



School Policy

Positive Behaviour Management

Approved By **Lea Hadley – Principal**

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Last Reviewed **Nov 2019**

CODE OF CONDUCT

At Harmony Primary School we aim to provide a safe and caring environment for the intellectual, social, emotional and physical well-being of all students. **Violence and aggression is unacceptable.**

OBJECTIVES

Through our positive behaviour management we aim to help our students develop:

- A sense of enjoyment and satisfaction from learning
- An ability to communicate effectively
- A set of values to guide behaviour
- A sense of personal and social responsibility for their decisions and actions
- A sense of personal dignity and worth
- A sense of cultural identity
- A feeling of belonging to a wider community
- A tolerant and caring attitude towards others
- An ability to form satisfying and stable relationships
- An ability to recognise and use protective behaviour strategies

In order to achieve this, we:

- Have established a set of rules that protect all individuals
- Have high expectations of students by striving for excellence through our school core values of care, cooperation, perseverance and responsibility
- Use restorative practices and the language of red and green choices and expected and unexpected behaviours to help students recognise a more appropriate behaviour to use in the future and exhibit appropriate behaviour in the future
- Incorporate explicit teaching of resiliency and protective behaviour skills into the learning program
- Have a Student Services Committee and a Health and Wellbeing Committee to problem-solve needed support
- Use Year 6 buddies to support younger students in the playground
- Tag selected students in the playground to provide support as required

SCHOOL RULES

- Speak and act respectfully
- Keep your hands and feet to yourself
- Follow instructions the first time
- Walk on brick paving
- Walk bikes, skateboards and scooters within school grounds
- Stay within the school grounds unless given permission to leave
- No hat, no sun
- Sit while eating and drinking
- Ball games to be played in designated areas
- Follow the reuse, recycle, reduce procedures

The management of the code of conduct is the responsibility of all school staff.



RIGHTS AND RESPONSIBILITIES

Students have the **RIGHT** to:

- Learn in a purposeful and supportive environment
- Be treated with respect, courtesy and fairness by all members of the school community
- Work in a clean, safe and friendly environment

Students have a **RESPONSIBILITY** to:

- Ensure their behaviour does not interfere with the learning of others
- Strive to keep the school neat, safe and clean
- Ensure they are punctual, polite and positive
- Behave in a safe and respectful manner

Staff have the **RIGHT** to:

- Teach without disruption
- Be treated with respect and courtesy by all members of the school community
- Work in a clean, safe, secure and friendly environment
- Have cooperation and support from other staff and parents

Staff have the **RESPONSIBILITY** to:

- Establish positive relationships with students, staff, parents and the school community
- Model respectful, courteous and professional behaviour
- Explicitly teach resilience and protective behaviour skills
- Use restorative justice practices
- Ensure the environment is clean, safe and supportive
- Follow up on all reported incidents (student, parent notification, documentation)
- Report student progress to students and parents
- Report to governing bodies cases of suspected abuse

Parents have the **RIGHT** to:

- Be informed of decisions about their child's health and wellbeing
- Be informed of their child's progress
- Access a meaningful and adequate education for their child
- Be heard in an appropriate forum
- Be informed of detentions and suspensions by an Administrator

Parents have a **RESPONSIBILITY** to:

- Ensure their child's health and wellbeing is at an optimum level for learning
- Ensure their child has the materials needed to make effective use of school
- Support the school in the education of their child
- Follow up a concern with the class teacher
- Ensure that their child/ren attend school regularly and on time



ROLES AND RESPONSIBILITIES

The Principal and Deputy Principals will:

- Provide a link between parents and staff
- Support teachers with the implementation of the Positive Behaviour Management Policy
- Ensure consistency in the implementation and maintenance of the Positive Behaviour Management Policy
- Facilitate parent/teacher/student conferences
- Ensure a biannual review of the Policy
- Assist in the development and implementation of individual plans for students with behaviour problems
- Ensure an induction process occurs for new staff

Teachers will:

- Develop and maintain a positive classroom environment
- Clearly define, discuss and display
 - school rules
 - classroom rules
 - use yellow slips as a reinforcement of school values
- Use restorative practices to resolve issues and language of red/green choices and expected/unexpected behaviours
- Keep records of student behaviour that is violent, disruptive or repeated that include:
 - name of student
 - description of behaviour
 - management strategies and reasons for use, dates and times
 - relevant parent contact and any outcomes of consultation with parents
- Ensure parents and students are aware that the school will use records regarding behaviour when preparing reports to support:
 - the consultation process with parents
 - referral to Student Services
 - referral to outside agencies
 - a recommendation for an exclusion order from school

Individual Behaviour Management Plans (IBP)

Individual behaviour management plans are to be established when a student requires additional support to meet their individual needs or modify their behaviour. These plans need to include:

- behavioural issues being targeted
- desired outcomes
- strategies to be used
- consequences and incentives
- monitoring tool and review



POSITIVE LEARNING ENVIRONMENT

The following initiatives/programs have been put in place to achieve a supportive culture and positive learning environment.

- School Chaplain
- School Psychologist
- Student Services Committee
- Intervention program
- Team Leaders
- Student Leaders
- Work Experience Program
- Buddy classes
- Visible Learning Principles across the curriculum
- Yellow slips
- Friendly Schools Program
- Social Skills program for targeted
- Restorative Practices, use of common language such as red and green choices, expected and unexpected behaviours
- Stephanie Alexander Kitchen/Garden program
- Sports Carnivals
- Edu-Dance
- School Assemblies including special days eg ANZAC, Harmony Day, Celebration assemblies
- School Awards: Class Achievement Certificates, Aussie of the Month and Graduation Awards
- Choir, School Production, Burswood
- Morning Reading Club and Story Dogs
- Playground Enrichment Program (PEP)
- Camps
- Parent Open Night
- Recognition of parent and volunteer help
- Involvement of community organisations eg AYLA Inc, Fremantle Family Support Network
- Interschool events
- Links to Atwell College

POSITIVE INCENTIVES

WHOLE SCHOOL

- **YELLOW SLIP:** Students receive a 'yellow slip' for positive behaviour. The slip is placed in Tribe boxes outside Administration. Points are awarded to the Tribes. One child is drawn out from each Tribe at assemblies and receives a canteen voucher
- **ACHIEVEMENT AWARDS:** Awarded by teachers to students for achievement/behaviour. Awards announced at assemblies
- **DISPLAYS:** Students' work and Visible Learning progress displayed in classrooms
- **RECOGNITION OF WORK:** Students sent to the Principal, Deputies, and Teachers to celebrate achievements

CLASSROOM:

Teachers use a wide variety of positive incentives within their classroom. The following outlines some, but not all incentives, which may be used within a class.



- Encouragement and praise
- Yellow slips
- Stickers and stamps
- Group/individual points
- Whole class rewards eg class game, Golden Time
- Dojo points
- Prizes

CLASSROOM MANAGEMENT

- Level 0 Respectful and responsible behaviour is expected and reinforced
- Level 1 Recognition given to positive behaviour around student misbehaviour
- Level 2 Remind student of rule/expectation using low level strategies; minimal verbal, the look, pause, proximity and dealing with the allies
- Level 3 Warning: stating the problem and the behaviour required
- Level 4 Isolation: in class, buddy class or Administration. Parents need to be notified if a student is repeatedly withdrawn from the learning program
- Level 5 Administration involved. Details of behaviour and actions recorded on Integris behaviour log by Admin or Teacher. **Parents Notified**
- Level 6 In-school suspension: disciplinary procedures. Student remains at school in the Administration area, but is isolated from other students and is provided with a work package by the classroom teacher. **Parents Notified**
- Level 7 Suspension – used at discretion of Principal. **Parents Notified**

SEVERITY CLAUSE

For violent, abusive, bullying (defined as: ongoing and targeted) behaviour, the student is taken directly to the Principal or a Deputy Principal.

PARENT NOTIFICATION

Parents need to be informed either verbally or in writing of a student's behaviour. This is to be negotiated between the teacher and administration.

PLAYGROUND MANAGEMENT

Level 0: Respectful and responsible behaviour is expected.

Teacher Responsibilities:

- Reinforce the positive aspects of playground behaviour by giving out yellow 'slips'
- Regular discussions regarding expectations
- Teach some playground games
- Provide students with the opportunity to problem solve issues through class meetings

- Level 1: Immediate Consequences**

Where unacceptable behaviours of a low level occur, the aim is to have immediate logical consequences (ie those that match the behaviour) administered by the duty teacher.

Behaviours and Consequences: Examples

Running on path	Child sits for 60 seconds
Walking around eating	Child sent to sit in correct area
Rough play	Child to walk with the duty teacher
Interfering with other's property or games	Child to walk with the duty teacher

Teacher responsibilities:

- Use the language of red and green choices, expected and unexpected behaviours
- Be consistent in your application of the consequence
- Fill in a white PLAYGROUND MISBEHAVIOUR SLIP and give to the child's teacher. If the child is repeating the behaviour, displays two or more misbehaviours during a duty or is known to be on an IBP notify the Administration.

Level 2: Playground Removal

Where unacceptable behaviour is likely to cause injury to persons, deliberate damage to property or becomes deliberately defiant in nature, the child may be immediately withdrawn from the playground to the Administration area, or on refusal to do so, a red card is sent to the Administration with the details of your location.

Behaviours:

The following behaviours are considered unacceptable enough to warrant playground removal.

- Physical contact causing injury
- Vandalism
- Bullying (see Anti-Bullying Policy)
- Verbal abuse or swearing
- Dangerous behaviour likely to cause injury
- Refusal to follow adult instruction (staff member)

Teacher responsibilities:

- Remain as calm as possible and remove child to the Administration or send a Red Card to the Administration
- State clearly what the child has done and that they will have to be removed from the playground. Allow the child to say what they have done and what may have caused their behaviour. Only restrain the child in extreme circumstances, for example close to the road and exiting school site, refusal to stop violent behaviour against a child
- Fill out a Playground Misbehaviour slip and give to classroom teacher immediately after the break when incident occurred (Admin to support this process if necessary)

Administration responsibilities:

- Discuss with the child the red and green choices, expected/unexpected behaviours and the consequences of choices.
- Investigate using restorative practices
- Enter information from the Playground Misbehaviour slip into Integris if escalated to Admin by teacher
- Notify class teacher and decision as to who is informing parents

Behaviour Discussion (Teacher)

- A teacher having a behaviour discussion with a student during recess or lunch for more than ten (10) minutes for non-completion of tasks or teacher conferencing regarding behaviour, is to use the term behaviour discussion not withdrawal or detention or they will be contravening Department policy
- Students having a behaviour discussion are to be released to recess/lunch ensuring that they have a minimum of half of the allocated break time. Any adjustments to break times must consider student needs including hydration, nutrition, medication and toileting needs
- All behaviour discussions for more than ten (10) minutes are to be entered into Integris and marked as a behaviour discussion and notify the parent
- Each time a student is sent to a buddy class this is to be noted on Integris and a reflection slip sent home
- Students in primary schools are not to have consequences put into place for non-completion of homework or the teacher will be contravening Department policy

ADMINISTRATION CONSEQUENCES**Detention (Administrator)**

- When given as a consequence for a red choice or unexpected behaviour, to be supervised by Admin or in the Administration building
- Behaviour is recorded on Integris (negotiated between teacher and Admin)
- Parents to be notified before the end of the school day (negotiated between teacher and Admin) and logged on Integris
- Student needs including hydration, nutrition, medication and toileting needs must be considered

Withdrawal (Administrator)

- Student may be withdrawn from a class, a break or other school activities. This should occur as close to the breach of school discipline as possible
 - Allows for an opportunity for student to:
 - * calm in circumstances where they are unable to self-regulate
 - * engage in restorative processes
 - * evaluate behaviour choices
 - * continue a learning activity in a less stimulating environment

- Behaviour is recorded on Integris
- Parents to be notified on the same school day and logged on Integris. NB If full consultation cannot occur on that day then a brief email should be sent to explain that it will be followed up on the next school day accompanied with a more comprehensive update provided to parents.
- Location and supervision requirements must account for duty of care
- Student is provided with a work package
- Student needs including hydration, nutrition, medication, movement and toileting needs must be considered

Protective Isolation or Physical Restraint (Administrator and Team Teach trained staff member)

- Staff members have attempted less restrictive strategies (on this occasion)
- Student is isolated or physically restrained to be moved away from others when a student is unable to manage their emotional or behavioural state **and when this state poses an imminent risk of harm to self or others**. Student should be able to elect to go to a safe area for the purpose of calming. Eg The Hub, the office
- Occurs in a designated area ie Administration building. Exit is prevented by physical, mechanical or implied means. Used only as a last resort and is not a routine measure. This is used as an opportunity for student to calm as their heightened emotional or behavioural state prevents them from continuing with learning activity, reflection, or cooperation
- Student is monitored at all times by two staff members
- For the minimum amount of time needed for the student to recover an emotional or behavioural state where less restrictive strategies may be successful
- Parent/carer consultation required
- School level documentation

Suspension (Principal, or Deputy where the Principal is unable to exercise the suspension)

Suspension is used when the breach of school discipline causes significant disruption to the student, other students or staff, and is for the purpose of providing an opportunity:

- For the student, other students and staff to calm and recover and/or
- For all to reflect on and learn from the incident, including where appropriate participating in restorative practices and/or
- For the school to evaluate existing behaviour support plans, meet with any internal or external stakeholders, seek advice on how better to support the student, and put in place any adjustments to plans, resources, staff or strategies that may be required and/or for the parent to meet with the school to discuss how to improve coordination between school and home to help the student behave appropriately at school

Where the breach of school discipline is considered by the Principal to be a serious breach, the Principal will assign a provisional suspension period and shorten or lengthen this period upon completion of investigation into the incident.

The Principal will provide the student and parent a reasonable opportunity to give reasons against the decision to suspend and/or the length of the suspension within the context of the situation.

The Principal will provide learning activity for the student to complete where this period is for three (3) or more consecutive days or totals more than five (5) days in the school year



Behaviour and Disability

Some forms of disability or difficulty may involve symptoms or manifestations over which the student has little control, but which look like poor discipline. All school staff will take care when considering their response to a breach of school discipline when the apparent breach was committed by a student with additional needs.