



“Respectful, Collaborative, Powerful Learners”

STUDENT BEHAVIOUR MANAGEMENT POLICY

Principles: At Keithcot Farm Primary School we want every student to learn and play in a safe, caring environment in which the rights of everyone to experience success are supported and protected. Our school values striving to be **Respectful, Collaborative, Powerful Learners**, while the **Zones of Regulation** are used as a tool for staff and students to regulate their actions and behaviours.

Department for Education Expectations

Our Behaviour Management Policy is based on the DfE School Discipline Policy which contains the following expectations of schools:

- Schools must be safe, caring, orderly learning environments in which the rights of all students to learn and all teachers to teach are supported and protected at all times.
- Schools will develop in students an acceptance of responsibility for their own behaviour.
- Schools will develop a partnership between staff, students and parents in order to establish expectations and consequences related to student behaviour.
- Schools will develop discipline policies for the management of student behaviour to include a set of non-violent conflict resolution strategies and involve students in democratic decision-making processes in school affairs.

The Behaviour Code

The following expectations of student behaviour are the basis of our Behaviour Code. These expectations apply in the classroom, yard and on an excursion. Students are expected to:

- 1. Always allow other students to learn and teachers to teach**
- 2. Play and work safely**
- 3. Play in the correct areas**
- 4. Respect the rights and property of others**
- 5. Follow the instructions of the school staff**
- 6. Follow the school values and strive to be a respectful, collaborative, powerful learner**

These expectations are explored by teachers with their students at the beginning of the year, with a set of classroom rules being developed and displayed in every classroom across the site.

Our school provides plentiful opportunities to encourage positive behaviours. These can include the following:

- Awards that align with our values are given out at assembly.
- Points reward system and positive messages to parents and carers via Classroom Dojo and Email.
- Negotiated Rewards between teachers and their classes. These include sticker charts, stamps, certificates and special activities such as pyjama days etc.
- Praise and recognition. This includes things like High Fives, Compliments and Feedback.

A RESTORATIVE APPROACH:

Keithcot Farm believes in using a restorative approach to working with students where appropriate. This often involves mediation with a teacher or leader.

- Encourages students to appreciate the consequences of their actions for others
- Enables students to make amends where their actions have harmed others - Empathy
- Requires students to be accountable for their actions
- Encourages respect for all concerned

CLASSROOM BEHAVIOUR MANAGEMENT

Strategies taken from *The Zones of Regulation* and *Play is the Way* are taught to our students and modelled by our staff. A proactive approach is taken by staff and classes to monitor feelings and behaviours in class. Strategies are taught to students in an attempt to have them self or co-regulate.



Figure 2: Wall Posters of the Zones



Students that do not follow the **Behaviour Code** or classroom rules will work through the following sequential consequences as required at the time:

- **Reminder #1.** Staff remind the student what is expected of them.
- **Reminder #2.** Staff remind the student of the expectation a second time.
- **Class Time Out.** The student is asked to move to an area of the room to listen, but not take part in what is currently happening in their room. Students are expected to sit quietly, stop communication with peers and complete whatever is asked by the teacher.
- **Team Time Out.** Team Time Out takes place in another classroom within the year-level team, or a 'buddy-class' negotiated between teachers. The expectations in Team Time Out are the same as those in Class Time Out. The classroom teacher contacts families to let them know this has occurred.
- **Office Time Out.** Office Time Out is used when the previous steps have been unsuccessful or the behaviour has been extreme enough to warrant one. The classroom teacher calls the front office or uses a leadership card to notify a school leader that support is needed. The student is collected by leadership staff, taken to the office and counselled. If the student's behaviour de-escalates, they are returned to the classroom to resume learning and the teacher is informed of the outcome. Continued escalation may require a 'take-home' (parent collects the student early) or suspension (see **Extreme or Persistent Behaviour** below). Site leaders will notify families that this has occurred.

Specialist Teachers

Specialist teachers will skip *Reminder #2* and *Team Time Out* as they have students for a short, limited time each week.

YARD BEHAVIOUR MANAGEMENT

Students in the yard are expected to follow to same expectations as outlined earlier in **The Behaviour Code**.

Students that do not follow **The Behaviour Code** in the yard work through the following sequential consequences as required at the time:

- **Reminder #1.** Staff remind the student what is expected of them at the time.
- **Reminder #2.** Staff remind the student of the expectation a second time.
- **Yard Sit Out.** The student is asked to sit out on play or walk next to the yard duty teacher.
- **Office Time Out.** The student is sent to the front office to speak with site leadership. This step will be used in sequence or when behaviour is deemed extreme enough to warrant it. Site leaders will notify families that this has occurred. This includes a timeout form that needs to be signed and returned to school the next day. Additional consequences such as yard restrictions or additional missed play may be used at this stage in order to keep the school safe and orderly.

As duties are often shared over a play break, teachers will communicate any issues at hand-over with the incoming teacher.

EXTREME OR PERSISTENT BEHAVIOUR

Sometimes, students' actions are extreme or persistent enough that a Suspension or Exclusion is required.

SUSPENSION

Is a short-term response to concerning student behaviour that affects the safety or learning of others. The Department for Education's *Suspensions, Exclusions and Expulsions Student Procedure* is followed. A suspension means that the student does not attend school for between 1 and 5 school days. A reconnection meeting, set by the school, must be attended before the student returns to school. This meeting is used to set a behavioural support plan. Suspensions take place when a student displays one of the **Extreme or Persistent Behaviours** listed below.

EXCLUSION

Is a longer-term response to serious student behaviour that affects the safety and learning of others. It means that the student does not attend school for between 4 and 10 calendar weeks or the rest of the school term. Exclusions take place when the student has first been suspended for between 1 and 5 school days and one of the following **Extreme or Persistent Behaviours** takes place.

EXTREME or PERSISTENT BEHAVIOURS

The student:

- **Has threatened or perpetrated violence** (includes hitting, pushing, kicking, biting, spitting, choking, throwing things, tipping over furniture such as tables and chairs, threatening gestures, online abuse, verbal or otherwise)
- **Has acted in a way that threatens the safety or wellbeing of a student, member of staff, or other person associated with the school** (includes swearing, sexually harassment, racial vilification, verbal abuse, bullying, causing classes to evacuate/ invacuate, threatening behaviours or perpetrated violence.
- **Has acted illegally** (includes graffiti, damaging property, having illegal items such as weapons and drugs including vape pens or accessing/ having age-restricted content 18+)
- **Has interfered with the ability of a teacher to teach or of a student to learn**
- **Has acted in a way that threatens the good order of the school by persistently contravening or failing to comply with rules applied within the school about behaviour** (includes leaving the classroom or school grounds, not following staff directions such as handing up mobile phones or persistently refusing to wear a hat as needed)
- **Shows persistent and wilful inattention or indifference to schoolwork** (Includes refusing to participate in an activity without good reason, or attend any class including specialist lessons)

For more information about suspensions and exclusions please see **Suspension and Exclusion for Parents and Carers**

<https://www.education.sa.gov.au/sites/default/files/suspension-exclusion-info-for-parents-carers.pdf>

Reviewed 5-3-23