Tailem Bend Primary School
Behavioural Expectation Policy & Code of Conduct

Rationale
Tailem Bend Primary School’s vision is excellence in the education of the whole child.

Our mission is to encourage all children to attain their maximum potential in all aspects of education, to acknowledge the social, cultural, physical and intellectual diversity of our children, and to extend cooperation between staff, students and their families.

Tailem Bend Primary School believes that the development of self-discipline is an essential skill to be an effective member of the community. Further, we believe students are motivated when they behave appropriately and are encouraged to take responsibility for themselves.

Tailem Bend Primary School’s Behaviour Management Policy is reflective of these aims.

Rights and Responsibilities

<table>
<thead>
<tr>
<th><strong>Rights</strong></th>
<th><strong>Responsibilities</strong></th>
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<tbody>
<tr>
<td><strong>Children have a right to:</strong></td>
<td><strong>Children have a responsibility to:</strong></td>
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<tr>
<td>• Be safe at school</td>
<td>• Obey school expectations and safety guidelines</td>
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<td>• Learn without interference</td>
<td>• Endeavour to do their best</td>
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<td>• Be treated with courtesy by teachers, families and students.</td>
<td>• Treat others with respect</td>
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<td></td>
<td>• Take responsibility for their behaviour and accept the consequences</td>
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<td><strong>All adults in our school have the right to:</strong></td>
<td><strong>All adults in our school have the responsibility to:</strong></td>
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<tr>
<td>• Be treated with courtesy and respect by students, families and colleagues.</td>
<td>• Teach effectively, establish effective school behaviour that assists to provide a safe environment</td>
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<tr>
<td>• Be recognised as a professional.</td>
<td>• Treat others with respect and courtesy</td>
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<td>• Be supported by the school community.</td>
<td>• Act professionally and promote positive self-esteem and attitudes towards learning and each others</td>
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<td></td>
<td>• Develop helpful communication and partnership links with families and the wider school community.</td>
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<td><strong>Families have a right to:</strong></td>
<td><strong>Families have the responsibility to:</strong></td>
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<tr>
<td>• Be recognised as the major influence in their child’s life</td>
<td>• Recognise and support the school’s behavioural expectations</td>
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<td>• Be a partner in their child’s education</td>
<td>• Treat others with courtesy and respect</td>
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<td>• Be informed about issues affecting their child.</td>
<td>• Develop helpful communication links with TBPS staff as partners in your child’s education</td>
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<tr>
<td>• Be treated with courtesy and respect by students, teachers and other families.</td>
<td>• Provide information that may impact on your child’s learning.</td>
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**Behavioural Expectations for Students at T.B.P.S**

At Tailem Bend Primary School, we need to demonstrate:

- Respect for teaching and learning
- Respect others
- Respect for self
- Respect for property

**Classroom Expectations**

Whole staff collaborated to develop a consistent behaviour action and consequence plan throughout Tailem Bend Primary School.

Acceptable behaviour in the classroom is negotiated between the classroom teacher and students at the commencement of each year. The expectations should fit under the headings of “respect for others”, “respect for self”, “respect for teaching and learning”, and “respect for property”

All teachers conduct discussions with their classes on a regular basis to familiarise them with, and reinforce these expectations.

**Procedure – Clip Charts**

The following processes have been established to ensure consistency in dealing with student behaviour as a whole school.

The core focus of our student behaviour processes is to acknowledge the positive choices that are being made. Each class has a “clip chart” which the students can either move up or down. If a student is making appropriate and positive choices in their class, then they will be rewarded by moving their clip up the chart. Each day the students clip will start at “ready to learn”.

If a student is making inappropriate choices, then they will move down the clip chart. **Step 1:** Reminder – Opportunity is given to change their behaviour and make a better choice.  
**Step 2:** Class timeout for no more than 10 minutes  
**Step 3:** Student to go to buddy class  
**Step 4:** Removal from classroom to work in isolation in the front office for the remainder of the day (or next day if occurs late in the day). Parents will be notified. The student will also need to spend time in “Rethink” during the next lunch break.

A student at any time can move their way back up the behaviour chart if they have demonstrated resiliency and have “bounced back” from their inappropriate choice.

*If a student is to receive a Re-think on 3 occasions, it will result in an internal suspension for 1 day. On the fourth occasion, an external suspension will result. A letter will be posted to parents on each occasion.*

It is important to note that any behaviour involving violence, racism and harassment is to move directly to step 4 where admin staff will become involved.

*All incidents where admin staff have been involved will be documented for future reference.*

**Yard Behaviour Expectations**

Children will be expected to follow the 4 respect expectations in the yard

- Respect for teaching and learning
- Respect others
- Respect for self
- Respect for property
When any of these expectations are not followed, teachers will be expected to use the following steps:

**Step 1:** Student is given a choice of compliance or time out to reflect
**Step 2:** Yard time out for approximately 5-10 mins in designated yellow squares. It is up to the yard duty teacher to monitor the time spent in timeout.
**Step 3:** Involvement of administration staff

**Camps/Excursions**
If any child is suspended (externally) throughout the school year, they will not be able to participate in any camps or excursions for a 10 week period following the suspension, at the discretion of the child’s classroom teacher, the principal and the school counsellor.

**Minor Incidences**

Redirection Strategies

WARNING

Cool down (timeout)

Non-compliance
Buddy Class

Non-compliance
Admin staff becomes involved

Compliance (Closure)

**Major Incidences**
Eg. Violence, Racism, Harassment and consistent non-compliance

Referred to administration staff

Incident recorded and parents notified

Appropriate & logical consequences applied