

# **POSITIVE BEHAVIOUR MANAGEMENT POLICY**



**Updated: February 2023**

## **VISION STATEMENT**

**At Newman Primary School we are committed to providing a holistic, relevant and targeted education for each child that will provide a strong foundation for future learning in a rapidly changing and diverse society.**

## **THE DEPARTMENT OF EDUCATION**

The Department of Education's Student Behaviour in Public Schools Policy states that Western Australian Government schools must:

- Provide every student with the educational support the student needs to learn and maintain positive behaviour.

## **RATIONALE**

All members of the Newman Primary School community have the right to feel safe and are valued, where social and academic learning outcome are maximised for all through a quality curriculum. Our school uses practices that are proactive rather than reactive and, where appropriate non-discriminatory language and behaviours are defined, modelled and reinforced.

## **SCHOOL VALUES**

The behaviour of all school community members is guided by their conduct and actions relating to our four school values:

- **Respect** – the ability to see and value the attributes we each possess through considerate and thoughtful behaviour.
- **Responsibility** – being accountable for our own actions, our community and our environment.
- **Co-operation** – the ability to work together to achieve a common goal or purpose.
- **Safety** – ensuring our conduct keeps ourselves and others safe.

	Newman Primary School Values are....			
	Respect	Responsibility	Cooperation	Safety
<b>What does each value look like...</b>	<p>I will speak politely to staff, peers and guests, and use my manners (please and thank you).</p> <p>I will ask politely before touching something that does not belong to me.</p> <p>I will look after my belongings and the belongings of others.</p>	<p>I will put all my rubbish in the bin.</p> <p>I will tell somebody when games become dangerous or my peers are getting hurt.</p> <p>I will return quickly to class when the bell goes.</p> <p>I will sit in the undercover area when I am eating.</p>	<p>I will take turns in class activities and games.</p> <p>I will invite others to play with me.</p> <p>I will follow classroom rules and the rules of activities and games.</p> <p>I will actively listen and speak kindly to others.</p>	<p>I will walk around the school especially on concreted areas such as the verandas.</p> <p>I will wear a broad brim hat or play under the verandas / undercover area if I forget my hat.</p> <p>I will use all equipment for its intended purpose.</p>

## **NEWMAN PRIMARY SCHOOL RULES**

- I treat all school and personal property with respect.
- I respect the rights of all staff and other students.
- I walk on all the verandas.
- I wear a broad brimmed hat during all outdoor activities.
- I wait for a teacher before going into any classroom.
- I sign my mobile phone into the office when I come to school.

## **GOOD STANDING**

As required by the *Minister's Statement on School Violence*, good standing is incorporated in the school's Positive Behaviour Management Policy. Students who engage in severe behaviour will lose their "good standing" for a period of time determined by the Principal.

Loss of good standing occurs after a series of behaviours or suspension that are not aligned with Newman Primary School's Positive Behaviour Management Plan. These behaviours may include, but are not limited to:

- Making physical contact with the intention to harm another student or staff member
- Vandalism – wilful property damage
- Racist remarks/gestures
- Bullying/harassment – Physical, Verbal, Psychological, Cyber, Bystander
- Persistent and consistent failure to follow staff requests/instructions
- Verbal abuse/swearing
- Stealing
- Possession of illegal substance
- Use of mobile phones

Students who breach the school Positive Behaviour Management Plan will have privileges removed for a period of time and will not be permitted to participate in school social and/or non-curricular activities such as:

- being withdrawn from school activities eg: incursions, excursions and/or school camp.

Students who lose “good standing” will be able to earn it back through positive and sustained improvements in behaviour. Good standing will be returned to a student after a meeting has taken place with the student, Principal and/or Deputy Principal.

## **REWARDING POSITIVE BEHAVIOUR**

At Newman Primary School, we aim to promote positive behaviour, both in and out of the classroom environment where all students have a sense that they feel and belong. All staff will acknowledge positive behaviours as they occur. Promoting the positive aspect of student behaviour at every opportunity is paramount.

Positive behaviour is encouraged and can be rewarded in the following ways:

- Verbal praise
- Stickers
- Individual classroom/teacher rewards
- Merit awards at assemblies
- Recognition of students’ work and achievements in the school newsletter
- Students visit the Principal or Deputy with excellent class work
- Teachers communicate excellent behaviour home via use of Connect, emails, phone calls to notify parents of positive behaviour
- Faction tokens given by staff members to recognise positive behaviour both in the classroom and playground

## **RIGHTS AND RESPONSIBILITIES**

<b>RIGHTS</b>		<b>RESPONSIBILITIES</b>	
<b>STUDENTS</b>	<ul style="list-style-type: none"> <li>• Learn in a purposeful and supportive environment</li> <li>• Work and play in a safe, secure, friendly and clean environment</li> <li>• Be treated with respect, courtesy and honesty</li> </ul>	<b>STUDENTS</b>	<ul style="list-style-type: none"> <li>• Treat others with respect and tolerance</li> <li>• Play in a way that is safe for themselves and others</li> <li>• Make sure that their behaviour is not disruptive to the learning of others</li> <li>• Help to keep school grounds clean and tidy</li> <li>• Show respect for the property of others and the property of the school</li> </ul>
<b>STAFF</b>	<ul style="list-style-type: none"> <li>• Be treated with respect, courtesy and honesty</li> <li>• Work in a safe, secure and clean environment</li> <li>• Work in a purposeful and non-disruptive environment</li> <li>• Receive co-operation and support from parents and other staff</li> </ul>	<b>STAFF</b>	<ul style="list-style-type: none"> <li>• Model respectful, courteous and honest behaviour</li> <li>• Ensure that all students are provided with appropriate and positive learning opportunities</li> <li>• Establish positive relationships with students and support a harmonious classroom environment</li> <li>• Provide meaningful, regular feedback to students</li> <li>• Accurately and regularly report student progress to parents</li> <li>• Consistently implement school policy</li> <li>• Ensure the school environment is kept neat, tidy and clean</li> <li>• Maintain confidentiality and respect for all members of the School Community</li> </ul>
<b>PARENTS</b>	<ul style="list-style-type: none"> <li>• Be informed about curriculum material, behaviour management procedures and decisions affecting their child's health and welfare</li> <li>• Be accurately and regularly informed of their child's progress</li> <li>• Access a meaningful and adequate education for their child</li> <li>• Be heard in an appropriate forum on matters related to the rights of their child to an appropriate education</li> <li>• Be treated by school staff with respect, courtesy and honesty</li> </ul>	<b>PARENTS</b>	<ul style="list-style-type: none"> <li>• Ensure that their child attends school</li> <li>• Ensure that their child is as physically and emotionally prepared for school as possible</li> <li>• Ensure that their child is provided with appropriate work materials and clothing for school activities</li> <li>• Support the school in providing a meaningful and adequate education for their children</li> <li>• Treat school staff with respect and courtesy and honesty</li> <li>• Maintain confidentiality and respect for other families</li> </ul>

## **MANAGING BEHAVIOUR**

Building strong, positive relationships with students is an important step in managing student behaviour. These relationships can be built by:

- greeting students at the door
- smiling and the use of humour
- being enthusiastic
- demonstrating a personal interest in the student

Strong and genuine relationships are:

- built on mutual respect
- students feeling that they have a voice within conflict resolution
- teaching and learning processes
- personal interactions with staff

Low level behaviour is managed in the classroom using low key responses. A low-key response is designed to redirect the behaviour with minimal or no disruption to the teaching and learning. Some examples of low-key responses include:

- use of proximity
- non-verbal signals – gesture, look, and/or pause
- use of student's name
- planned ignore
- signal to begin
- private dialogue

At the commencement of each school year, teachers will work with students in their class to devise a class set of guidelines for behaviour within the classroom. A copy of these rules will be incorporated into the parents' information package, displayed in the classroom and a copy is to be given to the Principal and Deputy.

Positive incentives will be given in each classroom at the discretion of the teacher. It is strongly recommended that whole school approaches, such as faction tokens be used. Some forms of positive incentives that may be used are, and not limited to:

- marbles in a jar
- sticker charts
- raffle tickets
- group points
- token money

Teachers are encouraged to establish individual classroom rules which align with the school's values and behaviour expectations.

The following process will take place when students are seen not following classroom rules or whole school behaviour expectations.

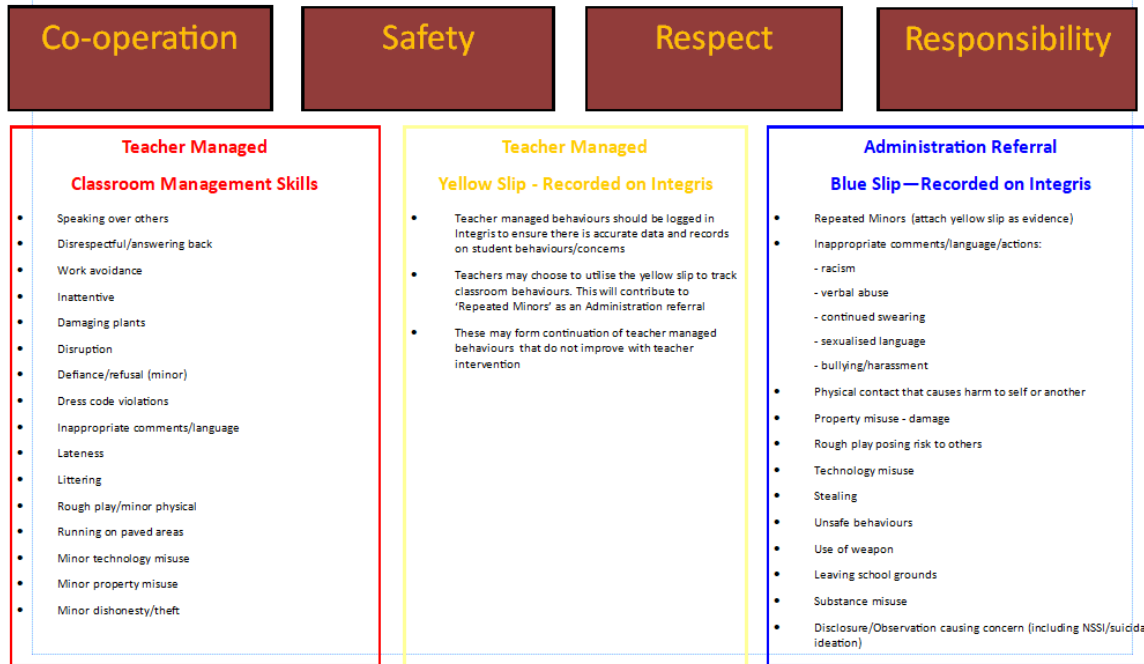
## **CLASSROOM AND/OR PLAYGROUND BEHAVIOUR – YELLOW SLIP**

- Yellow behaviour slips are used to record students' behaviours
- Yellow slips are to be used both in the classroom and if need be, in the playground. (Slips can be found in the duty file should they be required outside)
- All students need to be aware of the 5 behaviour steps
- All students need to be aware of the consequence for each specific step
- If a student reaches step 4 – 'Time out' (out of class), the classroom teacher must have prior arrangements as to what teacher and classroom the student will go to. This will be your "buddy-room"
- A time frame must also be agreed upon. 10 minutes in another classroom is acceptable
- Step 4 of the behaviour slip – students will need to take their yellow slip with them and a reflection sheet to complete whilst in their "buddy" room
- Buddy teachers will speak with the incoming student and sit them away from distraction so they can complete their reflection sheet
- At a convenient time, the buddy teacher will reiterate the correct behaviours with the student before sending them back to their classroom
- Yellow behaviour slips are to be handed to specialist teachers if your class has another subject area
- Specialist teachers are to continue using the same behaviour slip
- Step 5 of the behaviour slip – Administration (Deputy) – students will need to bring their yellow slip and reflection sheet with them to the office. Students will be returned to class when and if appropriate after a period of time
- Yellow slips must be filled in correctly
- Classroom teachers must record behaviour slips onto SIS at the end of every day

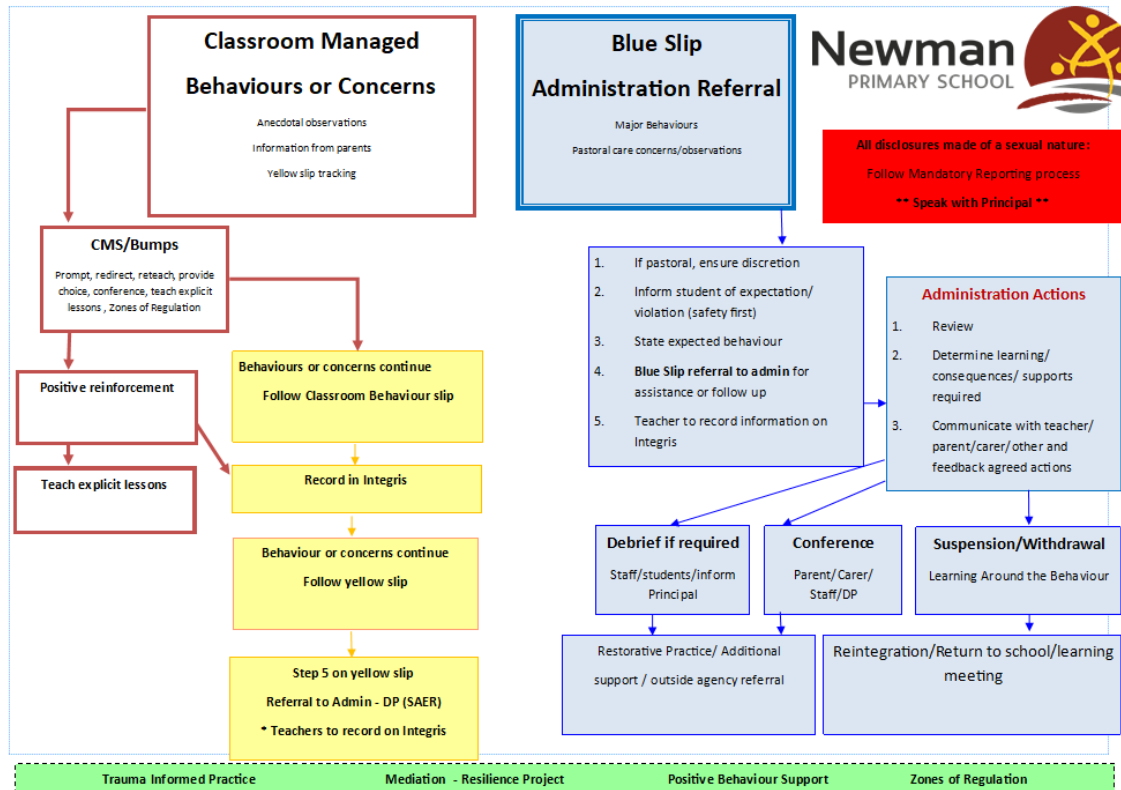
## **ADMINISTRATION BEHAVIOUR REFERRAL: CLASSROOM AND/OR PLAYGROUND – BLUE SLIP**

- Blue slips are to be used for major behaviours and/or Pastoral Care concerns
- Students will be directed straight to Administration (Deputy)
- Students will complete a reflection sheet and will then have a discussion with Administration (Deputy)
- Consequences will be given to students on an individual basis, taking into account the behaviour and the students' needs / SAER or imputed disabilities
- Parents will be notified via a phone call
- Classroom teacher to enter students' behaviour onto SIS and Administration (Deputy) will add further information

# Behaviour Management and Wellbeing Expectations



## Classroom and Behaviour/Wellbeing Management Process





## **PLAYGROUND BEHAVIOUR**

An incident that occurs at recess or lunch must be dealt with by the Duty Teacher. The Duty Teacher has a Duty of Care in their allocated area and if needed, complete either a yellow or blue slip (located in the duty folder) describing the behavioural issue and listing the students involved in the incident. Classroom teachers must liaise with each other to notify them of an incident. If required, the Principal/Deputy to be informed to ensure parents are contacted and informed of the incident and student's behaviour should this be required.

All staff are required to use the **RESTORATIVE QUESTIONING** when dealing with an incident. If more than one student is involved, all students have a right to speak and be heard.

## **RESTORATIVE QUESTIONING**

There are 3 questions that form the basis of an on-the-spot restorative conversation.

- What has happened?
- Who has been affected and how?
- What are you going to do to sort it out?

## **SEVERE BEHAVIOUR**

For incidences of severe behaviour, the Principal or Deputy Principal will inform parents of the intention to suspend, or immediate suspension, and implement a period of suspension in line with the Department of Education Policy.

As part of the return from suspension process, a re-entry meeting will occur between the student, parents and Principal or Deputy where a restorative approach will be used.

## **INDIVIDUAL BEHAVIOUR MANAGEMENT PLANS**

Where students are identified as at risk of behaviours that might put themselves or others at risk, the Deputy Principal will meet with the parents or caregivers to discuss, explain and agree upon strategies for the child's wellbeing in a formal signed plan. The School Psychologist may also be included in this meeting and possible further intervention for support.

The *Team Teach* approach, as recommended by the Department of Education, is used by specially trained staff in the event of a child needing physical guidance in order to keep themselves and others safe. This is based upon careful planning of the child's schedule to maximise their engagement and compliance, and with the continued close communication with parents/carers.

## NEWMAN PS CLASSROOM & PLAYGROUND BEHAVIOUR YELLOW SLIP

**\*\* INDIVIDUAL CLASSROOM & PLAYGROUND RECORDED BEHAVIOURS**

Name:

Date:

Room:

	Behaviour Process to date	Behaviour details
	Warning	
	Name on board	
	Time out (in-class)	
	Time out (out-class)	
	Administration	
<i>Students who are sent to Time out (out of class) and Administration are to be accompanied with a "Reflection sheet" appropriate to their year level.</i>		
	<b>Teacher</b>	

### NEWMAN PRIMARY SCHOOL

**Administration Referral - Student:** \_\_\_\_\_

**Year** \_\_\_\_\_ **Room** \_\_\_\_\_ **Date:** \_\_\_\_\_

Major Behaviour	Pastoral Care
<input type="checkbox"/> Repeated Minors (with evidence)	<input type="checkbox"/> Disclosure
<input type="checkbox"/> Inappropriate comment/language	<input type="checkbox"/> Observation
<input type="checkbox"/> Bullying/Harassment	<input type="checkbox"/> Non Suicidal Self Injury (NSSI)
<input type="checkbox"/> Physical contact causing harm	<input type="checkbox"/> Suicidal Ideation
<input type="checkbox"/> Property misuse-damage	Comments:
<input type="checkbox"/> Rough play-risk	_____
<input type="checkbox"/> Technology misuse	_____
<input type="checkbox"/> Stealing	_____
<input type="checkbox"/> Unsafe behaviours	_____
<input type="checkbox"/> Use of weapon	_____
<input type="checkbox"/> Leaving school grounds	_____
<input type="checkbox"/> Substance misuse	<input type="checkbox"/> Further investigation required
	Referring teacher:

## Reflection Sheet Years K-2

Name \_\_\_\_\_ Date \_\_\_\_\_ Time: \_\_\_\_\_ Location: \_\_\_\_\_

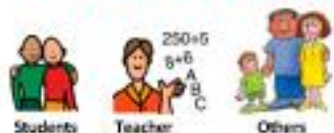
### How was I feeling?

BLUE ZONE:	GREEN ZONE:	YELLOW ZONE:	RED ZONE:
- Running Slow - Sad Tired Sick Bored	- Good to Go - Happy Calm Focused Ready to Learn	- Caution - Frustrated Worried Silly Loss of Some Control	- STOP - Angry Mad Yelling Being Unsafe

### What has happened?



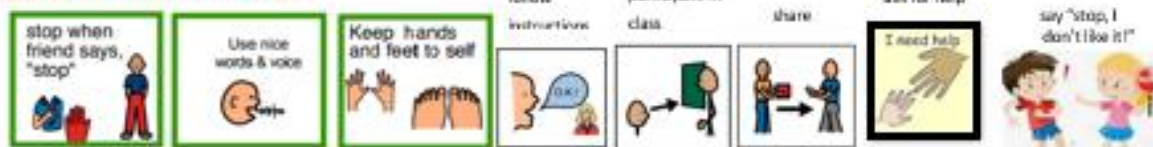
### Who has been affected?



### How have others been affected?



### What I should have done?



### What are you going to do to sort it out?



Teacher comments: \_\_\_\_\_

Teacher Signature: \_\_\_\_\_

Parent Signature: \_\_\_\_\_

## Reflection Sheet Years 3-6

Name \_\_\_\_\_ Date \_\_\_\_\_

Reflecting on my behaviour will help me make better choices next time.

### What has happened?

**Behaviour:**

- I didn't follow directions     I wasn't listening     I upset someone     I refused to co-operate     I shouted/ used inappropriate language
- I hurt someone     I didn't do my work     I took something     I broke something     Other

**Details:** \_\_\_\_\_

### Where were you?



**Who has been affected?** \_\_\_\_\_

**How?** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**What are you going to do to sort it out?**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**What will you do differently next time?**

\_\_\_\_\_  
\_\_\_\_\_

Student Signature: \_\_\_\_\_

Teacher Signature: \_\_\_\_\_

Parent Signature: \_\_\_\_\_

## **MONITORING AND REVIEW**

This policy will be reviewed within three years and maintained by teaching and administration staff.

This policy was ratified by staff on 7 February 2023

This policy was noted by Newman Primary School Board on 21 February 2023