



South Thornlie Primary School

Behaviour Management Plan

We aim to provide a positive environment in which each child is respected and his/her right to learn is encouraged and protected. The Behaviour Management Plan provides consistent, logical, clearly defined rules and consequences that are made familiar to all involved, so that maximum teaching and learning can occur along with the development of responsibility for personal behaviour.

Aims

- To provide a happy, positive learning environment.
- To help students reach their full potential.
- To provide a physically and emotionally safe environment.
- To recognise and respect the rights and responsibilities of individuals.
- To encourage students to accept responsibility for their own behaviour.
- To ensure rules are applied consistently and fairly.

Rights and Responsibilities

The following expectations apply to all members of the South Thornlie Primary School community.

| Students have the <i>RIGHT</i> to: | Students have the <i>RESPONSIBILITY</i> to: |
|--|--|
| <ul style="list-style-type: none"> ✓ Respect, courtesy and honesty ✓ Learn in a purposeful and supportive environment. ✓ Work and play in a safe, friendly and clean environment. ✓ Achieve their educational potential. | <ul style="list-style-type: none"> ✓ Ensure their behaviour is not disruptive to the learning of others. ✓ Do their best in all school activities. ✓ Behave in a way that protects the safety and wellbeing of others. ✓ Establish positive relationships with others. ✓ Ensure that the school is kept neat and tidy. ✓ Ensure that they are organised and ready to work in a positive manner. |
| Staff have the <i>RIGHT</i> to: | Staff have the <i>RESPONSIBILITY</i> to: |
| <ul style="list-style-type: none"> ✓ Respect, courtesy and honesty. ✓ Teach in a safe, friendly and clean environment. ✓ Teach and learn in a purposeful and non-disruptive environment. ✓ Co-operation and support from parents. ✓ To be proud of their achievements. | <ul style="list-style-type: none"> ✓ Model respectful, courteous and honest behaviour. ✓ Ensure that the school environment is kept neat, tidy and secure. ✓ Provide a meaningful and appropriate education for the students in the school. ✓ Establish positive relationships with the South Thornlie Community. ✓ Report student progress to parents. |
| Parents have the <i>RIGHT</i> to: | Parents have the <i>RESPONSIBILITY</i> to: |
| <ul style="list-style-type: none"> ✓ Be informed of behaviour management procedures, and decisions affecting their child's health and welfare. ✓ Be informed of their child's progress. ✓ Access a meaningful and appropriate education for their child. ✓ Be heard in an appropriate forum on matters related to the rights of their child to an appropriate education. | <ul style="list-style-type: none"> ✓ Ensure that the physical and emotional condition of their child is at an optimum for effective learning. ✓ Support their child's progress with regular contact with the classroom teacher. ✓ Work in cooperation with the school staff. ✓ Ensure that their child's attendance is punctual and regular. ✓ Ensure that their child is provided with appropriate materials to make effective use of the learning environment. ✓ Support the school in providing a meaningful and appropriate education for their child. |

Our School Values

Learning

We believe:

- All students have the capacity to learn.
- Quality teaching is the key to learning achievement.
- A whole school approach to all curriculum areas is the best way to achieve positive outcomes.
- Sustainability and Information & Communications Technology (ICT) should be imbedded in our teaching and learning practices.
- Using quality data to drive school panning helps improve student achievement.

Excellence

We believe in:

- Setting high expectations for staff in all areas of teaching and learning.
- Setting high expectations for students to strive to achieve the very best academic and social outcomes.
- Parents supporting teachers and students in their pursuit of excellence.
- Embracing innovative practices to enrich teaching and learning at our school.
- A planning, teaching and assessment cycle.
- Celebrating the achievements of our students.

Care

We believe in:

- Providing a safe and supportive environment that is respectful, honest and friendly, and that instils a sense of pride in our school.
- Working in a collaborative manner across the school community to make the most of individual strengths and help every child achieve.
- Fostering clear and open lines of communication between parents, students and teachers to break down barriers and provide better outcomes for everyone.

Equity

We believe:

- An equitable school is one that respects the individuality of all students and adapts teaching to their needs.
- In celebrating the rich environment of our culturally diverse school, and allowing all voices to be heard with respect.
- In following the professional standards in our staff code of conduct at all times.
- In abiding by the student code of conduct at all times.
- In fostering positive relationships and partnerships that enable our school community to achieve the very best outcomes for everyone.

South Thornlie Primary School Rules

- Respect the rights of others.
- Let others learn.
- Be prepared and on time.
- Respect personal and school property.
- Act in a safe and caring manner.

Student Compliance

- Students must follow the instructions of ALL staff.

School Uniform

- Students are to dress in accordance with the School Uniform Policy including the wearing of hats outdoors throughout the whole year. A GREEN CARD should be sent to the office for those students who are not wearing the school uniform.

Play Areas

- Students are to play in the designated play areas.
- Students are not to play on the foam matting in the Undercover Area.
- Students are to eat their lunches in the designated area except in the event of a wet weather break. At such times students will eat in the Arts Centre or the Undercover Area.
- Students should ensure all litter is placed in bins.
- Students are NOT to enter classrooms, wet areas or buildings without supervision.
- The following areas are OUT OF BOUNDS to all students:
 - Behind the Arts Centre building, Gardener's Shed, staff car park and road verges.
- Students are not permitted unsupervised on the school premises after school or on weekends.
- Students arriving before 8.20am are to sit in the Under Cover Area.
- No ball games are to be played before or after school.
- Students are not permitted to use playground equipment before or after school.

Leaving the School Grounds

- Parent/guardians collecting students during school hours must sign in at the office. This must be authorized by an Admin member or Office staff. An 'Early Pickup Pass' (Blue Slip) must be provided. Passes should be collected by classroom teachers.

Late Arrivals

- Students should arrive at school in time for the school siren by 8.30. Late arrivals must go to the office and collect a 'late arrival' slip from office staff before going to their classroom for the day.

Bicycles and Scooters

- Students bringing bicycles and scooters to school must place bicycles in designated racks and walk on paths to enter and leave the school.
- Bicycles and scooters should be stored in the bike racks.
- Students must ensure the safety and security of their own bicycle, wear an approved safety helmet and abide road safety rules.
- Riding of bicycles, scooters, skateboards or rollerblades on school grounds is prohibited.

Unacceptable Behaviour

The following behaviours are NOT acceptable at our school.

- Interfering with the property or possessions of others.
- Obscene language, swearing or spitting.
- Verbal or physical abuse of others, harassment or fighting.
- Throwing objects that may harm people or property.
- Splashing, squirting or wetting others.
- Rough or dangerous play/games.
- Running on paved areas.
- Bullying, intimidation, teasing or targeted isolation of others.
- Behaviours that interferes with the right of other students to learn.

Items NOT Permitted

- Mobile phones should be left at the school office each day for safe keeping.
- The use or possession of alcohol, tobacco, illegal drugs/substances.
- Chewing gum.
- Electronic games (or any expensive toys).
- Knives or weapons of any kind.

****These rules are subject to ongoing review by Staff and the School Council.***



South Thornlie Primary School

Behaviour Management Process

| | |
|------------------------------------|---|
| <p>Positive Environment</p> | <ul style="list-style-type: none"> • Teachers establish a positive classroom learning environment. • Expectations, rules/agreements, incentives and consequences should be clearly negotiated and explained to students. • Provision of positive feedback with an emphasis on understanding. • Integration of positive behavioural programs e.g. Zones of Regulation, PATHS, 1,2,3 MAGIC, Tribes, Virtues, You Can Do It, Friendly Schools and other positive behavioural support programs. • Use of positive behaviour management strategies including rewards, redirection, proximity reinforcement, verbal, gestural, “brain breaks” and other pre-emptive controls to encourage positive behaviours and prevent escalation. • Good Standing Strategy • Honour certificates, and classroom certificates. • Mindfulness strategies to support wellbeing, attention, self-regulation and empathy. • Implementation of values programs including Care Cards. • Whole school reward programs including Faction Tokens and Values Raffle. • Student Ambassador Program, Student Councilor Leadership Program. • School Chaplaincy. • University Partnerships. • School resilience programs. • School initiatives including Gardening Gurus, Event Support Crew, Craft Club, Woodwork Club and more. • Principal’s Morning Tea. • Incursions, excursions and special events including Sports Carnivals, Harmony Day, ANZAC, Book Week, NAIDOC and many more to develop school connectedness. • Community involvement. Lego Club, Robotics Challenge, Support-A-Reader, Parent Helpers, Assemblies, morning teas, P&C fundraising and events etc. <p>School Website, newsletter and Facebook.</p> |
|------------------------------------|---|

| | |
|---|---|
| Class Behaviour Management Plan | <ul style="list-style-type: none"> • A hierarchical, stepped system should be provided that encourages students to think about their behavioural choices at each stage, with a clearly defined consequence. • Examples include 123 magic, Traffic Lights system, PEGS. • This should be <u>clearly</u> stated and <u>consistently</u> applied. • Names should be recorded on behaviour management sheet or some other recording method (not on the board). This will also provide an ongoing record for teachers at parent interviews, reporting and development of IBP. Consider recording the times for future reference. |
| Reflection (Time Out) at a designated place in the classroom | <ul style="list-style-type: none"> • Student is moved to time out (3rd STEP after two warnings on Behaviour Flow Chart) for an opportunity to consider and reflect on their behaviour. This is a quieting down time and students should be allowed to reflect independently. • Student to remain in sight of staff to maintain duty of care. • Time out should be appropriate for their age. (5,10 or 15 mins MAXIMUM) • (Optional) Student completes a self-reflection sheet or restorative discussion with the teacher. Self-reflection sheet, if used, should be sent home. |
| Buddy Class/Time out in another class | <ul style="list-style-type: none"> • Continued disruptive behaviour - student is sent to a buddy class <u>with work</u> to complete. • Teacher chooses buddy class option of 10 or 20 minutes and fills out the referral slip for student to take to their buddy class. • Students must not disrupt in the buddy room. The BLUE card process should be used for any student who is disruptive in Buddy Class. • Buddy class teacher supervises the student in their classroom for the allocated time. • The BLUE card process should be used for any student who refuses to go to Time Out or Buddy Class. |
| BLUE CARD | <ul style="list-style-type: none"> • If the student progresses through the Behaviour Management Flow Chart to the next step by continuing to display negative or disruptive behaviour, there are <u>THREE</u> options: <ol style="list-style-type: none"> 1. Send the student with a BLUE CARD to the office to speak to a Deputy (always send accompanied by another student and complete the BLUE Card incident form). 2. Send a BLUE CARD to the office and a Deputy will come to you. 3. No BLUE CARD required - Send a completed Detention Slip to |

the office to be put straight into the orange box. (In this circumstance a Deputy will not be involved in the behavioural incident until detention is completed in the Library.)

**This often is the case with detentions given during break times, although a BLUE CARD and a RED CARD is kept in each Duty Bag if needed.*

- Student reflection discussion. Rule reminder and a positive, restorative approach.
 1. What happened?
 2. Who do you think has been affected by your actions? In what way?
 3. What do you think you need to do to make it right?
- All students sent to the office will be reminded of school rules.
- Students will be returned to class shortly after the BLUE CARD.
- Students will be reminded of the next consequence should they choose to continue to break the school rules.
- Parents may be contacted if deemed appropriate.
- The Teacher will be informed of all consequences.

Detention

- Teachers can allocate a detention in the playground or the classroom as a consequence for negative behaviours.
- Students can be given a detention by any teacher if they progress through all steps in the Behaviour Management Process (see the Behaviour Management Flow Chart).
- Students can be given an immediate detention in certain circumstances in the classroom or in the playground. These include
 1. Physical - Student injuring another student (minor level)
 2. Threatening or destructive behaviour
 3. Refusing to go to Buddy Class or Time Out
 4. Swearing - F's & C's
 5. Spitting & biting
 6. Other negative behaviours that threaten safety and wellbeing
- A detention time should be recommended for 10,20 or 30 minutes.
- The issuing teacher should complete all details on the front of the detention slip.
- Administration staff will complete the back of the slip.
- Ensure that all details are clear and concise as the content on the slip will be entered exactly as written into INTEGRIS under your

South Thistle PS Detention Slip

Name: _____ Class: _____

Issuing Teacher: _____ Date: _____


Normal DETENTION Process
(i.e. 24, Time Out, Buddy Class, Blue Card)

Immediate DETENTION Behaviour
Physical - Student injuring other student.
Threatening - Throwing bottles, mats, sticks, rocks and endangering others.
Other serious negative behaviours that threaten the safety and wellbeing.

Details: _____

Student recommended to attend detention for - 10 mins 20 mins 30 mins

| OFFICE USE ONLY | |
|--|---|
| REMARKS | ACTION |
| <input type="checkbox"/> Abuse, threats, harassment or intimidation of staff <input type="checkbox"/> Abuse, threats, harassment or intimidation of student <input type="checkbox"/> Damage to or theft of property <input type="checkbox"/> Negative behaviour - other <input type="checkbox"/> Physical aggression toward staff <input type="checkbox"/> Physical aggression toward student <input type="checkbox"/> Possession, use or supply of illegal substances, or objects <input type="checkbox"/> Possession, use or supply of illegal substances with restricted sale <input type="checkbox"/> Violation of Code of Conduct/Behaviour rules | <input type="checkbox"/> Exclusion <input type="checkbox"/> Intention to suspend <input type="checkbox"/> Loss of privileges <input type="checkbox"/> Not specified <input type="checkbox"/> Other <input type="checkbox"/> Reprimand <input type="checkbox"/> Suspend <input type="checkbox"/> Withdrawal |
| ADMINISTRATION CHECKLIST | OFFICE CHECKLIST |
| Student received _____ minutes detention Date completed _____ <input type="checkbox"/> Update Detention Tally for each student | <input type="checkbox"/> Enter behaviour details to INTEGRIS <input type="checkbox"/> Update Detention Tally Factor <input type="checkbox"/> Send SMS to advise parents |

| | |
|----------------------|---|
| | <p>name by the School Officer.</p> <ul style="list-style-type: none"> Completed Detention Slips should be sent to the front office and be put in the orange box. Students will attend the very next detention session, potentially on the same day. Student names will NOT be announced on the PA. Please remind students where possible. Detention sessions are held in the school library supervised by Administration. Administration staff will record detention times and monitor student Good Standing status on an ongoing basis.  |
| Good Standing | <ul style="list-style-type: none"> Students will lose their Good Standing status for an accumulated 90 minutes of detention in one term. Suspension will result in immediate loss of Good Standing status. Student Leaders can only represent their school while they have Good Standing status. Student Leaders will lose the privilege of representing their school after a second loss of Good Standing status in one year. Year 6 students will lose their camp attendance privileges after a third loss of Good Standing status in one year. Good Standing Status is returned after 5 days with no detentions/suspensions. A student who has lost their Good Standing status will not be permitted to participate in identified Good Standing Activities or Roles. See the full Good Standing process on Connect for more information. Parents/Caregivers, Teachers and Students will be informed verbally or in writing when Good Standing status is lost. |
| Withdrawal | <ul style="list-style-type: none"> Students will not generally be withdrawn and kept in the office as adequate supervision for extended periods of time cannot be provided. After receiving a detention, a student <u>may</u> be withdrawn and relocated to a Buddy Class for up to 60 minutes if considered appropriate or this action is identified in a student's Individual Behaviour Management Plan. Students withdrawn from class should have their Parents/Guardians |

| | |
|-----------------------------------|---|
| | <p>notified. An interview may be requested.</p> <ul style="list-style-type: none"> • No contact with other students during this time, including breaks. • A student who continues to break the school rules after a withdrawal will have Parents/Guardians contacted. They will be sent home for the remainder of the day (suspension). |
| Suspension | <ul style="list-style-type: none"> • A student is suspended from school at the discretion of the Administration Team. • A re-entry process <u>must be completed</u> before a child can return to normal classes and should be discussed with a Parent/Guardian in consultation with the classroom teacher. |
| Exceptions | <ul style="list-style-type: none"> • These guidelines are provided for clarification and transparency of behaviour management processes. Administration may use their discretion to alter any aspect these guidelines on a case by case basis where it is deemed appropriate. • Children with existing IBPs or special needs may displace this process. • Serious behaviours that threaten the safety of the student or his/her peers will result in immediate withdrawal to office. |
| BLUE Card | <ul style="list-style-type: none"> • This indicates that <u>assistance</u> is required. An Admin team member will attend as soon as possible to provide support. |
| RED Card | <ul style="list-style-type: none"> • SEVERE CLAUSE. This indicates that <u>urgent assistance</u> is required. An Admin Team member will attend immediately to provide support. • Serious risk to student/staff safety • Self harm (Serious) • Student disclosure (Serious) • Student running out of class/school grounds • Physical behaviour (dangerous) • All circumstances where URGENT assistance is required |
| RED Card with a CROSS + | <ul style="list-style-type: none"> • This indicates there is a medical emergency. Admin staff will attend immediately with Epipen, Asthma, First Aid Kit and mobile phone. • A defibrillator is available if required. |
| GREEN Card | <ul style="list-style-type: none"> • This is to be used for students who are not wearing the correct school uniform. Students should be sent to the office where staff will arrange an appropriate school uniform. |

Rewards and Incentives

Positive incentives should reflect the developmental age and interests of the students. Positive behaviour strategies should be used to encourage positive behaviour choices and to support students to take personal responsibility.

CLASSROOM

- Encouragement and Praise. Encouragement should be the primary instrument of all positive reinforcement.
- Praise should be immediate and specific and should acknowledge the desired behaviour.
- Desired behaviours should be encouraged and rewarded.
- Every child should be given the opportunity to earn and receive acknowledgement of their worth and personal efforts.
- Positive incentives should be earned and may include e.g. whole class rewards, group incentives or individual motivators such as stickers, prizes, stamps, points, certificates, raffle tickets, play time and similar encouragements.
- Students may be sent to the administration or other classrooms with examples of good work in recognition for achievement and effort.

WHOLE SCHOOL

- VALUES Raffle – Student can earn raffle tickets to place in the library for demonstrating our school core values of Learning, Excellence, Equity and Care. Raffle is drawn fortnightly at assemblies.
- Faction Tokens. Students receive a Faction Token for positive behaviour and good work. Each token is worth one point to the student's Faction. Tokens are available from the office as needed. The winning faction at the end of the term will receive an icy pole.
- Faction tokens are also kept in the duty bags. They can be distributed at the discretion of the duty teacher to reward positive playground behaviours.
- Students should place any tokens earned in the faction containers in the library. Tokens will be collected and counted before each mini assembly. Ongoing faction results will be reported.
- Broom Award - Fortnightly award to classrooms for tidiness and general appearance. Classrooms will be checked randomly by student councilors throughout the fortnightly period. The Broom Award will be presented to the winning class at the mini assembly on a fortnightly basis.
- Italian Award - Presented fortnightly at the mini assembly to one class for pleasing efforts.
- Merit Awards - Presented to students for achievement. The awards are announced at the fortnightly whole school assembly. Two awards per class are recommended. (Teachers are to complete awards and return to the Office by the Monday of the assembly week to allow councilors time to practice reading them.)
- Parents of the Merit Certificate receivers should be invited to the assembly.
- Student names will be published in the newsletter and on the school website.
- Commendation letters. These may be sent periodically to students as requested by staff.
- Morning Tea with the Principal - Each month the principal will conduct a morning tea for well deserving students from each class. The teacher will choose two students from their class.

STPS Behaviour Management Process

1. Normal DETENTION Process
OR
2. Immediate DETENTION Behaviours
 - Student injuring other students. (Minor level)
 - Throwing honkey nuts, sticks, rocks etc and endangering others.
 - Negative behaviours as determined by the Administration Team.

INDIVIDUAL BEHAVIOUR PLAN

Follow IBP

NEGATIVE BEHAVIOUR

(1st) WARNING

- Rule Reminder
- X Behaviour Record

(2nd) WARNING

- Rule Reminder
- XX Behaviour Record

(3rd) TIME OUT

- In sight of teacher
- 5,10 or 15 mins

BUDDY CLASS

- Complete Buddy Slip
- 10 or 20 mins
- Send work

DETENTION

- Complete a detention slip
- 10,20 or 30 minutes
- Place in orange box in office

BLUE CARD

The following disruptive behaviours should be referred to the office using a BLUE card.

- Refusal to go to time out/buddy class.
- Yelling in time out/buddy class (continuous)
- Swearing (Fs & Cs)
- Self harm (Minor)
- Threatening/destructive behaviour (hit, kick,)
- Injuring other students (Minor)
- Spitting & biting

BLUE CARD - ADMINISTRATIVE PROCESS

- Rule reminder
- Restorative process
- Detention (10,20 or 30)
- Parent/Guardian advised
- Student returned to class
(Maximum withdrawal time 30mins)

SECOND TIME OFFICE

- Student returned to office - 2nd BLUE CARD
- Parent/Guardian advised
- Student withdrawal 30mins or suspension
(At the discretion of the Admin Team)

SEVERE CLAUSE - RED CARD

Use only when urgent assistance is needed.

RED CARD BEHAVIOURS

- Serious risk to student/staff safety
- Self harm (Serious)
- Student disclosure (Serious)
- Student running out of class/school grounds
- Physical behaviour (dangerous)
- Urgent medical assistance is required

Buddy Class Referral Form



Buddy Class Referral

Name _____ Class _____

Student should attend BUDDY CLASS for -

10 mins

20 mins

If student is disruptive in Buddy Class, please send to the office with this slip and write details below.

Buddy Class Teacher _____

BLUE CARD Incident Form



**South Thornlie Primary School
BLUE CARD INCIDENT FORM**

To be completed when referring a student to the office using a BLUE card.

Student Name _____

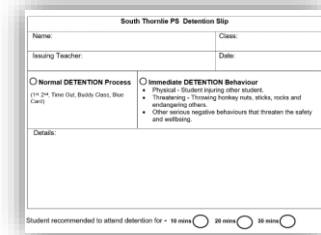
Referring Teacher _____

Details (Please include any relevant background information)

Detention Process

- Teachers can allocate a detention in the playground or the classroom as a consequence for negative behaviours.
- Students can be given a detention by any teacher if they progress through all steps in the Behaviour Management Process (see the Behaviour Management Flow Chart).
- Students can be given an immediate detention in certain circumstances in the classroom or in the playground. These include

7. Physical - Student injuring another student (minor level)
8. Threatening or destructive behaviour
9. Refusing to go to Buddy Class or Time Out
10. Swearing - F's & C's
11. Spitting & biting
12. Other negative behaviours that threaten safety and wellbeing



South Thornlie PS Detention Slip

Name: _____ Class: _____

Issuing Teacher: _____ Date: _____

Normal DETENTION Process (1st 2nd Year and Buddy Class, then 3rd)

Immediate DETENTION Behaviour

- Physical - Student injuring other student.
- Threatening - Threatening to harm, bully, sock, sock and endangering others.
- Other serious negative behaviours that threaten the safety and wellbeing.

Details: _____

Student recommended to attend detention for - 10 mins 20 mins 30 mins

- A detention time should be recommended for 10,20 or 30 minutes.
- The issuing teacher should complete all details on the front of the detention slip.
- Administration staff will complete the back of the slip.
- Ensure that all details are clear and concise as the content on the slip will be entered exactly as written into INTEGRIS under your name by the School Officer.

| OFFICE USE ONLY | |
|--|--|
| BEHAVIOUR <input type="checkbox"/> Abuse, threats, harassment or intimidation of staff <input type="checkbox"/> Abuse, threats, harassment or intimidation of student <input type="checkbox"/> Damage to or theft of property <input type="checkbox"/> Negative behaviour - other <input type="checkbox"/> Physical aggression toward staff <input type="checkbox"/> Physical aggression toward student <input type="checkbox"/> Possession, use or supply of illegal substances, or objects <input type="checkbox"/> Possession, use or supply of illegal substances with restricted sale <input type="checkbox"/> Violation of Code of Conduct/Classroom rules | ACTION <input type="checkbox"/> Isolation <input type="checkbox"/> Intention to suspend <input type="checkbox"/> Loss of privilege <input type="checkbox"/> Not specified <input type="checkbox"/> Other <input type="checkbox"/> Suspension <input type="checkbox"/> Support <input type="checkbox"/> Withdrawal |
| ADMINISTRATION Checklist Student received _____ minutes detention Date completed _____ <input type="checkbox"/> Update Detention Tally for each student | OFFICE Checklist: <input type="checkbox"/> Enter behaviour details to INTEGRIS <input type="checkbox"/> Update Detention Tally Record <input type="checkbox"/> Send SMS to advise parent |

- Completed Detention Slips should be sent to the front office and be put in the orange box.



- Students will attend the very next detention session, potentially on the same day.
- Student names will NOT be announced on the PA. Please remind students where possible.
- Detention sessions are held in the school library supervised by Administration.
- Administration staff will record detention times and monitor student Good Standing status on an ongoing basis.

Detention Slip

South Thornlie PS Detention Slip

| | | | |
|---|---|--------|--|
| Name: | | Class: | |
| Issuing Teacher: | | Date: | |
| <input type="radio"/> Normal DETENTION Process (1 st , 2 nd , Time Out, Buddy Class, Blue Card) | <input type="radio"/> Immediate DETENTION Behaviour <ul style="list-style-type: none">Physical - Student injuring other student.Threatening - Throwing honkey nuts, sticks, rocks and endangering others.Other serious negative behaviours that threaten the safety and wellbeing. | | |
| Details: | | | |

Student recommended to attend detention for - 10 mins 20 mins 30 mins

Communication - Detention

An SMS will be sent to parents using the new Message You system will advise of a detention. The details in this message are limited to 80 characters so it is necessarily brief.

STPS Your child has completed a lunch time detention for ___ minutes today. Should you have any queries please contact the school on 9459 4655.

Parents receiving this message are encouraged to discuss the incident with their child in detail. South Thornlie Primary School takes a restorative approach to behaviour management. This enables those who have been harmed to convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to put it right.

Restorative questions focus on the incident and allow a person to think about how their actions affected others. This process encourages empathy, accountability, expression of feelings and thoughts and problem solving. Some examples of restorative questions

- What happened?
- Whom do you think has been affected by your actions? In what way?
- What do you think you need to do to make it right?

Reflection Sheets



Parents are encouraged to discuss the detention with their child. If there are any questions or concerns about the detention, please contact the school for more information.

PLAYGROUND REFLECTION SHEET

NAME: _____

DATE: _____

| RESPECT To choose respect we ... | ACHIEVE To achieve our best we... | RESPONSIBILITY To be responsible we... |
|--|---|---|
| <ul style="list-style-type: none"> ● Follow staff instructions promptly and politely ● Are considerate of other people, their equipment and their games ● Care for the environment and keep it clean ● Include others ● Treat others fairly | <ul style="list-style-type: none"> ● Assist others who are hurt or need help ● Follow game rules ● Play safely with others ● Follow our school expectations | <ul style="list-style-type: none"> ● Get to class on time ● Follow area rosters and procedures for play and eating ● Walk on paved areas and verandahs ● Return sports equipment ● Wear school hats ● Put rubbish in bins |

Read each of the Schoolwide Behaviour Expectations above. Circle which positive behaviours you **FORGOT** to follow.

1. What happened?

2. What effect did my choices/actions have on myself and others?

3. What would/could I do differently next time I find myself in this situation?

4. Your plan for improving your behaviour.

List one thing you will commit to doing or thinking to ensure you make positive behaviour choices in the future.

Student Signature: _____

Deputy Principal Signature: _____



Self-Reflection Sheet Years 3 to 6

NAME _____ DATE _____

School Rules

- Respect the rights of others
- Let others learn
- Be prepared and on time
- Respect personal and school property
- Act in a safe and caring manner

Circle the school rule that was broken above.

5. What happened?

6. What effect did my choices/actions have?

On myself...

On others...

7. What would/could I do differently next time I find myself in this situation?

8. Your plan for improving your behaviour.

List three things you will commit to doing or thinking to ensure you make more positive behaviour choices in the future.

- ---

- ---

- ---

Student Signature: _____

Deputy Principal Signature: _____



Self-Reflection Sheet - Year 1 and 2

Name: _____ Date: _____

School Rules

- Respect the rights of others
- Let others learn
- Be prepared and on time
- Respect personal and school property
- Act in a safe and caring manner

1. Circle the class rule that was broken.
2. Circle how you feel about breaking the classroom rules.



Sad



Happy



Don't care



Angry

1. What happened?

2. How can I make things right?



What will you do next time?



Self-Reflection Sheet - Kindy/PP

Name _____

What happened?

How do you feel?



Happy



Sad



Don't care



Angry

What will you do next time?

Alert Cards

Student Signature _____ Deputy Signature _____
All classes have alert cards located near the Evacuation Folders in all rooms.



BLUE CARDS

1. To be used when support is needed for a behavioural issue.
 - BLUE CARDS should be sent to the office as the final step of a Normal DETENTION Process

OR

2. In response to immediate DETENTION Behaviours including
 - Student injuring other students. (Minor level)
 - Throwing honkey nuts, sticks, rocks and/or threatening or endangering others.
 - Other negative behaviours that threaten or endanger the safety and wellbeing of other students.



RED CARD – Serious Clause. To be used when URGENT and IMMEDIATE assistance is required. This includes medical and other emergencies.



GREEN CARD – Uniform Process. To be used when a student is not wearing an appropriate school uniform. Students should be sent to the office where staff will provide alternative clothing for the day or contact parents to arrange a change into the school uniform.