



# SEAFORD RISE PRIMARY SCHOOL

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## **Procedure for Student Behaviour**

### **School Values: Respect- Responsibility- Resilience**

#### **Respect**

Respect is a key value of Seaford Rise Primary School, and as such provides the foundations for the development of positive behavioural outcomes for students. Therefore, at SRPS we expect students to respect the rights of others in the community in the following way:

- Respect for Learning
- Respectful Actions
- Respectful Language
- Respect for Safety

#### **Respect for Learning**

We expect students to respect the learning needs of themselves and others so that all children have the opportunity to learn.

#### **Rights**

Students have the right to:

- Have the opportunity to reach their potential and develop their skills, abilities and talents;
- Have their ideas valued and heard; and
- Work in an environment which is conducive to learning.

#### **Responsibilities**

Students fulfil their responsibilities to themselves and others when they:

- Listen attentively and politely to others;
- Contribute to the teaching & learning program by giving their best effort;
- Ask questions to clarify or when unsure;
- Follow classroom expectations as outlined in the essential agreement;
- Value those who assist their learning;
- Work cooperatively and collaboratively, sharing their ideas with others;
- Use appropriate resources to assist their learning; and
- Take responsibility and ownership of their behaviour.

#### **Respectful Actions**

We expect students to show respect to all members of our community and to property through their actions.

#### **Rights**

Students have the right to:

- Be shown respect and consideration through the actions of others;
- Feel included;
- Be free from bullying behaviours;
- Have others follow the rules set down for games; and
- Have a pleasant environment in which to work and play.

## **Responsibilities**

Students fulfil their responsibilities to themselves and others when they:

- Look after the school's facilities, resources and others' personal equipment;
- Respect others' personal space by keeping our hands to ourselves;
- Include others in games and activities;
- Play fairly and keep the rules of games;
- Wear their school uniform in an appropriate way; and
- Use ICT in appropriately

## **Respectful Language**

We expect students to show respect to all members of our community through all communications, including social media.

## **Rights**

Students have the right to:

- Have others speak to them respectfully and politely;
- Feel included through the words of others;
- Feel safe about sharing their ideas and opinions;
- Participate constructively in problem solving; and
- Be free from bullying.

## **Responsibilities**

Students fulfil their responsibilities to themselves and others when they:

- Listen attentively to others and respect their views; and
- Communicate respectfully and politely to others

## **Respect for Safety**

We expect students to behave in a safe manner in all areas and activities.

## **Rights**

Students have the right to:

- Feel safe and secure at all times;
- Learn about safety to help protect us from unsafe situations; and
- Work and play in a safe environment.

## **Responsibilities**

Students fulfil their responsibilities to others when they:

- Use facilities and equipment in a safe manner;
- Consider how their actions affect themselves and others;
- Play in designated areas;
- Move around the school in a safe manner; and
- Wear their hat, according to our school policy.

## **Responsibility**

We recognise our actions and make a positive difference in all aspects of our schooling, therefore at Seaford Rise we recognise responsibility is a constant and ongoing requirement where the individual and collective exhibit responsibility for:

- Ourselves – choices and actions;
- Others – family, friends and community and
- The environment.

We can show our responsibility and commitment through:

- Being excellent role models to others;
- Owning our choices and decisions;
- Accepting that we all have an important role to play as part of the school community;
- Speaking out against inequality or injustice;
- Being prepared and ready to learn, as lifelong learners;
- Supporting the learning of our peers and the wider school community and
- Taking care of belongings and school property.

## **Resilience**

Resilience is the quality that allows people to face adversity and come back stronger than ever. At Seaford Rise students develop skills and strategies to deal with setbacks and move forward positively.

We can show our resilience by:

- Giving everything a go and never give up;
- Continuing to aspire to achieve excellence; and
- Having a growth mindset

While some of the core factors that make someone resilient are, a positive attitude, optimism, the ability to regulate emotions, and the ability to see failure as a form of helpful feedback, there are other key attributes of resilience.

These include:

- Social awareness;
- Accepting responsibility for actions;
- A sense of purpose or hope for the future;
- Connection to family, to school and to learning;
- Problem-solving skills;
- Effective coping style and positive outlook for self and others and
- A self-belief in their ability to manage in different situations.

In order to promote positive behaviour at Seaford Rise Primary School the following approach is adopted to attain consistency in relation to expectations for students and consequences that follow for inappropriate student behaviour. This approach complements the school's values – Respect, Responsibility and Resilience. However, it is important that individual circumstances of the students are considered when following this procedure.

## **In the Classroom**

**Verbal Reminder:** A verbal reminder(s) of behavioural expectations should occur before the students enter the formal 'step process'.

### **Step Process**

**Step 1: 'A Warning'** – The student is informed of their behaviour and why the behaviour is unacceptable, and reminded about the rights of others and their responsibilities. Appropriate behavioural expectations are clearly restated. If step one is repeatedly reached (teacher to keep a record of this) by a student, an appropriate consequence will be given by the classroom teacher.

**Step 2: Working Alone** – The student is again informed of the way in which their behaviour is inappropriate and reminded about the rights of others and their responsibilities. Appropriate behavioural expectations are clearly restated. The student is moved to an isolated position in the classroom for a minimum period of 15 minutes in order to work alone. Prior to the student resuming their seat, they will be instructed to look at and reflect upon the 'Respectful Pathways' chart. This will be followed by a 'Restorative Chat' (Appendix 3) with the teacher to reach a verbal agreement to uphold the behavioural standards outlined on the 'Respectful Pathways' chart.

**Step 3: Time Out/Restorative Chat** - The student is asked to leave the classroom with an escort, and is supervised within another classroom determined by the teacher. The time-out will be for the remainder of the lesson or at the discretion of the classroom teacher. After this time the student will return to their classroom where their teacher, during a Restorative Chat, will discuss and complete a 'Thinking About My Behaviour' Form' (Appendix 4) with them. Teachers are encouraged to use other members of their team (suite) to collectively manage lower level inappropriate behaviours. The 'Thinking About My Behaviour' (TAMB) form will then be sent home to be signed by parents/caregivers and returned. A photocopy needs to be given to the front office.

Teachers are responsible for the follow up of returned and signed TAMB forms. If form is not signed, the Student Wellbeing Leader needs to be informed.

**Step 4: Behaviour Intervention Plan (BIP)** – After a number of 'Thinking About My Behaviour' forms have been issued and the individual has failed to improve their behaviour; the class teacher, student and their parent/caregivers will develop a BIP. This plan has a proactive focus, with behaviour improvement goals and strategies to support the student in reaching them. This plan may include one or more of the following actions:

- Individual school work program completed away from the class setting (internal suspension)
- Loss of privileges e.g. excursions, computer access
- Individualised programs to assist students with their behaviour through discussions with the Student Wellbeing Leader.
- External assistance (DfE and other), which may include a professional assessment and counselling or other actions deemed necessary.

**Step 5: Suspension – internal or external**

- Repeated non-compliance by a student to a Behaviour Intervention Plan may result in suspension from Seaford Rise Primary School for a period determined by the Principal.
- For significant one off incidents (see below) students may be suspended or excluded without the implementation of a BIP.
  - Arson/Vandalism
  - Threatening a student/teacher with a weapon
  - Sexual assault/abuse
  - Pornographic material brought onto school premises (electronic or hard copy)
  - Cyber bullying
  - Deliberate discrimination e.g. racial, sexual or religious
  - Illegal drugs/alcohol on school grounds

#### Step 6: Exclusion

- Exclusion is a longer term response to serious student behaviour that affects the safety and learning of others.
- Adherence to DfE policies on suspension/exclusion will be followed

### **In The School Yard**

Our aim is to assist students to develop positive playground behaviours and address any hurt caused to others or damage to property. Consequences for inappropriate behaviour in the yard are largely determined by the severity of the student's actions.

The following is a guide:

1. **Low level behaviour:** such as incidental swearing, taking someone else's equipment, dangerous running, disobeying teacher's instructions are best handled by either:  
A small period of time out at lunch at the following locations (5-10 mins)
  - Central courtyard – outside Science Room
  - Junior courtyard – outside Arts Room
  - Top Oval – on the northern netball fence
  - Hard Courts – near canteen
  - Junior Primary Oval- The bench near I5

**OR**

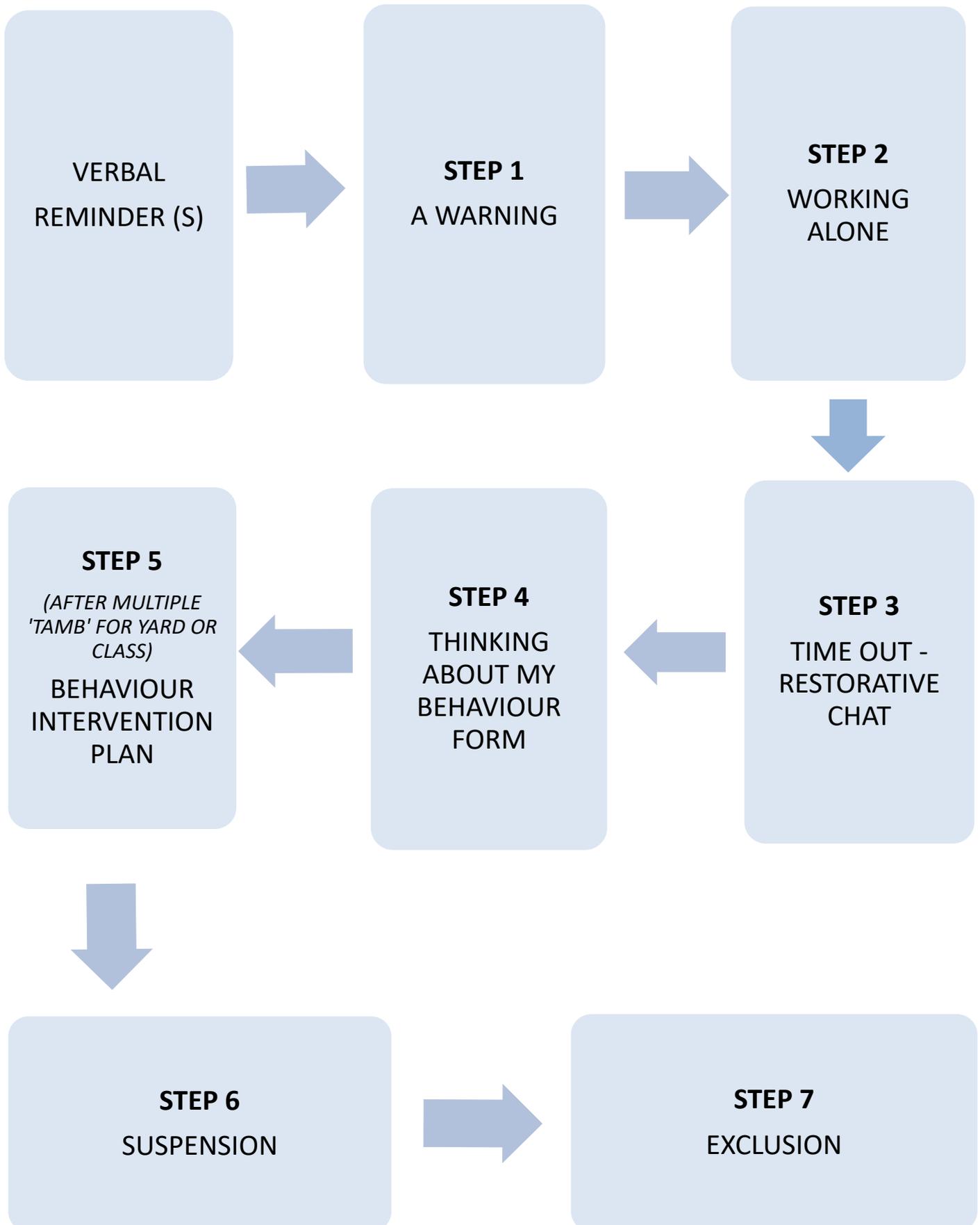
by completing a task for the duty teacher such as picking up paper. The teacher allows the child to resume play after a brief restorative chat. A 'White Slip' (Appendix 5) is filled out and given to the student's classroom teacher for recording. A photocopy of each form needs to be sent to the front office on the day. It is the class teachers' responsibility to monitor their students' frequency and type of behaviour.

**High Level behaviour:** such as fighting, stealing, racial taunting, directed swearing, gangs and wilful damage to property sees the child escorted to the front office and the completion of a 'Thinking About My Behaviour' form followed by a restorative chat/conference with a leadership member and, when appropriate, the class teacher. A further meeting with the student's parent/caregiver will occur. Leadership will inform class teacher if student is removed from the yard due to high level behaviour. If child refuses to attend the front office for high level behaviour, request assistance by using red card contained in yard duty bag.

**The goal is to deal with lower level behaviour before it escalates which requires proactive practices by the teacher on duty, and collegial support as every child is everybody's responsibility.**

# CLASSROOM BEHAVIOUR FLOW CHART

Appendix 1



# YARD BEHAVIOUR FLOW CHART

