

## PROCEDURE

This overview gives parents an insight into the steps being followed in classrooms and the school yard. Staff have very specific guidelines to adhere to at each stage of the overview.

## POSITIVE ENVIRONMENT

- Teachers facilitate a positive, inclusive, classroom environment in consultation with students, including making whole-class agreements and personal behaviour goals at the start of each term
- Rules, rewards and consequences are clearly identified with students. Individual reward systems organised, where required
- Lots of positive feedback used to recognise 'A' choices made. Communication occurs between parents/carers and the teacher on positives, building rapport between the class and home

## STEP 1 CLASS REMINDERS

- Name and behaviour recorded (on class behaviour records), expectations explained, student reminder given

## STEP 2 TIME - OUT IN CLASS

- Year 3-7 to complete a Reflection Sheet
- Child has thinking time in the class' identified safe place/safe space
- Child counselled by teacher using the A/B choice language with younger students and a restorative conversation with older students using P.O.O.C.H or similar

## STEP 3 TIME - OUT IN ANOTHER CLASS

- Behaviour escalated. They are moved to another class to complete time out. The reflection sheet is completed for years 3-7.
- Student counselled by teacher. In years 3-7 class reflection sheet is sent home, signed, returned and filed by class teacher. Or class teacher may communicate with parent/carer via; Class Dojo, text message, email or via a phone-call (at their discretion)

## STEP 4 TIME - OUT IN THE FRONT OFFICE

- Behaviour continues to escalate, or behaviour warrants by-passing steps 1, 2 and 3
- Reflection sheet, Office Behaviour slip, or unfinished work is sent with student to front office to talk with leadership. (This may also be communicated by the classroom teacher via Class Dojo, text message, email or a phone call)
- Any further sheets require a meeting between Principal / Deputy, teacher and parent/carer

## STEP 5 IN - SCHOOL SUSPENSION

(This stage may be removed at Leadership's discretion)

## STEP 6 - SUSPENSION

- Child suspended from school
- Re-entry meeting set with parent / carer and Leadership on the day of student re-entry to support the student to have a successful return to school

## STEP 7 - EXCLUSION

- Child remains under exclusion until Leaderships and appropriate Support personnel meet to discuss what has occurred



**Seaford Primary  
School**

## Behaviour Management Policy

## Parent/Caregivers Information



**AT THIS SCHOOL WE RESPECT  
PEOPLE AND PROPERTY**

**TEACHERS HAVE THE RIGHT TO TEACH**

**STUDENTS HAVE THE RIGHT TO LEARN**

**AND THE RESPONSIBILITY TO  
LET OTHERS LEARN**

**STUDENTS AND STAFF HAVE THE RIGHT TO  
FEEL SAFE ALL THE TIME**

## BEHAVIOUR EDUCATION

**Behaviour education and learning is essential to life-long success.** Student voice is used in creating class agreements that are used as a basis for classroom behaviour expectations. The ultimate goal is to teach students to regulate their behaviour and support them in learning about the consequences of their behaviour. When students regulate their behaviour and become self-directed, their needs and interests become clearer to them and to others, providing the foundation for life-long success.



## RATIONALE

We aim to provide a positive environment in which each student is respected and their right to learn is encouraged and protected. The discipline procedure provides consistent, logical, clear rules and consequences made familiar to all. The support of the parents/carers, teachers and students is needed to ensure the development of self-aware and emotionally intelligent students.

## Seaford Primary School's Behaviour

### Management Policy aims to:

- provide a physically and emotionally safe environment
- provide a happy, positive learning environment that includes student voice
- help students reach their full potential
- encourage students to accept responsibility for their own behaviour; there are appropriate consequences per the student agreement
- ensure rules are applied consistently, fairly, consequentially and reviewed regularly
- enable teachers to teach in a purposeful and non-disruptive environment
- establish procedures so that conflicts can be resolved in a positive, non-violent manner

### These principles underpin Seaford Primary School's approach to managing student behaviour learning:

**Consistency;** across the site to promote fairness and equity

**Process;** the students learn a framework in accordance with the Keeping Safe: Child Protection Curriculum. They can see a logical progression and relationship between their behaviour and consequences.

**Counsel;** we offer a means for the student to address situations and teach strategies that will help them overcome similar situations in the future. Restorative conversations are offered to scaffold student behaviour, learning and conflict resolution.

**Responsibility;** students are responsible for their behaviour (A and B choices)

**Communication;** successful education involves a partnership between the school and home.

**Relationships;** It is recognised that positive working relationships between students and staff is essential for mutual respect in the school community.

## SCHOOL VALUES

- Respect
- Responsibility
- Success

## SCHOOL EXPECTATIONS

- treat all people with respect
- respect personal and school property
- students challenge students themselves with their learning
- school dress code is followed
- attend school regularly and on time
- act in a safe and caring manner

## STUDENT RECOGNITION

- Merit Certificates
- Class Dojo points
- Rewards/prizes
- 'A' choice rewards
- Special whole class rewards
- Reward charts
- Attendance vouchers



This document is underpinned by DECD Protective Practices guidelines, especially in regard to dealing with violence.

**Approved: Governing Council 18/5/17**

**Review: 2018 with Policy**