



Student Behaviour Management Processes and Strategies (Part of the Student Engagement and Wellbeing policy)

Dear parents and guardians,

Our positive school culture is predicated on student engagement being the basis for learning. To support this, our staff is actively engaged in developing classroom practice to ensure that our pedagogy and curriculum engages all students. Effective teaching, inclusive and engaging curriculum and respectful relationships between staff and students are paramount.

The values which underpin our actions are:

Enjoyment

- Thinking positively
- Choosing to act in a safe and friendly way
- To have fun and not spoil others' fun

Teamwork

- Share the work
- Include everyone
- Contribute, take turns and act patiently

Respect

- Treat others with consideration
- Listen to other people
- Ask to use others' belongings
- Respect others' personal space

Resilience

- Being able to bounce back and recover quickly from everyday difficulties and challenges
- Thinking optimistically
- Being able to build positive relationships and social-emotional skills

Learning

- Trying hard and doing your best
- Using their time productively and set goals for future progress

We have a number of programs to proactively teach these values at EEPS. These can be found in the Student Wellbeing and Engagement policy on our website.

However, from time to time children make mistakes and may behave in a way that is unsafe or unfriendly. It is important to have a consistent approach to help children become responsible for their behaviour.

This information outlines EEPS formal staged responses. It is a guide only, as every case is treated independently. Corporal punishment is prohibited in our school and will not be used in any circumstance.

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We look forward to working together to ensure our children develop responsible values, skills and actions.

Student Behaviour Management Plan Processes and Strategies

STAGE ONE AND TWO: INITIAL ACTION - TEACHER

When a minor misbehaviour occurs a child receives a warning. A warning could be verbal or the child's name recorded on the board. A mark will be recorded against the name if the behaviour continues. The child may also be moved within the classroom or class.

These behaviours may include: distracting, talking out of turn, annoying behaviour in the playground, rough play.

STAGE THREE: TEACHER

Further direct action by teachers will be required for repeating misbehaviour, escalating behaviour and not following the teacher's instructions of a more deliberate nature.

These behaviours may include: continually interrupting the learning of others, damaging another person's property, throwing objects, intentionally hurting another person's feelings, rough play, unsafe play,

Consequence:

- A discussion of the school values at recess or lunchtime with appropriate teacher.
- A school proforma and student response sheet may be completed and sent home outlining the behaviour and the restorative action. .
- The student's parent may be contacted by telephone or via the proforma.
- A written or verbal apology may be expected from the student.

STAGE FOUR : PRINCIPAL OR ASSISTANT PRINCIPAL

Some behaviours are referred to the principal and assistant principal directly.

These behaviours may include: refusing to follow a direct instruction from the teacher, engaging in behaviour that severely disrupts the classroom or specialist program, intentionally physically harming another person, deliberate rudeness towards a teacher or adult, severe teasing or bullying.

Consequence:

1. A discussion of the school values at recess or lunchtime with appropriate teacher.
2. An inappropriate Behaviour Stage Four Proforma and Student Response sheet will be completed and sent home.
3. Parents will be notified and asked to return the signed form to the office.
4. A written or verbal apology will be expected from the student.
5. A possible "In school" exclusion from regular program for a set period of time will be determined for each individual case.

For breaches of the 'Cybersmart' guidelines; access to internet usage will be reviewed.

STAGE FIVE : PRINCIPAL OR ASSISTANT PRINCIPAL

Continued breaches or serious misbehaviour

Refusing to follow a direct instruction from the principal or assistant principal

One day or longer "in school" exclusion from regular program

A written or verbal apology from the student

STAGE SIX : PRINCIPAL

Very serious forms of misbehaviour following DET suspension guidelines

STAGE SEVEN : PRINCIPAL AND DET

Where there are extreme cases of misbehaviour and suspension is deemed to be inadequate, the school will follow the expulsion guidelines as set down by the DET.