

Behaviour Management and Anti-Bullying Policy

Purpose: To cultivate a safe, respectful, and inclusive environment where all students can achieve their best. This policy reflects our commitment to restorative practices, trauma-aware initiatives, and the development of co- and self-regulation skills, underpinned by our core values.

Core Values:

- Teamwork: Collaborating effectively to achieve common goals.
- Integrity: Acting with honesty and fairness in all situations.
- Generosity of Spirit: Demonstrating kindness and empathy towards others.
- Excellence: Striving for the highest standards in all endeavours.
- Respect: Valuing each individual and embracing diversity and to instil school pride.

Behaviour Management:

- Expectations: Clear, consistent agreed expectations for behaviour are communicated to all students, reflecting our values.
- Positive Reinforcement: Acknowledging and rewarding positive behaviour to encourage a supportive school culture.
- Regulation Strategies: Students understanding the value of self-regulation and co-regulation as a strategy for managing their emotions and behaviours. Staff explicitly teach, model and prompt use of regulation strategies to support student to practise these proactively and use when required.
- Restorative Conversations: Facilitated discussions to address conflicts, focusing on understanding impact and finding solutions.
- Leadership Intervention: Leadership and Wellbeing staff provide additional relational and safety-focused support when behaviours escalate or harm has occurred, in line with the department's focus on least-restrictive, supportive practice.

Behaviours of Concern - There is not Tolerance for:

- Swearing at and / or harassment of a staff member or student.
- Violence, serious harassment or bullying
- Ongoing refusal to follow reasonable instructions given by a staff member

Classroom Considerations - We develop positive teaching and learning environment by:

- Affirming classroom guidelines and rules
- Recognising students who work within the guidelines and rules, for their positive contributions
- Provide students who choose not to follow the Agreed Expectations, a clear and transparent step system (see next page)
- Explicitly teaching and encouraging students to manage their emotions and behaviours through guidance, self-awareness, co and self-regulation and interoception activities.
- Using restorative conversations to repair harm and restoring relationships rather than enforcing punitive measures.

Yard Considerations

If students choose not to follow the Agreed Expectations, the yard duty teacher will:

1. Provide the student with an opportunity and option to co or self-regulate – Super 6
2. Use a restorative conversation to repair harm and restore relationships
3. Offer a community service option to the student (e.g. Picking up rubbish, cleaning sports shed, sweeping, etc)
4. Refer to leadership

Supportive Behaviour Responses

Options for the management of students who display repeated, extreme or persistent behaviours of concern are:

- Preparation of a Ready to Learn plan by staff in partnership with the student and their parents
- Work in principal's office – Temporary withdrawal from the learning environment
- Take home - Temporary withdrawal from the learning environment, with planned reconnection process.
- Internal suspension – Short term withdrawal from the learning environment, with planned reconnection process.
- External suspension – Short term, only used when necessary for safety, in line with departmental procedure, followed by a structured reconnection plan.
- Exclusion from school activities. – At any stage during this, privileges such as SAPSASA, House Captain, etc. to be reevaluated.

Support is provided for students who require assistance to plan for change in their behaviour. With ongoing or severe irresponsible behaviour, a referral may be made to Education Support Services.

Inclusion and Equity: We recognise that some students may require differentiated responses due to disability, trauma, or neurodivergence. All responses are guided by the principles of equity, dignity and safety.

Family and Collaborative Practice: We work in partnership with families, students and relevant professionals to ensure consistent, inclusive and supportive behaviour planning.

Review and Evaluation: This policy is reviewed annually with input from students, staff, and the community to ensure its effectiveness and relevance.

Contact Information: For more information or to report concerns, please contact the school office by phone: 08 85354191 or email: dl.0302.admin@schools.sa.edu.au

Agreed Expectations – Step System

Step 1	
These behaviours are handled by the classroom teacher OR the attending adult, but are referred to school leaders if they become chronic.	Supportive Behaviour Response Guide – Peg move down 1 or 2 spots, Teacher judgement
• Teasing and/or derogatory remarks • Inappropriate classroom/ yard behaviour • Swearing (unintentional) • Disrespect to other Students • Talking out of turn • Bus Behaviour • Inappropriate use of personal equipment • Inappropriate use of Technology	• Verbal reminder to student of the expected/ appropriate behaviours. • Understanding by the student is demonstrated. • Classroom teacher informed of the incident. • Natural consequence applied by attending adult. • Behaviour Reflection completed by student. • Help from teacher as appropriate. • Home Contact made by the attending adult or student, email Behaviour Reflection sheet.
Step 2	
These behaviours are handled initially by the attending adult, but are referred to school leaders if they become chronic.	Supportive Behaviour Response Guide – Peg move down 1 or 2 spots, Teacher judgement
• Defacing School Property • Lying (at detriment to others) • Non-Compliance • Community or cultural slurs • Disrespecting teacher's personal space/ desk • Inappropriate touching • Abuse of school equipment • Inappropriate use of Technology	• Verbal reminder to student of the expected/ appropriate behaviours. • Understanding by the student is demonstrated. • Classroom teacher informed of the incident. • Natural consequence applied by attending adult. • Pastoral notes in EMS Anecdotal notes, written and recorded, made by attending teacher. • Behaviour Reflection completed by student. • Help from teacher as appropriate. • Home Contact made by the attending adult or student, email Behaviour Reflection sheet.
Step 3	
These behaviours are immediately referred to school leaders, and onto police if required.	Supportive Behaviour Response Guide – Peg move down 1 or 2 spots, Teacher judgement
• Fighting/ physical aggression • Defiance • Off School Grounds without permission • Vandalism • Drugs and/or Alcohol • Bullying • Theft (serious) • Deliberate Inappropriate internet sites and/or print material • Inappropriate representation of school (excursions, athletics, performance, etc.) • Sexual Harassment • Sexual Behaviour • Weapons	• Verbal reminder to student of the expected/ appropriate behaviours. • Referral to school leaders – Potentially refer to DfE SEE policy and procedure, or police. • Pastoral notes in EMS Anecdotal notes, written and recorded, made by attending teacher. • Home Contact made by school leaders. • IRMS report completed as required, Education Director informed of the incident & background info. • Understanding by the student is demonstrated. • Parent Conference with school leaders.

Behaviour Support for Classroom teachers and students – Peg System

The peg system is used in every classroom across Mypolonga primary school to focus on and reinforce positive behaviour choices within the class that support school routines and TIGER values.

- A peg move upward can be given to reward positive behaviour and TIGER values within the class or yard,
- also a peg move downward can be given to reinforce that a student has not followed the TIGER values expected in the class or yard.

Pegs moving upward from Ready to Learn and carried forward for the whole week. If a student finishes the day on any space below ready to learn, they will be reset to ready to learn at the beginning of the following day. A student has every opportunity to work themselves up from any space on the chart. All pegs are reset to ready to learn at the beginning of a new school week.

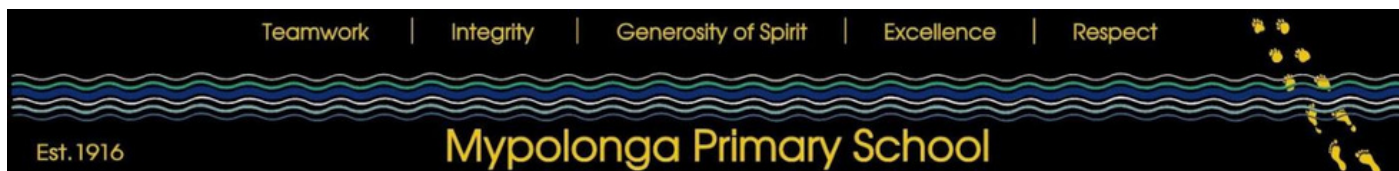
When students get to the top of excellent, there is room to move them onto the teacher, then Principal and then a picture of the Education Director in the Library.

At the end of the week when there is a whole school assembly held, students who have achieved getting onto the ED, Principal or teacher with their pegs are recognised and dismissed a few minutes early from the assembly.

Please see below an example of a peg chart within the classroom, with spaces added for the higher peg moves.

Education Director
Principal
Classroom Teacher
Excellent
Good
ReadytoLearn
Reminder
Step 1
Step 2
Office

*Please note: Classes may have class/ individual rewards systems in place alongside of this.



Behaviour Repair Reflection/ Conversation

Name: _____

Date: _____

What are our school values? Highlight which of these values have your actions gone against?

-
-
-
-
-

This was not your moment.... What happened?

What were you thinking and feeling at the time? What did you need?

How do you think others felt at the time?

List people who have been hurt/ affected by your actions?

Back on Track – How can we fix this?
What do you need to do now?

What do others need?

How are you going to catch up on the work you missed as a result of your action?

What Went Well in this conversation/ reflection?

Is there anything else you need, or we can support you with?

JP - Behaviour Repair Reflection/Conversation

Name: _____

Date: _____

What are our school values? What value/s did you not follow?

TEAMWORK



INTEGRITY



GENEROSITY



EXCELLENCE



RESPECTFUL



This was not your moment.....What did you do?



unkind words



unsafe hands/body



not listening

What were you feeling and thinking?



happy



sad



angry



scared surprised



nothing

How do you think others felt?



happy



sad



angry



scared surprised



nothing

Who has been affected by your actions? _____



How can we fix this?

What do you need to do?

What do others need?



sad



happy

What can we do to help you follow our TIGER Values?