

Narrogin Primary School Behaviour Management Policy



Revised on: 17 August 2016

Review On: 17 August 2017

School Board Endorsement: Trent Kensett-Smith

Narrogin Primary School Behaviour Management Policy

This School Behaviour Management Policy has been developed, in consultation with staff, to establish a supportive and caring learning environment for all students at Narrogin Primary School.

The main elements of the policy are consistent with guidelines outlined in the Education Department's Behaviour Management in Schools Policy updated 2016.

To ensure the policy remains consistent with the above guidelines and outcomes, a review will be completed on a biannual basis.

MR DAVID HARRISON
PRINCIPAL

Aims

Narrogin Primary school aims to:

- Create a caring school environment where the rights and responsibilities of the individual are recognised and respected;
- Act collectively with consistency to establish appropriate normative behaviour;
- Establish a clear set of consequences for individuals who do not accept their responsibilities and do not meet school expectations, so they are encouraged to recognise and respect the rights of others; and
- Establish procedures for staff to assist in conflict resolution so that issues can be resolved in a calm, fair and consistent manner.
- We aim to reward and educate students through restorative justice.

School Expectations

School Expectations are outlined in the PBS Behaviour Matrix under the following areas;

- S Safety
- T Tolerance
- A Academic Excellence
- R Respect
- R Responsibility

STARR Expectations

	S Safety	T Tolerance	A Academic Excellence	R Respect	R Responsibility
Whole School	<ul style="list-style-type: none"> Be nut aware Stay in school grounds Walk on veranda, pathways and around corners 	<ul style="list-style-type: none"> Include others Value others Accept differences Avoid yam carrying Give and receive compliments 	<ul style="list-style-type: none"> Use good manners like please, thank you and excuse me Strive for excellence in all school activities Aim for regular attendance 	<ul style="list-style-type: none"> Smile and say good morning to others Follow teachers' instruction straight away Compliment and thank people Respect all members of the school community Wear your uniform, including hat with pride Be polite to guests in our school Use dolphin thoughts and avoid shark thoughts Look after your property and that of the school and others 	<ul style="list-style-type: none"> Eat your own food Make safe choices Put all rubbish in the bin Tell the truth
Before and After School	<ul style="list-style-type: none"> Leave school promptly Go straight home Be road wise Wear a helmet Stay seated on the bus and follow the bus rules Use cross walk correctly 	<ul style="list-style-type: none"> Be aware of younger students and adults 	<ul style="list-style-type: none"> Hand in or switch off electronic devices 	<ul style="list-style-type: none"> Wait quietly in appropriate areas before 8:30 Walk bikes and scooters on school property (Walk your wheels) Wear your uniform around town with pride 	<ul style="list-style-type: none"> Arrive at school between 8:30—8:50 Prepare your materials for the day (get your equipment ready) Sports equipment is for recess and lunch time
Learning Areas	<ul style="list-style-type: none"> Clean up work areas Use equipment safely Walk inside 	<ul style="list-style-type: none"> Accept different teachers' styles and classes Encourage others 	<ul style="list-style-type: none"> Listen attentively Use your inside voices Put your hand up and wait your turn Be active in the pursuit of excellence 	<ul style="list-style-type: none"> Treat others as you would like to be treated Follow individual class expectations Cooperate Ask permission to leave 	<ul style="list-style-type: none"> Start your work straight away Complete your work Stay on task Have your own school supplies and look after them Be on time Try to solve problems before asking for help
Playground	<ul style="list-style-type: none"> Play safely and sensibly Keep your hands, feet and other objects to yourself Wear your hat 	<ul style="list-style-type: none"> Include others in your games Help others Be polite to everyone Watch out for others 	<ul style="list-style-type: none"> Set goal and work towards them Manage your emotions 	<ul style="list-style-type: none"> Respect equipment Follow teachers' instructions Keep your words clean Agree on game rules 	<ul style="list-style-type: none"> Ask for help when needed Try to solve problems before asking for help Wear your hat and your shoes Report any problems to a duty teacher immediately
Undercover Area	<ul style="list-style-type: none"> This is a sports equipment free area unless it is table tennis Hold equipment until dismissed 	<ul style="list-style-type: none"> Be aware of younger students Share eating spaces 	<ul style="list-style-type: none"> Sit down to eat and drink Follow teachers' instructions 	<ul style="list-style-type: none"> Line up and wait your turn at the canteen Ask permission to leave after eating your lunch 	<ul style="list-style-type: none"> Eat your own lunch and recess Eat a healthy lunch Put all of your rubbish in the bin when you have been dismissed

School Wide Positive Behaviour Support

- Teachers will be responsible for teaching weekly expectations as outlined by PBS team.
- Students will be awarded STARR cards for positive behaviour in the classroom, the playground and from support staff
- Teachers assist students to tally STARR cards. 10 STARR cards = 1 wristband
- Teachers encourage students to work towards other behaviour areas (coloured wristbands) once 10 STARR cards and wristband is achieved.
- Weekly Recognition of STARR student by Administration, recorded on SIS and placed on school sign and letter of recommendation sent to caregivers / parents.
- STARR Wristband recognition at assembly and certificate received in class.
- Whole school recognition of positive behaviour, will be rewarded with VIP days, at least 2 a term

Class Expectations

- The STARR matrix will be displayed in the classrooms.
- Each teacher, in collaboration with the class, will develop an ***understanding of STARR*** which will contribute to a positive learning environment. These expectations will be communicated and discussed with the students and parents. Discuss the expected behaviours with the class and the parents at parent meetings.
- The school wide 5 Step Behaviour Management Plan is **used and clearly displayed** in every classroom.
- Prevention of misbehaviour is directly related to the learning environment in the classroom and requires active involvement in the learning program.

Teachers will, where appropriate

- Develop an individual behaviour management plan in partnership with parents.
- Develop in consultation an “Informal Contract”
- Highlight class rules at the time, rely on all children to contribute to discussion.
- Be polite and positive.
 - Model this behaviour
 - Use positives frequently, with an appropriate tone

Playground Duty

Proactive

Teachers need to:

- Wear High Visual Vest
- Carry Walkie Talkie
- Carry Duty Bag
- Move actively around designated areas
- Distribute STARR cards for positive behaviours

Minor Playground Behaviours

Staff members will handle minor playground behaviours “on the spot” (Detention is for major indiscretions). Students will know it was a poor judgement on their part and what is expected of them. Teachers use the language of ‘choice’ in a pleasant tone.

Some examples of low level behaviours include:

Logical & fair consequences (Deal with the issue at the time)

- Walk with me
- Sit down
- Ground improvement
- Remove to another area

- Verbal reinforcement of expectations
- Restorative justice- with another student
- Remove the object

Major Playground Behaviours

- Fighting with the intent of causing harm (physical assault)
- Intimidation (high) and harassment of staff or student
- Verbal abuse – high level
- Wilful damage
- Other as outlined in suspension conditions.

Logical & fair consequences

- Restorative justice
- Detention
- Formal suspension – behaviour fitting into the *9 categories* of suspension that are deemed serious or repetitive. This process is then followed through by Administration.

Detention at NPS is for playground offences

Duty Teachers

- Discuss detention with member of Admin prior to the placement of a student on detention.
- Complete summary sheet in detention file.
- Ensure student and class teacher are aware of detention.

Admin

- Discuss detention with Duty Teacher.
- Use summary sheet to record detention on SIS and contact parent/carer by phone and/or email/letter sent home, in a timely manner.

Duty Supervisor

- Pick up student from front office in timely manner.
- Detention is conducted in Detention Supervisors classroom.
- Ensure no communication between detention students.
- If no detention students, Detention Supervisor to actively assist in yard duty

Student

- Seated separately from other students and will not be permitted to communicate with each other.
- If student is late or fails to attend a detention, they will occur an additional detention.
- Student presents to office with lunch as soon as dismissed from their class.
- Students are not permitted to go to canteen to purchase icecreams etc before coming to detention.
- Students may only communicate with detention supervisor.

Support

A teacher who has difficulties with behaviour management or a difficult class

- Develop a critical friend or collaborative partner
- Use of CMS trained teachers, PBS & Admin
- Buddy class- take difficult children for a time

Relief Teachers

Class teachers are expected to:

- Leave a copy of school matrix and 5 Step Management plan and a timetable (this needs to be visible or copy with lessons)
- Leave lesson plans or daily work pad that are easy to follow.
- When aware you will be away, emphasize the expected behaviour, when relief teachers are in the class to students.
- Ask relief teachers to feedback on their day and what you need to follow up on.
- Teachers make it clear to relief that they can ask for help.

RIGHTS AND RESPONSIBILITIES

All parties have the responsibility to follow the school guidelines

Students have the RIGHT to:

- respect, courtesy and honesty;
- learn in a purposeful and focussed environment;
- work and play in a safe, secure, friendly and clean environment;
- be free of bullying or harassment by other students

Staff have the RIGHT to:

- respect, courtesy and honesty;
- work in a safe, secure and clean environment;
- cooperation and support from parents.

Parents have the RIGHT to:

- respect, courtesy and honesty;
- be informed of procedures and decisions affecting their child's health and welfare;
- be informed of their child's progress;
- line of communication parents; (document)

Administration have the RIGHT to:

- respect, courtesy and honesty;
- cooperation and support from students, teachers and parents;
- work in a safe, secure and clean environment.

Students have the RESPONSIBILITY to:

- make sure their behaviour is not disruptive to the learning of others;
- help in keeping the school environment neat, tidy and safe;
- make sure they are punctual, polite and display a positive manner;
- behave in a way that protects the safety and well being of others;

Staff have the RESPONSIBILITY to:

- model respectful, courteous and honest behaviour;
- ensure that the school environment is kept neat, tidy and secure;
- establish positive relationships with students;
- ensure good organisation and planning that reflects the needs of the students;
- encourage and involve parents in the educational process;

Parents have the RESPONSIBILITY to:

- ensure that their child attends school;
- ensure that the school is informed of any conditions that may effect their child's learning;
- ensure that their child is provided with appropriate materials to make effective use of the learning environment;
- support the school in providing a meaningful education in order to achieve optimum outcomes for their child;
- support the school in managing their child's behaviour so effective learning can take place for all students.

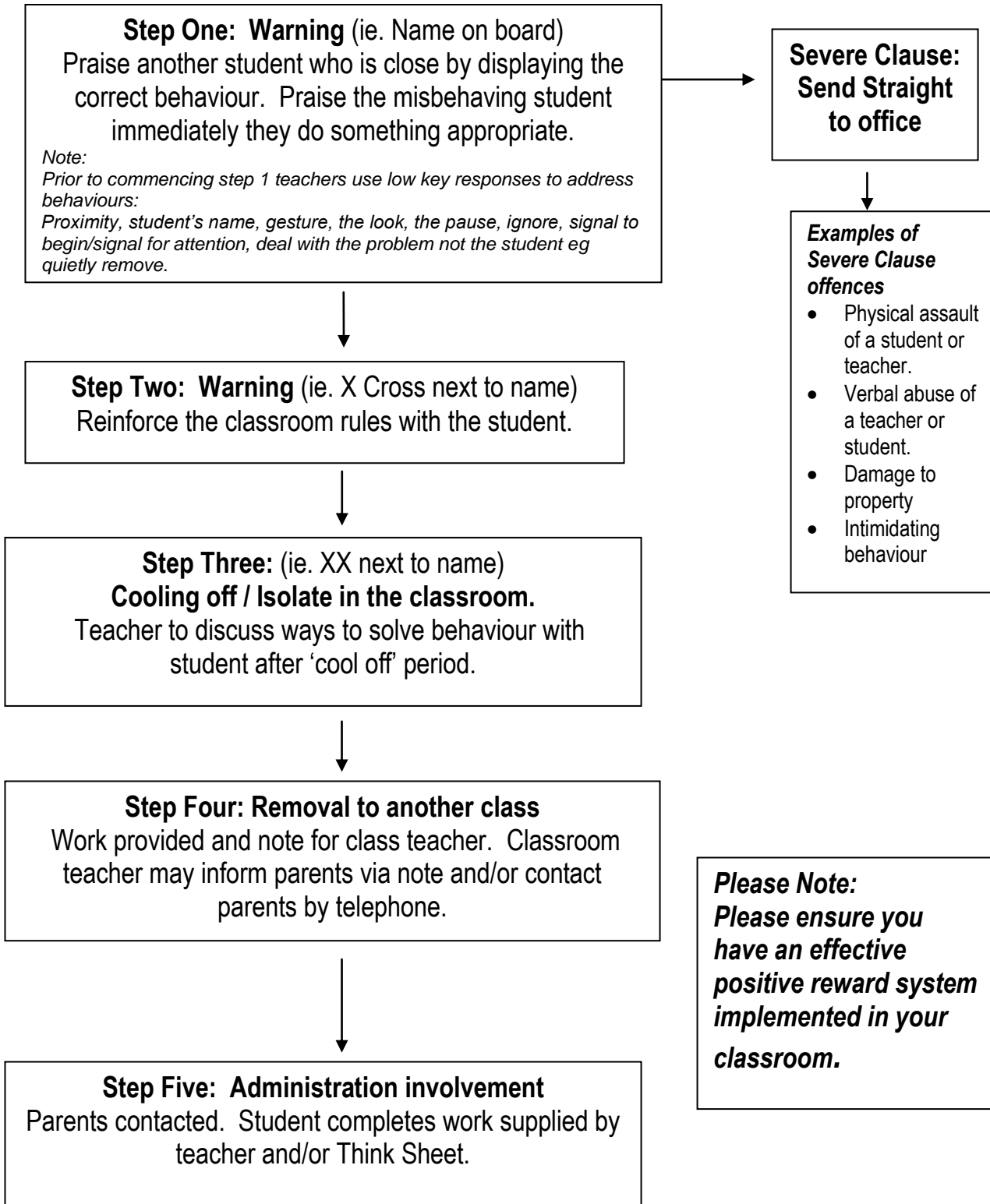
Administration have the RESPONSIBILITY to:

- support teachers with behaviour management;
- ensure consistency in the implementation of the behaviour management procedures throughout the school;
- facilitate parent/teacher/child conferencing;
- assist with the design and implementation of programs for individual children with behaviour and learning problems;
- provide relief teachers with guidelines pertaining to behaviour development and management procedures;
- elicit support of outside agencies in collaboration with parents;
- document significant student misbehaviour and corrective strategies and inform parents as necessary;
- provide a link between parents and staff.



5 Step Behaviour Management Plan

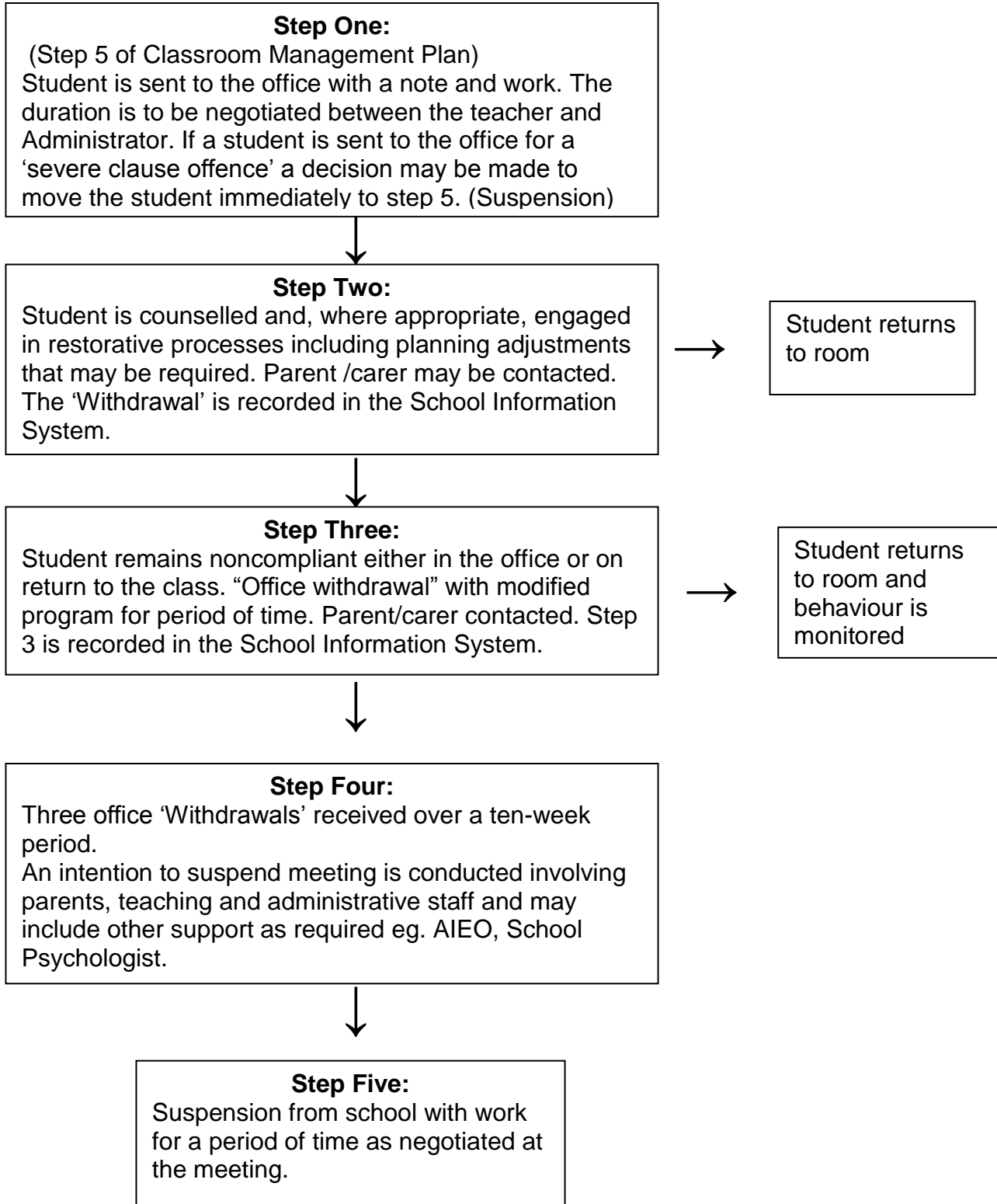
Classrooms





5 Step Behaviour Management Plan

Administration Involvement





5 Step Behaviour Management Plan

School Rewards

STARR Student (Class Teacher)

Each week a STARR student will be selected from each class to be rewarded at the office and recorded on SIS.

STARR students are chosen from students who have received a STARR card for that week. A STARR student letter of commendation is sent home.

All students are eligible.

STARR Wristband (Admin)

Each STARR card is tallied in class by students or teacher.

10 STARR cards = 1 wristband.

Once a wristband is awarded for a behaviour area students are encouraged to work towards another behaviour area.

STARR wristband students are acknowledge at assembly and awarded with a certificate in class.

A new year starts a new tally.

All students are eligible.

VERY IMPORTANT PERSON Day (VIP Day) (Admin)

There are 2 or more each term to reward our well behaved students. It involves a longer recess. All staff will go out to the playground areas to join students. A staff vs student game is sometimes organised.

Students who have received school detention or suspension are ineligible for this reward.

PRINCIPAL'S COMMENDATION LETTER (Admin)

Commendation letters are sent home by the Principal to parents/carers of students who have been nominated by their teachers.

All students are eligible.

HONOUR CERTIFICATES (Teachers and Specialist Teachers)

These cover a range of behaviours like attendance, good work, and improvements. These are awarded at assemblies.

All students are eligible.

OTHER REWARDS (All)

Incursions, excursions, special days, canteen vouchers.

These rewards vary as decided by staff and students.

For class rewards refer to Teacher Classroom Management Plans

From time to time students, parents or staff may suggest a new idea to try out!

TEACHER GUIDELINES

Teachers reward **positive behaviours** with STARR cards, see STARR matrix.

PBS Weekly Focus is discussed and implemented in classes.

STARR card and wristbands are acknowledge and celebrated.

Teachers use the **low key responses** before commencing students on the five step plan. Proximity, student's name, gesture, the look, the pause, ignore, signal to begin/signal for attention, deal with the problem not the student eg quietly remove.

A **class behaviour monitoring grid** will be used by all years 2-6 teachers including support and specialist teachers (example provided). The grid is also recommended for K-1 teachers.

A **package of work** is provided for students who are sent to withdrawal or buddy class for years 2-7 students. The work would be sufficient so that they can work independently.

The practice of **sending students outside** is not encouraged. Students who are sent outside for a short period must be placed in an area where they may be easily observed by the teacher.

Student Behaviour Tracking Sheet Example

Teacher

Room

Date	Name	1	Reason	2	Reason	3	Reason	4	Reason	5	Reason	Notes

Reasons

- | | | | |
|--------------------|-------------------------|--------------------------|-----------------------------|
| 1 Talking | 4 Not Doing Work | 7 Inappropriate Language | 10 Other (Please Make Note) |
| 2 Calling Out | 5 Annoying Others | 8 Insolence | |
| 3 Disturbing Class | 6 Refusing Instructions | 9 Throwing Things | |