



The Values **Integrity, Pride, Resilience** are explored and developed with all students and provide the foundation for interactions at Newbery Park Primary. Every year students and teachers are responsible for discussing and forming a **Code of Conduct** which aligns with the **School Values** and the **Behaviour Code**. Teachers facilitate students in the process of developing a class **Code of Conduct** that explicitly outlines responses to student behaviour. The **School Values, Behaviour Code** and **Code of Conduct** of classes will be displayed in classrooms and around the school as a visual reminder for students, teachers and parents.

All behaviour development will be based on the individual student needs and maybe supported by appropriate personnel. Student behaviour will be managed by Classroom Teachers and supported by Leadership. The focus will be on developing behaviour strategies to assist the student to engage in positive behaviour to be successful as a learner. This may include a Behaviour Developed Plan; processes may include self reflection, self evaluation, setting clear goals and expectations and processes to achieve them. Students are responsible for their own behaviour and can make choices about the development of their behaviour. The key outcome of the process is to ensure Newbery Park Primary School provides improved learning outcomes for students and in a safe and supportive learning environment.

Classroom Behaviour Management

General classroom behaviour procedures

- | | |
|----------------------------------------------|----------------------------------------------------------------|
| 1. Warning/Reminder | (Code of Conduct reminder) |
| 2. Class Time Out | (10-15 minutes) |
| 3. Buddy Class | (20-30 minutes) |
| 4. Office Time Out | (Office Time Out Slip/Automatic Detention) |
| 5. Take Home | (Behaviour Development Slip/Contact with Parent or Caregiver) |
| 6. Internal or external suspension | (Persistent, disruptive or intentional unacceptable behaviour) |
| 7. Exclusion or expulsion as per DECD policy | (Extreme persistent and disruptive behaviour) |

Steps may be skipped if the safety of others is seriously threatened or for repeat offences. All incidents involving consequences from step 5 will require an Office Time Out Slip and step 6 a suspension notice. These incidents will be referred to Leadership. These slips will **require a parent/caregiver signature** and will be recorded on the students EDSAS record.

EDSAS behaviour codes are:

1. Threatened violence
2. Threatened good order
3. Threatened safety or well being
4. Acted illegally
5. Interfered with the right of others
6. Persistent and wilful inattention

Please note schools are required to report against the number of such incidents recorded, school wide.

Classroom Behaviour Development Flow Chart

1. Student (s)/Teachers
2. Student/Teacher/Leadership
3. Student/Teacher/Leadership/Caregiver
4. Student/Teacher/Leadership/Caregiver/DECS Interagency

Management of Classroom Behaviour

Class Level

- Warning/Reminder (Code of Conduct reminder)
- Class Time Out (10-15 minutes)
- Buddy Class (20-30 minutes)

Office Time Out

(Office Time Out Slip/Automatic Detention)

- This is the final consequence in the management of classroom behaviour.
- The referring teacher completes a Behaviour Slip and sends another student to the Office with it. The Behaviour Slip will be completed by Leadership and will need to be signed by a parent /caregiver.
- The student will be expected to report to the Office. If they do not a Leadership Team member will collect the student.
- Follow up initiated by Teachers and Leadership as required.
- Students will spend approximately 30 minutes in the Office. Students will be allowed to cool off, counselled and/or complete a reflection sheet.
- Students will not return to class until they are calm and willing to take responsibility for their behaviour and actions.
- Students who are sent to Office Time Out **will automatically receive a detention**; this will be communicated with families via the schools behaviour slip process. This communication will need to be signed by the parent / caregiver.

Take Home

(Behaviour Development Slip/Contact with Parent/Caregiver)

- This is the first consequence in the development of behaviour by Leadership and will occur if a student has been unable to respond to steps 1-4.
- The referring teacher completes a Behaviour Slip and sends another student to the Office with it. The Behaviour Slip will be completed by Leadership and will need to be signed by a parent /caregiver.
- The student will be expected to report to the Office. If they do not a Leadership Team member will collect the student.
- Leadership will consult with the teacher and parent for the student to be taken home. Parents will be contacted to take the student home ASAP.
- A child will re-enter the classroom once a re-entry meeting has occurred with the Principal / Teacher / Parent & Student.

Internal or external suspension

(Persistent and disruptive behaviour)

- Suspension will occur if a student has been unable to respond to steps 1-4 and the behaviour or incident is deemed to be persistent and/or disruptive by Leadership / class teacher.
- The issue is to be referred to Leadership who will gather information from all parties concerned.
- The Principal will determine the type and length of the suspension based on the individual situation.
- The suspension will be entered into EDSAS. A Notice of Suspension will be issued to parents and the teacher informed of the suspension
- Leadership will arrange a re-entry conference at a suitable time preferably before the suspension is completed. A modified program maybe negotiated between Leadership and the parent/caregiver.
- A child will re-enter the classroom once a re-entry meeting has occurred with the Principal / Teacher / Parent & Student.
- Leadership will monitor student transition back into class to ensure a smooth re-entry.

Exclusion

(Extreme persistent and disruptive behaviour)

- This is the final consequence in the development of behaviour by Leadership.
- Exclusion will occur if a student has been unable to respond to steps 1-5 and the behaviour or incident is deemed to be extremely persistent and/or disruptive by Leadership.
- The issue is to be referred to Leadership who will gather information from all parties concerned
- The Principal will determine whether an exclusion is required based on the individual situation
- The exclusion will be entered into EDSAS. A Notice of Intention to Exclude will be issued to parents and the teacher informed of the Exclusion.
- Leadership will arrange a pre-exclusion meeting to discuss behaviour issues and the reason for Exclusion. The Principal will decide whether to proceed with Exclusion. If no the suspension will proceed. If yes behaviour goals developed and Notice of Exclusion issued.
- At the end of the Exclusion period Leadership will consult with all parties to determine if goals are met. If goals are met a re-entry meeting is planned and the student provided with on going support and monitoring. The Principal may extend the Exclusion if goals are not met.

Behaviour Development Procedures

Resilience

Pride

Integrity

Classroom Procedures

1. Warning/Reminder

(Code of Conduct)



2. Class Time Out

(10-15 minutes)



3. Buddy Class

(20-30 minutes)



Leadership Procedures

4. Office Time Out

(Behaviour Slip and Automatic Detention)



5. Take Home

(Behaviour Slip and contact with Parent/Caregiver)



6. Internal or External Suspension

(Persistent and Disruptive Behaviour)



7. Exclusion or Expulsion

(Extreme Persistent and Disruptive Behaviour)

Yard Behaviour Management

General yard behaviour procedures

- | | |
|-------------------------|----------------------------------------|
| 1. Warning/Reminder | (Behaviour Code reminder) |
| 2. Yard Time Out | (Blue Seats 5-10 minutes) |
| 3. Detention | (Detention Slip 15-30 minutes) |
| 4. Leadership Procedure | (Office Time Out/Leadership procedure) |

Management of Yard Behaviour

1. Warning/Reminder **(Behaviour Code reminder)**

- Low level yard infringements will be managed by the teacher on duty.
- Remind the student of appropriate way to behave in yard.

Strategies to defuse incident could include:

- Re-direct play
- Walk and Talk
- Restricted play
- Big kids help little kids

2. Yard Time Out **(Blue spot 5-10 minutes)**

- Students who do not respond to Warning/Reminder strategies will be required to do **Yard Time Out (cool down spot)**.
- Students will spend 5-10 minutes on the cool down spot to cool off and think about appropriate behaviour.

Detention **(Detention Slip 15-30 minutes)**

- Repeated low level un-acceptable behaviour in the yard will result in a student receiving a detention slip and will require them to sit on the cool down spot for the remaining period of the break time. However, If the behaviour constitutes as:
 - Threatened violence
 - Threatened good order
 - Threatened safety or well being
 - Acted illegally
 - Interfered with the right of others
 - Persistent and wilful inattention

then leadership will be the next step in resolving and supporting the behaviour.

3. Leadership Support

Take Home **(Behaviour Development Slip/Contact with Parent/Caregiver)**

- a. The referring teacher completes a Behaviour Slip and sends another student to the Office with it. The Behaviour Slip will be completed by Leadership and will need to be signed by a parent /caregiver.
- b. The student will be expected to report to the Office. If they do not a Leadership Team member will collect the student.
- c. Leadership will consult with the teacher and parent for the student to be taken home. Parents will be contacted to take the student home ASAP.

Internal or external suspension**(Persistent and disruptive behaviour)**

- d. The issue is to be referred to Leadership who will gather information from all parties concerned.
- e. The Principal will determine the type and length of the suspension based on the individual situation.
- f. The suspension will be entered into EDSAS. A Notice of Suspension will be issued to parents and the teacher informed of the suspension
- g. Leadership will arrange a re-entry conference at a suitable time preferably before the suspension is completed. A modified program maybe negotiated between Leadership and the parent/caregiver.
- h. Leadership will monitor student transition back into class to ensure a smooth re-entry.

4. Exclusion**(Extreme persistent and disruptive behaviour)**

- a. This is the final consequence in the development of behaviour by Leadership.
- b. Exclusion will occur if a student has been unable to respond to steps 1-3 and the behaviour or incident is deemed to be extremely persistent and/or disruptive by Leadership.
- c. The issue is to be referred to Leadership who will gather information from all parties concerned
- d. The Principal will determine whether an exclusion is required based on the individual situation
- e. The exclusion will be entered into EDSAS. A Notice of Intention to Exclude will be issued to parents and the teacher informed of the Exclusion.
- f. Leadership will arrange a pre-exclusion meeting to discuss behaviour issues and the reason for Exclusion. The Principal will decide whether to proceed with Exclusion. If no the suspension will proceed. If yes behaviour goals developed and Notice of Exclusion issued.
- g. At the end of the Exclusion period Leadership will consult with all parties to determine if goals are met. If goals are met a re-entry meeting is planned and the student provided with on going support and monitoring. The Principal may extend the Exclusion if goals are not met.