



# Behaviour Education Procedure

At Sheidow Park School we use Restorative Practices in our approach to behaviour education to positively impact students when making choices in the classroom and yard.

The purpose of the Sheidow Park Behaviour Education Procedure is to manage student behaviour and create a safe, productive and successful learning community. The policy is based on the following shared principles:

- SPS operates within the context of the wider community and has a responsibility to prepare students for successful participation in society, with the understanding that everyone has the right to be treated with respect at all times.
- Families, peers, staff and other significant adults influence the behavioural development of young people.
- Behaviour has consequences which increase or reduce immediate and future choices.
- Individuals are responsible for their own behaviour according to their developmental ability.

## Classroom – the steps to be used with inappropriate classroom behaviour are as follows:

- **Reminder:** Student is reminded about the acceptable code of behaviour that is not being followed
- **Warning:** Student is given a warning regarding the behaviour that is not being followed
- **Buddy Class:** Student is sent to a supervised sit out area within another classroom for reflection on their choice of behaviour
- **Office Referral:** Student is sent to office for a set time and will discuss behaviour with a member of leadership, reflect on their behaviour, and/or complete required work. Parents are notified via text message. Other forms of communication may include phone call or email.
- **Take Home/Suspension (Internal/External):** Meeting with leadership, class teacher and parent to determine future action such as a behaviour support plan, internal suspension or suspension from school for a determined period of time. On return to school the student and parent will be required to attend a directions meeting prior to re-joining their class.

Parents will be notified when students consistently choose not to follow classroom rules, or their behaviour is threatening the safety of themselves and/or others. Leadership will provide support for teachers, students, and parents during these processes.

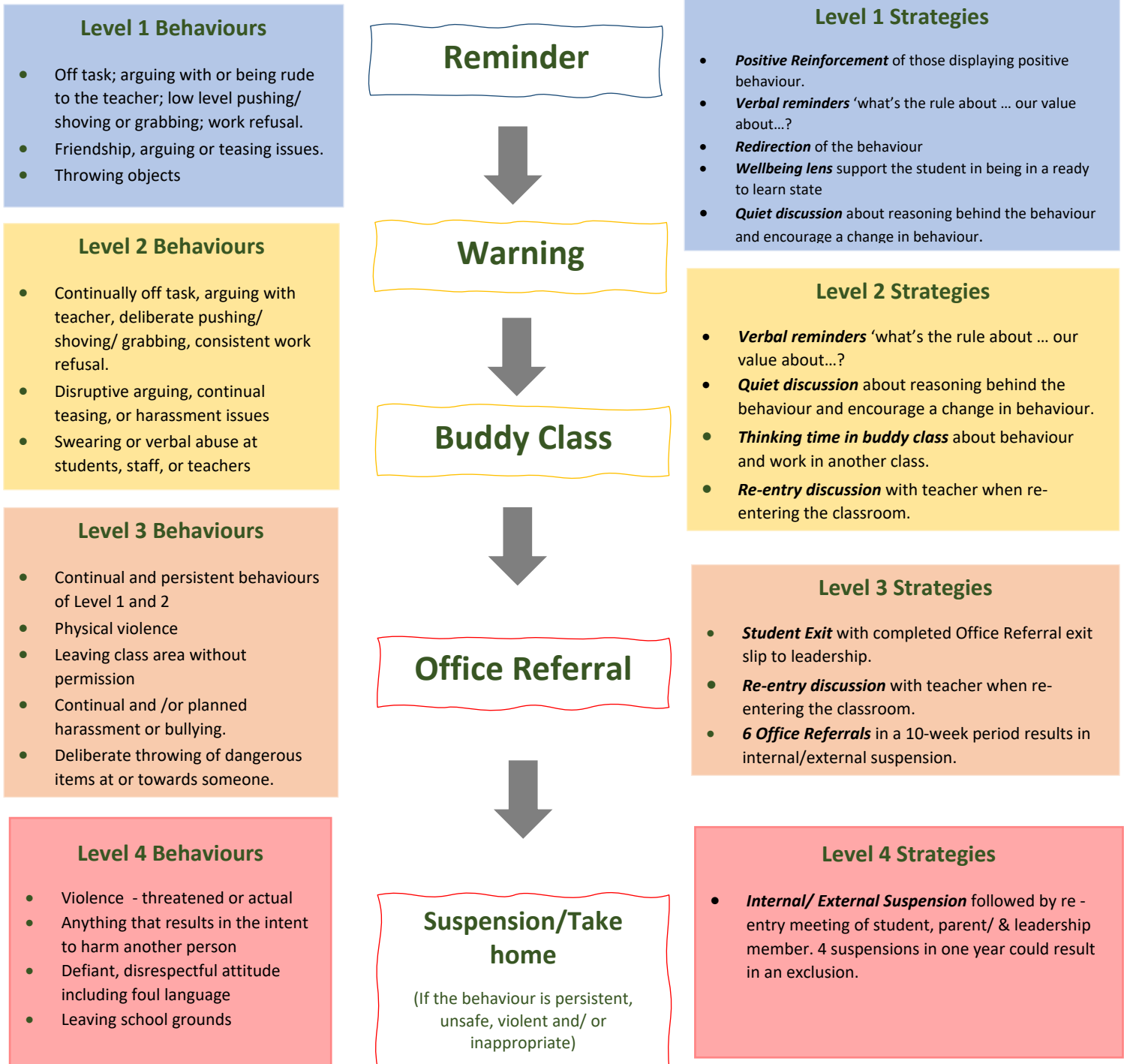
All staff are familiar with the SPS Behaviour Education Procedure. The policy indicates Code of Conduct of students and responsibilities of various personnel. The behaviour flow chart is used with teacher discretion and the appropriate proformas are used when necessary. Please note the steps are not linear and students may go straight to Level 2 or 3 dependent on the severity of their behaviour.

Reviewed February 2024





## Classroom Behaviour Flow Chart



Reviewed February 2024





## **Yard – The steps to be used with inappropriate yard behaviour are as follows:**

- **Reminder:** Student is reminded about the acceptable code of behaviour that is not being followed in the yard and may be asked to walk with yard duty teacher
- **Blue Spot:** Student is given a warning regarding the behaviour that is not being followed and is sent to a supervised sit out area within the yard for reflection on their choice of behaviour
- **Reflection Room Notice:** Student is sent to the Reflection Room (located in the library) for a set time to reflect on their behaviour through the use of restorative practices. Parents are notified via text message. Other forms of communication may include phone call or email.
- **Take Home/Suspension (Internal/External):** Meeting with leadership, class teacher and parent to determine future action such as a behaviour support plan, internal suspension or suspension from school for a determined period of time. On return to school the student and parent will be required to attend a re-entry meeting prior to re-joining their class.

Parents will be notified when students consistently choose not to follow yard rules and expectations, or their behaviour is threatening the safety of themselves and/or others. Leadership will provide support for teachers, students, and parents during these processes.

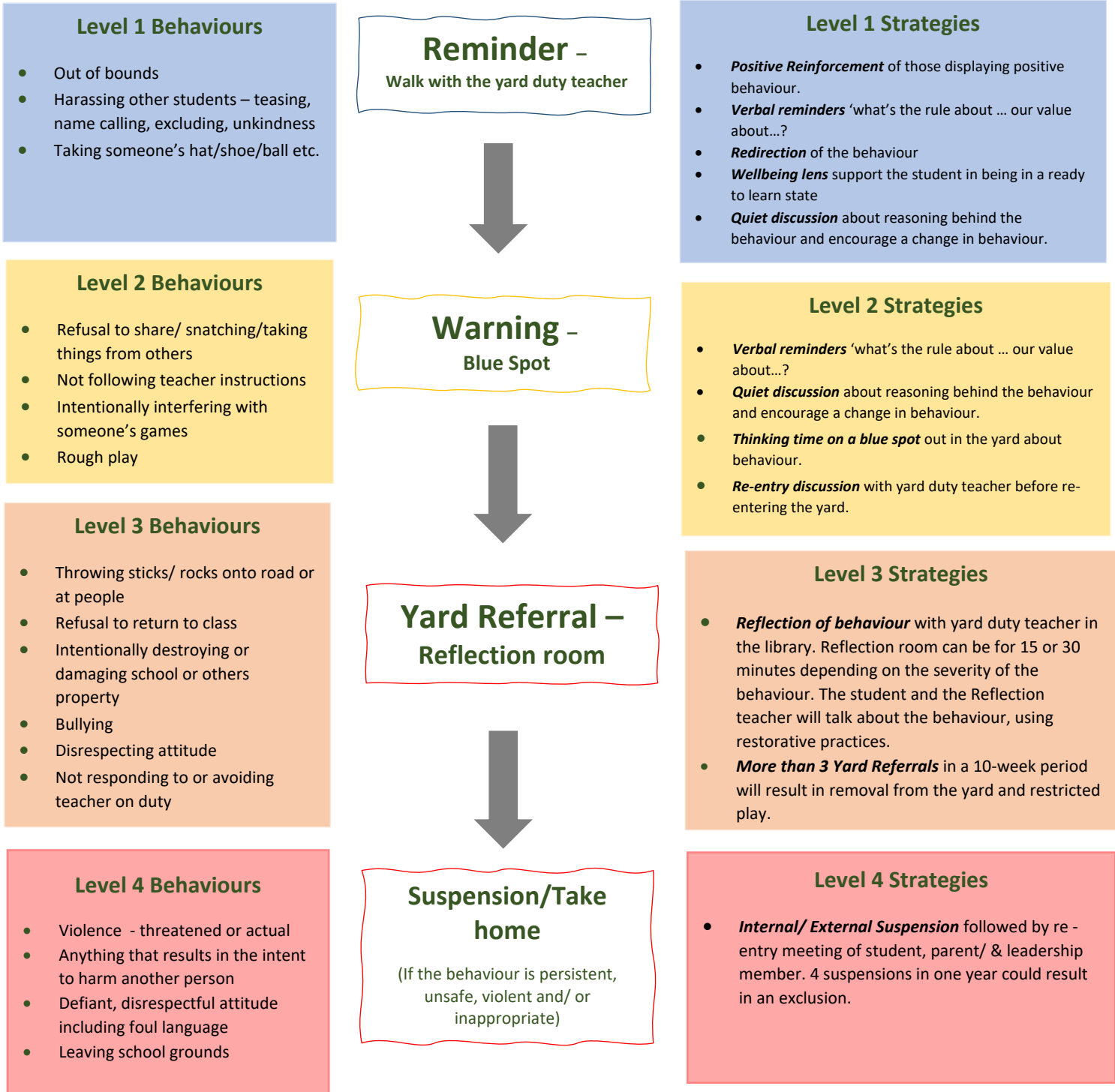
The behaviour flow chart is used with teacher discretion and the appropriate proformas are used when necessary. Please note the steps are not linear and students may go straight to Level 2 or 3 dependent on behaviour, and consequences will be logical and reflect the severity of the inappropriate behaviour.

Reviewed February 2024





## Yard Behaviour Flow Chart



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## Code of Conduct

### School Expectations – Classroom/Learning Areas

EXPECTATIONS OF STUDENTS	INAPPROPRIATE BEHAVIOUR
<p><b>Expectations of students in classroom and learning areas include:</b></p> <ul style="list-style-type: none"><li>• Engaging in all class learning opportunities</li><li>• Listening and following instructions of all adults</li><li>• Respecting people and property</li><li>• Keeping hands and bodies to yourself (safe hands/safe feet)</li><li>• Moving in a safe and respectful manner</li><li>• Being punctual and organised for learning (responsibility)</li><li>• Attempting and participating in every learning opportunity (growth mindset, persistence)</li></ul>	<p><b>Inappropriate classroom and learning area behaviour includes:</b></p> <ul style="list-style-type: none"><li>• Violence</li><li>• Harassment/bullying</li><li>• Not following instructions</li><li>• Disrupting the learning of others</li><li>• Inappropriate language</li><li>• Removing self from learning area without permission</li><li>• Disrespecting others or their property</li><li>• Refusing to attempt or engage in learning opportunities</li></ul>

### School Expectations – Playground/Yard

EXPECTATIONS OF STUDENTS	INAPPROPRIATE BEHAVIOUR
<p><b>Expectations of students in the playground and yard include:</b></p> <ul style="list-style-type: none"><li>• Respecting all members of the school community, including neighbours</li><li>• Using equipment safely and appropriately (responsibility)</li><li>• Respecting the school environment and personal property</li><li>• Moving around sensibly in a safe manner</li><li>• Using restorative practices</li><li>• Seeking support from the yard duty teacher when necessary</li><li>• Adhering to sun safe policy</li><li>• Using respectful language with everyone</li></ul>	<p><b>Behaviour that interferes with the property, wellbeing or safety of oneself or others is unacceptable.</b></p> <p><i>Examples include:</i></p> <ul style="list-style-type: none"><li>• Bullying</li><li>• Harassment including physical, verbal, sexual, racial, or cyber</li><li>• Unsafe play including rough play, throwing dangerous objects, climbing trees/buildings/fences</li><li>• Being out of bounds</li><li>• Leaving the school grounds without permission</li><li>• Disrespecting property including stealing, breaking, damaging, or defacing</li><li>• Swearing / verbal abuse</li></ul>

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## What this will look like in our school...

**At Sheidow Park our focus is on teaching and learning behaviours in order to develop expert learners.**

Using our values of respect, responsibility and persistence along with the Berry Street Education methodologies, we will model and teach the behaviours required to be a successful learner.

**We are all responsible for the behaviour on our site.**

We need to be aware of our own behaviour and how it impacts on others. We will all take responsibility and work as a team to support positive behaviour.

**We will promote success.**

We will acknowledge and celebrate students and adults for demonstrating school values and support those who are not as yet successful.

**We will intervene early to support learning.**

We will use effective classroom management strategies to promote a positive environment. We will intervene early to prevent issues escalating, using conflict resolution strategies, restorative practices and explicit social learning teaching including Berry Street Education methodologies.

**We will encourage families to support learning and positive behaviour.**

We will keep families involved and informed using culturally appropriate processes.

## Responsibilities of leadership team, teachers, students, and parents

A range of consequences may be used for students who present unacceptable behaviours, including time spent out of the classroom or yard. We will initiate a *Behaviour Support Plan* in response to unacceptable behaviour of students if required. The Principal can suspend and/or exclude students from school, and police may also need to be contacted if the behaviour is considered illegal (e.g. sexting).

**Staff may also** talk with students involved and help them to solve the problem, teach students about dealing with conflict and anger, and teach students about care and respect for themselves and others.

When dealing with behaviour incidents, we use flexibility and consider all needs of the students involved, including (but not restricted to) students with disabilities, students with different learning abilities, ATSI students, students under Guardianship of the Minister, students of same sex attraction.

**We do not use a 'one size fits all' approach, as each incident and the students involved are different. The approach may vary depending on the nature, severity, and the extent of the behaviour.**

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## What do we do about incidents of behaviour?

- We will listen and talk to the person who has carried out the behaviour and any other students involved.
- We will actively work to repair and prevent the repetition of behaviour by using Restorative Practices.
- We will put appropriate consequences in place, if required. Consequences will allow for flexibility depending on the nature, severity, and extent of the behaviour, and may include time out, suspension or exclusion.

### Staff may also:

- Support students to deal with conflict
- Counsel students regarding the behaviour
- Counsel and support students to deal with conflict appropriately
- Talk with parents and caregivers about the situation
- Set up processes to monitor the situation.

Behaviour are issues which are treated very seriously. We deal with unacceptable behaviour and work hard to find solutions to stop the behaviour and ensure students know how to deal with such incidents.

## Parents/Caregivers' Rights and Responsibilities

RIGHTS	RESPONSIBILITIES
<p><b>Parents/caregivers have the right to:</b></p> <ul style="list-style-type: none"><li>• Access leadership, teachers and support staff involved in their child's education</li><li>• Make mutually agreed upon appointments with staff</li><li>• Be treated with respect</li><li>• Have opinions heard and valued</li><li>• Be regularly informed about their child's progress and behaviour</li><li>• Be actively involved in their child's education</li><li>• Expect their child will be educated in a safe and secure environment</li></ul>	<p><b>Parents/caregivers have the responsibility to:</b></p> <ul style="list-style-type: none"><li>• Respect all members of the school community, using consideration and manners</li><li>• Instil a positive attitude to learning and school in their child</li><li>• Support and contribute to school policies and curriculum</li><li>• Support staff to provide a positive and safe learning environment</li><li>• Ensure your child adheres to the school dress code</li><li>• Support your child to be organised and punctual</li><li>• Ensure your child attends school regularly and provide the school with explanation of absences</li><li>• Promptly inform school of a change in contact details</li><li>• Communicate openly and honestly with school staff</li><li>• Support your child's wellbeing (adequate sleep, diet etc) so that they can reach their full learning potential</li><li>• Promptly return communication requests</li><li>• Support your child's learning at home</li><li>• Effectively communicate with classroom teachers or leadership regarding issues involving other children, and never approach them yourself</li></ul>

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## Prevention and intervention strategies

### Prevention strategies include:

- Using the curriculum to teach students about respectful relationships, civics, and citizenship  
This includes the Keeping Safe: Child Protection Curriculum, and the Berry Street Education Model
- Developing programs to help students participate and have a say in their learning
- Teaching students about conflict resolution, anger management and problem solving
- Teaching students around diversity and tolerance
- Providing professional learning for staff in collaboration with local agencies. Some of these include The Berry Street Education Model, school values education and social skills programs such as “What’s the Buzz”

### Intervention strategies include:

- Counselling students who have been bullied
- Talking with parents or caregivers about the situation
- Putting consequences in place for those who bully others
- Teaching students not to be bystanders and to seek an adult to intervene if needed

### Post-intervention strategies include:

- Monitoring the situation between students to ensure their safety and wellbeing are maintained
- Talking with parents or caregivers about ongoing strategies
- Reviewing our yard duty procedures to make sure they are effective and dealing with ‘areas of concern’ in the yard
- Reviewing and evaluating Behaviour Education policy

## Documented processes

- EDSAS recording, IRMS report (if required)
- Office Referral notice
- Leadership discussion with students
- Advice to parents

## Valuable resources

- DECD Parent Help Line: 1800 222 696
- Kids Help Line: 1800 551 800
- Child and Youth Health Parent Help Line: 1300 364 100
- [www.kidshelp.com.au](http://www.kidshelp.com.au)

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