



Help for non-English speakers

If you need help to understand the information in this policy please contact the Principal on 03 5829 8264.

PURPOSE

The purpose of this policy is to ensure that all students and members of our school community understand:

- (a) our commitment to providing a safe and supportive learning environment for students
- (b) expectations for positive student behaviour
- (c) support available to students and families
- (d) our school's policies and procedures for responding to inappropriate student behaviour.

Tallygaroopna Primary School is committed to providing a safe, secure and stimulating learning environment for all students. We understand that students reach their full potential only when they are happy, healthy and safe, and that a positive school culture, where student participation is encouraged and valued, helps to engage students and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are closely linked.

The objective of this policy is to support our school to create and maintain a safe, supportive and inclusive school environment consistent with our school's values.

SCOPE

This policy applies to all school activities, including camps and excursions.

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2. School values, philosophy and vision
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1. School profile

Tallygaroopna Primary School was established in 1890 and is located 17km north of Shepparton. We have 80 students enrolled from Foundation (Prep to Grade 6) and have approximately 10-15 school staff members which includes a number of Education Support and Specialist Staff.

Whilst located in a rural setting, the school's parent community is mainly comprised of families who work in Shepparton with very few being involved in farming. The school is extremely well equipped mainly due to a healthy injection of locally raised funds over the past ten years or more and a new BER building along with updated existing buildings. The school has vast playing areas comprising two adventure playgrounds, asphalt and court areas and a well grassed oval that has its own watering system. A huge undercover area is available for use on hot or wet days.

Our schools overall Socio-Economic Profile is in the mid range and students come from the township of Tallygaroopna and surrounding farms. Our Student Family Occupation Index was 4043 (SFOE Index - 3602). Our Teaching FTE for 2021 was 5.6, while our Support Staff FTE was 2.5. We had no Aboriginal and Torres Strait Islander staff.

Tallygaroopna Primary School is committed to providing the highest quality education for all in an environment that cares for its students, staff and parents.

2. School values, philosophy and vision

Tallygaroopna Primary School's Statement of Values and School Philosophy is integral to the work that we do and is the foundation of our school community. Students, staff and members of our school community are encouraged to live and demonstrate our core values of respect, integrity and kindness at every opportunity.

Our school's vision or purpose is demonstrated by encouraging students to :

- Reach for full academic, social and physical potential in a fair, positive and consistent environment.
- Display a commitment to improving their learning outcomes.
- Develop a sense of self-discipline in their work and their play.
- Respect the rights of other students, staff and visitors.
- Develop a good understanding of all key-learning areas, particularly literacy and numeracy.
- Provide equal opportunity for all members of the school community.
- Develop in students' qualities and life skills such as responsibility, independence, inquiring minds, problem solving, team skills and creativity.
- Prepare students for their next stage of learning by building on their strengths and experiences.

Our school values are used to support our students, teachers and parents in becoming positive citizens within their community. These values are: Definitions amended in 2017.

- **Inclusion:** to include others and to not leave anyone out. To understand, respect, welcome, celebrate and honour the diversity of children, families and staff. Diversity comes in many different forms, for example culture, language, religion, lifestyle, family arrangements and circumstances, abilities and disabilities. Respecting diversity is important in creating a sense of belonging. The different backgrounds of the children, families and staff enrich a schools character and identity. Schools that are responsive to individual differences and respect diversity benefit everyone and help to build an inclusive environment.

- **Respect:** to treat others with consideration and regard, to respect another person's point of view and to treat others how you would like to be treated. A feeling of [admiration](#) or [deference](#) toward a person, child, non-human animal, group, ideal, or indeed almost any entity or concept, as well as specific actions and [conduct](#) representative of that esteem. Respect can be a specific feeling of regard for the actual qualities of the one respected (e.g., "I have great respect for her judgment"). It can also be conduct in accord with a specific [ethic](#) of respect (ie: Anzac Day).
- **Honesty:** to tell the truth and own up to things in a mature manner. Being honest means you display positive attributes such as [integrity](#), [truthfulness](#), straightforwardness, including straightforwardness of conduct, along with the absence of lying, cheating, theft, etc. Furthermore, honesty means being trustworthy, [loyal](#), [fair](#), and [sincere](#).

Our Statement of Values can be found here – [School Policies](#)

3. Wellbeing and engagement strategies

Tallygaroopna Primary School has developed a range of strategies to promote engagement, an inclusive and safe environment, positive behaviour, and respectful relationships for all students in our school. We recognise the importance of student friendships and peer support in helping children and students feel safe and less isolated. We acknowledge that some students may need extra social, emotional or educational support at school, and that the needs of students will change over time as they grow and learn.

A summary of the universal (whole of school), targeted (year group specific) and individual engagement strategies used by our school is included below:

Universal

This section includes school strategies to promote positive behaviour and inclusion.

- high and consistent expectations of all staff, students and parents and carers
- prioritise positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing
- creating a culture that is inclusive, engaging and supportive and that embraces and celebrates diversity and empowers all students to participate and feel valued
- welcoming all parents/carers and being responsive to them as partners in learning
- analysing and being responsive to a range of school data such as attendance, Attitudes to School Survey, parent survey data, student management data and school level assessment data
- deliver a broad curriculum to ensure that students are able to choose activities and topics that are tailored to their interests, strengths and aspirations
- teachers at Tallygaroopna Primary School use a Workshop instructional framework to ensure an explicit, common and shared model of instruction to ensure that evidenced-based, high yield teaching practices are incorporated into all lessons
- teachers at Tallygaroopna Primary School adopt a broad range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students and follow the standards set by the Victorian Institute of Teaching
- our school's Statement of Values and School Philosophy are incorporated into our curriculum and promoted to students, staff and parents so that they are shared and celebrated as the foundation of our school community

- carefully planned transition programs to support students moving into different stages of their schooling
- positive behaviour and student achievement is acknowledged in the classroom, and formally in school assemblies and communication to parents
- monitor student attendance and implement attendance improvement strategies at a whole-school, cohort and individual level
- students have the opportunity to contribute to and provide feedback on decisions about school operations through JSC (Junior School Council) and other forums including year group and peer group meetings. Students are also encouraged to speak with their teachers, other relevant staff and the Principal whenever they have any questions or concerns.
- create opportunities for cross—age connections amongst students through school plays, athletics, music programs and peer support programs
- all students are welcome to self-refer to the Principal or any other member of staff if they would like to discuss a particular issue or feel as though they may need support of any kind. We are proud to have an ‘open door’ policy where students and staff are partners in learning
- we engage in school wide positive behaviour support with our staff and students, which includes programs such as:
 - Respectful Relationships
 - Bounce Back
- programs, incursions and excursions developed to address issue specific needs or behaviour (i.e. anger management programs)
- opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
- buddy programs, peers support programs
- measures are in place to empower our school community to identify, report and address inappropriate and harmful behaviours such as racism, homophobia and other forms of discrimination or harassment.

Targeted

This section includes more specific strategies, designed to address particular groups of students or concerns in certain age groups or friendship circles.

- each class teacher along with the Principal monitors the health and wellbeing of students in their year, and act as a point of contact for students who may need additional support
- Koorie students are supported to engage fully in their education, in a positive learning environment that understands and appreciates the strength of Aboriginal and Torres Strait Islander culture – refer to our Diversity and Inclusion Policy which is found here - – [School Policies](#). Individual learning plans are implemented as per Education Department Guidelines
- our English as a second language students are supported through our EAL program and any local support, and all cultural and linguistically diverse students are supported to feel safe and included in our school
- we support learning and wellbeing outcomes of students from refugee background and may seek additional local support
- respectful learning environment for our students who identify as LGBTIQ+ and follow the Department’s policy on LGBTIQ Student Support
- all students in Out of Home Care are supported in accordance with the Department’s policy on [Supporting Students in Out-of-Home Care](#) including being appointed a Learning Mentor, having an Individual Learning Plan and a Student Support Group (SSG) and being referred to Student Support Services for an Educational Needs Assessment
- students with a disability are supported to be able to engage fully in their learning and school activities in accordance with the Department’s policy on [Students with Disability](#), such as through reasonable adjustments to support access to learning programs, consultation with families and where required, student support groups and individual education plans

- wellbeing and health staff will undertake health promotion and social skills development in response to needs identified by student wellbeing data, classroom teachers or other school staff each year
- staff will apply a trauma-informed approach to working with students who have experienced trauma
- students enrolled under the Department's international student program are supported in accordance with our legal obligations and Department policy and guidelines at: [International Student Program](#)

Individual

This section includes student specific strategies that may be considered and applied on a case by case basis.

Tallygaroopna Primary School implements a range of strategies that support and promote individual engagement. These can include:

- building constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances
- meeting with student and their parent/carer to talk about how best to help the student engage with school
- developing an Individual Learning Plan and/or a Behaviour Support Plan
- considering if any environmental changes need to be made, for example changing the classroom set up
- referring the student to:
 - school-based wellbeing supports
 - Student Support Services
 - Appropriate external supports such as council based youth and family services, other allied health professionals, headspace, child and adolescent mental health services or ChildFirst
 - Re-engagement programs such as Navigator

Where necessary the school will support the student's family to engage by:

- being responsive and sensitive to changes in the student's circumstances and health and wellbeing
- collaborating, where appropriate and with the support of the student and their family, with any external allied health professionals, services or agencies that are supporting the student
- monitoring individual student attendance and developing an Attendance Improvement Plans in collaboration with the student and their family
- engaging with our regional Koorie Education Support Officers
- running regular Student Support Group meetings for all students:
 - with a disability
 - in Out of Home Care
 - with other complex needs that require ongoing support and monitoring.

Specific links to information on the Department's Policy and Advisory Library such as:

- [Student Support Groups](#)
- [Individual Education Plans](#)
- [Behaviour - Students](#)
- [Behaviour Support Plans](#)
- [Student Support Services](#)

as well as to other Department programs and services such as:

- [Program for Students with Disabilities](#)
- [Mental health toolkit](#)
- [headspace](#)
- [Navigator](#)
- [LOOKOUT](#)

4. Identifying students in need of support

Tallygaroopna Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. All staff at our school play a significant role in developing and implementing strategies to help identify students in need of support and enhance student wellbeing. Tallygaroopna Primary School will utilise the following information and tools to identify students in need of extra emotional, social or educational support:

- personal, health and learning information gathered upon enrolment and while the student is enrolled
- attendance records
- academic performance
- observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation
- attendance, detention and suspension data
- engagement with families
- self-referrals or referrals from peers
- other referral pathways

5. Student rights and responsibilities

All members of our school community have a right to experience a safe and supportive school environment. We expect that all students, staff, parents and carers treat each other with respect and dignity. Our school's Statement of Values highlights the rights and responsibilities of members of our community.

Our Statement of Values can be found here - – [School Policies](#)

Students have the right to:

- be valued and treated with respect and be able to express their ideas, feelings and concerns.
- participate fully in their education and be able to work, learn and play in a secure environment where they are able to develop their talents, interests and ambitions without interference.
- be treated and spoken to fairly and respectfully by teachers, students and parents.
- ask questions and share ideas.
- feel safe, secure and happy at school
- learn in an environment free from bullying, harassment, violence, racism, discrimination or intimidation

Students have the responsibility to:

- participate fully in their educational program and complete their classroom activities to the best of their ability.
- display positive behaviours that demonstrate respect and courtesy for themselves, their peers, their teachers and members of the school community including all visitors.
- respect the right of others to learn and allow others to work without being bothered.
- obey school rules and be cooperative and fair at sport and play
- take care of all property including school, personal and others.
- continue to obey school rules when on school activities / excursions.
- A responsibility to come to school and to be on time.
- A responsibility to take messages home.

Students who may have a complaint or concern about something that has happened at school are encouraged to speak to their parents or carers and approach a trusted teacher or a member of the school leadership team. Further information about raising a complaint or concern is available in our Complaints Policy.

6. Student behavioural expectations and management

We expect that students will be safe at school and demonstrate consistent and positive behaviour in and out of the classroom and have a good approach to their learning.

They should attend school on a regular basis and always be punctual to school and show an awareness of personal hygiene. They can expect to be engaged in their learning and receive support for managing their learning in school and at home.

Students at the school should also have respect for themselves, the community and the rights of others and they should be acknowledged and praised for their efforts at school.

Students can expect the school to not tolerate bullying behaviour and support for this will be offered instead of constant punishment.

School Rules

Our General Rule is to “consider the feelings of others at all times”.

1. Students are expected to take care of their own personal property and that of the schools. Damage to school property and surrounds will not be tolerated.
2. Children are expected to remain on school property during school hours unless given permission.
3. Students are expected to behave appropriately during school hours.
4. Students are expected to travel to and from school in the appropriate manner and with the appropriate gear. Bus travellers will adhere to the Bus Traveller’s Code of Conduct.
5. Students will not be permitted to bring expensive articles of personal property or banned substances to school (as the Education Department’s insurance policy does not cover personal belongings).
6. Students are expected to adhere to the dress code as stated in the Tallygaroopna Primary School Information Book.

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.
- Positive rewards for desired behaviour at assembly.
- Social skills Programs- Bounce Back, Respectful Relationships, Secret Agency...etc.
- Values Vault, Random Acts of Kindness
- Support from School Chaplain (Student Wellbeing Worker)
- 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. GV Family Care, SCOPE / IMPACT.
- 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

- Verbal praise
- Awards / certificates / stickers
- Public recognition at assemblies and in the newsletter.

Breach of rules inside the classroom

- Verbal reminder/s of appropriate behaviours and consequences if the behaviour continues.
- Time-in classroom during recess or lunch. (completing unfinished work or filling in the Behaviour Improvement Plan)
- Sent to school office/principal. (may result in detention during recess or lunch)

Breach of rules in the school yard.

- Verbal reminder of appropriate behaviours and consequences if the behaviour continues.
- Will accompany the yard duty teacher.
- Removed from yard to school office/principal. (may result in detention during recess or lunch)
- Intentional damage must be repaired or replaced.
- Accompanying the yard duty teacher may involve picking up papers.
- The Sun Smart Policy is strictly adhered to and the “no hat, no play” rule is applied in Terms 1 and 4 (from September to the end of April).

At Tallygaroopna Primary School we work closely with students in a positive and supportive manner and specific behavioural expectations of students are grounded in our school's Statement of Values.

Violence, bullying, and other offensive and harmful behaviours such as racism, harassment and discrimination will not be tolerated and will be managed in accordance with this policy. Bullying will be managed in accordance with our Bullying Prevention Policy.

When a student acts in breach of the behaviour standards of our school community, Tallygaroopna Primary School will institute a staged response, consistent with the Department's policies on behaviour, discipline and student wellbeing and engagement. Where appropriate, parents will be informed about the inappropriate behaviour and the disciplinary action taken by teachers and other school staff.

Our school considers, explores and implement positive and non-punitive interventions to support student behaviour before considering disciplinary measures such as detention, withdrawal of privileges or withdrawal from class.

Disciplinary measures may be used as part of a staged response to inappropriate behaviour in combination with other engagement and support strategies to ensure that factors that may have contributed to the student's behaviour are identified and addressed. Disciplinary measures at our school will be applied fairly and consistently. Students will always be provided with an opportunity to be heard.

Tallygaroopna PS Staged Response: managing inappropriate student behaviour:

1. Severe behaviour will result with children being exited from the room or yard immediately.
2. All breaches of rules that require a consequence will be recorded in a formal program (ie: Grade Expert).
3. Parents will be notified through either a phone call (priority) or letter if their child has been removed from class or the yard and any incident that warrants parent notification.
4. Detention should be used when all natural consequential discipline methods have been exhausted or are not appropriate.
5. Students will be supervised at all times.
6. Detention may only last for half of the student's lunchtime or recess.
7. 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).

Other Disciplinary measures that may be applied include:

- warning a student that their behaviour is inappropriate
- teacher controlled consequences such as moving a student in a classroom or other reasonable and proportionate responses to misbehaviour
- withdrawal of privileges
- referral to the Class teacher / Principal
- restorative practices
- behaviour support and intervention meetings
- suspension
- expulsion

Suspension, expulsion and restrictive interventions are measures of last resort and may only be used in situations consistent with Department policy, available at:

- <https://www2.education.vic.gov.au/pal/suspensions/policy>
- <https://www2.education.vic.gov.au/pal/expulsions/policy>
- <https://www2.education.vic.gov.au/pal/restraint-seclusion/policy>

In line with Ministerial Order 1125, no student aged 8 or younger will be expelled without the approval of the Secretary of the Department of Education and Training.

The Principal of Tallygaroopna Primary School is responsible for ensuring all suspensions and expulsions are recorded on CASES21.

Corporal punishment is prohibited by law and will not be used in any circumstance at our school.

7. Engaging with families

Tallygaroopna Primary School values the input of parents and carers, and we will strive to support families to engage in their child's learning and build their capacity as active learners. We aim to be partners in learning with parents and carers in our school community.

We work hard to create successful partnerships with parents and carers by:

- ensuring that all parents have access to our school policies and procedures, available on our school website
- maintaining an open, respectful line of communication between parents and staff, supported by our Communicating with School Staff policy.
- providing parent volunteer opportunities so that families can contribute to school activities
- involving families with homework and other curriculum-related activities
- involving families in school decision making
- coordinating resources and services from the community for families
- including families in Student Support Groups, and developing individual plans for students.

8. Evaluation

Tallygaroopna Primary School will collect data each year to understand the frequency and types of wellbeing issues that are experienced by our students so that we can measure the success or otherwise of our school based strategies and identify emerging trends or needs.

Sources of data that will be assessed on an annual basis include:

- student survey data
- incidents data
- school reports
- parent survey
- case management
- CASES21, including attendance and absence data
- SOCS

Tallygaroopna Primary School will also regularly monitor available data dashboards to ensure any wellbeing or engagement issues are acted upon in a timely manner and any intervention occurs as soon as possible.

COMMUNICATION

This policy will be communicated to our school community in the following ways:

- Available publicly on our school's website [or insert other online parent/carers/student communication platform]
- Included in staff induction processes
- Included in transition and enrolment packs
- Included as annual reference in school newsletter
- Made available in hard copy from school administration upon request

Our school will also ensure it follows the mandatory parent/carers notification requirements with respect to suspensions and expulsions outlined in the Department's policies at:

- [Suspension process](#)
- [Expulsions - Decision](#)

FURTHER INFORMATION AND RESOURCES

The following Department of Education and Training policies are relevant to this Student Engagement and Wellbeing Policy:

- [Attendance](#)
- [Student Engagement](#)
- [Child Safe Standards](#)
- [Supporting Students in Out-of-Home Care](#)
- [Students with Disability](#)
- [LGBTIQ Student Support](#)
- [Behaviour - Students](#)
- [Suspensions](#)
- [Expulsions](#)
- [Restraint and Seclusion](#)

The following school policies are also relevant to this Student Wellbeing and Engagement Policy and found here - [Child Safety School Webpage](#)

- Child Safety Policy
- Bullying Prevention Policy

The policies below and any other related policies can be found here – [School Policies](#)

- Inclusion and Diversity Policy
- Statement of Values and School Philosophy

POLICY REVIEW AND APPROVAL

Policy last reviewed	27 th November 2023
Consultation	Staff – Thursday 16 th June 2022 Families via Skool Loop – Jan 2024 Families via the school newsletter – Jan 2024 School Council – 27 th November 2023
Approved by	Principal
Next scheduled review date	Before end of 2024



Outside Expectations & Consequences

	Expectations	Consequence
<div>Minor</div> <div>↑</div> <div>Major</div>	<ul style="list-style-type: none"> Other than sports equipment, toys and items from home are not to be brought out into the yard. <i>Teachers may approve some items for wellbeing purposes eg. a soft toy or similar for Foundation students in Term 1.</i> 	Student is directed to return item/s to classroom.
	<ul style="list-style-type: none"> We wear a hat from mid-August until the end of April. 	Students without hats must remain in the undercover area between the Multi and Library.
	<ul style="list-style-type: none"> We only play in the designated areas. <i>Out of bounds areas during lunch and recess times include: Classrooms, carpark, garden beds, area between portable and GEM room, frog bog, tree line around oval and basketball court, around the container, grassed area on east side of BER, tree area beside the cubby/rebound wall. In and around the toilet is not a play area.</i> We only enter buildings if we have sought permission for genuine reasons and an adult is present. Ball Games: Kicking games can only be played on the oval. Bouncing, throwing or hitting games can only be played on the concrete near the rebound wall, asphalt area near large playground, basketball court or oval. 	Student is directed to appropriate playing area.
		Repeat behaviours – 10 minutes on steps of BER.
	<ul style="list-style-type: none"> We keep our hats on our heads. We do not take or remove another student's hat. We use outdoor equipment appropriately (slide, skipping ropes etc). We do not interfere with the games of others. We play cooperatively and by the agreed rules of the game. We do not play with rocks, chip bark or sticks. We do not climb, sit in or hang from branches of trees. 	Student is encouraged to do the right thing.
		Severity/repeat behaviours - Directed to structured play activity or 10 minutes on steps of BER / withdrawn from yard if deemed appropriate.
	<ul style="list-style-type: none"> We do not swear at others or speak in a rude or intimidating manner. We do not throw sand, rocks, chip bark or sticks. We do not refuse to follow staff instructions. 	Withdrawal from the yard for re-think or walk with yard duty teacher for 10 minutes.
		Severity/repeat behaviours – withdrawn from the yard for rest of play with detention to follow.
	<ul style="list-style-type: none"> Deliberate tackling/contact in ball games is not tolerated. 	Immediate withdrawal from the yard and banned from activity for up to 4 weeks.
	<ul style="list-style-type: none"> Bullying, harassing or any form of deliberate physical contact such as fighting, wrestling, kicking, punching or pushing is not tolerated. 	Immediate withdrawal from the yard with detention to follow.

Consequences may vary for students on a Behaviour Support Plan. Parents will be contacted for serious events or ongoing problems in the yard and further consequences may be deemed necessary. Parents will not be contacted on every occasion a student has a consequence.

Inside Expectations & Consequences



Classroom Behaviour Management Process – 3 Strike System

Receiving Strikes

- Students receive a strike (warning) after each minor behaviour is observed. If a student receives 3 accumulative strikes for minor behaviours, they are removed from class (*to a buddy class*) with a detention to follow.
- If a major behaviour is observed, students are also removed from class (*straight to principal*) with a detention to follow. No warnings/strikes are given due to severity.
- Strikes renew each day. Throughout the day, strikes can be removed as a result of demonstrating positive and improved behaviour.
- Ongoing misbehaviour will be followed up with parents (eg. multiple times throughout a week).

Recording Strikes

- **1st strike:** name is written on the board eg. DB (discreetly – does not need to be observed by whole class during teaching time, perhaps written on a post-it and added soon after). Students need to be made aware of strikes received.
- **2nd strike:** a mark is added beside the students' name eg. DB I
- **3rd strike:** another mark is added beside the students' name eg. DB II.

Discussions about behaviour and consequences should be happening throughout each stage of the above classroom behaviour management process.

All staff, including specialists, are to utilise the 3 strike system for consistency.

Minor	Disruption to class (calling out, talking during instruction time, getting out of seat or moving around classroom), not following teacher instructions, swearing heard by students, name calling, teasing, minor damage to property (greylead on table, ripping books).
Major	Intimidation, verbal abuse, fighting, deliberate physical contact, damage to property (breaking equipment deliberately, snapping ruler), swearing heard by teachers, stealing belongings.

Detention Procedures (SOS)

SOS should occur for 20 minutes at morning recess, beginning at 11.00am until 11.20am. Detention will be supervised by staff who don't have yard duty on this day and it will be completed in the staff room at the couch in front of Karen's desk – some negotiation may occur (ie: in classroom). If SOS behaviour (detention) occurs after the morning, then SOS will roll over to the next day. Students can still be removed from the yard after 11.00am for a time to be decided on by staff on yard duty (ie: sit on the concrete step). Forms will be sent home and must be signed and returned by parents. If 3 SOS's occur (detentions), leading up to a School Excursion, invitation rights may be removed. In line with our Student Engagement Policy, we should follow the guidelines below.





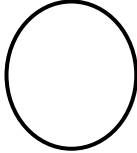

1. If a Detention is to occur staff are to fill in the top of the Reflection Sheet to describe the behaviour that took place.
2. The Reflection Sheet will be sent to the Principal (Business Manager – if Principal is away) so that Detention can take place. Staff are to consult with each other – see staff timetable.
3. Staff are to record the students name required to complete a Detention behind the staff room door.
4. Detention takes place at the office couch.
5. Completed Reflection Sheets during Detention are to be given to the Principal – the original will go home to be signed and returned and a copy will go in the class behaviour (detention) folder.
6. Staff who complete a Detention with a student will take off their name behind the Staff Room door.
7. The detention may be recorded in Grade Expert and sent to the Parent Portal.

TALLYGARROOPNA PRIMARY SCHOOL

EARLY YEARS: REFLECTION SHEET - DETENTION

NAME: _____ CLASS: _____ DATE: _____

Behaviour that took place:

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

TALLYGAROPNA PRIMARY SCHOOL

REFLECTION SHEET - DETENTION

NAME _____ CLASS _____ Date: _____

Behaviour that took place:

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?	