

ES Responsible Behavior Guide



Our school community uses the following school rules to teach and promote our high standards of responsible behavior:

- Be safe
- Be responsible
- Be respectful

	All Areas	Classroom	Online	Playground	Stairs Hallway	Bathroom/ Changing Rooms	Cafeteria
Be Safe	Use equipment appropriately Keep hands, feet and objects to yourself Walk	Sit calmly Enter and exit the room calmly and in an orderly way	Use approved online sites and educational games Be courteous in all online communication	Participate in safe games Wear shoes at all times Use climbing frame safely Walk to the line as soon as the whistle is blown Play within the playground boundaries	Carry items carefully Keep to the right Walk in an orderly way so that others are not disturbed	Wash hands after using the bathroom and before eating food	Enter and exit the cafeteria calmly and in an orderly way Use cutlery appropriately Carry trays with two hands Remain seated while eating

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Be responsible</p>	<p>Be on time Be in the right place at the right time Follow instructions straight away Be honest</p>	<p>Be prepared Complete set tasks Ask permission to leave the classroom Take an active role in classroom activities Keep work space tidy</p>	<p>Report any unacceptable behavior to a teacher Post only appropriate content online</p>	<p>Be a problem solver Return equipment to appropriate place</p>		<p>Use bathrooms during breaks Keep possessions organized Keep changing rooms tidy</p>	<p>Return trays to appropriate place Keep table tidy Clean table after use</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Be respectful</p>	<p>Respect others' personal space and property Care for equipment Clean up after yourself Use polite language Wait your turn</p>	<p>Respect others' right to learn Talk in turns Be an active listener Be respectful of others' ideas, beliefs and perspectives</p>	<p>Respect others' right to use online resources free from interference or bullying Keep any usernames or passwords private Follow all teacher instructions about keeping private information off online sites</p>	<p>Play fairly – take turns, invite others to join in and follow rules Care for the environment Line up when the whistle blows Follow the duty teacher's instructions</p>	<p>Walk quietly and in an orderly way so that others are not disturbed</p>	<p>Respect the privacy and property of others</p>	<p>Speak quietly Follow the duty teacher's instructions</p>

Behavior Responses

When responding to problem behavior, the staff member first determines if the problem behavior is major or minor, with the following agreed understanding:

- Minor problem behavior is handled by staff members at the time it happens.
- Major problem behavior is referred directly to the school Administration team.

Minor Behaviors

Minor behaviors are those that:

- are minor breaches of the school rules;
- do not seriously harm others or cause you to suspect that the student may be harmed;
- do not violate the rights of others in any other serious way;
- are not part of a pattern of problem behaviors; and
- do not require involvement of the MPC or Principal

Redirection Procedure

In line with the school's restorative approach, encourage students to reflect on their own behavior, evaluate it against school expectations, and plan how their behavior could be modified to align with these expectations. When redirecting minor problem behaviors ask students to think of how they might be able to act more safely, more respectfully or more responsibly.

When Conferencing with Students

The staff member takes the student aside and does the following:

1. names the behavior that the student is displaying;
2. asks the student to name expected school behavior;
3. states and explains expected school behavior if necessary; and
4. gives positive verbal acknowledgement for expected school behavior
5. gives the student the opportunity to put things right e.g. restorative approach

Classroom Interventions

Some possible interventions may include: re-teach expectations, change seat, think time, student conference, curricular differentiation, parent conference, verbal praise, remove distractions, reminders/prompts/cues, and provide choices.

Possible Minor Behavior Consequences

Consequences should be logically connected to the problem behavior. For example, complete removal from an activity or event for a specified period of time, partial removal (time away where reflection sheet can be completed*), individual meeting with the student, apology, remaining in class during break for work completion.

Documenting Minor Behaviors

Some ways of documenting minor behaviors include, a copy of the reflection sheet, Day Book entry on School Base, letter of apology written by the student, email to parents, or parent/student conference logs. Teacher discretion can be used when documenting first and second incidence. However, any further incidence within the semester should be documented on School Base.

Recurring minor behaviors where students show no change in behavior, in spite of redirection and classroom interventions results in a referral to MPC with documentation of interventions used.

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Major Behaviors

Major behaviors result in an immediate referral to Principal because of their seriousness. Major behaviors are those that:

- significantly violate the rights of others;
- put others / self at risk of harm; and
- require the involvement of school Administration.

Major behavior consequences are determined by Administrator and communicated to homeroom teacher, relevant staff and parents.