



## SCBC Additional Policies

### **Behaviour Managment Policy (Primary)**

#### **Introduction**

South Coast Baptist College is committed to providing a safe and positive school environment to promote student well-being, character, and learning. Student behaviour impacts not only the individual but also their peers, teachers, and parents. The Primary School maintains a high standard of behavioural expectations, alongside a high level of support, ensuring procedural fairness and avoiding discrimination or degradation.

#### **Expectations of Students and Parents**

All K-6 students are expected to follow the Primary School Student Code of Conduct – See: Student Code of Conduct: Primary

Parental Support: Parents play an essential role in fostering positive student behaviour. They should model respectful behaviour, support College expectations, and proactively address concerns through communication with relevant staff. (See Parent Code of Conduct).

#### **Behaviour and Dysregulation in Kindergarten to Year 2**

The K-2 Policy is aligned with the mandated documents, the Early Years learning Framework (EYLF) and the National Quality Standards and is supportive of the goals outlined in Alice Springs (Mparntwe) Education Declaration. Links to the EYLF and NQS are shown below:

<b>EYLF Principle</b>	<b>EYLF Practices</b>
Secure respectful and reciprocal relationships	Responsiveness to children
	Holistic Approach

<b>NQS Quality Area 5</b>	<b>Relationship with children</b>
5.1 Relationships between educators and children	Respectful and equitable relationships are maintained with each child
5.2 Relationships between children	Each child is supported to build and maintain positive relationships

In the Kindergarten to Year 2 classes, we recognise that we are dealing with young children who are only just beginning to develop the social skills and self-regulation necessary to be part of a larger group. In the Kindergarten to Year 2 classrooms behaviour management is primarily the responsibility of the classroom teacher. However, there are times when it may be necessary for the Education Assistant to be involved in the behaviour management of the child. Junior Primary Coordinators, Deputy Heads of Primary and the Head of Primary may also be called upon depending on the level of behaviour exhibited.

#### **In Junior Primary Classrooms, we aim to:**

- Help children develop self-regulation.
- Assist students to develop the ability to take responsibility for their own behaviour and respect for others.
- Have clear expectations of the children's behaviour and communicate these to the children at their level.
- Support students through co-regulation.

## **Behaviour Management Strategies (Kindergarten to Year 6)**

The College enforces clear, fair, and consistent behaviour expectations. Behaviour Management aims to address the causes of student misbehaviour/dysregulation, instil personal responsibility, and restore relationships where necessary.

### **Preventative:**

- Promotion of school values through lessons, discussions, and assemblies.
- Recognition and rewards for positive behaviour (e.g., Classroom Acknowledgement, House Points, Aussie of The Month, Honour Certificates).
- Clear communication of expectations before incidents occur.
- Implementation of whole school (K-6) social-emotional programs that promote peaceful conflict resolution.
- Fostering a safe environment that supports student resilience and self-regulation.

### **Positive and Affirming:**

- Encouraging students to reflect on their behaviour choices.
- Recognising and reinforcing pro-social behaviour.
- Providing opportunities for personal growth and relationship-building.

### **Corrective:**

- Helping students take responsibility for their actions.
- Assisting students with co-regulation and self-management strategies.
- Providing structured consequences to reinforce expectations.
- Issuing Behaviour Notifications (BN) when necessary, that are sent through the College LMS system.

### **Restorative:**

- Encouraging acknowledgment of the impact of actions on self and others.
- Supporting students in reconciling and maintaining healthy relationships.

## **Primary School Behaviour Management System – 5 Level Process**

The Primary Leadership Team may place students on a Level based on the impact, intent, and frequency of misbehaviour / dysregulation. These Levels are listed below and are also shown on the following Level Progression Diagram

### Level 1: Warning

- Generally issued after three Behaviour Notifications within a given time frame or for a serious incident.
- An online LMS Level 1 notification is sent to parents.
- The student receives appropriate guidance and consequence for their actions.

### Level 2: Discussion of Behaviour

- Generally issued after three Behaviour Notifications within a given time frame or for a serious incident.
- An online LMS Level 2 notification is sent to parents.
- A meeting is held between parents and the main classroom teacher.
- The student's behaviour is discussed, and support strategies are implemented.

### Level 3: Review with Primary School Leadership

- Generally issued after three Behaviour Notifications within a given time frame or for a serious incident.
- An online LMS Level 3 notification is sent to parents.
- A meeting with parents and the relevant Deputy Head of Primary is arranged.
- Restrictions applied: The student cannot attend class excursions, interschool events, or reward activities.
- Leadership eligibility lost: Students in Years 4-6 who reach Level 3 are ineligible for Primary School leadership roles.

### Level 4: Suspension

- Generally issued after three Behaviour Notifications within a given time frame or for a serious incident.
- An online LMS Level 4 notification is sent to parents.
- A meeting with the Deputy Head of Primary and Head of Primary is required.
- A 2-day suspension applies (internal or external) at the discretion of the Head of Primary.
- The student's enrolment comes under review.

### Level 5: Student Withdrawal / Expulsion

- Generally issued after three Behaviour Notifications within a given time frame or for a serious incident

- The final point of the Primary School Behaviour Management System.
- Immediate suspension of the student.
- Written notice of withdrawal option or permanent exclusion from SCBC is required at Level 5.
- Serious infractions may result in immediate escalation to a higher level.
- 10 weeks of appropriate behaviour allows a student to have a Level removed (Years 3-6) and 5 weeks to have a Level removed (Kindergarten – Year 2) upon review with the classroom teacher and leadership.

## Progression Between Levels

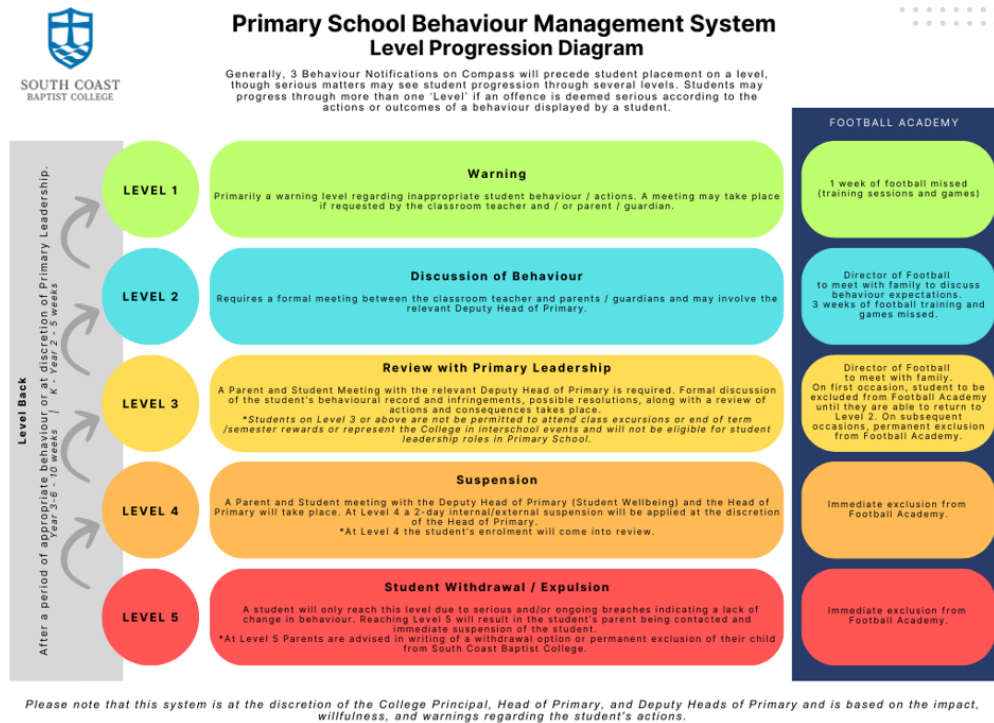
- Serious infractions may result in immediate escalation to a higher level.
- 10 weeks of appropriate behaviour allows a student to have a Level removed (Years 3-6) and 5 weeks to have a Level removed (Kindergarten – Year 2) upon review with the classroom teacher and leadership.

## Football Academy Behaviour Consequences – Primary School

The Football Academy follows the same behaviour expectations, with additional consequences:

**Behaviour Notification:** Students complete community service at the following football session.

- **Level 1:** One week of football (training/games) missed.
- **Level 2:** Meeting with the Director of Football + 3 weeks of football missed.
- **Level 3:** Exclusion from the Academy until the student returns to Level 2 on the first instance. Moving to Level 3 on a second occasion will result in immediate and permanent exclusion from the Academy.
- **Level 4 & 5:** Immediate and permanent exclusion from the Academy.



## Bullying Prevention and Intervention

Definition: Bullying is repeated and intentional harmful behaviour, involving an imbalance of power. It is not a one-time conflict between peers of equal strength.

### Forms of Bullying:

- Physical (hitting, pushing, damaging property).
- Verbal (name-calling, insults, threats).
- Social (exclusion, spreading rumours).
- Cyberbullying (online harassment, social media abuse).

### Immediate Response:

- Investigation of all reports.
- Counselling & Support for victims.
- Corrective Actions & Consequences as applicable

## Responsibilities

## Staff:

- Teach social skills and conflict resolution.
- Follow up claims of bullying.
- Provide structured interventions/solutions for inappropriate behaviour.
- Support all students.

## Parents:

- Report bullying concerns to teachers or leadership.
- Reinforce respectful social behaviour.
- Support College interventions and guidelines.
- Follow the Parent Code of Conduct (see/refer)

## Students:

- Report bullying incidents.
- Practice positive conflict resolution.
- Support peers in standing against bullying.

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V2	Head of School, Primary	April 2025	2025	2 Years	2027