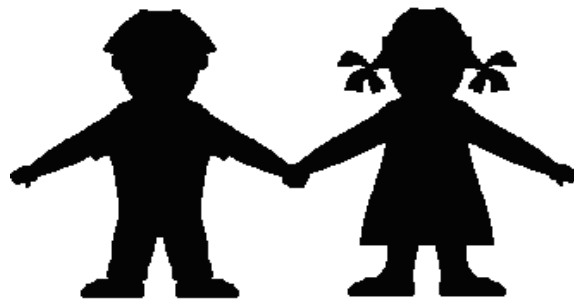


Sefton Infants  
School  
Student Behaviour  
Policy



Working Together

Revised December 2019

## **RATIONALE**

Sefton Infants School is committed to providing a safe, supportive and responsive learning environment for everyone. We teach and model the behaviours we value in our students. All students and staff have the right to be treated fairly and with dignity. Sefton Infants School works together with its community to provide a quality learning environment that is inclusive, safe and secure, free from bullying, harassment, victimisation and discrimination. We recognise that the welfare of our students and good discipline are fundamental to the achievement of their potential and the priorities for the public school system. This *Student Discipline Policy* was developed by the staff, students and parents of Sefton Infants School to ensure consistent expectations and procedures are undertaken to promote positive student behaviour and learning at our school. The content is consistent with legislation and reflects government and departmental policy in regards to student discipline.

## **Underpinning Principles**

The Sefton Infants School's *Student Discipline Policy* is underpinned by the following principles:

- The foundation of positive student behaviour is effective teaching, an inclusive and engaging curriculum and respectful relationships between staff, students and parents.
- Effective partnerships with parents/carers, the wider school community and support agencies contribute to positive behaviour in the school.
- Positive behaviour is enhanced through a consistent whole school approach.
- Student welfare and positive student behaviour are fundamental to education and are the responsibility of all teachers.
- Standards of expected student behaviour are linked to transparent, accountable and fair processes, interventions and processes.
- Responses to inappropriate student behaviour take into account the individual circumstances of the student and the rights of members of the school community.

## **Core Beliefs about Behaviour**

Each individual:

- makes choices about how he/she acts and treats others
- is responsible for his/her own behaviour and the choices he/she makes
- should accept the consequences of his/her actions and understand the importance of making amends
- can choose to change his/her behaviour

## **AIMS**

Through implementation of the *Student Discipline Policy*, the school aims to:

- nurture the self esteem and resilience of our students
- foster values in students
- develop social skills and citizenship to students
- promote positive, caring relationships within the school community
- develop the students' understanding of the rights and responsibilities of themselves and others
- increase self-reliance and self-discipline amongst the students

## **BEHAVIOUR CODE FOR STUDENTS**

In NSW public schools students are expected to:

- Respect other students, their teachers and school staff and community members
- Follow school rules and class rules and follow the directions of their teachers
- Strive for the highest standards in learning
- Respect all members of the school community and show courtesy to all students, teachers and community members
- Resolve conflict respectfully, calmly and fairly
- Comply with the school's uniform policy or dress code
- Attend school every day (unless legally excused)
- Respect all property
- Not be violent or bring weapons, illegal drugs, alcohol or tobacco into our schools
- Not bully, harass, intimidate or discriminate against anyone in our schools

## **SCHOOL RULES - EXPECTED STANDARDS OF BEHAVIOUR**

The core rule at Sefton Infants School is: **We are safe, respectful learners.**

The following expectations for this core rule are explicitly taught and consistently reinforced across all settings in the school. Each rule is set with the expectation that it will be followed and that there must be a consequence if it is broken. The students are made aware of the consequences for breaking the rules. (See Appendix for rule charts)

**SAFE:**

- Be in the right place
- Move safely
- Keep hands and feet to yourself

**RESPECTFUL:**

- Follow teacher instructions
- Be kind to others. Let others learn
- Care for our school

**LEARNERS:**

- Try your best
- Be responsible for your own behaviour

## **STRATEGIES AND PRACTICES TO PROMOTE POSITIVE STUDENT BEHAVIOUR**

Strategies and practices that recognise and reinforce student achievement and positive behaviour are generally much more effective in the management of behaviour than the use of negative comments or consequences. It is important to acknowledge when students are behaving appropriately and respectfully. Rewards should be appropriate for the age and developmental level of the students, as well as applied consistently and fairly.

Positive and preventative strategies include:

- providing appropriate curriculum to meet the needs of each student
- supporting children in achieving success in learning

- maintaining clear expectations of behaviour with rules displayed prominently
- well-established routines
- developing a positive rapport with students
- explicit teaching of rules, appropriate behaviour and social skills
- active playground supervision

Positive practices include:

- providing ongoing positive feedback to students for appropriate behaviour (eg a smile, encouraging comments)
- acknowledging effort
- using merit certificates, class charts, group points, awards or other appropriate class-based positive reinforcers
- promoting students to higher levels in award level system (see Super Sefton award system outlined below)
- recognising student's achievements at assemblies, school newsletter, local media and special school activities
- contacting parents or carers in person, by letter, telephone or email

### **'SUPER SEFTON' - POSITIVE BEHAVIOUR AWARD SYSTEM**

- Super Sefton Awards are given out to individuals in class and playground settings for students being safe, respectful learners. The teacher reinforces to the student the rule that was followed for earning the award. (For example: "Well done, Sam! You are a safe student at Sefton Infants because you move safely in the classroom.")
- To ensure equity and consistency across the classes in the school, class teachers can distribute up to a maximum of 6 Super Sefton Awards per day for students in their group.
- Super Sefton Awards are placed in the 'Super Box'. One award will be drawn each week at the assembly for a prize. Awards from the 'Super Box' are then redistributed to the students for collection.
- Students collect awards during the year and hand in for different positive behaviour award levels. Once handed in, the Super Sefton Awards will be marked on back (so they can't be used again) and the student's level will be recorded on class list. Appropriate awards will then be written for presentation at the weekly assembly.

- Award levels are as follows:

<b>NUMBER OF SUPER SEFTON AWARDS</b>	<b>AWARD LEVEL</b>
First 10 Super Sefton Awards	Principal's Award
20 Super Sefton Awards (2nd lot of 10)	Second Principal's Award (Bronze Level)
30 Super Sefton Awards	Third Principal's Award (Silver Level)
40 Super Sefton Awards	Fourth Principal's Award (Gold Level)
50 Super Sefton Awards	Fifth Principal's Award (Platinum Level)
60 Super Sefton Awards	Medal Awarded

The award recipients for that week will be acknowledged in the school newsletter.

### **STRATEGIES AND PRACTICES TO MANAGE INAPPROPRIATE BEHAVIOUR**

Different behaviours require different levels of intervention. It is more effective to manage inappropriate behaviour when it is first noticed or at its lowest level. The type of intervention used should be determined by the intensity, frequency and duration of the unacceptable behaviour within the learning context.

At the class and playground level, strategies to manage inappropriate behavior include:

- teaching acceptable behaviours
- verbal redirection to appropriate behavior or activity
- cueing (eg referring a student to the class rules with a visual prompt on wall, setting limits for the student by stating a positive direction first and then giving a simple choice or consequence direction)
- increasing physical proximity to teacher (eg walk with teacher when on playground duty)
- time-out in the learning context
- evaluating individual student learning and support needs for necessary curriculum accommodations
- meeting with parents or carers to develop appropriate intervention
- developing and implementing positive independent behavior plans

On a whole school level, the following strategies and practices are followed for inappropriate student behavior:

- A three-warning system is used consistently in the classroom for breaking rules in class or playground during the course of one day. Teachers complete a red time-out card detailing rules broken and inappropriate behaviour. Where appropriate, the student is sent to the relevant Stage Team Leader (i.e. Assistant Principal /Principal) or to another class) for time-out. The student also catches up on class work missed during a playground detention. (See Appendix B for time out slips)

X =	First warning for rule violation
XX =	Second warning for rule violation + time out in classroom / playground
XXX =	Third warning for rule violation + sent to relevant Stage Team Leader + playground detention

- Records are kept by the principal of inappropriate student behaviour as well as the number of time-outs/detentions.
- Consequences for repeated times sent to principal over the duration of one semester (two school terms) are as follows:

<b>INCIDENT / DETENTION NUMBER</b>	<b>CONSEQUENCE</b>
1	* Time-out/Playground Detention * Behaviour and consequences discussed with student with Stage Team Leader.
2	* Time-out/Playground Detention * Parents contacted by Stage Team Leader in writing to express concerns of student's behaviour and a warning of Behaviour Card. Verbal contact also with parents by Stage Team Leader, if required
3	* Parents contacted by Stage Team Leader in writing and verbally to notify of behaviour card. * Student placed on a Behaviour Card (See Appendix C) for one week to monitor behaviour. Restricted play times and access to excursions, etc. for that period. Student must complete behaviour card with satisfactory behaviour. Class Teacher and Stage Team Leader monitors student's progress on behaviour card.
4	* Meeting with parents, principal and class teacher to prepare a behaviour plan for student * Warning of 'in-school withdrawal' for two – four days.
5	* In-school withdrawal. Parents contacted by Principal and written notification sent home. * Student loses right to be in class or playground for 2 to 4 days. Student completes work in office or another classroom.
6	* Principal, teacher and counsellor meet with parents. Official warning of suspension due to persistent misbehaviour provided in writing. * Individual behaviour plan reviewed.
7	* Short suspension from school due to persistent misbehaviour. Parents notified verbally and in writing following official DoE policy and procedures for suspension. * Suspension resolution meeting held with parents. Student returns to school on Behaviour Card level. Student behaviour monitored.

- N.B. Violent/strong aggressive behaviour or bringing/using a weapon at school results in immediate short or long suspension from school in accordance with the guidelines in the Department of Education and Training's *Procedures for the Suspension and Expulsion of School Students (2014)*.
- Parents or carers are formally notified, in writing of serious breaches of the school rules, the consequences of the behaviour and the possible consequences of any future breaches which may include suspension or expulsion in serious instances.

## **RESPONSIBILITIES**

### **Principal**

- Accountable through the School Education Network Director for ensuring a safe, secure and harmonious work environment for students and staff.
- Responsible for the development, implementation and monitoring of the school's discipline policy in consultation with the school community.
- Ensures the policy is evaluated and reviewed by the school community at least every three years.
- Provides copies of school discipline policy to School Education Network Director and families of children enrolled at the school.
- Monitors and tracks student behaviour
- Liaises with teachers, school counsellor and contacts any necessary agencies to ensure positive student behaviour.
- Ensures that all disciplinary actions involving suspension or expulsion are managed consistent with the *Suspension and Expulsion of School Students Procedures*.

### **Teachers**

- Participate in the development of the school discipline policy and support its effective implementation.
- Display school rules prominently in the classroom. Teach and revisit the school rules regularly.
- Follow school procedures consistently and fairly for recognising positive behaviour and managing inappropriate behaviour.
- Ensure active supervision across all school settings.
- Develop appropriate behaviour and social skills in students through explicit teaching practices.
- Communicate with parents/carers for a shared approach to assisting children.



## **Parents**

- Support the school in the implementation of the school discipline policy.
- Cooperate with school staff in maintaining a safe and respectful learning environment for all students.
- Contribute positively and support behaviour plans that concern their child, where applicable.

## **Students**

- Accept responsibility for their individual behaviour and its consequences.
- Abide the school rules and comply with staff directions regarding discipline and appropriate behaviour.
- Show respect for teachers, fellow students, as well as other staff and school visitors and not engage in any forms of harassment, victimisation or intimidation.

## **RELATED POLICIES AND INFORMATION**

- Student Welfare Policy
- Anti-Bullying Policy
- Suspension and Expulsion of school Students Procedures

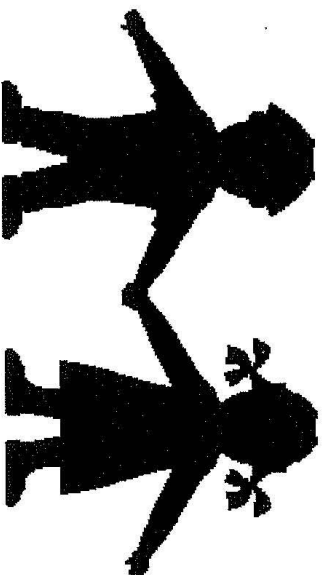
## **APPENDICES**

**APPENDIX A - School Rule Charts**

**APPENDIX B - Time-Out Cards**

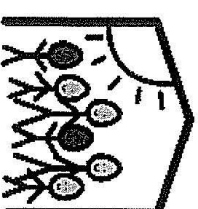
**APPENDIX C - Student Behaviour Card**

**At Sefton Infants School  
we are  
safe, respectful learners.**



# SAFE

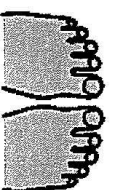
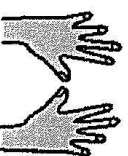
\* Be in the right place.



\* Move safely.



\* Keep hands and feet to yourself.

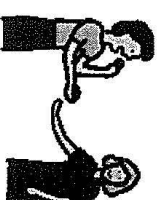


# RESPECTFUL

\* Follow teacher instructions.



\* Be kind to others. Let others learn.

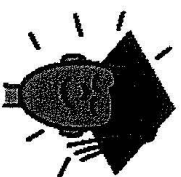


\* Care for our school.



# LEARNERS

\* Try your best.



\* Be responsible for your own behaviour.



**TIME-OUT CARD**

NAME: \_\_\_\_\_ CLASS: \_\_\_\_\_

X \_\_\_\_\_

X \_\_\_\_\_

X \_\_\_\_\_

Sending Teacher \_\_\_\_\_ Date: \_\_\_\_\_

**TIME-OUT CARD**

NAME: \_\_\_\_\_ CLASS: \_\_\_\_\_

X \_\_\_\_\_

X \_\_\_\_\_

X \_\_\_\_\_

Sending Teacher \_\_\_\_\_ Date: \_\_\_\_\_

**TIME-OUT CARD**

NAME: \_\_\_\_\_ CLASS: \_\_\_\_\_

X \_\_\_\_\_

X \_\_\_\_\_

X \_\_\_\_\_

Sending Teacher \_\_\_\_\_ Date: \_\_\_\_\_

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# At Sefton Infants we are safe, respectful learners

## SAFE

- Be in the right place
- Move safely
- Keep hands and feet to yourself



## RESPECTFUL

- Follow teacher instructions
- Be kind to others. Let others learn.
- Care for our school



## LEARNERS

- Try your best
- Be responsible for your own behaviour



**Sefton Infants  
Public School**



# Behaviour Card

NAME: \_\_\_\_\_

CLASS: \_\_\_\_\_

DATE: \_\_\_\_\_

I agree to follow the school rules:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

I must show my behaviour card to the teacher and get it signed each session. My parent/s must sign this Behaviour card each day.

SIGNED: \_\_\_\_\_

**SEFTON INFANTS PUBLIC SCHOOL - BEHAVIOUR CARD**

- ✓ = Satisfactory Behaviour
- X = Unsatisfactory Behaviour

No more than 5 crosses allowed for the 5 days .

SESSIONS	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
	DATE:	DATE:	DATE:	DATE:	DATE:
BEFORE SCHOOL					
9.00 - 10.00am					
10.00 - 11.00am					
FIRST HALF LUNCH					
SECOND HALF LUNCH		10 minutes play	20 minutes play	30 minutes play	Full Play time
11.50 - 12.50pm					
12.50 - 1.30pm					
RECESS					
1.50 - 3.00pm					
PARENT SIGNATURE					