



STUDENT BEHAVIOUR EDUCATION AND DEVELOPMENT

Including Good Standing Guidelines

GUIDELINES

Reviewed by Ardross Primary School Staff

2019

Vision of Ardross Primary School

“To provide an inclusive, collaborative and dynamic learning environment where students are enriched with the values and skills to become active citizens; sensitive to the importance of sustainability and to our changing world.”

RATIONALE

The key to effective student behaviour management is high quality, positive relationships between teachers, students and parents characterised by trust, mutual respect and tolerance.

High standards of behaviour are expected at Ardross Primary School where staff work together to ensure students feel safe so that learning opportunities are maximised, students take responsibility for their actions and parents support the school’s vision, values and Student Behaviour Education and Development Guidelines.

- 1. Consistency:** All staff will be expected to embrace the guidelines and implement it as it is written.
- 2. Process:** The children will be expected to learn a framework within which they can work.
- 3. Repair:** An infringement will result in offering a means for the child to address the situation and assimilate strategies that will help them overcome similar situations in the future. Counselling must be offered at the point of error where appropriate.
- 4. Responsibility:** Students will be expected to accept responsibility for their actions.
- 5. Communication:** A consistent approach by the whole school is required to maintain a positive influence in the school community.

SCHOOL EXPECTATIONS
<ol style="list-style-type: none">1. Treat people fairly, respectfully, equally and with consideration for their feelings.2. Teachers have the right to teach.3. Students have the right to learn.4. We act carefully and sensibly in the school environment.5. We do not take other people’s property.6. We obey the laws of Western Australia and the Commonwealth.

PLAYGROUND EXPECTATIONS
<ol style="list-style-type: none">1. Play and act safely, sensibly and carefully.2. Treat others fairly, respectfully, equally and with consideration for their feelings.3. Stay inside the school boundaries.4. Walk on verandahs.5. Dress appropriately – remember, “No hat - play in the shade”.6. Sit down in the covered assembly area to eat, and walk when you are allowed to leave.7. Leave objects such as rocks, sticks and other materials where they are.

Students have the RIGHT to:	Students have the RESPONSIBILITY to:
<ul style="list-style-type: none"> ▪ Be treated with respect, courtesy and honesty. ▪ Learn in a purposeful and supportive environment. ▪ Work and play in a safe, secure, friendly and clean environment. ▪ Fair and consistent treatment regardless of race, gender or physical ability. ▪ Interact with others in an atmosphere free from harassment and bullying. ▪ Engage in a learning and behaviour program that meets their individual needs 	<ul style="list-style-type: none"> ▪ Display respectful, courteous and honest behaviour. ▪ Ensure that their behaviour is not disruptive to the learning of others. ▪ Ensure that the school environment is kept neat, tidy and secure. ▪ Ensure that they are punctual, polite, prepared and display a positive manner. ▪ Behave in a way that protects the safety and well-being of others. ▪ Ensure their behaviour does not intimidate others. ▪ Comply with the guidelines outlined in school policies

Staff have the RIGHT to:	Staff have the RESPONSIBILITY to:
<ul style="list-style-type: none"> ▪ Be treated with respect, courtesy and honesty. ▪ Teach in a safe, secure, friendly and clean environment. ▪ Teach in a purposeful and non-disruptive environment. ▪ Support and cooperation from parents in matters relating to their child's education. ▪ Be informed of Code of Conduct through yearly induction 	<ul style="list-style-type: none"> ▪ Model respectful, courteous and honest behaviour. ▪ Ensure that the school environment is kept neat, tidy, safe and secure. ▪ Establish positive relationships with students. ▪ Ensure good organisation and planning. ▪ Report student progress to parents. ▪ Be vigilant about bullying and ensure all are aware of the school's guidelines. ▪ Be culturally sensitive.

Parents have the RIGHT to:	Parents have the RESPONSIBILITY to:
<ul style="list-style-type: none"> ▪ Be informed of the Student Behaviour Education and Development Guidelines. ▪ Be informed of their child's progress ▪ Be heard in an appropriate forum on matters related to the rights of their child to an appropriate education. ▪ Expect that bullying will be addressed appropriately. ▪ Cooperation and support from teachers in matters relating to their child's education. 	<ul style="list-style-type: none"> ▪ Ensure their child/children participate in the education programme ▪ Ensure punctuality ▪ Ensure that the physical and emotional condition of their child is at an optimum for effective learning. ▪ Ensure that their child is provided with appropriate materials to make effective use of the learning environment. ▪ Support the school in meeting the educational needs of their child. ▪ Inform the school of culturally sensitive issues and special needs. ▪ Behave in a way that protects the safety and well-being of others.

PROCEDURES USED TO ENCOURAGE POSITIVE BEHAVIOUR

The school will foster a whole school approach to acknowledging positive behaviour. Students will be expected to take responsibility for their own learning and behaviour. Students will be encouraged to learn for the love of learning through intrinsic motivation rather than for extrinsic rewards.

BEHAVIOUR MANAGEMENT PROCESS FOR IN CLASS BEHAVIOUR

Staff will employ an array of preventative strategies that will reduce the likelihood of inappropriate behaviour occurring using the main elements from the following hierarchical process:

Kindergarten and Pre-Primary	Primary Years 1-6
<p>Level</p> <ol style="list-style-type: none"> 1. Proximity, Praise and Reward 2. Rule reminder and warning. Implement Traffic Light 1-2-3 Magic system 3. Loss of privilege 4. Isolation in class (time-out) 5. Isolation in Buddy Teacher's class 6. Administration Case Conference 7. Individual Behaviour Modification Plan 8. Non-attendance where necessary 	<p>Level</p> <ol style="list-style-type: none"> 1. Proximity, Praise and Reward 2. Name in Classroom Behaviour Book (CBB). Reinforce appropriate behaviour 3. 1st mark in CBB, Time-out in class 4. 2nd mark in CBB: Buddy class time-out with work, Guardian to be contacted 5. 3rd mark in CBB: Administration discussion and time-out. Guardian to be contacted by Administration 6. In-school suspension supervised by Administration. Guardians informed. 7. Suspension – student not permitted to attend school for a designated period of time.

- NB
- a) After a student reaches Level 5 on 3 occurrences a Students At Educational Risk (SAER) Case Conference will be implemented.
 - b) For serious breaches of behaviour a student will be fast tracked to Level 5.
 - c) Items 2,3,4&5 Years 1-6 hierarchical over a one day period.

INDIVIDUAL BEHAVIOUR MANAGEMENT PLANS – Risk Assessment Plan

An Individual Behaviour Management Plan is to be established in consultation with SAER team when a student requires additional support to modify his or her behaviour when the use of the general hierarchy is proving ineffective.

BEHAVIOUR MANAGEMENT PROCESS FOR OUT OF CLASS BEHAVIOUR

1. Warning – Inappropriate Behaviour

An impeachment of school expectations results in a warning, if the behaviour continues Behaviour Warning Slip (pink slip) outlining the misdemeanour and a reminder of the consequence if the behaviour continues.

2. Accompanying the Duty Teacher

When required the duty teacher may ask a student demonstrating inappropriate behaviour to walk with them for up to 15 minutes. The child's name is placed on the Behaviour Warning Slip (Pink Slip).

ACTION REQUIRED FOR SERIOUS INAPPROPRIATE BEHAVIOUR

The child is escorted to the Office by the Duty Teacher for referral to the Deputy Principal, Principal or designated Senior Teacher. If the offence is deemed serious students will be fast tracked to level 5 of the **Behaviour Management Process For In Class Behaviour** and a parent of the child will be notified.

All Behaviour Warning Slips (Pink Slips) will be returned to the Deputy Principal at the conclusion of the break and the Deputy Principal will record the details.

When a child has accrued 3 Behaviour Warning Slips in a Term, the Deputy Principal or Principal will notify the parents that the child will spend a lunchtime with them to be counselled and to complete a "Think Sheet" to reflect on their behaviour and the rules that he or she has broken, with the aim being to determine how to behave in the future. The Principal/Deputy Principal or other nominated staff member will supervise them during this time. Students will be provided with time to have their lunch and go to the toilet.

Each student will report at the start of lunchtime. If a student is late or does not appear he or she will need to make up the time. If the student continues to miss his or her time in detention, then an additional consequence (i.e. additional time in detention) may be applied. If a student gains another 3 slips after his or her first time in detention, the consequence doubles - e.g. 3 slips = 1 lunchtime, the next 3 slips = 2 lunchtimes.

- *NB:* A clean slate is provided at the start of each term.

BULLYING

Bullying, in any form, by staff, parents, students or community members will not be tolerated at our school.

PROCEDURE FOR REPORTING INCIDENTS

- When you **hear** of an incident from a sibling or student from the school, try to establish:
- Where the incident took place – in the classroom, in the playground, on the way to or from school.
- When the incident took place – during class times, during morning or lunch break, before or after school.
- Who was involved – single student, group of students and any names where possible.
- Why it took place – money, equipment, friends, power, other.
- If any teachers or staff were notified.

Pass on this information to:

- The classroom teacher if it happened during school time or you are unsure of the time.
- The principal or deputy principal if it happened before or after school or you feel it has not been dealt with satisfactorily.

PROCEDURES ON RECEIPT OF A REPORTED INCIDENT

All reports will be logged on to a response form (see attached) by the classroom teacher, principal or deputy principal in a timely manner.

The incident will be investigated by teachers, the principal or deputy principal where appropriate.

For serious bullying incidents the case is to be reported directly to the principal or deputy principal for further intervention within an appropriate time frame.

When the matter has been followed through, a response slip may be sent to an appropriate parent/caregiver records within an appropriate time frame and a copy kept for a behaviour management plan.

Confidentiality will be maintained.

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USING THE METHOD OF SHARED CONCERN

Philosophy

The key to stopping bullying is getting those involved to talk about what is happening and decide on some ways to overcome the problem. The Friendly Schools, Friendly Families Project recommends that schools use the Method of Shared Concern where appropriate, which concentrates on finding a solution to the problem for all students involved. This strategy can also be used at home by parents.

The Aim of the Shared Concern Method

The Method of Shared Concern aims to change the behaviour of students involved in bullying incidents and improve the situation for the student being bullied. This method helps students to develop empathy and concern for others and gives them strategies that will help them to get along better with others in the school and at home.

With shared concern;

1. Individual meetings are held, with each of the students involved in the bullying incident e.g. The student or students bullying, the person being bullied and any bystanders who may have seen what was happening;
2. Each student is asked about the problem and to suggest ways he/she personally could help to improve the situation;
3. The student being bullied is also given the opportunity to discuss what happened and encouraged to think of ways to improve the situation; and
4. There is a follow-up meeting or meetings, discussion and planning that give the students the opportunity to change and improve attitudes and behaviour and to put these into practice in a supportive environment.

GOOD STANDING GUIDELINES

Rationale and Aims

The Ardross Primary School Community is committed to promoting the common good and meeting individual needs, whilst recognising the rights of others to a safe, caring and positive school environment.

- Establish a set of expectations that protect the rights of all individuals
- Establish a set of consequences for individuals who do not accept their responsibilities and breach the school's behaviour policy, so that they are encouraged to recognise and respect the rights of others

Purpose

Good Standing is the status that all Ardross Primary School students commence the year with. It recognises and rewards the positive efforts of individual students. It encourages students to take responsibility of their unproductive behaviour choices and to make changes to improve their behaviour.

Good Standing

Students with Good Standing have the opportunity to participate in school rewards, excursions, camps, interschool events and other school privileges.

Loss of Good Standing

Students who lose their Good Standing will have these benefits removed until they have restored relationships and modified their behaviour through a negotiated agreement.

Benefits

- ✓ Excursions/Incursions
- ✓ Sport off site/interschool events/carnivals
- ✓ School Camps
- ✓ ?
- ✓ ?
- ✓ ?
- ✓

Reasons for Loss of Good Standing

- ✓ Suspension
- ✓ Office referral x 3 / term
- ✓ Playground referral x 3 / term
- ✓ Cyberbullying
- ✓ Bullying
- ✓ Starts a fight
- ✓ Makes physical contact with the intention to harm another student or staff member
- ✓ Use of social media to broadcast inappropriate material

Close to losing Good Standing	Class based education intervention Phone call to parent	Teacher
Loss of Good Standing 1	Restorative plan developed Letter to parents Good Standing Card – 10 days	Executive Team Teacher Student
Loss of Good Standing 2	Case Conference Review previous restorative plan and generate new plan Good Standing Card – 20 days	Executive Team Teacher Parent
Loss of Good Standing 3	Case conference, develop intervention plan, may include interagency support Good Standing Card – negotiated timeline	Student Services Team Parent

Loss of Good Standing Card Procedure

1. Parents are informed that the student is to be placed on a Loss of Good Standing Card
2. The student and deputy principal (DP) negotiate the goal and establish boundaries for the Loss of Good Standing project
3. The student is responsible for looking after the Good Standing Card and ensuring it is rated and signed
4. The student checks in with the DP at recess, lunch and home time every day
5. The student reflects on their behaviour choices every day
6. During the Loss of Good Standing period the student is unable to participate in any of the school privileges outline in the policy
7. At the end of the Good Standing period the student regains their Good Standing and is able to participate in all school privileges.

GOOD STANDING CARD - ARDROSS PRIMARY SCHOOL										
Name	Date		Number of days		Points per day to gain back Good Standing					
Goal										
	Mon	sign	Tue	sign	Wed	Sign	Thurs	sign	Fri	sign
8.50										
9.50										
Recess										
11.20										
12.00										
Lunch										
1.30										
2.00										
2.30										
Total										
Student Reflection										
Teacher Rating per session + student rating per day										
2 - Goal achieved										
1 - Goal partially achieved										
0 - Goal not achieved										

Glossary

Administration means Principal, Deputy Principal or delegated member of staff.

Bullying is: A repeated, unjustifiable behaviour, that may be physical, verbal, and/or psychological in nature that is intended to cause fear, distress or harm to others. Bullying is conducted by a more powerful individual or group against a less powerful individual who is unable to actively resist.

Cyber Bullying is Bullying that is carried out through an internet service, such as e-mail, chat room, discussion group or instant messaging. It can also include bullying through mobile phone technologies such as SMS and other social networking sites.

Detention means an area supervised by Administration where a child can reflect on their behaviour or continue to work while having no contact with other students.

EAL/D means English as an additional language or dialect.

Guardian means a person with the legal day to day responsibility for a student.

Harassment is considered to be any unwelcome or unwanted behaviour or conduct which may be anticipated to offend, humiliate or intimidate another person. It often involves ridiculing the characteristics of another person's identity, such as their race, creed, ethnicity, physical features, gender or sexual orientation parenting status or economic status, in order to achieve power over them.

Individual Behaviour Management Plan means a negotiated plan between the Guardian, student and school to provide strategies addressing behaviour modification.

Isolation means an area set aside in the classroom or the Administration area where a child can reflect on their behaviour or continue to work without being easily able to interact with their peers while still being under teacher supervision.

Pink Slip means a Behaviour Warning Slip which is a formatted note to communicate details of student misbehaviour to Administration and Staff.

SAER means Student At Educational Risk.

Special Needs means an intellectual disability of some nature, including autism and cerebral palsy.

Think Sheet means a written work sheet outlining the student's response to an incident.

Time Out is a term used by authorities such as Glasser and Rogers which, in the context of this document, is synonymous with Isolation.

