



# Keller Road Primary School

Keller Road Primary School  
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Government of South Australia  
Department for Education

## Code of Conduct- Code for Success

Keller Road School is committed to providing a safe, respectful and cooperative learning environment for all students and staff. Our school has developed a code of conduct which reflects the Department for Education Management of Student Behaviour Policy (1990), and the principles of Berry Street Education Model. Berry Street is a whole of school trauma-informed model supporting student engagement and wellbeing.

At Keller Road we will use a whole school consistent approach; which recognises that students need nurture and care whilst learning in a culture of high expectations that support and best meet their individual goals. Staff will provide and promote a safe, engaging and relationship based environment to ensure students learn within a supportive framework. Keller Road uses a whole school restorative approach to student development and will provide consistency in expectations of appropriate and inappropriate behaviour.

At the beginning of the school year all classes develop class behaviour agreements based on The Berry Street Model. These will be developed in consultation with the students and be clearly displayed in their classroom, communicated to parents and reviewed during the year.

Behaviour can be separated into two types of inappropriate behaviour:

**Low Level:** e.g. the non-wearing of a hat, calling out, dropping litter, moving unsafely around room, out of bounds, poor language, a peer argument.

**High Level:** e.g. constant non-compliance to follow teacher instructions, violence, bullying.

At Keller Road we don't take a 'one size fits all' approach when responding to behaviours. Responses are differentiated dependent on a range of factors, including the developmental and emotional needs of each student and their capacity to independently manage their behaviour. Teachers are consulted and kept informed of responses to significant behaviours. Teachers and students are supported at all times during the process.

**We aim to develop students' skills so they are self-managing their behaviour naturally and independently rather than through externally applied rewards and consequences. Using The Berry Street Education Model we support students to recognise behaviour to heal and grow as individuals.**

**We must always be asking ourselves why a child is making a particular choice as this will inform the way we respond to the behaviour,** e.g. learning task too hard/too easy/not engaging; not knowing what is expected/hasn't understood or heard instructions; feeling anxious, worried or threatened (at home or school); unwell; classroom environment too hot/cold/noisy/'busy'; has special needs, what is their history? Are there background/ relationship issues at play?

## Responding to Classroom Behaviour:

Teachers use professional judgement and their knowledge of the child when they respond to behaviour, *with the aim of de-escalation and the child returning to being present, centred and ready to learn.* All classrooms have a calm area that students can access to self-regulate.

Teachers use a range of processes to record/respond to behaviour, e.g. discussion, behaviour charts, restorative justice practices, calling for support from member of leadership team. If the student is unable to self-regulate in class there are times they will need to work in another classroom space until they are ready to learn in their classroom environment.

There may be times when students will be required to follow an alternative process to ensure the safety and wellbeing of the individual and the school community.

Staff and Leadership will communicate with parents/ caregivers when required. Staff will acknowledge positive and appropriate behaviour and communicate this to parents.

Successful behaviour change is enhanced through effective and respectful school, family, community and interagency partnerships.



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## **Inappropriate Yard Behaviour:**

For students who exhibit low level behaviours consequences may include a time out to sit and cool down and reflect or a “walk with me” counselling session. The response from staff will be individual and appropriate to the issue and the developmental needs of the child.

Students who exhibit high level inappropriate behaviours will be removed from the yard. Initially staff will ask the student to remove him/herself to the front office. If the student refuses the teacher’s request, the yard duty teacher calls leadership and a member of leadership will then take responsibility for that student

Following the initial removal of the student the teacher will have the opportunity to speak with leadership at an opportune moment around the behaviour. Leadership will determine the consequences for the student taking into account the needs of the student, teacher and other individuals involved.

Consequences will reflect the needs of the student, his/her peers and staff members. Consequences could include extended time out of the yard and/or play time monitored and supported by a member of staff.

## **Restricted Play**

Restricted play may occur if a student repeatedly refuses to play in a safe and appropriate manner. Restrictions may be to certain play area or under leadership supervision. The area and duration will be negotiated with the Leadership Team and class teacher. At the completion of the restricted play period the student will have a yard re-entry conversation with a member of leadership.

## **Suspension:**

At times student behaviour may lead to suspension.

**Internal** suspension is used as a firm reminder that a student’s behaviour is unacceptable or the Principal feels that external suspension may not be the best method to support change. During an internal suspension students will have at level, individual work to complete in an office area, supervised by a member of leadership. Breaks will be at different times to the rest of the school.

If **external** suspension is used a member of the leadership team will contact parents and complete paperwork. As part of the re-entry process a Student Development Plan will be completed. For classroom behaviour a member of the leadership team will release the classroom teacher where possible to enable them to be involved in the re-entry meeting.

## **Mobile Devices:**

Mobile devices are to be handed up each morning in the device box, which is secured in the Deputy Principal’s office until home time.

Mobile devices are not to be accessed or used during school time.



## KELLER ROAD COMMUNITY RIGHTS AND RESPONSIBILITIES

<u>Students have the RIGHT to:</u>	<u>Students have the RESPONSIBILITY to:</u>
<ul style="list-style-type: none"> <li>• Learn in a purposeful and supportive environment that shows respect, courtesy and honesty.</li> </ul>	<ul style="list-style-type: none"> <li>• Respect the right of other's to learn, work and play in a safe, secure, friendly and clean environment.</li> </ul>
<ul style="list-style-type: none"> <li>• Work and play in a safe, secure, friendly and clean environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Choose to display respectful, courteous and honest behaviour.</li> </ul>
<ul style="list-style-type: none"> <li>• Be involved in discussions through Class Meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Be punctual, polite, prepared and display a positive manner.</li> </ul>
<ul style="list-style-type: none"> <li>• Equal treatment regardless of race, gender or physical ability.</li> </ul>	<ul style="list-style-type: none"> <li>• Play fair and include others</li> </ul>
<ul style="list-style-type: none"> <li>• Interact with others in an atmosphere free from harassment and bullying.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure their behaviour and actions create a Bully/ Harassment free supportive environment.</li> </ul>
<u>Staff have the RIGHT to:</u>	<u>Staff have the RESPONSIBILITY to:</u>
<ul style="list-style-type: none"> <li>• Be shown respect, courtesy and honesty.</li> </ul>	<ul style="list-style-type: none"> <li>• Model respectful, courteous and honest behaviour, consistently and fairly implement the Code of Conduct.</li> </ul>
<ul style="list-style-type: none"> <li>• Teach in a safe, secure and clean environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Report student progress to parents.</li> </ul>
<ul style="list-style-type: none"> <li>• Teach in a purposeful and non-disruptive environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Establish and maintain positive relationships with students.</li> </ul>
<ul style="list-style-type: none"> <li>• Cooperation and support from parents in matters relating to their children's education.</li> </ul>	<ul style="list-style-type: none"> <li>• Be vigilant about any issues arising with students learning and wellbeing.</li> </ul>
<ul style="list-style-type: none"> <li>• Cooperation and support from colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>• Be on time to class and duty responsibilities, provide duty of care for all students.</li> </ul>
<ul style="list-style-type: none"> <li>• Feel safe and protected at their workplace.</li> </ul>	<ul style="list-style-type: none"> <li>• Support the induction of students new to our community.</li> </ul>
<u>Parents have the RIGHT to:</u>	<u>Parents have the RESPONSIBILITY to:</u>
<ul style="list-style-type: none"> <li>• Be shown respect, courtesy and honesty.</li> </ul>	<ul style="list-style-type: none"> <li>• Treat staff with respect, courtesy and honesty</li> </ul>
<ul style="list-style-type: none"> <li>• Be informed of curriculum material, behaviour management procedures and decisions affecting their child's health and welfare.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure that their child is organised and prepared for effective learning.</li> </ul>
<ul style="list-style-type: none"> <li>• Be informed of their child's progress.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure that their child attends school and provide the school reasons relating to any absences.</li> </ul>
<ul style="list-style-type: none"> <li>• Be heard in an appropriate forum on matters related to their child.</li> </ul>	<ul style="list-style-type: none"> <li>• Inform the school about any behaviour concerns when they arise.</li> </ul>
<ul style="list-style-type: none"> <li>• Expect that their child is provided a safe environment to learn.</li> </ul>	<ul style="list-style-type: none"> <li>• Inform the school of any issues which may impact on their child's success.</li> </ul>