SDPS Whole School Student Behaviour Operational Plan

**Vision**
Sutherland Dianella Primary School students are challenged and supported to become confident and independent learners, who achieve their personal best.

**School Environment Promotes Positive Behaviour**
- Whole school restorative practice
- Classroom reward systems
- Whole school values program
- Merit awards PP- Year 6
- BounceBack
- Rewarding effort alongside results
- Positive relationships
- Strategic student feedback
- Student engagement program
- Class Meetings

**Code of Conduct**

**Respect**
By respecting ourselves first, we are accepting and considerate, treating others with appreciation and encouragement.

**Commitment**
We always persevere, taking pride and responsibility to meet the challenges and achieve our best.

**Responsibility**
We seek to be confident, responsible students and members of the greater community, by actively listening and modelling the right behaviours.

**Citizenship**
We promote equal voice and express any differences without fear, always demonstrating compassion, integrity and kindness within the school and the community.

**Behaviour Management Process**

<table>
<thead>
<tr>
<th>Low level behaviours resolved in classroom</th>
<th>Low level behaviours resolved in playground</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Non verbal cues</td>
<td>• Non verbal cues</td>
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<tr>
<td>• Proximity</td>
<td>• Proximity</td>
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<tr>
<td>• Discrete verbal reminder of classroom rules and code of conduct/friendly warning</td>
<td>• Discrete verbal reminder of playground rules and code of conduct</td>
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<tr>
<td>• Reinforce positive behaviour</td>
<td>• Reinforce positive behaviour</td>
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<tr>
<td>• Restorative conversation</td>
<td>• Restorative conversation</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Repeated negative behaviours in classroom</th>
<th>Repeated negative behaviours in playground</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Formal verbal warning</td>
<td>• Restorative conversation</td>
</tr>
<tr>
<td>• Name on board</td>
<td></td>
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<tr>
<td>• Time out in class and name in Tracking Book</td>
<td></td>
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<tr>
<td>• Restorative conversation with class teacher for inclusion back in classroom activities</td>
<td></td>
</tr>
<tr>
<td>• Time out in Buddy Room and name in Tracking Book</td>
<td></td>
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<tr>
<td>• If behaviour continues, classroom teacher completes red slip and refers to school administration</td>
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<tr>
<td>• Restorative conversation with class teacher for inclusion back in classroom</td>
<td></td>
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<tr>
<td>• Parent informed by classroom teacher via phone call, email, SMS or face to face conversation</td>
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**Possible outcome**
- Walk with the teacher on duty
- Time out in playground
- Discussion with Duty Teacher re inclusion back into playground
- Referral to class teacher and/or admin
- Parent informed via phone call, email, SMS or face to face conversation
Extreme or repeated negative behaviours in classroom
- Classroom teacher completes red slip and refers to school administration

Possible outcomes
- Student reflection sheet
- Parent informed via phone call, email, SMS or face to face conversation
- Warning issued to student
- Supervised break period for student
- Suspension issued to student
- Restorative conversation held at an appropriate time

Extreme or repeated negative behaviours in playground
- Duty teacher completes green slip and refers to school administration

Possible outcomes
- Student reflection sheet
- Parent informed via phone call, email, SMS or face to face conversation
- Warning issued to student
- Supervised break period for student
- Suspension issued to student
- Restorative conversation held at an appropriate time

Note: Classroom teacher denotes teacher in charge of a class including specialist teachers, homeroom teachers and relief teachers.

Further Behaviour Support for Students
- Individual Behaviour Plans developed by classroom teacher for students who require additional support in classroom or playground.
- Meet with parents to discuss Individual Behaviour Plan.
- Referral for Student Services Team for case management for students who are not responding to intervention
- Case Management could result in referral to School Based Support Service (SBSS) or Education Department’s Student Behaviour Support Team (SSENB)

Restorative Conversations

**Restorative Questions 1**
*When Things Go Wrong*

What happened?
What were you thinking of at the time?
What have you thought about since?
Who has been affected by what you have done? In what way?
What do you think you need to do to make things right?

**Restorative Questions 2**
*When Someone Has Been Hurt*

What did you think when you realised what had happened?
What impact has this incident had on you and others?
What has been the hardest thing for you?
What do you think needs to happen to make things right?