Cheating in a test</li> <li>● Disobeying playground expectations</li> <li>● Disobeying veranda expectations</li> <li>● Playing of inappropriate games</li> </ul>	<p>A restorative conference will be held between the student and teacher whereby the issue will be discussed. The following processes will be followed on each occasion the behavior occurs:</p> <p>Possibly - after 3 warnings move to 1st occurrence.</p> <p><b><u>1<sup>st</sup> Occurrence:</u></b> Remind student of expected behavior as listed on Behaviour Expectations matrix</p> <p><b><u>2<sup>nd</sup> Occurrence:</u></b> 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</p>

		<p>practice the correct behaviour expectation.</p> <p><b><u>3<sup>rd</sup> Occurrence:</u></b>  Move to Support Class with Head of Primary to practice the correct behaviour.</p> <ul style="list-style-type: none"> <li>● Each infringement must be recorded onto SEQTA</li> <li>● The Classroom teacher, Head of Primary and Parents must be notified of each 3<sup>rd</sup> occurrence infringement.</li> <li>● Focus Cards will be issued if a child reaches a series of 3<sup>rd</sup> occurrence or a pattern is becoming evident.</li> </ul>
<p>Support Class (Major behaviours)</p>	<ul style="list-style-type: none"> <li>● Bullying</li> <li>● Derogatory language</li> <li>● Denigration of others</li> <li>● ICT misuse and cyber bullying</li> <li>● Aggressive behaviour</li> <li>● Leaving premises without teacher permission</li> <li>● Inappropriate conversations</li> </ul>	<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"> <li>Conduct a restorative conference</li> <li>Complete a reflection sheet</li> <li>Re-learn appropriate behaviour skills</li> <li>Organise and facilitate an apology</li> <li>The apology must then be taken to the person/teacher/group involved for reconciliation.</li> </ol>
<p><b>Focus Card</b> <b>Level One:</b> White card</p>	<ul style="list-style-type: none"> <li>● Discretion of Head of Primary following a series of infringements or detentions (3 or more) should a pattern</li> </ul>	<p>After three (3<sup>rd</sup> Occurrence) 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</p>



		interaction restricted). Failure to complete successfully will result in possible suspension or expulsion.
Suspension / Expulsion / Deregister	<ul style="list-style-type: none"> <li>● Failure to successfully complete Level 3 Focus Card</li> <li>● Extreme bullying</li> <li>● Offensive behavior towards staff</li> <li>● Extreme physical harm towards others on campus</li> </ul>	<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 Procedural Fairness Policy</p>

**Special Note - For Assisting Children with Special Needs**

(refer to special with 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, special with individual learning needs policy.*