



TBAS Behaviour Management Policy



Purpose: At TBAS we believe optimum learning occurs in an environment which is safe, respectful and committed to the school values of Trust, Respect, Achievement and Community and the learning dispositions of Grit, Resilience and Self-Regulation. Students should have opportunities to engage in quality learning experiences and become lifelong learners.

Department for Education Student Behaviour Management procedures underpin our local strategies and the policy reflects this.

Core Principles of Best Practice: Student behaviour needs to be seen in the light of the complex nature of relationships that influence the daily lives of schools, staff, students and parents/caregivers and is inclusive of individual and special needs.

Student behaviour practices must:

- Embrace a well-being approach to creating a safe, supportive and caring environment.
- Embrace inclusiveness and cater for diversity, needs and resources of all students.
- Place students at the centre of the education process.

Student behaviour is closely linked to the quality of learning experiences and the development of professional, positive relationships. Successful behaviour change is enhanced through effective school, family, community and interagency partnerships.

Operational Practice:

Our school focus is to provide the engaging and productive learning opportunities students need to become successful in all areas of their lives. Therefore our focus is based on our school values and learning dispositions. We will teach and model the behaviours needed to support learners to experience success.

We are all responsible for the behaviour on site. Therefore, we need to be aware of our own behaviour and how it impacts on others. We will all take responsibility and work together to support positive behaviour.

We will promote success. Therefore, we will recognise students and adults for demonstrating school values and learning dispositions and being successful. We will positively reinforce students' behaviour and success.

We will intervene to support behaviour. Therefore we will use effective classroom teaching and learning strategies. We will intervene early to prevent issues escalating. We will use calm and effective conflict resolution processes including restorative justice processes.

We will encourage families to support learning and positive behaviour. Therefore we will keep families informed using our established communication methods including face to face conversations, phone calls and diary notes.

Classroom Management: Classes use the school endorsed flow chart within their classrooms.

Appropriate consequences are applied at any time during the process at teacher discretion.

Detention: Teachers have the discretion to refer students at TBAS to Detention as a consequence for unacceptable and inappropriate behaviour. Detention is staffed by a member of Leadership at lunch time each day. During Detention, students will reflect on their behaviour.

A non-negotiable and no-tolerance stand against any physical violence or disrespectful swearing towards a staff member will be followed at TBAS and Leadership support will be called for when this occurs. These behaviours can result in external suspension at the discretion of leadership.

Teachers will make contact with home when appropriate to inform parents/caregivers when behaviour results in a consequence such as Buddy Class, Detention, Time Out Admin, Internal Suspension or Suspension.

Off-TRAC Records (OTRs) are used to record student behaviour and consequences. These records are used to monitor student behaviour patterns and are recorded on student files via EDSAS. Behaviour that results in External Suspension is notifiable to the Regional Education Office.

If students have 2 OTRs within a 4 week time period that have consequences including Buddy Class, Detention, Time Out Admin and Take Home, they will need to complete a re-engagement process on our school values with the appropriate Well Being Leader.

Suspension: If students receive 3 OTRs resulting in consequences including Buddy Class, Detention, Time Out Admin and Take Home within a 4 week time period, a half day internal suspension will occur. For each subsequent OTR received within the 4 week time period, consequences will step up to full day internal suspension and then full day external suspension at the discretion of Leadership.

Further unacceptable behaviour will result in additional intervention at a higher level including involving Regional Education Office personnel such as the Behaviour Coach. This will include a Behaviour Plan, ongoing communication with parents/caregivers, continued monitoring with a view to possible exclusion if behaviours are not modified.

