

Behaviour Education Policy and Guidelines

Respect Creativity Excellence Resilience

RATIONALE: Essential to quality education and productive student learning is the provision of a safe, inclusive and supportive environment that builds a successful community of learners. In partnership with parents and carers, our leadership team and staff aim to develop democratic relationships and create safe conditions for rigorous learning. Our staff are committed to providing a harassment and bullying free learning environment through:

- Creating a caring, supportive and connected learning school culture
- Implementing DE policies and procedures – Anti-bullying, Child Protection, School Discipline, Behaviour Management, Cyber Safety
- Providing ongoing professional learning
- Monitoring and acknowledging positive behaviour.
- Developing skills and implementing safe practices
- Focussing on student wellbeing and student
- Early intervention and implementation of targeted support
- Building partnerships with families and the community

The Behaviour Education Guidelines define the responsibilities of all members of the school community who are expected to conduct themselves in a lawful, ethical, safe and responsible manner that recognises the rights of others. Our policies and procedures reflect those of the Department for Education Wellbeing for Learning and Life and the National Safe School's Frameworks. All individuals have the right to **quality** teaching and engaging and challenging **learning**.

Respect

Staff model and teach appropriate respectful behaviours, develop democratic relationships through effective communication.

Students show respect for themselves and others by collaborative decision making and following the negotiated classroom and yard behaviour expectations.

Parents foster positive partnerships with staff and students through communication and participation in classroom activities and school events. They follow school processes and respect the teachers' professional decisions.

Creativity and Excellence

Staff utilise data sets to inform their teaching, learning and assessment tasks for intellectual challenge.

Students are involved in setting and achieving SMART Literacy and Numeracy goals and learning plans with support of staff and parents.

Parents support their child in their learning at home and at school.

Resilience

Staff empower and support student to become caring and emotionally resilient learners.

Students take risks with their learning, to view failure as an opportunity to develop a positive growth mind set to move forward as a powerful learner.

Parents support the qualities that allow children to bounce back from adversity and how to nurture resilience in their child.

TPPS Student Behaviour Development Support Flow Chart

Successful proactive teaching and learning practices include–

- **Building a community of learners** by embedding cooperative activities, providing learning experiences that promote student initiative, displaying student work and enacting the school values.
- **Developing democratic relationships** by listening to students, acting on information, mentoring individuals, enacting safe practices, implementing classroom pastoral care, encouraging independence, self-discipline and motivation.
- **Creating safe conditions for rigorous learning** by maintaining student safety, acknowledging responsible behaviour, supporting student participation, managing challenging behaviour, using ICT safely, responsibly and ethically.

Thorndon Park Primary School’s consistent approach to unacceptable behaviour based on severity, frequency, age, disability, trauma, mental health and repetition and on-balance leadership judgment.

Level 1

CLASSROOM/ YARD BEHAVIOUR

Distracting others; Avoiding completing tasks at home/ school; A defiant manner of questioning; Refusal to follow reasonable instructions; Misuse of property; Continuous low-level irresponsible behaviour, interfering with others to learn or play a game

CLASSROOM/ YARD LEVEL RESPONSE

Consequence relevant to behaviour
Sit out
Alternative buddy class
Meeting with parents to develop student learning goals

Low level 1 learning interventions

Social skills program; Restorative Practice Processes; Circle Time;
Restating expectations and values;
Walk and talk; Restricted Choices;
Cool down time

Level 2

SCHOOL LEVEL BEHAVIOUR

Not following the behaviour code; Out of bounds; Leaving school grounds; Not completing a consequence; Missing class; Verbal abuse; Harassment; Threatened violence; Physical contact; Sexualised behaviour; Inappropriate online use

SCHOOL LEVEL RESPONSE

Time out from classroom/yard – Community Service
Alternative timetable
Meeting with parents to monitor student learning goals
-Internal Suspension
-Take home

High level 2 learning interventions

Ensure safety of school community;
Mediation; Student Development Plan;
Removal from class to the Office;
Restricted/alternative play; Counselling/
Social skills program; Referral for Interagency Behaviour Support; Case Management

Level 3

SYSTEM LEVEL BEHAVIOUR

Physical – threatened or actual;
Bullying; Theft; Sexualised behaviour; Property destruction-vandalism, arson; Cyber-crime;
Sexual assault; Legal and illegal drugs

SYSTEM LEVEL RESPONSE

Internal Suspension
Meeting with parents to monitor evaluate student learning goals
Suspension
Exclusion

High level 3 learning interventions

Serious consequences; Student Review Team, Student Development Plan; Formal Conference Meeting; Interagency Behaviour Support; Case Management; Mandatory Notification

Communication/ Documentation

Staff and leadership will use their professional judgement to determine the appropriate level of response and strategy for the situation in consultation with support services, as required.

Level 1 Response- Staff document student classroom/ yard behaviours on a class record sheet then follow up with appropriate intervention approaches and negotiated student behaviour learning goals. This may be done in collaboration and consultation with parents and leadership via yard/ classroom slips, phone call, SMS, email, notes, student communication book and diary as necessary.

Level 2 Response- Staff may attend meetings with students, parents, members of the leadership team, interagency behaviour support, whilst maintaining regular contact with parents. Staff and leadership utilise ongoing record keeping, development of learning goals and reports to monitor student progress.

Level 3 Response- Staff and leadership team to collate student records, engage in a restorative conversation through a reflection sheet and negotiated consequence; contact/meet with parents, seek advice from student and/or interagency behaviour support, monitor personal learning plans, refer to attendance and behaviour records, analyse classroom/yard behaviour data to inform intervention approaches, reflection, review and celebration.