

# Tailem Bend Primary School

## Behavioural Policy



Updated May 2025

### Rationale

Tailem Bend Primary School's vision is excellence in the education of the whole child.

Our mission is to encourage all children to attain their maximum potential in all aspects of education, to acknowledge the social, cultural, physical and intellectual diversity of our children, and to extend cooperation between staff, students and their families.

Tailem Bend Primary School believes that the development of self-discipline is an essential skill to be an effective member of the community. Further, we believe students are motivated when they behave appropriately and are encouraged to take responsibility for their actions.

Tailem Bend Primary School's Behaviour Management Policy is reflective of these aims.

### Responsibilities

#### Students

- Treat others with kindness, respect and inclusiveness.
- Make sure their actions are safe, respectful and inclusive. This includes verbal, physical and online actions.
- Seek help from adults to intervene when they see behaviours of concern in person or online.
- Support their friends and peers to seek help from trusted adults. Do this if their friends are experiencing behaviours of concern.
- Support their friends to behave in safe, respectful and inclusive ways. Do this if their friends are engaging in behaviours of concern.

#### Parents and Carers

- If an incident happens, work collaboratively with us to resolve concerns.
- Follow the complaint resolution process to deal with concerns. A copy of the complaint resolution process is on our website or in our front office.
- Show and encourage safe, respectful and inclusive relationships with: their own children; other children and young people; other parents and carers and staff.
- Make sure their children keep coming to our site while a behaviour issue is being resolved. This is in a child or young person's best interest. If you feel that your children coming to our site is not in their best interest, talk to us.
- Seek external professional support for their children when needed.
- Do not approach other children or parents about behaviours of concern. Report this to us for follow up.
- Understand that, because of confidentiality, we cannot share information about other children.

#### Educators

- Provide quality differentiated teaching practice. This is a way to meet each child and young person's learning styles and needs. For example, the teacher plans ahead to clearly teach values and safe and inclusive behaviours.
- Create plans that support positive behaviour change. Partner with parents, carers and others to do this.
- Explicitly teach interoception skills. Support students to self-regulate using an interoception space, interoception activities, or both
- Provide time and space for students to self-regulate with appropriate support and supervision. This might include sitting quietly, talking quietly, doing calming activities (for example breathing and yoga) or physical activity (for example running, shooting hoops or bouncing a ball).
- Interrupt behaviours of concern. Name and describe behaviours to help students understand what they are doing that is problematic. Redirect students to the preferred behaviour. Support students to develop and practice the skills required to maintain the preferred behaviour (see whole school procedure below).

- Offer students choices that allow them to stay regulated and participate. For example offering to finish their work now or during recess and to do their work sitting down or standing up.
- Use natural consequences related to the behaviour. Use them if a student is unable to engage in the preferred behaviour with support matched to the student's individual needs. For example cleaning graffiti off the wall at recess instead of going outside to play.

## Leadership

- Monitor behaviour. Act on any reports about behaviour of concern. This includes incidents that happen out of hours or off-site that impacts relationships at Tailem Bend Primary School.
- Consider the use of suspension and exclusion from school to support safety. This is after we consider all other options to reduce danger.
- Report criminal offences to the police.
- Work with the Education Director and Department for Education staff to plan whole of site communications about serious behavioural incidents.
- Provide leadership and / or external assistance to facilitate restorative processes (including re-entry meetings) where staff and children or young people directly involved require impartial assistance to resolve the issues.

## Behavioural Expectations for Everyone at TBPS

At Tailem Bend Primary School, we need to demonstrate:

- Respect for teaching and learning
- Respect others
- Respect for self
- Respect for community

## Classroom Expectations

Whole staff collaborated to develop a consistent behaviour action and consequence plan throughout Tailem Bend Primary School (see below).

Acceptable behaviour in the classroom is negotiated between the classroom teacher and students at the commencement of each year. The expectations should fit under the headings of "respect for others", "respect for self", "respect for teaching and learning", and "respect for community".

All teachers conduct discussions with their classes on a regular basis to familiarise them with, and reinforce these expectations.

## Procedure – Clip Charts

The following processes have been established to ensure consistency in dealing with student behaviour as a whole school.

The core focus of our student behaviour processes is to acknowledge the positive choices that are being made. Each class has a "clip chart" which the students can either move up or down. If a student is making appropriate and positive choices in their class, then they will be rewarded by moving their clip up the chart. Each day the students clip will start at "ready to learn".

If a student is making inappropriate choices, then they will move down the clip chart.

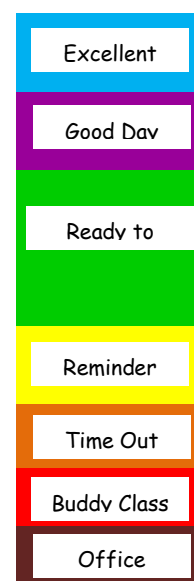
**Step 1:** Reminder – Opportunity is given to change their behaviour and make a better choice.

**Step 2:** Class timeout for no more than 10 minutes

**Step 3:** Student to go to buddy class

**Step 4:** Removal from classroom to work in isolation in the front office for the remainder of the day (or next day if occurs late in the day). Parents will be notified. The student will also need to spend time in "Rethink" during the next lunch break.

A student at any time can move their way back up the behaviour chart if they have demonstrated resiliency and have "bounced back" from their inappropriate choice.



It is important to note that any behaviour involving violence, racism and harassment is to move directly to step 4 where leadership staff will become involved.

*All incidents where leadership staff have been involved will be documented for future reference.*

## **Yard Behaviour Expectations**

Children will be expected to follow the 4 respect expectations in the yard

- Respect for teaching and learning
- Respect others
- Respect for self
- Respect for community

When any of these expectations are not followed, teachers will be expected to use the following steps:

**Step 1:** Student is given a choice of compliance or time out to reflect

**Step 2:** Yard time out for approximately 5-10 mins in designated white squares. It is up to the yard duty teacher to monitor the time spent in timeout.

**Step 3:** Involvement of administration staff

## **Camps/Excursions**

If any child is suspended (externally) throughout the school year, they will not be able to participate in any camps or excursions for a 10 week period following the suspension, at the discretion of the child's classroom teacher, the principal and the Well-being Leader.

To Be reviewed May 2025