



KONGORONG PRIMARY SCHOOL BEHAVIOUR SUPPORT FRAMEWORK

At Kongorong Primary School we believe in fostering a learning environment that:

- is respectful, safe, caring, and fair.
- supports and protects the rights of students to learn and teachers to teach.
- develops in students an acceptance of responsibility for their own behaviour.
- is oriented to success so that all students have support and opportunities to be successful academically, socially, and physically.
- develops a partnership between staff, students, and their families.

At Kongorong Primary School we aim to promote responsible behaviour and create a safe, caring, orderly and productive learning community and provide students with opportunities and support to experience positive behaviour through the student Code of Conduct.

All members of the school community are expected to respect the following rights:

- The rights of all people to be treated with respect.
- The rights of all students to learn.
- The rights of all teachers to teach.
- The rights of all to be safe.

Classroom and Yard Behaviour Management

We believe that:

- An effectively managed classroom and yard with clear guidelines, procedures, and routines for common aspects of classroom life will ensure all students feel safe and are able to engage in the learning process.
- To ensure understanding and ownership, students must be jointly involved in the creation of these guidelines, procedures, and routines.
- Students appreciate a straightforward and consistent approach.

Therefore, we will:

- Jointly develop, record, and display specific behaviours, routines, and processes at the beginning of each year – students and teacher develop together.
- Acknowledge positive behaviour or when rules and procedures are being followed.
- Use teachable moments to reinforce key ideas.
- Remain aware of what is happening in all parts of the classroom and yard, by continuously scanning the classroom, even when working with small groups or individuals.
- Remain alert to the potential for minor issues to erupt – place self in picture, deflect, use humour etc.
- When we are on yard duty, we need to ensure that we arrive promptly at the start of duty.
- We need to constantly move around to monitor the student's behaviour in the yard.
- Students need to wear a hat in Terms 1 and 4, while outside in the yard.
- Acknowledge breaches of classroom and yard rules and procedures promptly and employ logical consequences.
- Record significant or on-going breaches and give to the front office for recording on EDSAS (Department for Education data recording system).



Government of South Australia
Department for Education

BEHAVIOUR SUPPORT FRAMEWORK: KONGORONG PRIMARY SCHOOL

TIERED INTERVENTION RESPONSES

Tier 1	Tier 2	Tier 3
<p>Unacceptable Behaviour:</p> <ul style="list-style-type: none"> • Breach of school values • Not following reasonable instructions • Using obscene language • Refusing teacher requests • Leaving class without permission 	<p>Unacceptable Behaviour:</p> <ul style="list-style-type: none"> • Continue breach of Tier 1 behaviour • Intimidation and threats • Bullying • Possession and use of any item in a threatening or harmful way • Stealing • Graffiti • Leaving school grounds 	<p>Unacceptable Behaviour:</p> <ul style="list-style-type: none"> • Obscene or offensive acts • Continual intimidation or threats • Continual bullying • Physical violence • Possession and use of a dangerous item in a threatening or harmful way
<p>Appropriate response:</p> <ul style="list-style-type: none"> • Restorative Conversation Script • Explicitly teach class/yard procedures • Side by side conversation • Redirection • Walk and talk • Make up lost learning time 	<ul style="list-style-type: none"> • Restorative conversation Script • Explicit class / Yard support timetable in place • Take Home / Restorative conversation with adults (Staff and caregivers) • Make up lost learning time • Implement Behaviour Plan • Escalation profile completed • Care Team meeting (parent/teacher/leadership) • Referral to Support Services / Key Partners 	<ul style="list-style-type: none"> • Suspension / Restorative conversation Script • Exclusion • Police involvement • CARL notification • IRMS report • Make up lost learning time • Off Site Program • Home Education Options pursued • Review Behaviour Plan

Factors to consider in determining an appropriate level of response:

Severity of behaviour – The impact of behaviour on the safety and wellbeing of others, learning program and wider community is considered.

Frequency of the behaviour and similar behaviour – Classroom and Whole school processes are implemented prior to suspension options.

Age, Disability, Trauma and Mental Health - Chronological age, development and circumstance considered when determining the student’s level of understanding of the behaviour.

Repeated behaviour patterns – possible triggers or trends in a young person’s behaviour examined and relevant accommodations or interventions put in place.

Consistency of approach – consequences should be consistent with the School’s Positive Behaviour Developmental Policy.