

TAKEHOMES AND SUSPENSIONS

Takehomes and Suspensions are not used as punishment. They are a way to respond to student behaviour that affects the safety and learning of others.

Takehomes and Suspensions;

- help schools to be safe and positive learning environments for everyone
- are used when other strategies have not helped support safe and positive student behaviour
- are problem-solving processes
- help students, parents, carers and the school work out how to support safe and positive student behaviour.

Following either a Takehome or a Suspension, a Reconnection Meeting will be held.

At the Reconnection Meeting school leadership and families will:

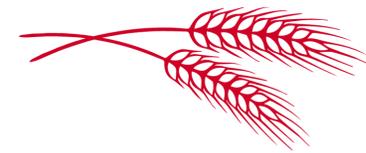
- talk about the reasons for the Takehome / Suspension
- plan for the return to school
- work together on a behaviour support plan to promote safe and positive behaviour in future.

BEHAVIOUR SUPPORT POLICY



BUTE

Early Learning & Primary School



*Be Kind - Believe in Yourself -
Accept Challenges - No Excuses*

REGULATION

Self-regulation is a child's ability to understand what is happening around them and manage their social interactions, behaviour and emotional reactions. Children can be supported to self-regulate by being provided with the time and space they need to overcome their "big" emotions and to become receptive to reflecting on their behaviours and restoring relationships, if needed. At times, students will need to co-regulate with an adult to work through their emotions.

RESTORATIVE PRACTICES

A restorative approach focuses on building, maintaining and restoring positive relationships, particularly when incidents that involve interpersonal conflict or wrongdoing occur. As a component of the reflection stage, students will complete a reflection sheet to think about the rule / expectation they have struggled with in that moment, who was affected by their actions and what they were feeling at that time.

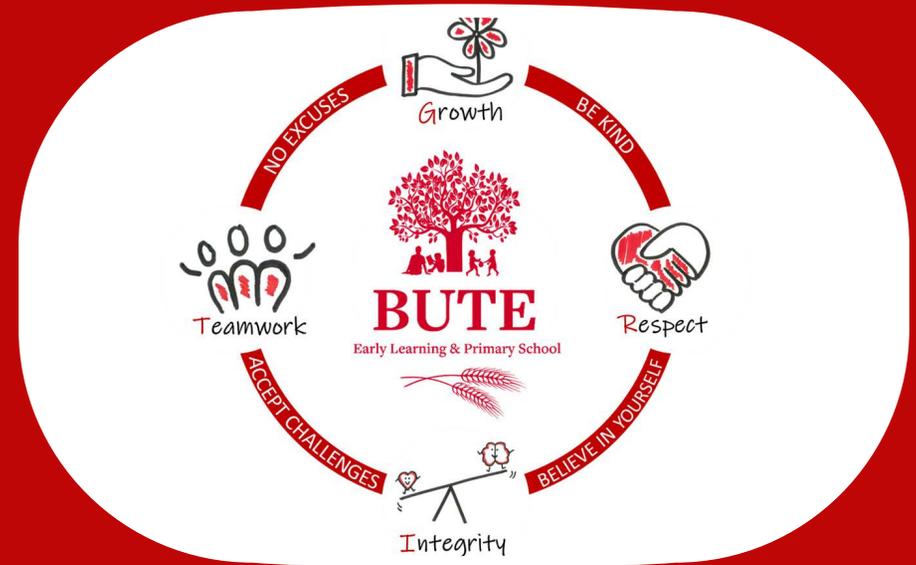
HELPING TO REFLECT

When our students have been relocated to regulate, they will be encouraged and supported to reflect on the following four principles;

1. What was the expected behaviour that they struggled with in that moment?
2. What was the impact of their behaviour choice on others?
3. How did they feel at the time?
4. How can they make amends?

- Teach, pre-teach, and re-teach. Children need to learn behaviour just like they learn colours and shapes. A quick reminder can help reinforce a developing skill:
- Give transition warnings or cues to signal the end of one activity and the beginning of another: "In five minutes, it will be bath time."
- First/then statements set up a child for delayed gratification: "First take your bath; then we can play dolls."
- Focus on **Go** instead of **Stop**. Children often tune out words like **No**, **Don't** and **Stop** and only hear the word that comes next, which is what an adult is trying to avoid. Tell a child what to do instead of what not to do: "Take your plate and put it in the sink." Save **Stop** and **No** for dangerous circumstances that need a quick reaction.
- Choices prevent power struggles: "Would you rather play for five more minutes or get in the bath now?" "Feel free to choose the pink pyjamas or the green ones."

SETTING THE STAGE FOR POSITIVE BEHAVIOUR TIPS FOR FAMILIES



OUR VALUES AND MOTTO

At Bute Early Learning and Primary School, we create learning environments which are Safe, Orderly and Productive and which promote our school values of GROWTH, RESPECT, INTEGRITY and TEAMWORK and our school motto BE KIND, BELIEVE IN YOURSELF, ACCEPT CHALLENGES, NO EXCUSES.

Students are explicitly taught our classroom and school expectations and are supported to meet and exceed them!

When needed, our students are supported to correct inappropriate behaviours and to restore relationships with those affected by their behaviours.

3 R's

REGULATE - REFLECT - RESTORE

OUR BEHAVIOUR SUPPORT PROCESS

- Expectation Reminder - Stating expected behaviour
- Relocation to Regulate - In class
 - Out of class
 - Front Office
 - Take Home
- Reflection and Restoration

* The school will also follow the Department for Education's guidelines for **SUSPENSIONS**, **EXCLUSIONS** and **EXPULSIONS**, when warranted.

3 R's in the YARD

REGULATE - REFLECT - RESTORE

OUR YARD BEHAVIOUR SUPPORT PROCESS

- Expectation Reminder - Stating expected yard behaviour
- Relocation to Regulate - Other yard area
 - Regulation bench
 - Front Office
 - Take Home
- Reflection and Restoration

* The school will also follow the Department for Education's guidelines for **SUSPENSIONS**, **EXCLUSIONS** and **EXPULSIONS**, when warranted.