Ernabella Anangu School values a safe and positive environment, which increases student responsibility and learning. Each member of the school community is responsible for the welfare of the others in our community.

**OUR OBJECTIVES**
A positive learning experience through:
- developing and maintaining success for all students
- teaching students to take responsibility for their behaviour
- developing and implementing consistent practices to support the rights of all members of the school community
- developing partnerships to manage student behaviour
- supporting the rights of all members of the school community

**INFLUENCES ON STUDENT WELL-BEING**

Protective factors
- Positive relationships with educators & peers
- Feeling safe
- Engaging curriculum
- Feeling connected
- Belonging
- Positive climate
- Pro-social peer group
- Responsibility & required helpfulness
- Opportunities for success
- Recognition of achievement
- Sense of control of learning
- Feeling competent
- Meaningful pathways through schooling
- Appropriate content and methodology for all individuals in the classroom

Risk factors
- Poor connection to the setting
- Bullying
- Peer rejection
- Failure
- Anti-social peer group
- Ineffective behaviour management
- Lack of challenge or inappropriate expectation
- Inadequate or insufficient food
- Lack of sleep
- Health issues

**COMMUNITY RESPONSIBILITIES**
The teaching of appropriate citizenship skills needs to involve all members of a community. Our school provides a social context in which students need to be supported, while being taught how to accept responsibility for their own behaviour.

DECD, school communities, services and agencies will work together to create a learning community which is:
- safe
- inclusive
- conducive to learning and
- free from harassment and bullying

When they enroll a student in a school, parents and caregivers accept responsibility to:
- ensure that the student attends school and that school staff are notified of absences
- keep schools informed of health issues, concerns about behaviour or other matters of relevance
- comply with DECD and school policies including the School Behaviour Management Policy.
RESPONSIBILITIES OF SCHOOL-BASED STAFF

School staff will:
- develop and foster positive relationships with students and families
- communicate and interact effectively with students and engage in cooperative problem solving to address issues faced in the community
- participate in developing, implementing and reviewing the school's procedures for managing student behaviour
- establish, maintain, make explicit and model the school's expectations relating to student behaviour
- respond positively to responsible student behaviour and apply consequences if students interfere with teaching and learning and the safe school environment.

In particular, teachers will:
- structure the teaching program to facilitate learning and encourage students to achieve their personal best
- cater for the developmental, social and emotional needs of individual students and use a range of teaching methods
- provide formal and informal feedback on student learning to students and parents or caregivers, and review teaching programs in the light of student learning outcomes
- develop classroom management strategies and programs that:
  - involve negotiation and support the participation of all students
  - value differences in gender and the cultural and linguistic backgrounds of students
  - acknowledge positive learning and social behaviours
  - deal effectively with sexual harassment, racism and bullying
  - take into account the impact of physical and intellectual disability, trauma and disadvantage on the learning process
  - establish and maintain safe and supportive learning environments.

VALUES AND EXPECTATIONS
To assist in maintaining a consistent, school wide approach to behaviour management, each class will develop, by involving the students and AEWs, a set of class rules, based upon the following core values / behaviours:

* LISTENING
* LEARNING
* LOOKING AFTER EACH OTHER

Anangu and non Anangu staff will work together to implement the following:
- Staff will teach and model appropriate behaviours and care for the environment
- Staff will maintain high and consistent expectations across the school
- Staff will be consistent with reinforcing appropriate school behaviours and not accept inappropriate school behaviours
- In consultation with the Principal and Anangu Coordinator, the teacher will document and follow up persistent unacceptable behaviour and any violent behaviours with appropriate family members
- Staff will teach appropriate behaviours, strategies for developing appropriate behaviours and dealing with frustrations through the Health Curriculum (Protective Behaviours Curriculum)
- Staff will regularly reflect on their own teaching practice and methodologies and how this impacts on the behaviour of students (through professional discussions with Principal and other staff etc.)
- Staff will provide relief teachers/PRTs with a verbal/written briefing of behaviour issues (where possible) before relief staff enter classes

Anangu staff are invaluable in their ability to translate between the school, the home cultures and languages - they should be the teacher’s first resource in understanding the students. They confirm students' interpretations of teacher instructions elaborate on familiar concepts and assist in introducing new knowledge. They are a teaching team member, not just there for behaviour management.

** Disturbing or puzzling behaviour of any kind observed in students should be discussed with Anangu staff and the Principal immediately**
BEHAVIOUR MANAGEMENT STRATEGIES

Positive behaviours:
- Praise for positive behaviour. “Catch them being good”
- Have a conversation with each student daily
- Get to know your students’ families
- Class teachers develop a reward system in collaboration with AEWs and the students
- Individual and class points systems (ticks, smiley faces, stickers) developed in the class can earn prizes or other rewards (bush trips, class lunch/party …) for positive behaviours
- Funding for this system will come from the school Student Attendance/Health budget
- Students persistently working hard and consistently exhibiting positive behaviours could be recognised at school assembly

Inappropriate behaviours:
**use a visual warning system to monitor behaviour

1. **Reminders** - 1st, 2nd, 3rd or as teacher sees appropriate. It could include removal of the child to a quiet place in the classroom for reflection.
2. **Buddy Class**: This is a chance to defuse behaviour by removal from the classroom. It gives students a chance to reflect on their actions and change thinking.
3. **Office Time Out**: Phone call to Anangu Coordinator, Principal, or Deputy Principal to come and get the student, or arrange for caregiver to come.
4. **Take home**: Where the student is repeatedly offending or exhibiting extreme behaviour (such as rock throwing and other violent acts), such that they cannot re-enter the class, the Principal, Deputy and / or Anangu Coordinator will either take the student home or call for family members to come and collect the student. **Where circumstances prevent this from happening, the Principal, Anangu Coordinator or person in charge will determine what course of action is most appropriate at the time, considering the safety and well being of those concerned, including the student.** When a student is taken home, the teacher marks the role with a K= taken home (please include a comment about what happened, and complete an incident report)
5. **Reentry contract**: Students persistently engaging in unacceptable behaviours, who continually exhaust the 4 points of action detailed above, will be required to complete a ‘Behaviour Contract’ drafted by the student, in consultation with the family / caregivers, class teacher, AEW, Anangu Coordinator and Principal / Deputy Principal. This will be signed by the teacher, AC / Principal / Deputy, the student and a caregiver. The contract should describe the persistent behaviours and a logical / immediate consequence to follow when these behaviours are exhibited. Return to class will usually involve the presence of a caregiver.

To assist relief teachers, class teachers will:
- negotiate rules with AEWs and children, clearly display them in the classroom and in the program
- develop a set of positive strategies / reward system
- develop a visual cue system to students of inappropriate behaviours
- develop a set of appropriate consequences in negotiation with AEWs and children, clearly display them in the room and in the program
- explicitly teach the Keeping Safe/Protective Behaviours Curriculum and ensure this is incorporated into their planning.

*Keeping parents and carers informed of student behaviour and achievements both positive and inappropriate is critical for good student behaviour management and securing parental support. Get to know your student’s carers and families. Build relationships with students, AEWs, family and key community members.*
BEHAVIOUR CONTRACT
Name: ____________________  Time: __________  Date: __________

Draw a picture of what happened.

What could I do to make it better?

Signed: