



Before actions and consequences occur, Tallygaroopna Primary School has a responsibility to make sure that positive behaviours are supported through relationship-based whole school and classroom practices.

We recognise that some students require additional support in the development of pro social, positive behaviours and this requires reinforcement and acknowledgement to support children towards positive improvement.

We also appreciate how important engagement is to children at school and are committed to supporting children in calm, consistent and predictable school classrooms and environments that recognise individual needs and provide appropriate support.

Supportive and Preventative Procedures

These strategies provide students the opportunity to be responsible in the school environment and to have ownership on the values and climate of the school. We believe that it is important that supportive and preventative procedures are applied consistently in the school environment.

- School rules are condensed into only a few school rules. School Captains and S.R.C. may have some input in relation to this.
- Positive rewards for desired behaviour at assembly.
- Social and Emotional Learning Programs- Bounce Back / Kidsmatter
- Cybersafety – Esmart
- Collegial Support - to diffuse a potential problem a child may be placed with another staff member for a specific period of time.
- Involvement of outside agencies to support children and families. Eg. Goulburn Valley Family Care, SCOPE, Access Ministries – School Chaplain Program.
- Liaison with Regional Student Support Staff

Consequences are what happen as a result of behaviour. They can be positive or negative depending on the type of behaviour. Consequences should be fair, predictable and they should be related to the rule that has been broken.

When a staff member finds that a student has been in breach of the school rules teachers will work through the stages of the student engagement plan.

Positive Consequences – common procedures

1. Verbal praise
2. Awards / certificates / stickers / Class dojo points.
3. Public recognition at assemblies and in the newsletter.

Breach of rules inside the classroom.

1. Verbal reminder/s of appropriate behaviours and consequences if the behaviour continues.
2. Time-in classroom during recess or lunch. (completing unfinished work or filling in the Behaviour Improvement Plan) / Removal of Classdojo points – parents notified.
3. Sent to school office/principal.

Breach of rules in the school yard.

1. Verbal reminder of appropriate behaviours and consequences if the behaviour continues.
 2. Will accompany the yard duty teacher.
 3. Removed from yard to school office/principal. (will result in detention during recess or lunch)
 4. Intentional damage must be repaired or replaced.
 5. Accompanying the yard duty teacher may involve picking up papers.
 6. The Sun Smart Policy is strictly adhered to and the “no hat, no play” rule is applied in Terms 1 and 4 (between mid-August and the end of April).
- Severe behaviour will result with children being exited from the room or yard immediately.
 - All breaches of rules that require a consequence will be recorded in the incident book in each class.
 - Parents will be notified through either a phone call (priority) or message if their child has been removed from class or the yard and any incident that warrants parent notification.
 - Detention should be used when all natural consequential discipline methods have been exhausted or are not appropriate.
 - Students will be supervised at all times
 - Detention should only last for half of the student’s lunchtime or recess.
 - Students may be asked to complete work that has been unfinished due to their behaviour and depending on the student’s age or skill; they may be asked to complete a Behaviour Reflection Sheet (student improvement plan).

Corporal Punishment is prohibited in all Victorian schools. Corporal punishment must NOT be used at the School under any circumstances.

At Tallygaroopna Primary School we work closely with students in a positive and supportive manner. Staff use strategies in a staged response, however, in certain circumstances a suspension or expulsion may be required. This would be a last resort as identified in the [School Policy Advisory Guide](#).

Evaluation:

- This policy was endorsed by School Council on Wed 23rd October 2019.
- This policy will be reviewed as part of the school’s three year review cycle.

TALLYGAROPNA PRIMARY SCHOOL

REFLECTION SHEET





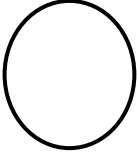

NAME _____ CLASS _____ Date: _____

| REFLECTION | STUDENT COMMENT |
|---|-----------------|
| Tell me what happened? | |
| What were you thinking and feeling at the time? | |
| Who has been affected by your behaviour? | |
| How have they been affected by your behaviour? | |
| Was your behaviour fair or unfair? | |
| What could you have done differently? | |
| What do you need to do to fix things? | |
| Is there anything else you would like to say? | |

TALLYGAROPNA PRIMARY SCHOOL

EARLY YEARS: REFLECTION SHEET

NAME: _____ CLASS: _____ DATE: _____

| REFLECTION | STUDENT COMMENT |
|--|--|
| Draw what happened | |
| Circle the face that shows how you were thinking. |      |
| Draw others affected by your behaviour. | |
| Was your behaviour fair or unfair? | <div style="display: flex; justify-content: space-around; width: 100%;"> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; text-align: center;">  Fair </div> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; text-align: center;"> X Unfair </div> </div> |
| Tell me what you need to do to make things better. | “I need to.....” |