



Student Behaviour Strategy

Objectives – Policy Statement

Austral Public School is committed to creating engaging and effective classrooms, and inclusive and safe school communities for all students. Students and staff have the right and responsibility to engage in positive and respectful relationships based on valuing the interests, abilities and diversity of others.

Departmental Policy References

Student Behaviour Policy 2022

Rationale

Supporting and enabling positive student behaviour is essential for quality learning, as well as the wellbeing and safety of all students and staff. Inclusive practice must be embedded in all aspects of school life and be supported by school culture and everyday practice. Procedural fairness will be afforded to all students and staff in implementing this policy.

Aims of the Policy

Students:

- Are supported to participate positively and engage in their learning and in the wider community.
- Are supported to demonstrate positive and respectful behaviour that will contribute to an inclusive and safe school learning environment.
- Have the opportunity to self-advocate as active participants in their own learning and wellbeing.
- Are encouraged to feel connected and use their social and emotional skills to be respectful, resilient, and safe learners in line with the Behaviour Code for Students.

Monitoring, evaluation, and reporting requirements

The principal and his/her delegates are responsible for monitoring and evaluating the implementation and effectiveness of this policy, and for reviewing this policy as required.

Strategic, integrated whole school approach



Through the implementation of this policy, we will observe:

- Teaching and behaviour management approaches and practices aimed at building positive behaviours and learning environments, while reducing the occurrence of challenging and unsafe behaviours through proactive and preventive approaches and providing better options for managing challenging behaviours when they do occur.
- The recognition that we need to: build our evidence base; measure outcomes; monitor our progress; establish what works best; continue to collaborate with stakeholders; update and expand tools and resources; and adapt our approaches.

We will be supported by NSW DoE by:

- professional learning; resource hubs; better-integrated support from specialist staff; new Behaviour Specialists; easier and increased access to specialist professional services; and tools to build partnerships with parents and service providers.

[Student Behaviour Strategy March 2021](#)



The school expectations at Austral Public are for students to be **safe, respectful** and **learners**.

Prevention

- Consistent classroom management strategies and classroom rules and expectations.
- Social skill development including lunchtime “hubs”.
- Physical activity such as ‘brain breaks’ during lessons.
- Multi-component anti-bullying interventions for all students, including ‘at risk’ groups.

Early Intervention & Targeted Intervention

Early intervention approaches address emerging, low level and potentially disruptive behaviours that may escalate if not addressed. Targeted interventions are designed for students, or groups of students identified as at risk of developing negative behaviours unless support is provided.

Our school approaches include:

- Sound classroom management strategies that are consistent and fair across the school
- Social-emotional skill development counselling, social work and therapeutic interventions (including refugee support services and Kids Therapy Hub).

Individual Intervention

Individual interventions address more challenging or complex student behaviours and involve individual assessment, implementation monitoring and review.

These strategies will be determined by need of the child and could include:

- Sound classroom management strategies
- Programs to increase social competence and interpersonal skills (such as library, lunchtime programs, extra-curricular activities such as Choir, Dance, Band, Debating, Public Speaking as well as further investigations into establishing Breakfast Club, Peace Keeper programs and Lunch Bunch groups)
- Social-emotional skill development
- Cognitive behaviour therapy

Positive Supports

Chance Cards

Chance cards (White or gold tokens) are intended to be fast and frequent rewards that may be given out by all staff members for students who have demonstrated an expectation. (Please note blue chance cards are used within the school as positive reinforcement for attendance). Chance cards are collected and go towards the class attaining a class award. Class teachers will negotiate rewards with their classes and appropriate notification to parents/carers will take place if any significant awards are presented at school assemblies.

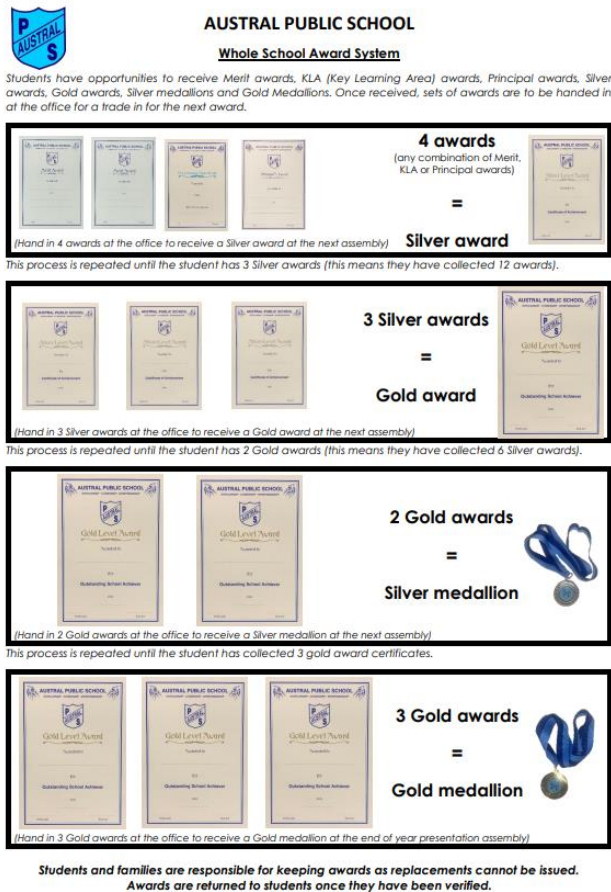
Additionally, all chance cards will accumulate towards earning a school goal, which will be determined each year by the staff and students.

Merit Awards

Class teachers are to hand out Merit Awards throughout each week. All teachers will have the option of issuing Merit Awards each week, for behaviours, actions and achievements that they deem worthy. Each time an award is given out, it is recorded against that child using electronic recording system, Sentral data base. Merit Awards and Principal’s Awards accumulate to allow students to earn silver and gold awards and silver and gold medallions. Attendance and Key Learning Area (KLA) awards will also count as a Merit Award and will go towards earning higher awards.

Students and families are responsible for keeping awards as replacements cannot be issued. Awards are returned to students once they have been verified.

Whole School Award System explanation



Silver award

This level rewards students for their excellent behaviour, attitude and achievement. To receive a Silver Award, a student must accumulate a total of 4 Merit Awards, KLA awards or Principals awards. Once received, sets of awards are to be handed in at the office for a trade in for a Silver award.

Gold award

This level rewards students for their excellent behaviour, attitude and achievement. To receive a Silver Award, a student must accumulate a total of 3 Silver awards. Once received, sets of awards are to be handed in at the office for a trade in for a Gold award.

Silver medallion

This level rewards students for their excellent behaviour, attitude and achievement. To receive a Silver medallion, a student must accumulate a total of 2 Gold awards. Once received, sets of awards are to be handed in at the office for a trade in for a Silver medallion.

Gold medallion

This level rewards students for their excellent behaviour, attitude and achievement. To receive a Gold medallion, a student must accumulate a total of 3 Gold awards. Once received, sets of awards are to be handed in at the office for a trade in for a Gold medallion.

Managing Challenging Behaviours

Procedural fairness

Essential elements of procedural fairness include an individual's right to be heard and to a fair and impartial decision, which also includes the right to:

- Know why the action is happening
- Know how issues and decisions will be determined
- Know the allegations in the matter and any other information the decision maker considers
- Respond to any allegations made against an individual
- Appeal the decision to suspend or expel, and be informed of their right to do so
- Impartiality and an absence of bias in the investigation and decision-making processes which includes but is not limited to student statements, witness statements and staff comments (as required)

Student behaviours will be recorded on a Behaviour Slip and recorded on Sentral as a negative incident with staff identifying the level of behaviour with appropriate notification.

Classroom Behaviour Systems

Classrooms will implement consistent measures to deal with class-based matters. Staff will:

- Give 3 warnings within the classroom before the student is placed in 'time to slow down' timeout within the classroom. The student may continue their learning before resuming to learning with the rest of the class. Continual supervision is still provided.
- Send the student to a buddy classroom if the student is not meeting class expectations after 'time to slow down' did not achieve desired change in behaviour. Each class will have an assigned buddy class. At this stage, the student's behaviour will be deemed to be a Minor negative behaviour and this will be recorded on a Behaviour Slip. After a reasonable amount of time, the student will return to his/her own class to resume learning.
- Send the student to an executive member of staff (Stage Assistant Principal) if the student is not meeting class expectations. At this stage, the student's behaviour will be deemed to be a Major negative behaviour and this will be recorded on a Behaviour Slip.

Minor Negative Behaviours

Minor negative behaviours will be handled in a timely manner. If a student incurs several Behaviour Slips for a Minor negative behaviour within a term, he or she will be referred to the relevant supervising executive for further review. This may include the student attending a reflection time with the Stage Assistant Principal.

Minor negative behaviours will be managed by class teachers or supervising staff. Class teachers or supervising staff are responsible for notifying parents/carers through a phone call, message on Class Dojo or in person. Appropriate notification through Sentral will be provided to staff who require this information.

Repeated minor negative behaviours will be recorded within the Sentral data base.

Major Negative Behaviours

Major negative behaviours will be recorded within Sentral data base.

Major behaviours include but are not limited to:

- Deliberate damage to school/student's property
- Stealing
- Insolence to staff member
- Physical aggression
- Bullying or excluding others repeatedly
- Racism

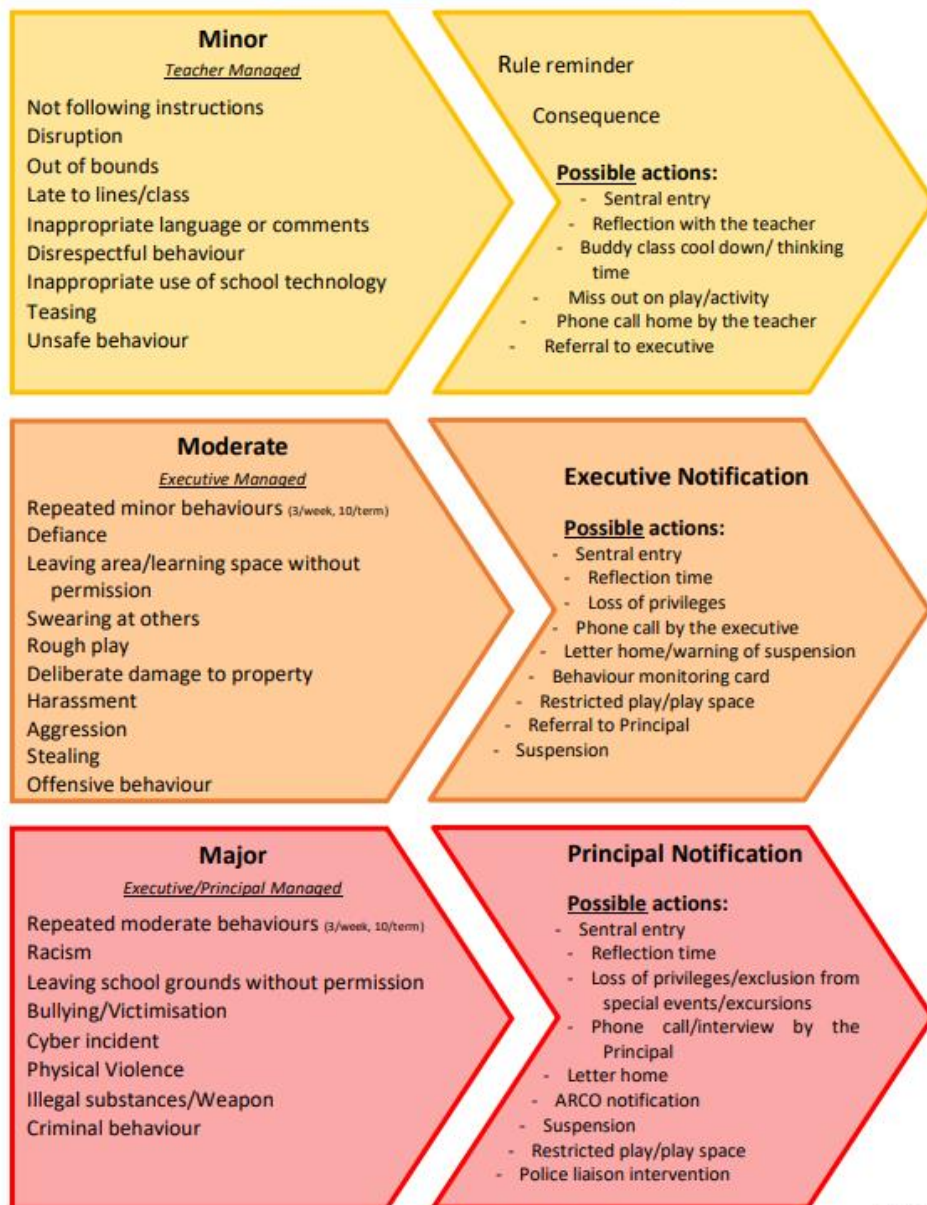
- Bad language
- Rough and dangerous play
- Absconding
- Repeated defiance

Students who have exhibited a major negative behaviour will be required to attend a minimum of one and maximum of three reflections. Executive staff may also deem it necessary that a Behaviour Monitoring Card be issued. Ongoing communication will be provided with students who receive a Major Behaviour Slip.



Behaviour Flowchart - Student

Is the behaviour **minor**, **moderate** or **major**?



July 2022

Suspension

The purpose of a suspension is to create time for the school to plan for appropriate supports to address complex and challenging student behaviour or put appropriate safety measures in place. To comply with the Student Behaviour Policy, the principal will use the least exclusionary methods in managing behaviour. When suspended, the student will engage in online learning at home and the school will attempt to check-in during this period.

If required, a principal may consider a suspension in line with procedures. Only the principals (or delegated person when absent) have the delegated authority to suspend a student from their school.

The principal will only consider suspension after first considering all possible alternative behaviour support measures. Grounds for suspension may include:

- Causes actual harm to any person
- Poses an unacceptable risk to health and safety, and/or the wellbeing of any person
- Behaviours of concern could include physical violence and psychological abuse. Other examples may include bullying, drugs in schools, knives in schools, smoking devices such as vaping.

The timelines for individual suspension may include:

- For students in Kindergarten to Year 2, the maximum number of consecutive school days for a suspension is five school days.
- For students in Year 3 to Year 6, the maximum number of consecutive school days for a suspension is 10 school days.

Maximum days of suspension across a calendar year

- For students in Kindergarten to Year 2, the maximum number of school days in total for a calendar year, for any number of suspensions and extensions, is 30 school days.
- For students in Year 3 to Year 6, the maximum number of school days in total for a calendar year, for any number of suspensions and extensions, is 45 school days.

Document history and details

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Approving Officer
Khaled Elhage, Principal, Austral Public School in consultation with staff and the Austral P and C

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May 2023