



Blair Athol North
School

BELONGING, BEING, BECOMING

Behaviour Education Agreement

GOLDEN RULE:

Treat others as you would like them to treat you

SCHOOL VALUES:

Being **BRAVE**

Pursuing **PERSONAL BEST**

Having **STRONG REASONS**

Using **Great Strength**

“Let us raise children to be considerate of themselves, others and the world in which they live, with sound reasons for the things they say and do...from this, all else will follow.” -W.McCaskill



Government of South Australia

Department for Education

At Blair Athol North B-6 School we acknowledge and embrace the uniqueness of every individual.

We believe that all behaviour is communication and that behaviour education is done through wisdom, not force.

A safe and supportive learning environment is one in which adults and children display consideration and respect and take responsibility for their own and the group's development. Behaviour Education processes have this aim as a priority.

Our school values of , **Following the GOLDEN RULE, Being BRAVE, Pursuing your PERSONAL BEST, Having STRONG REASONS for what you say and do and Using GREAT STRENGTH to be sensible** promote family, staff, students and community partnerships and open communication in order to support and teach learning behaviours.

Learners at BANB-6 attend school to:

- Develop skills for lifelong learning
- Make friends and develop support networks
- Play and have fun
- Be honest and learn to take responsibility for all inappropriate behaviours
- Prepare for the future
- Be safe
- Learn care for self, others and the planet
- Be innovative and creative
- Take risks and make mistakes

All adults at BANB-6 endeavour to create learning communities which are:

- Safe and secure
- Inclusive of all learners
- Conducive to learning
- Enjoyable
- Supportive of respectful relationships
- Self directed

PROACTIVE STRATEGIES

Adults use proactive strategies that involve behaviour education through understanding rights and responsibilities. We develop this through studio learning, whole school learning and partnerships with families and communities.

- Code of Conduct – negotiated and developed within studios
- Clear, negotiated and agreed to expectations and routines
- Modelling and teaching social skills and interactions
- Transitions e.g. from play times back into studios
- M.A.T.E – **Mentoring Action Timely Effective**
- Reconnect room
- Noticing and acknowledging strong decisions
- Play is the Way - embedded in learning
- Restorative practice - Reflect, Repair and Repay and 'bucket filling'
- Developing social play skills
- Environment as the '3rd teacher' for engagement and self regulation

RESPONSIBILITY OF LEARNERS (Play is the Way Key Concepts and our school values)

- **Be brave – you have to participate to progress**
- **Pursue your personal best – no matter who you are with**
- **Have reasons for the things you say and do**
- **Knowing it takes great strength to be sensible**

Responsibilities of BANB-6 Staff

Adults at BANB-6 are expected to support the implementation of the Behaviour Education Agreement through:

- Creating an understanding and common language around the 5 key Play is the Way (PITW) concepts at the start of the year and throughout the journey with their learners
- Intentionally design learning relevant to the individual needs of all learners
- Using the Play is the Way language with all learners
- Modelling communication and problem solving strategies to children
- On going communication with families of any noticings at an early stage e.g. behaviour, attendance
- Teaching, practising and modelling behaviours (social and learning) behaviours
- ‘With-it-ness’ – knowing and understanding your learners
- Being the bigger, stronger, wiser and kinder adult

RESPONSIBILITY OF THE SCHOOL COMMUNITY (Families and visitors)

- Model respectful behaviours
- Have an understanding of the Behaviour Education Agreement
- Work in partnership with BANB 6 staff to support the Behaviour Education Agreement
- Ensure learners attend school regularly, on time and let the school know if children will be absent
- Communicate with staff about any issues concerning your child/ren
- Follow BANB-6 Grievance Procedures
- Be aware of the rights of individuals and policies in regards to the use of photographs, videos and social media
- Being the bigger, stronger, wiser and kinder adult

FINALLY....

RESPONSES TO UNACCEPTABLE STUDENT BEHAVIOUR

Individuals needs will be acknowledged in school responses to student behaviour.

Extreme and /or long-term unacceptable behaviours may result in:

- Temporary removal from learning spaces
- Seek family help and support
- Involvement of other DfE agencies e.g. Behaviour coach, Special Educator, Attendance social worker
- Involvement of outside agencies e.g. Psychologist, Occupational Therapist, Social worker
- Internal suspension
- External suspension
- Personal Behaviour Agreement
- Exclusion

“The more difficult or unusual a child’s behaviour, the greater their plea for help.” – W.McCaskill