NAME OF POLICY	STUDENT BEHAVIOUR DEVELOPMENT POLICY
RATIONALE	This policy provides a clear direction to all staff and students about how to deal with behavioural issues in a restorative manner.
PUBLICATION DATE	OCTOBER 2017
UPDATED	AUGUST 2019
REVIEW DATE	JANUARY 2023
RELATED POLICY	

Student Behaviour Development

The underlying premise is to change thinking from an 'eye for an eye' mentality to one where responsibility, respect and commitment are guiding principles. The notion of accepting that kids are kids and they make mistakes, tied to our professional duty to place learning at the heart of how we work with them. Therefore, it's about:

1. Behaviour

2. Commitment to understand cause (teacher)

3. Commitment to foster learning and empathy in children (teacher)

4. Commitment to take part in restorative, open-honest discussion (student)

5. Agreeing on outcome and clear understanding of 'what comes next'

Classroom Guidelines

- Classroom reminder
- Classroom reminder/time out
- Final warning/time out
- Final warning
- Class Timeout
- 'Take a Break' – Restorative Practices /Re-skilling
  (fill in Yellow Behaviour form for each step)

    - ✓ Focus is on connecting with a person / class within the school where the child has a positive relationship – not framed around the notion of punishment, but around re-grouping.
- Play time sit out

- Phone call home

- Office: Leadership intervention if inappropriate behaviour continues.

    - ✓ Leaderships' priority will be to support the child to resolve any problems with the aim of having him / her return to class to resume with the teaching and learning program.

    - ✓ (2nd office exit in the day) Depending on the circumstances and severity of the incident, the student may: return to class, be re-located to another class, remain in the office, or receive a take-home consequence, suspension/exclusion. Re-entry meetings will be held in accordance with DECD Policies.

Catch-up

It is expected that teachers negotiate appropriate options to ensure work is completed. This may include informing parents and sending work home or for the work to be done in students' own time.
If non completion of work continues, it is expected that classroom teachers discuss with parents and / or leadership in order to identify underlying causes and to develop solutions.

Playground/Yard Guidelines

Step 1   Warning

Step 2   Logical consequence

✓Short term sit-out (sit out locations to be identified)
✓Removal from yard by leadership

Take-a-Break

The principles of 'logical consequences' will apply as a guide to deciding on a course of action (deliberate PITW language choice).

The severity of any behaviours that warranted a take-a-break, will be left to the teacher's discretion as to whether, or not, contact should be made with parents / carers / leadership.

Vandalism   -   repair, replace

Student to be given the opportunity to explain actions, explore alternatives, understand effect on others and negotiate a resolution in collaboration with the person/s who have been harmed / affected. (PITW Language / Restorative Conference)

The following options are available, at the discretion of leadership, in consultation with staff and in communication with parents:

-   repair, replace
-   restricted play
-   alternative play
-   take home
-   suspension
-   exclusion

Student Behaviour Development at LSPS

The table below outlines those behaviours that can be managed in the classroom by the teacher and those which require leadership intervention. This list was compiled in 2013 and ratified by all teaching and leadership staff 2017.

Behaviours managed in the classroom that can be addressed by the teacher	Behaviours requiring leadership intervention
- Calling out - Swinging on chair - Chewing gum - Returning late to class after a break - Fiddling with objects - Tapping rulers or pens on desk - Using phone or iPod in class - Talking / whispering to peers during instruction time - Not lining up properly - Not displaying the 5L's - Hats on in class - Getting out of chair and moving around the room - Answering back rudely - Low level disrespect (lack of manners) - Distracted by others in class - Distracting others from their learning - Not completing work (non-participation) - Drawing or graffiti on equipment - Not packing up effectively - Stealing hats - Inappropriate touching (arm, leg, head, hair etc)	- Violence (threatened or actual) towards peers or teacher - Physical fighting between students - Swearing excessively and intentionally - Spitting at others - Highly emotional/uncontrollable/needs to calm down - Student left the room without permission and teacher is unsure of their whereabouts - Not returning from a break time - Deliberate verbal abuse to cause harm - Student on 'Take a Break' but refuses to leave - Student needs to be removed to keep others safe - Destruction of property - Inappropriate notes written to other peers or the teacher - Stealing and not owning up to it *Constant* and *deliberate* disruption of the classroom learning (noises, door slamming, calling out, movement) - Acting dangerously i.e. throwing a heavy object - Inappropriate sexualised behaviours (through language, touch, or gestures)

The response to the behaviours below will be based on the situation, severity and consistency of the behaviour.

- Consistent back chatting
- Constant defiance and refusal to do work
- Hiding in the room
- Running around the room continuously
- Being silly / inappropriate in the toilets
- Lying to the teacher or peers
- Making annoying and distracting noises
- Put downs / insults towards other peers