



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

LEVEL 1 CLASS REMINDERS

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

LEVEL 2 TIME - OUT IN CLASS

- Year 3-7 to complete a Hassle Log
- 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
- If required Parent/Carer contacted by class teacher

LEVEL 2 TIME - OUT IN ANOTHER CLASS

- Behaviour escalated. They are moved to another class to complete time out. The Hassle Log is completed for years 3-7.
- Student counselled by teacher who will communicate with parent/carers

LEVEL 3 TIME - OUT IN THE PLANNING ROOM

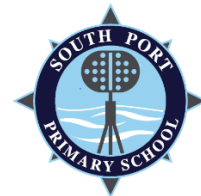
(Zone room or Office)

- Behaviour continues to escalate, or behaviour warrants by-passing level 1 and 2
- Hassle Log, Office Behaviour slip, or unfinished work is sent with student to front office to talk with leadership.
- Contact between Principal / Deputy or Teacher and Parent/Carer

LEVEL 3 IN - SCHOOL SUSPENSION

(This stage is at Leadership's discretion)

BEHAVIOUR MANAGEMENT POLICY



LEVEL 3 - 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

LEVEL 3 - EXCLUSION

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

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.

Vision

Our school is committed to providing an environment, which allows students to work to their ability in the classroom, to play safely and happily in the school ground and to providing a comfortable working atmosphere for the staff. Personal responsibility and ownership of behaviour is encouraged. We aim to educate students about appropriate behaviour through positive reward and a consistent behaviour policy.

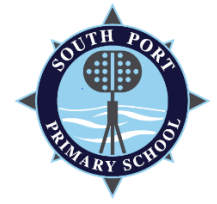
Underpinning our Behaviour Support Policy is a set of key defining beliefs about behaviour and learning. These include:

- **Consistency;** across the site to promote fairness and equity
- **Process;** the students learn a framework in accordance with the Keeping Safe: Child Protection Curriculum. Zones of Regulation are taught and The Resilience Project. They can see a logical progression and relationship between their behaviour, how to regulate themselves 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

SPPS school values underwent a large consultation and renewal process in 2021 and we are confident that the school community authentically contributed to our current values, which are:

BEHAVIOUR MANAGEMENT POLICY



- Respect
- Empathy
- Resilience

SCHOOL EXPECTATIONS

- treat all people with respect
- respect personal and school property
- students challenge themselves through their learning
- school dress code is followed
- attend school regularly and on time
- act in a safe and caring manner towards yourself and others
- treat others as you would want them to treat you

STUDENT RECOGNITION

- SPPS values Certificates
- Class Dojo points, Rewards/prizes
- 'A' choice rewards and House Team points
- special whole class rewards
- individually tailored reward charts as required
- student voice through the Student Representative Council