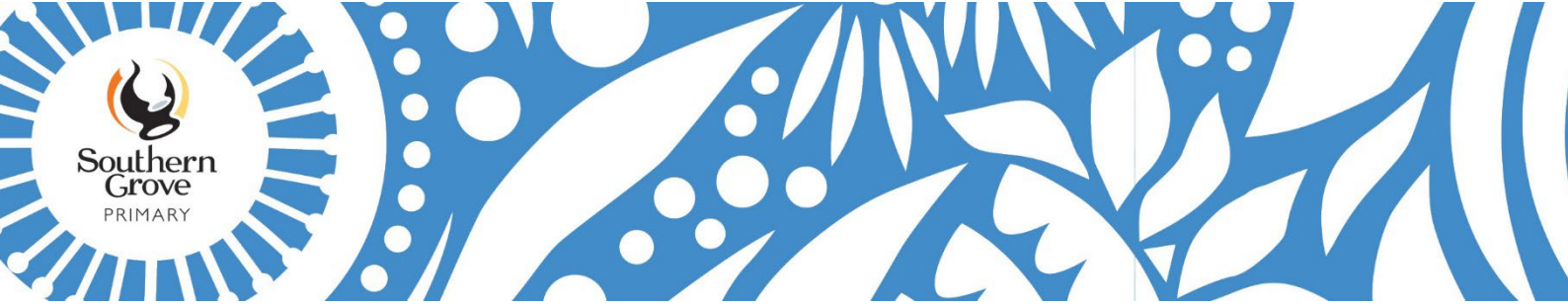




SUPPORTING STUDENT ENGAGEMENT POLICY

“At all times, behaviour that assists learning, social harmony and the expression of culturally appropriate values should be taught, practised, reinforced and embedded.”

(Behaviour Education, Play is the Way, Volume 1)



CONTENTS

- Aims and philosophies of supporting student behaviour
- Southern Grove PS Code of Behaviour
- Roles and Responsibilities of staff, students and community
- Rights and Responsibilities of the school community
- Supporting positive student behaviour through language
- Supporting positive student behaviour through the school environment
- Supporting positive student behaviour through whole school strategies
- Process for student misbehaviour within the classroom
- Process for student misbehaviour within the playground
- Communicating with parents relating to student behaviour
- Providing individual student behaviour support
- Use of mobile phones & electronic devices
- Student behaviour recording and data
- Major student misbehaviour activities
- Violence, bullying & harassment prevention
- Proformas and appendixes





AIMS AND PHILOSOPHIES OF SUPPORTING STUDENT BEHAVIOUR

Southern Grove Primary School aims to:

- Create a positive environment within the school and classroom so that staff and students can work together effectively
- Create a caring school environment where the rights and responsibilities of the individual are recognised and respected
- Establish a clear code of behaviour and utilise whole school approaches that support and reinforce this; and
- Establish a culture so that conflicts can be resolved in a positive manner

SOUTHERN GROVE PS CODE OF BEHAVIOUR

The behaviour of all school staff, students, parents and the wider community is guided by their conduct and actions relating to our four school values of:

- BE KIND
- BE CARING
- BE BRAVE
- BE POLITE

ROLES AND RESPONSIBILITIES OF STAFF

The Executive team have agreed to:

- Support teachers with behaviour development and management;
- Ensure consistency in the implementation and maintenance of the behaviour management procedures throughout the school;
- When required, facilitate parent / teacher /student conferencing;
- When required, design and assist with programs for individual children with behaviour issues;
- Provide relief teachers with guidelines pertaining to behaviour expectations and procedures;
- Communicate behaviour expectations and processes within the school community;
- Assist in liaising with external agencies as required;
- Delegate a teacher to be accountable for responding appropriately for inappropriate student behaviour when the executive team is absent from school; and
- Maintain data on Integris – Behaviour (Stage 5 classroom and Stage 4 playground).





Teachers have agreed to:

- Ensure consistency in the implementation and maintenance of the Supporting Student Engagement policy;
- Develop and maintain a positive and orderly learning environment;
- Display and discuss:
- Rights and responsibilities chart that is located in this policy;
- Play is the Way posters;
- Expected Behaviour Matrix (see Appendix 6); and
- Consequences for misbehaviour in the classroom and playground.
- Document misbehaviour and correctional strategies through personal records and Integris (Stage 4 classroom level);
- Develop documented engagement plans in consultation with the Deputy Principal when a student's behaviour is considered to be at a level that is beyond the scope of the school's Supporting Student Engagement policy.
- Implement and coordinate buddy class approach for behaviour education lessons and Stage 4 (classroom process).
- Contribute to a review of the Supporting Student Engagement policy as required by school executive; and
- Include executive team where appropriate, in discussions with parents regarding student behaviour management.

Southern Grove Primary School aims for consistency in the application of the Supporting Student Engagement policy. It will, however, be responsive to the needs of each child and some flexibility for the nature of each specific circumstance must be considered.





RIGHTS AND RESPONSIBILITIES OF THE SCHOOL COMMUNITY

<p><u>Students have the RIGHT to:</u> Learn in a purposeful and supportive environment Work and play in a safe, secure, friendly and clean environment. Be treated with respect, courtesy and honesty. Start each day/session fresh once a consequence has been completed.</p>	<p><u>Students have the RESPONSIBILITY to:</u> Ensure that their behaviour is not disruptive to the learning of others. Ensure that the school environment is kept neat, tidy and secure. Ensure that they are punctual, polite, prepared and display a positive manner. Behave in a way that protects the safety and wellbeing of others.</p>
<p><u>Staff have the RIGHT to:</u> Be treated with respect, courtesy and honesty. Teach in a safe, secure and clean environment. Teach in a positive and orderly environment.</p>	<p><u>Staff have the RESPONSIBILITY to:</u> Model respectful, courteous and honest behaviour. Ensure that the school environment is kept neat, tidy and secure. Establish positive relationships with students, staff, parents and community members. Present high quality teaching at all times. Report student progress to parents. Provide safe, secure and engaging learning environments.</p>
<p><u>Parents have the RIGHT to:</u> Be informed of course and curriculum material, behaviour management procedures and decisions affecting their child's health and welfare. Be informed of their child's progress. Have access to a meaningful and adequate education for their child. Be heard in an appropriate forum on matters related to the rights of their child's education.</p>	<p><u>Parents have the RESPONSIBILITY to:</u> Ensure that their child attends school. Ensure that the physical and emotional condition of their child is at an optimum for effective learning. Ensure that their child is provided with appropriate materials to make effective use of the learning environment. Support the school in providing a meaningful and adequate education for their children. Model respectful, courteous and honest behaviour while at school.</p>





SUPPORTING POSITIVE STUDENT BEHAVIOUR THROUGH LANGUAGE

Southern Grove Primary School has adopted Play is the Way as the program for teaching social and emotional learning. To support consistency within the school, staff are expected to use the below language features of the program to assist in developing positive behaviour amongst students:

- The five key concepts that underpin Play is the Way;
- The four step process when questioning a student about behaviour;
- Using the six self-mastery questions as a guide to the types of questions to ask when questioning a student;
- Restorative justice questioning (See Appendix 5).

SUPPORTING POSITIVE STUDENT BEHAVIOUR THROUGH THE SCHOOL ENVIRONMENT

It is recognised that the school environment plays a role in supporting positive student behaviour. As a school community the following are ways we support this through our school environment:

- Embracing the Play is the Way program;
- Establishing positive relationships and a sense of student connection to the school; and
- Outdoor learning environment that promotes positive behaviour

SUPPORTING POSITIVE STUDENT BEHAVIOUR THROUGH WHOLE SCHOOL STRATEGIES

Southern Grove Primary School acknowledges that recognising and reinforcing positive behaviour is an effective way of supporting student behaviour. The school also acknowledges that positive relationships within the school and a sense of connection to the school assist in promoting positive student behaviour. Whole school strategies that are used at Southern Grove Primary School to promote positive student behaviour are outlined below.

Ready to Learn Charts

Teachers use the RTL charts to engage students in their learning and to promote students to make strong decisions and to achieve their personal best.





BUZZ Books

Students are awarded a stamp for each day they achieve their personal best goal.

Personal Best Milestone Awards

Students are awarded a certificate or badge in recognition of the effort they have made to achieve their personal best goals.

Student Leadership

Students in Year 6 are able to nominate and be selected by their peers to be a student minister or faction captain.

Play is the Way

Southern Grove Primary School has embraced the Play is the Way program as one of the means to support behaviour education and social and emotional learning. This program is led by an action group that facilitates the implementation across the school. Play is the Way engages students' emotions and calls for mastery and control of those emotions to achieve success. By being challenged, the games develop self-motivation and perseverance. The Play is the Way philosophy revolves around five key concepts and the six questions of self-mastery.

Learning Programs

Southern Grove Primary School will seek to include a number of items as part of its learning programs to support behaviour development. This includes, but isn't limited to, the following:

- Play is the Way
- Bullying (including cyber bullying)
- Resilience and self esteem
- Evidence-based drug and alcohol education

Buddy's Program

At the start of the year each class will be assigned a buddy class for the year. The purpose of the buddy's program is to assist in building positive relationships and a sense of connection to the school community for the students. Once a fortnight, partnered buddy classes will come together during our dedicated behaviour education sessions to engage in activities that supports the school's positive behaviour expectations and social and emotional development focus.





PROCESS FOR STUDENT MISBEHAVIOUR WITHIN THE CLASSROOM

PRE STAGE ONE: POSITIVE ENVIRONMENT

Staff establish a positive and orderly learning environment, utilise effective classroom management strategies and set and explain clear behaviour standards based on the Southern Grove Primary Code. It is at the discretion of the teacher to determine the point in time in the classroom when they deem the behaviour past using classroom management strategies and becoming a disruption to the student learning and/ or that of other students. At this point teachers must follow the guidelines below:

Behaviours	Responses	Consequences
Level 1 (managed within the classroom)		
Refusal to listen to and follow staff instructions Work avoidance / off task behaviours i.e. fidgeting, wandering around classroom Talking over others / calling out Chair swinging Lying	Low key strategies - proximity - minimal verbal - circulation - students name - pause - the look - deal with the problem not the student (i.e. remove pencil that is tapping) - private dialogue - square off etc.	Stage 1: Verbal rule reminder Stage 2: Visual warning i.e. name on board
Level 2 (managed within the classroom)		
Persistent level 1 behaviours Indirect swearing Spitting Graffiti Back chatting	Choice / implied choice – ‘ <i>student name</i> ’ you have a choice to make, stop <i>state the behaviour</i> or <i>provide the logical consequence</i> (next step in the behaviour management policy). Behaviours to be recorded on referral form and process ticked.	Stage 3: Thinking time in the ‘Rest Area’ in class Stage 4: Buddy class – cooling off period in a different classroom for a set period of time (e.g. 20mins) and negotiated return to class.
Level 3 (managed by administration: at the discretion of Administration)		
Persistent level 1 or 2 behaviours Leaving the classroom without permission Use of mobile phones without authorization Vandalism/wilful property damage Offensive/ aggressive language Stealing Directed swearing	Student sent to office, escorted by a responsible student and with a referral form	Stage 5: Withdrawal from class to administration and completion of independent work package set by the classroom teacher. Student cannot receive a PB day stamp if sent to the office Suspension
Major: All consequences remain the decision of Administration at the time		
Physically fighting Possession of illegal substance Bullying/harassment Possession of weapons Racist remarks/ gestures Verbal abuse Physical abuse (Malicious) Leaving school grounds without permission Severe Vandalism or willful property damage	Referral form (green slip) sent immediately to office. Administration collect student. For emergency behaviours, (red card) “Urgent Assistance Required” sent to office.	Stage 5: Withdrawal from class to administration and completion of independent work package set by the classroom teacher. Suspension





MINOR MISBEHAVIOURS

STAGE ONE: RULE REMINDER

The student is given a verbal warning and reminded of what code of behaviour/rule they may have broken.

STAGE TWO: WARNING

The student's name is placed on the board and they are made aware of which code of behaviour/rule has been broken.

STAGE THREE: THINKING TIME

A 'T' is put next to the student's name and the student is given a 5 -10-minute 'Rest Area' in the classroom Thinking Zone. This time is both an opportunity for the student to reflect on their behaviour and the impact on others, and/or to employ Zones of Regulation strategies to de-escalate their behaviour.

STAGE FOUR: THINKING TIME IN BUDDY CLASS

A 'B' is put next to the student's name and the student is escorted by a responsible student, with a package of work/book/task and a referral form, to buddy class for a specified period (e.g. 20 minutes - timed). This work/book/ task should be able to be completed individually by the student. At the end of the time the buddy teacher will sign the referral form and send the student and the slip to the classroom teacher.

When the student returns to their classroom, the class teacher will engage in a reflective conversation with them relating to the displayed behaviour and record on Integris.

STAGE FIVE: SENT TO ADMINISTRATION OFFICE

Student is escorted by a responsible student, with a package of work/book/task and the referral form, for the remainder of period. This work/book/ task should be able to be completed individually by the student. At this level parents will be notified by the exec team.

At stages four and five the students must come with a behaviour incident slip (see Appendix 3).

Within a one-week period if a child reaches buddy class three times they are to be sent to the Executive team on the third time

If a student reaches Stage 4 in the playground or Stage 5 in the classroom they cannot be awarded with a personal best stamp for that day.

If a student is displaying extreme physical or aggressive behaviour, remove other students from the area and call the office for support either by phone or send a responsible student.





PROCESS FOR STUDENT MISBEHAVIOUR WITHIN THE PLAYGROUND

Role of teachers and education assistants:

Staff are to carry their TICK bags and wear an orange vest and hat at all times during TICK (with the exception of special needs assistants)

- Each folder will contain student referral forms. TICK staff are to record the names of children who breach school behaviour standards and information relating to the incident (e.g. misuse of equipment)
- TICK staff are to handover completed referral forms at the TICK changeover
- Forms are to be sent to the office with a student during reset time in the afternoon

Role of Deputies

- To record the names of students on referral forms on tracking sheet daily and follow up with any students who are recorded more than three times in one week
- Address major misbehaviours in the playground

MINOR MISBEHAVIOURS (over the period of one week)

PRE - STAGE ONE

Staff display a sense of '*withitness*' and actively move around allocated TICK areas, initiating and modelling positive interactions with students to support building relationships and developing a positive school culture.

STAGE ONE: RULE REMINDER

The student's name is recorded on the referral sheet and they are reminded of the expected behaviour.

STAGE TWO: 5 MINS WITH TICK TEACHER

The behaviour is noted on the referral form and the student is to spend 5 minutes with the TICK teacher. At the end of the 5 mins the teacher is to remind the student of the right thing to do.

STAGE THREE: THINKING ZONE

The behaviour is recorded on the referral form and the student is sent to the 'Rest area' for the remainder of break. The rest area is outside the staffroom for years 1-6 and on the wooden bench in ECE. At the end of the break the TICK staff member will engage in a reflective conversation with the student relating to the displayed behaviour and send them to class.

STAGE FOUR: REFERRED TO OFFICE

The student is sent to the administration office with a referral form and a member of the school executive team will address the behaviour. At this level parents will be notified by the Principal or Deputy Principal.





MAJOR STUDENT MISBEHAVIOUR ACTIVITIES

Behaviours such as those listed below will immediately begin at Stage 5 of the classroom management process or Stage 4 of the playground process. For severe behaviour relating to the playground, a severe behaviour form is to accompany the student when they come to the office. Students will be sent to the office, the parents informed and a suitable consequence for this behaviour will be enforced. All incidences of major misbehaviour will be recorded within the Integris system by the Deputy Principal or Principal.

Vandalism/ willful property damage	Racist remarks/ gestures
Physically fighting	Possession of weapons
Leaving school grounds without permission	Verbal abuse
Possession of illegal substance	Physical abuse
Bullying/harassment	Use of mobile phones without authorization
Persistent & consistent failure to follow staff instructions	Offensive/ aggressive language
	Stealing

Referral to the office may result in the following actions:

BEHAVIOUR CONTRACT

Students may be supported to address their behaviours using restorative processes. This may include the completion of a Values based behaviour contract.

WITHDRAWAL FROM CLASS OR PLAYGROUND

Students are withdrawn from class/playground for a period of time as determined by the executive team. During this time the student is supported to reflect on their behaviour and determine actions to improve their behaviour choices within the classroom or playground. For a planned withdrawal (e.g. withdrawal the next school day) the class teacher is to provide work for the student at a level that can be completed independently. For an impromptu withdrawal (e.g. immediately after an incident that occurred during break time) the school administration will provide work for the student. At the conclusion of the withdrawal time, the student is escorted back to the classroom and undertakes actions in line with the re-entry guidelines.

SUSPENSION

Major behaviour incidents may result in the suspension of a student for a period determined by the Principal(s) and in accordance with Department of Education behaviour policy and guidelines. An Individual Behaviour Plan will be developed and implemented to support the student's behaviour, in consultation with the parent/guardian, upon their return.

RE-ENTRY GUIDELINES

After a student has undertaken a suspension it is important that restorative justice practices are used to support their re-entry into the classroom. The re-entry guidelines to be used are as follows:

- A. The student is to demonstrate that they are back in the green zone and ready to learn (i.e. calm state).
- B. The student will re-enter the class at a designated natural break (e.g. just prior to recess/ lunch etc).





- C. Restorative justice practices are to be used to support the student's re-entry:
 - I. Guidance for the process will come from the school administration team
 - II. The focus is on the student making amends for their actions
 - III. The role of the teacher is to support the student making amends and welcoming them back into the class.

- D. School administration to conduct a check on the student/ class after re-entry (e.g. 15 minutes later).

School administration will communicate any of the above actions to parents/caregivers and will record the behaviour on Integris.

Please note: If the presence of weapons is found on site it will be treated as follows:

Unattended weapon- Weapon removed to a safe location/ cordoned off (if safe to do so) and the police are notified.

Weapon in the possession of someone- Follow the school's emergency management plan (e.g. lockdown).

COMMUNICATING WITH PARENTS RELATING TO STUDENT BEHAVIOUR

Class teachers are to use their professional judgement as to when they communicate behaviour issues (positive and negative) to parents. Teachers are required to inform parents if a child reaches the removal from class stage. This notification can be via a phone call or email and must be noted in Integris under behaviour.

The executive team will inform parents each time a student reaches Stage 5 of the classroom process and Stage 4 of the playground level. A generic letter will be used for this (see Appendix 4). The bullying flyer (Appendix 6) will be communicated to the school community at the start of the year.

GOOD STANDING POLICY

Southern Grove Primary School's Good Standing Policy is underpinned by the New State Government, 'Let's Take a Stand Together' Action Plan and our Supporting Student Engagement policy.

The Good Standing Policy has been established to provide the opportunity for all students to participate in the diverse range of educational activities provided by our school.

All students at Southern Grove Primary School will begin the year with Good Standing status. This recognises the efforts of individual students who consistently embrace our four core values and encourages our students to take ownership of their behaviour and make changes to their behaviour if and when necessary. To maintain this status, students must comply with school rules at all times.





A student's Good Standing status will be withdrawn following consultation between Administration and the class teacher for the following reasons:

- In or out of school suspension
- Bullying (including proven cyberbullying)
- Any other serious breach of our school values
- Constant misbehaviour
-

Please refer to the Good Standing policy for more information.

PROVIDING INDIVIDUAL STUDENT BEHAVIOUR SUPPORT

INDIVIDUAL SUPPORT

Individual behaviour plans will be developed for any student requiring behaviour supports outside of the scope of the whole school Supporting Student Engagement policy- A proforma can be found in Appendix 5. Risk management plans will be developed for any student whose behaviour poses a potential risk to themselves, others or school property. Risk management plans are developed by a member of the Administration team, in consultation with the student's classroom teacher and parent/guardian.

The following supports are available when developing individual documented plans:

- a) School administration
- b) School of Special Education Needs: Behaviour (SSEN: B)
- c) School Psychologist
- d) Other external agencies
- e)

NOTE: Plans involving the engagement of external agencies will be managed by a Deputy Principal

It is important that staff implement the plan in its entirety and with consistency when dealing with the student.

TIER 2 SUPPORT

Students identified as being Tier 2 behaviour students through the school's SAER processes and are not responding to individual engagement plans will require additional support. A Behaviour Functional Analysis model is to be used to identify the functions of the behaviour and to develop a behaviour support plan. This process will be led by a member of the school administration team in conjunction with the class teacher and /or school psychologist. The behaviour support plan will outline a range of strategies in supporting the student to modify their behaviour. A proforma can be found in Appendix 11.

USE OF MOBILE PHONES & ELECTRONIC DEVICES

Mobile phones and other electronic devices are increasingly prevalent in schools and modern society. Students are not permitted to have or use mobile phones or other personal electronic devices whilst on school grounds or at school sanctioned events. If a student comes to school with a mobile phone they are to hand it in at the school office at the start of the school day and collect it at the end of the





day. Students found in breach of the above statement will be sanctioned in line with the major misbehaviour procedures as documented previously in this policy. Staff are not to use their mobile phones other than at break times.

STUDENT BEHAVIOUR RECORDING AND DATA

Class teachers are required to maintain records of student behaviour using a recording system that is suitable to them. Any student reaching Stage 4 of the classroom behaviour process is to be recorded by their class teacher within Integris (Behaviour Module).

The Deputy Principals will collect and review the daily playground referral forms. Part of this process will involve speaking to students involved in playground incidents and recording on Integris if deemed necessary.

School behaviour data will be examined on a regular basis throughout the school year which will include assessing the effectiveness of whole school behaviour support.

VIOLENCE, BULLYING, HARASSMENT AND SELF-HARM PREVENTION

Bullying as defined by the Department of Education is when an individual or group misuses power to target another individual or group to intentionally threaten or harm them on more than one occasion. This may involve verbal, physical, relational and psychological forms of bullying. Teasing or fighting between peers is not necessarily bullying.

Southern Grove Primary School is a Bully Free Zone. Bullying of any type is not tolerated. A parent information brochure on bullying is sent home at the beginning of the year. Parents are asked to read through the pamphlet with their children and to discuss what children should do if they are being bullied. It is important for children to understand that they must tell an adult if they have been bullied or if they see someone else being bullied. All reported instances of bullying will be acted on by school staff.

Bullying can take many forms such as:

Physical

- This includes repetitive low level hitting, kicking, pinching, pushing, tripping, “ganging up”, unwanted physical or sexual touching, and damage to personal property. High levels of physical assault may be classified as violence.

Verbal

- This involves the repeated use of words to hurt or humiliate another individual or group. Verbal bullying includes using put-downs, insulting language, name-calling, swearing, nasty notes and homophobic, racist or sexist comments.





Psychological

- This includes repeated stalking, threats or implied threats, unwanted email or text messaging, abusive websites, threatening gestures, manipulation, emotional black-mail, and threats to an individual's reputation and sense of safety.

Cyber

- This involves the use of information and communication technologies such as e-mail, text messages, instant messaging and websites to engage in the bullying of other individuals or groups. This technology provides an alternative means for verbal, relational and psychological forms of bullying.

Bystander

- Bullying also involves children who may not be directly involved in the bullying nor are they directly bullied, who are referred to as "bystanders". A bystander is someone who sees the bullying or knows that it is happening to someone else. Bystanders are encouraged to report incidents of bullying to school staff.

Strategies we will use to deal with bullying

At SGPS we will target anti bullying strategies by:

- Ensuring that students know about the school's Supporting Student Engagement Policy and Anti Bullying Procedures;
- Maintaining caring and supportive relationships with students;
- Openly talking about bullying – what it is, how it affects us and what we can do about it;
- Development of self and emotional competency through Play is the Way;
- Teach students the skills which will build self-esteem and empower them to take responsibility for themselves; and
- Give students the opportunity to practise these skills.

Responsibilities of staff:

- To deal with all reported and observed incidences of bullying;
- Be observant of signs of stress or suspected incidents of bullying;
- Apply restorative practices when dealing with conflicts (see Appendix 5); and
- To report incidences of bullying to parents, exec and other staff as necessary

Responsibility of Students:

- To not bully others;
- To tell an adult if they are being bullied;
- To use suggested strategies if they are bullied;
- To tell an adult if they see someone else being bullied; and
- To help someone who is bullied

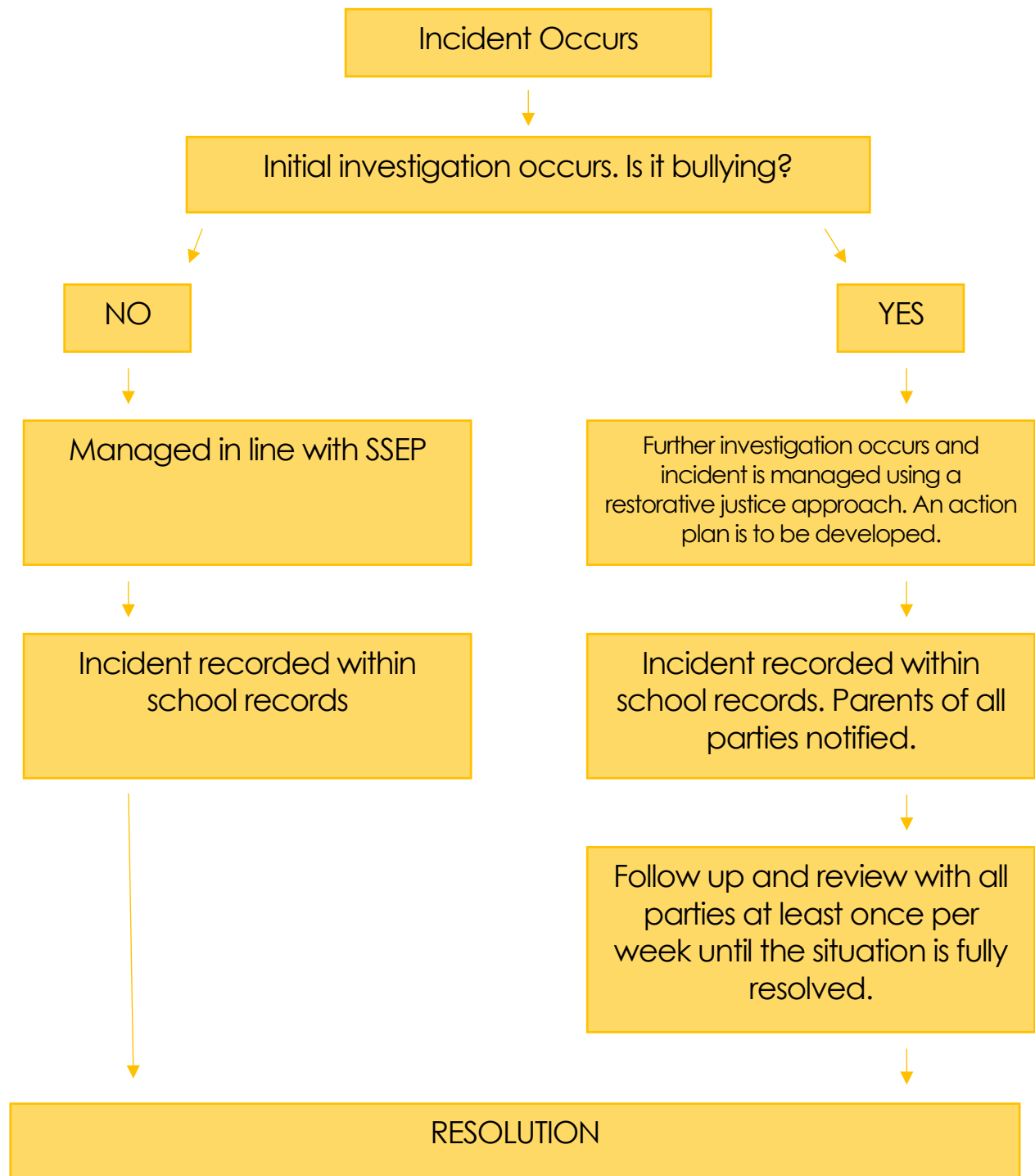
Responsibilities of Parents:

- To watch for signs that their child may be being bullied;
- To instruct their children to tell an adult if they are being bullied; and
- To ensure their children know and practise strategies outlined in the Southern Grove Primary School's Bullying Flyer to help them if they are bullied
- To speak to the class teacher if their child is being bullied, or they suspect it is happening





OVERVIEW OF HOW THE SCHOOL MANAGES BULLYING INCIDENTS





PROFORMAS AND APPENDIXES

The following pages contain a number of proformas and appendixes to assist with implementing the Southern Grove Primary School Behaviour Management in Schools Policy. These proformas include:

- Appendix 1: Guidelines for Suspension, Withdrawal and Isolation;
- Appendix 2: Southern Grove PS Guidelines for Playground Management and Supervision;
- Appendix 3: Southern Grove PS Student Referral Form;
- Appendix 4: Generic Letter from Administration (reaching Stage 5 of classroom BMIS);
- Appendix 5: Restorative Questioning & PITW Questions;
- Appendix 6: Bullying flyer (Separate Publisher Document)
- Appendix 7: School Response to Student Suicidal behaviour & Non- Suicidal Self Injury
- Appendix 8: Expected Behaviour Matrix
- Appendix 9: School Values Posters
- Appendix 10: Individual Engagement Plan Template
- Appendix 11: Tier 2 Support Plan
- Appendix 12: Step by Step Visual

APPENDIX 1: GUIDELINES FOR SUSPENSION, WITHDRAWAL & ISOLATION

The Principal or Deputy Principals may authorise the withdrawal/ isolation of a student from any classes based on a breach of expected behaviours. This may include a student reaching Stage 5 (classroom) and Stage 4 (playground) of the school behaviour system. Other options may include alternative recess or lunch periods and restricting/ prohibiting participation in school activities. Any ongoing withdrawal will be done in consultation with class teachers and in accordance with DoE policies and the School Education Regulations 2000.

Details of a student's unacceptable behaviour will be documented and entered in the school's SIS behaviour. Classroom teachers are responsible for ensuring that pupils in withdrawal/ isolation are provided with an adequate amount of work. Work is to be from the pupil's normal learning programme at a level that the pupil can carry out without explanation or assistance from the supervising teacher.

Students in extended withdrawal/ isolation are under the general supervision of an Administrator. Supervising teachers are responsible for ensuring that students in isolation/ extended withdrawal are safe and remain isolated from peers. Supervising Administrator will interact with isolated students with polite detachment. Their interaction should be restricted to granting the pupil permission to leave the room for toileting purposes and to directing them to an alternative work area in the event of the teacher being absent.

Administration will notify parents/guardians of isolation and request a meeting to discuss the matter with the Principal/ Deputy Principal (if appropriate).





The withdrawal/ isolation of a student from any class or classes of instruction cannot be more than five consecutive school days. Students who are absent from school during their period of isolation will complete the requirements of isolation on their return to school.

Suspension and exclusion will occur under the guidelines of the DoE Behaviour Management Policy (updated 4 January 2016) and the School Education Regulations 2000.

Protective isolation is a strategy that may be used for a student after extensive consultation with relevant stakeholders in the Department of Education. Approval to use this must be obtained prior to inclusion in a student behaviour plan.

APPENDIX 2: SOUTHERN GROVE PS GUIDELINES FOR PLAYGROUND MANAGEMENT & SUPERVISION

Defined playground areas are designated around the school grounds.
These areas are:

ECE area

- Tennis courts, Undercover area and Flagpole
- Loose Parts sandpit and grass circle
- Oval and cricket nets
- Nature Play and verandahs
- 1-6 Scooter zone and verandahs outside ECE rooms

Specific guidelines to assist TICK staff with playground management and supervision are:

- All ECE students may move and play within the ECE play area and designated grassed area
- All kicking/ large ball games are to be played on the school oval yr 1-6 /grassed area ECE
- Students are not to play or stay around TB5
- Students are not to play in the undercover area
- TICK staff on the second lunch session are to monitor the cleanliness of the eating areas whilst students eat.
- It is important that you are diligent and actively engaging with the students during TICK

Areas, which are out of bounds to all children at playtime, include:

- The front of the school
- The area behind TB4 and TB5 (except for ECE)
- The area behind the undercover area and canteen.
- The bike racks

BEFORE SCHOOL: All children arriving at school before 8:15am must go to the library

SIRENS: When the music plays to end playtime or resetting, children are to line up quietly outside classrooms. The end of the music means students line up outside classrooms and wait **sensibly** for their class teacher.





APPENDIX 3: SOUTHERN GROVE PRIMARY SCHOOL STUDENT REFERRAL FORM

STUDENT REFERRAL FORM

Please fill in for all students sent to the office

Student:	LE:	Year:
Date:	Time:	Referring Teacher:

Classroom () Playground () Support () Specialist ()

Time	Behaviour Process to date	Behaviour details
	Rule reminder	
	Name recorded	
	Thinking Zone	
	Buddy Class	
	Administration	
Students sent to buddy class or administration must be accompanied by a sensible student and be sent with work to complete.		

ACTION TAKEN:

Principal ()

Deputy Principal ()

Office ()

Other ()





APPENDIX 4: GENERIC LETTER FROM ADMINISTRATION (REACHING STAGE 5 OF CLASSROOM BMIS)

To be put on letterhead and a hard copy sent home with student and a copy emailed to parents

Dear Name,

I am writing to advise you of a behaviour issue that relates to your child, **Name**.

In line with the school's behaviour management system for dealing with misbehaviour, your child reached stage five (fifth warning) today and was sent to the office. They spent time in the office and the issue relating to their behaviour was discussed, including what would be deemed acceptable behaviour relevant to the situation.

The behaviour concerned was interrupting the learning of other students, swinging on their chair and not following the teacher's instructions. (change to reflect behaviour demonstrated)

If you wish to discuss this issue further, please do not hesitate to contact me at the school.

Yours sincerely,

Name

Principal/ Deputy Principal

12th February 2016





APPENDIX 5: RESTORATIVE QUESTIONING

Restorative Questions 1 *(For the child who has done wrong)*

- What happened?
- What were you thinking of at the time?
- What have you thought about since?
- Who has been affected by what you have done? In what way?
- What do you think you need to do to make things right?

Restorative Questions 2 *(For the child who has been hurt.)*

- What did you think when you realised what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

From Real Justice program

PITW Six questions to self-mastery

1. Is that the right thing or wrong thing to do?
2. Are you making a strong decision or a weak decision?
3. Are your feelings in charge of your actions or is your thinking in charge?
4. Are you running away from the problem or are you dealing with it?
5. Are you being your own boss or are you asking me to be your boss?
6. Am I trying to help you or hurt you?

APPENDIX 6- BULLYING FLYER

See <https://bullyingnoway.gov.au/>





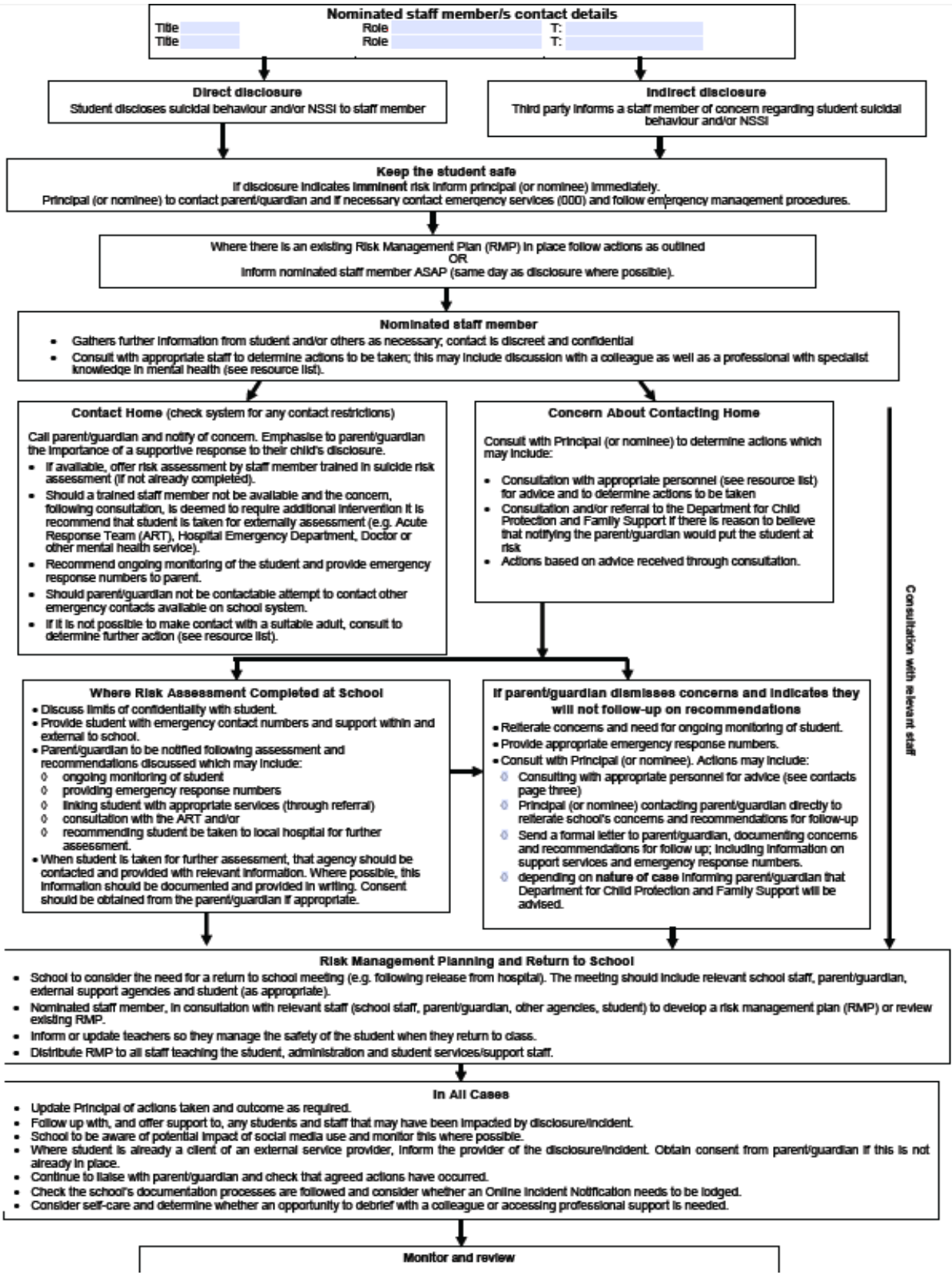
APPENDIX 7: SCHOOL RESPONSE TO STUDENT

All staff members

Nominated person/Student Services/Administration

Nominated person/Student Services/Administration

Consultation with relevant staff





APPENDIX 8: EXPECTED BEHAVIOUR MATRIX

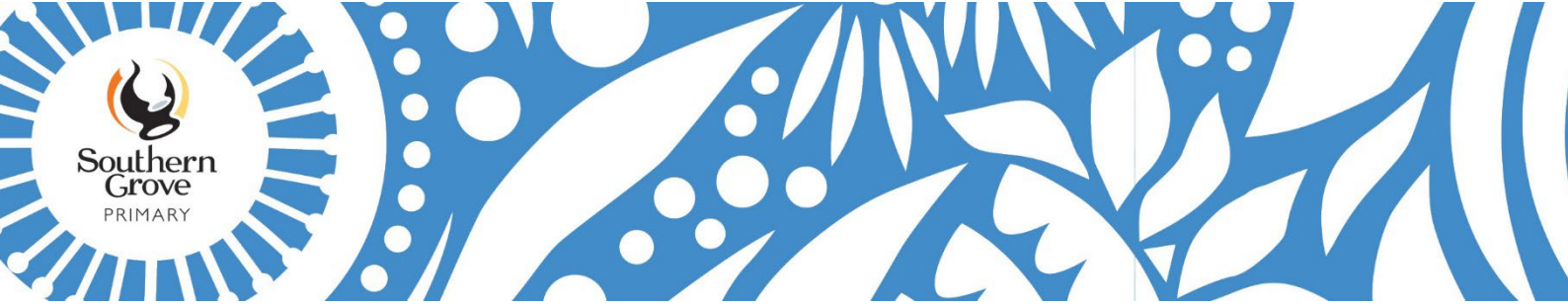
Expected behaviour 1 – 6

	Be Kind	Be Brave	Be Caring	Use Good Manners
Classroom	<ul style="list-style-type: none"> Use kind words Consider other people Include others Share equipment Be friendly Speak respectfully to everyone 	<ul style="list-style-type: none"> Try new things Have a go even when it is hard Speak up for yourself Speak up for others Ask for help 	<ul style="list-style-type: none"> Look after equipment Reset areas to be engaging and inviting Act in a safe way Use words and actions to help people not hurt them 	<ul style="list-style-type: none"> Take turns Follow class expectations Follow instructions Listen actively Only enter a room if a teacher is there Be on time
Playground	<ul style="list-style-type: none"> Share equipment Let others play Play fair Be friendly Encourage others Keep work in progress for 2 days only 	<ul style="list-style-type: none"> Try new things Ask for help Have a go even when it is hard Speak up for others Tell a teacher if you think something is not safe Make new friends 	<ul style="list-style-type: none"> Ask others to join in Help others Wear your hat and sunscreen Return equipment to the right place Reset areas to be engaging and inviting Conserve water 	<ul style="list-style-type: none"> Use people's names Walk on concrete, run on grass Put rubbish in the bin Jump on the floats but no flipping Use the drinking taps and toilets in the nature play area
Eating	<ul style="list-style-type: none"> Let others join you 	<ul style="list-style-type: none"> Ask other people to sit with you to make new friends Try new foods in your lunchbox 	<ul style="list-style-type: none"> Put your rubbish in the bin 	<ul style="list-style-type: none"> Sit when eating Eat with your mouth closed Put your hand up when you have finished Eat your lunch food only
Toilets	<ul style="list-style-type: none"> Wait patiently 	<ul style="list-style-type: none"> Get an adult if you need help 	<ul style="list-style-type: none"> Allow privacy Use 1 squirt of soap Use 1 piece of paper towel 	<ul style="list-style-type: none"> Wash your hands Put paper towel in the bin Flush the toilet after use
Special Events	<ul style="list-style-type: none"> Be patient Use kind words 	<ul style="list-style-type: none"> Try new things 	<ul style="list-style-type: none"> Help others 	<ul style="list-style-type: none"> Be polite and show respect Follow instructions Stay with your class

Expected behaviour ELE

	Be Kind	Be Brave	Be Caring	Use Good Manners
Classroom	<ul style="list-style-type: none"> Use kind words Consider other people Include others Share equipment Be friendly Speak respectfully to everyone 	<ul style="list-style-type: none"> Try new things Have a go even when it is hard Speak up for yourself Speak up for others Ask for help 	<ul style="list-style-type: none"> Look after equipment Reset areas to be engaging and inviting Act in a safe way Use words and actions to help people not hurt them 	<ul style="list-style-type: none"> Take turns Follow class expectations Follow instructions Listen actively Only enter a room if a teacher is there Be on time
Playground	<ul style="list-style-type: none"> Share equipment Let others play Play fair Be friendly Encourage others Keep work in progress for 2 days only 	<ul style="list-style-type: none"> Try new things Ask for help Have a go even when it is hard Speak up for others Tell a teacher if you think something is not safe Make new friends 	<ul style="list-style-type: none"> Ask others to join in Help others Wear your hat and sunscreen Return equipment to the right place Reset areas to be engaging and inviting Save water 	<ul style="list-style-type: none"> Use people's names Walk on concrete, run on grass Put rubbish in the bin
Eating	<ul style="list-style-type: none"> Let others join you 	<ul style="list-style-type: none"> Ask other people to sit with you to make new friends Try new foods in your lunchbox 	<ul style="list-style-type: none"> Put your rubbish in the bin 	<ul style="list-style-type: none"> Sit when eating Eat with your mouth closed Put your hand up when you have finished Eat your lunch food only
Toilets	<ul style="list-style-type: none"> Wait patiently 	<ul style="list-style-type: none"> Get an adult if you need help 	<ul style="list-style-type: none"> Allow privacy Use 1 squirt of soap Use hand towel 	<ul style="list-style-type: none"> Wash your hands Hang hand towel up Flush the toilet after use
Special Events	<ul style="list-style-type: none"> Be patient Use kind words 	<ul style="list-style-type: none"> Try new things 	<ul style="list-style-type: none"> Help others 	<ul style="list-style-type: none"> Be polite and show respect Follow instructions Stay with your class





APPENDIX 9: VALUES POSTERS

be *be*
kind *caring*

be *be*
brave *polite*





APPENDIX 10: INDIVIDUAL ENGAGEMENT PLAN

Student:	Teacher:	Start date:	Diagnosis: Y / N
Year:	LE:	Review date:	
Intervention (please highlight all that apply)			
School Psychologist	Speech	Clinical Psychologist	SEEN:BE
School Nurse	OT	CDS	CFPS
School Chaplain	Paediatrician	CAMHS	GP
ACTION PLAN			
Student Summary			
Calm Behaviour		Problem behaviour	
What does it look like?		What does it look like?	
When is it most likely to happen?		When is it most likely to happen?	
Student Engagement Goals			





PREVENT <i>Environmental and learning adjustments to decrease the likelihood of the problem behaviour occurring.</i>	TEACH <i>Appropriate replacement behaviour.</i>	REINFORCE <i>Strategies to increase the likelihood of the student engaging.</i>

Strategies

Classroom	Rewards
Considerations	Consequences
Education Assistants	Instructions

Review Date:

Signed:	Parent:	Teacher:	Deputy Principal:
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APPENDIX 11: TIER 2 SUPPORT PLAN

Student:	Teacher:	Start date:	Diagnosis: Y / N
Year:	LE:	Review date:	

Functional Behaviour Analysis Summary

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XX displays 'start' behaviour	XX's 'stop' behaviours are:	Social and Emotional support



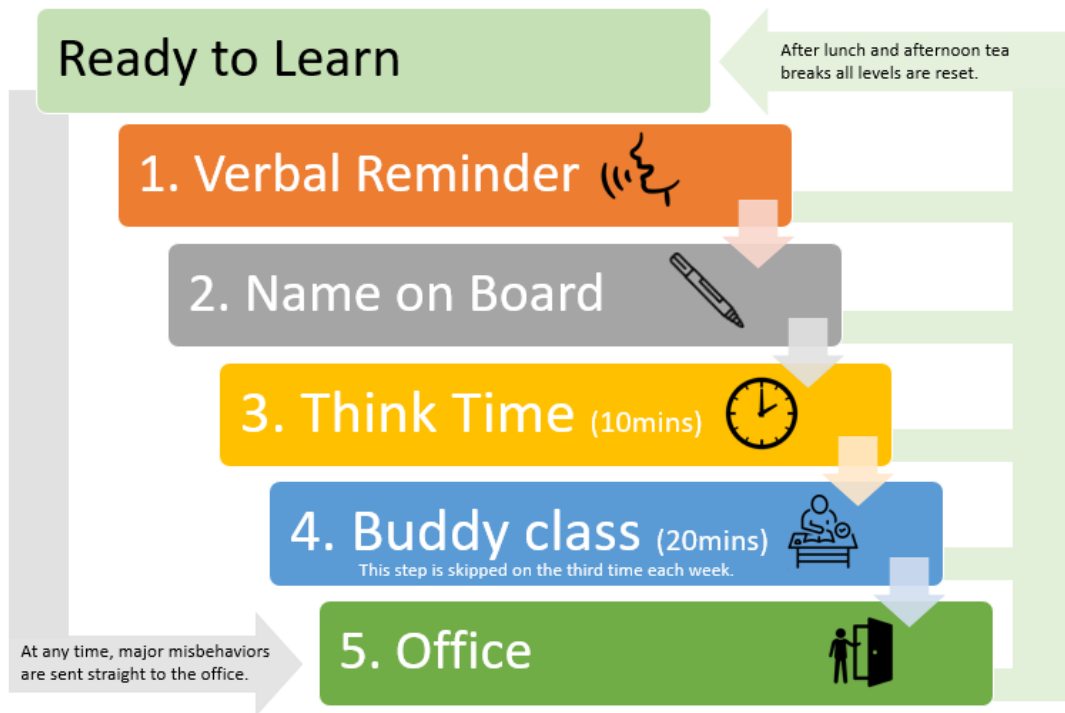
Positive reinforcement	Negative consequences	Supporting strategies
	If XX is not showing 'START' behaviour during class activities:	
	Extreme Behaviour	

Admin:	Parent:	Teacher:	Date:





APPENDIX 12: STEP BY STEP VISUAL Classroom



Playground

