POSITIVE BEHAVIOUR

OPERATIONAL GUIDELINES

Churchlands Primary School
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A POSITIVE SCHOOL ENVIRONMENT

Churchlands Primary School recognises the role that positive behaviour support plays in assisting students to make appropriate behavioural choices. Educators and staff members aim to create caring and inclusive environments where children feel safe and welcome. The use of ‘Low Key Skills’ and ‘Winning Over’ assist in maintaining positive interactions and are an expectation in all classrooms. Providing an environment where children feel they belong and where the expectations about appropriate behaviour are explicitly stated and taught allows all students to have a clear understanding of the behaviours that are acceptable at our school. Recognising and rewarding appropriate behaviours occurs across the school to reinforce these positive choices. We consistently utilise a positive behaviour system across the school that is focused on proactive, preventative approaches to unproductive behaviours and restorative processes when these behaviours do occur.

SCHOOL AGREEMENTS

1. Take Responsibility
2. Follow instructions
3. Respect everyone and everything
4. Participate and aim to do your best
5. Appreciate and include others

CLASSROOM EXPECTATIONS FOR POSITIVE STUDENT BEHAVIOUR

The School Agreements underpin classroom expectations. Classroom Expectations are negotiated at the beginning of the school year between the class teacher and students under the pillars of the School Agreements. Students are taught explicitly what each Classroom Expectation looks like, feels like and sounds like. Class expectations are reflective of the developmental needs of each classroom. Classroom Expectations are reviewed and refined throughout the year as required. Classroom Expectations are published and shared with parents.

POSITIVE CONSEQUENCES FOR STUDENTS

1. Positive recognition from all staff and their peers.
3. Merit Certificates.
4. Ripper Recess.
5. ‘Bounce Backers’ – recognising use of social skills at school.

RESTORATIVE PROCESS

Restorative questions are asked when students display unproductive behaviours and other people are involved. The questions allow them to reflect on their behaviour and appropriate choices. The process of asking and answering allows reparation of the relationship between the parties involved. This process allows for conflict resolution in mutually agreeable ways.

When challenging behaviour:

- What happened?
- What were you thinking of at the time?
- What have you thought about since?
- Who has been affected by what you have done?
- In what way have they been affected?
• What do you think you need to do to make things right?

To help those affected:
• What did you think when you realized what had happened?
• What impact has this incident had on you and others?
• What has been the hardest thing for you?
• What do you think needs to happen to make things right?

Follow up:
The final stage of the restorative process is to meet with a Deputy Principal at 10.10am on Friday morning in the library. Students will be given an opportunity to orally share their restorative journey.
CLASSROOM POSITIVE BEHAVIOUR SUPPORT SYSTEM: K-6

POSITIVE CLASSROOM ENVIRONMENT
Self-disciplined children and their teachers interact positively and learn together in the classroom without the need to apply MSB procedures. The greater majority of children accept full responsibility for their own behaviour.

(IN CLASSROOM):
Low level teacher-child interaction for unacceptable behaviour. Non-verbal interaction eg. the 'look' of disapproval.
**WARNING:** Teacher asks:
"WHAT ARE YOU DOING?"
"WHAT ARE YOU SUPPOSED TO BE DOING?"
"WHAT CAN YOU DO ABOUT THIS?"
"WHAT IS THE RIGHT CHOICE TO MAKE?"
"IF YOU CONTINUE YOU ARE CHOOSING TO GO TO THE THINKING SPOT."

(IN CLASSROOM):
Child placed in THINKING SPOT completes Bounce Back Reflection Sheet. Teacher records on Classroom Tracking Sheet.

BUDDY CLASSROOM
Child works in isolation on prepared work. Teacher emails parents whenever a child is placed in the buddy classroom. Record is kept by class teacher and Deputy. Recorded on SIS.

ADMINISTRATION MEDIATION
Child placed in time out in Principal’s care, away from the classroom. Parents are notified by administration. Principal/teacher parent/child conference initiated. Incident Report recorded on SIS.

IN SCHOOL SUSPENSION
Time to be determined by Principal/Deputy Principal. Recorded on SIS.

SUSPENSION FROM SCHOOL
The periods of up to 10 school days at a time for unacceptable behaviour. As determined by Principal. Recorded on SIS

EXCLUSION (EXPULSION) FROM SCHOOL
A Exclusion Panel comprising decides whether child shall be excluded/expelled from CPS. Recorded on SIS

Stage 1
Low level teacher-child interaction for unacceptable behaviour. Non-verbal interaction eg. the 'look' of disapproval.

Stage 2
Child placed in THINKING SPOT completes Bounce Back Reflection Sheet. Teacher records on Classroom Tracking Sheet.

Stage 3
Child works in isolation on prepared work. Teacher emails parents whenever a child is placed in the buddy classroom. Record is kept by class teacher and Deputy. Recorded on SIS.

Stage 4
Child placed in time out in Principal’s care, away from the classroom. Parents are notified by administration. Principal/teacher parent/child conference initiated. Incident Report recorded on SIS.

Stage 5
Time to be determined by Principal/Deputy Principal. Recorded on SIS.

Stage 6
The periods of up to 10 school days at a time for unacceptable behaviour. As determined by Principal. Recorded on SIS

EXCLUSION (EXPULSION) FROM SCHOOL
A Exclusion Panel comprising decides whether child shall be excluded/expelled from CPS. Recorded on SIS
PLAYGROUND PROCEDURES FOR POSITIVE BEHAVIOUR

<table>
<thead>
<tr>
<th>Behaviour</th>
<th>Consequence</th>
<th>Repeated or Extreme Behaviour Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Littering</td>
<td>Pick up 10 pieces</td>
<td>See not following staff instruction</td>
</tr>
<tr>
<td>2. No hat</td>
<td>Sit in designated covered area</td>
<td>Timeout on dot in junior undercover area for rest of break</td>
</tr>
<tr>
<td>3. Entry into classrooms without approval</td>
<td>Immediate reprimand</td>
<td>Timeout on dot in junior undercover area for rest of break</td>
</tr>
<tr>
<td></td>
<td>• e.g. Remind them they are not allowed in classroom without supervision and direct them to another area</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Use discretion to notify class teacher of incident</td>
<td></td>
</tr>
<tr>
<td>4. Running on paved areas</td>
<td>Immediate reprimand</td>
<td>Timeout on dot in junior undercover area for rest of break</td>
</tr>
<tr>
<td></td>
<td>• stop, go back and walk</td>
<td></td>
</tr>
<tr>
<td>5. Not following explicit staff instruction</td>
<td>Timeout on a dot in duty area</td>
<td>Escort to front office</td>
</tr>
<tr>
<td>6. Swearing</td>
<td>Immediate reprimand</td>
<td>Extreme (abusive language) Red Card, Front office</td>
</tr>
<tr>
<td></td>
<td>• Timeout for remaining break period</td>
<td></td>
</tr>
<tr>
<td>7. Inappropriate use of equipment</td>
<td>Removal of equipment or student from area for rest of play period</td>
<td>Extreme (using as weapon) Red Card, Front office</td>
</tr>
<tr>
<td>8. Inappropriate physical behaviour – hitting, kicking, punching etc.</td>
<td>Timeout on dot in duty area Follow up with DP</td>
<td>Extreme Red Card Front office</td>
</tr>
<tr>
<td>9. Inappropriate verbal/non verbal Intimidation and threats</td>
<td>Timeout on dot in duty area Follow up with DP</td>
<td>Extreme Red Card Front office</td>
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</tbody>
</table>

Note:

- Record all student behaviours outside the Agreements on the ‘tracking sheet’ during break times (who was in timeout for what) and Deputy Principal to follow up with students.

- Note: The Deputy Principal follow up is not a consequence but restorative practice. (The consequence occurred immediately during the break time. E.g. timeout on dot.)

- Students repetitively escalating require a Positive Playground Behaviour Plan

- Deputy Principal to collect, record and follow-up weekly.
PLAYGROUND POSITIVE BEHAVIOUR SUPPORT SYSTEM: K-6

POSITIVE PLAYGROUND ENVIRONMENT
Self-disciplined children cooperate and interact positively together in the playground without the need to apply MSB procedure. The greater majority of children accept full responsibility for their own behaviour.

Stage 1

Stage 2

Stage 3

Stage 4

Stage 5

Stage 6

Low level teacher-child interaction for unacceptable behaviour
a) Non-verbal interaction eg. the 'look' of disapproval
   Teacher asks: “WHAT ARE YOU DOING?”
   “WHAT ARE YOU SUPPOSED TO BE DOING?”
   “WHAT CAN YOU DO ABOUT THIS?”
   “WHAT IS THE RIGHT CHOICE TO MAKE?”
   “IF YOU CONTINUE YOU ARE CHOOSING TO GO TO THE THINKING SPOT.”

‘SHORT TERM’ WITHDRAWAL FROM PLAYGROUND
Where unsafe and/or unacceptable playground behaviour occurs children will be withdrawn from the playground and asked to sit on ‘think spots’ for the remainder of the break. Names to be recorded on playground tracking sheet in the Duty File. Names are transferred to Playground Behaviour File by Admin.

PLAYGROUND REFERRAL FORM
If child’s name appears in the Deputy Behaviour file for the 3rd time, parents informed by admin staff. Playground Referral Forms are placed in classroom teacher pigeon holes and files in child’s Student Behaviour File. Child is withdrawn from playground for recess or lunch break each time at a length of time to be determined by administration. Recorded on SIS.

PARENT/CHILD/SCHOOL ADMIN CONFERENCE:
After the 4th Playground Referral parents are required to come to the school for School-Admin/Parent/Child conference. Child removed from playground until parents attend the conference. Recorded on SIS.

SUSPENSION FROM SCHOOL
The child will be suspended for a period of up to 10 days at a time. Recorded on SIS.

EXCLUSION (EXPULSION) FROM SCHOOL:
An Exclusion Panel decides whether a child shall be excluded/expelled from CPS. Recorded on SIS.
SCHOOL SPECIFIC ISSUES

Churchlands Primary School is bounded by two busy roads. This necessitates the need for additional measures to be implemented for the safety of the students.

- Children crossing Cromarty Road and Pearson Street are to use the manned crosswalks.
- Children at all times must use paths to walk around carpark, not through it.
- Students are made aware of ‘stranger danger’ and visitors on school business wear a visitor’s badge (distributed by front office).

ROLES AND RESPONSIBILITIES OF THE PRINCIPAL AND DEPUTY PRINCIPALS

Principal and Deputy Principal have agreed to:

- Provide a link between parents and staff;
- Support teachers with behaviour development and management;
- Ensure consistency in the implementation and maintenance of the behaviour management procedures throughout the school.
- Facilitate parent/teacher child conferencing;
- Implement and monitor programs for individual children with behaviour problems;
- Provide relief teachers with guidelines pertaining to behaviour development and management procedures; and,
- Ensure a review committee is established to monitor Churchlands Student Management Plan.

REVIEW DATE

February 2017

HISTORY OF CHANGES

<table>
<thead>
<tr>
<th>Effective Date</th>
<th>Last update date</th>
<th>Policy Version No.</th>
<th>Ref No.</th>
<th>Notes</th>
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<tbody>
<tr>
<td>28 January 2016</td>
<td></td>
<td></td>
<td></td>
<td>This new policy replaces the Behaviour Management in Schools policy. Endorsed by the Director General on 9 December 2015 D15/0557873.</td>
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