

Behaviour Expectations Policy

PURPOSE

Two Rocks Primary School (TRPS) believes that Behaviour Expectations and Management encompass both preventative and restorative actions within the school setting.

To create a positive environment throughout the school where teachers and students can work together in harmony.

To create a caring school environment where the rights and responsibilities of all individuals are recognised and respected.

To recognise those members of the school community whose exemplary behaviour promotes a positive and caring school environment.

To establish a set of rules that protects the rights of all individuals.

To establish a clear set of consequences for individuals who do not accept their responsibilities and behaviour inappropriately.

To establish procedures so that conflict can be resolved in a positive manner.

To prevent misbehaviour through the teacher's use of Instructional Skills such as Active Participation and Framing Questions; positive classroom cohesion, inclusiveness and a safe classroom environment.

To provide challenging, appropriate, relevant and enriching learning activities through the effective use of a range of instructional strategies such as cooperative learning to increase student motivation and provide a positive medium for the positive teaching of social skills.

Responsibilities

Students have a RESPONSIBILITY to:

Know the school rules

Ensure that their behaviour is not disruptive to others.

Ensure the school environment is kept neat, tidy and secure.

Ensure that they are punctual and polite.

Behave in a way that protects the safety and wellbeing of themselves and others.

Be prepared for school activities and be responsible for their own learning.

Staff have a RESPONSIBILITY to:

Model respectful, courteous and honest behaviour

Ensure the school environment is kept neat, tidy and secure.

Establish positive relationships with students and parents through regular contact.

Ensure good organisation and planning.

Report student progress to parents.

Treat students fairly.

Parents have a RESPONSIBILITY to:

Ensure their child attends school.

Ensure that the physical and emotional condition of their child is at optimum for affective learning.

Support the school in providing a meaningful education for their child.

Be familiar with school rules.

Achieving a Supportive Culture

1. **Student Councillors** are elected in order to provide support for the student body and to provide positive role models.
2. **Excursions/Incursions** are used to enhance the learning program.
3. **Sports equipment** is available during breaks to encourage students to be positively engaged in activities.
4. **Faction Sporting Carnivals** - students are encouraged to attend carnivals where the focus is on full participation.
5. **Role Models** - staff provide positive role models. Students are also encouraged to model positive behaviours.
6. **Mega Rewards** which reward good behaviour with a special activity.

Furthermore our staff actively participate in implementing a whole school program of “You Can Do It!” which encourages and promotes the following key life skills:

1. Resilience
2. Getting Along
3. Organisation
4. Confidence
5. Persistence

Achieving a Positive Learning Environment and Managing Positive Behaviour

Positive reinforcements, attitudes, body language and role models are important in each individual classroom and throughout the school as a whole. Each member of teaching staff have been specifically trained in Classroom Management Strategies (CMS) and implement a consistent approach to behaviour expectations and management throughout the school.

Whole School Reinforcements:

- Faction Tokens
- Honour Certificates
- Aussie of the Month Awards
- Letter of Commendation – linked to “Five Keys to Success”

- Mega Reward activities each Term
- Assembly recognition
- Newsletter - comments to the community and publication of student work
- Displays of student work and photos around the school
- Library displays of student work
- Publicity in local newspapers
- Rocky Bear for Attendance
- Tidy Cop Bear

Classroom Reinforcements:

- Verbal praise
- Positive body language
- Stamp/stickers
- Class banking system
- Prizes may be given for organised events or particular situations.
- Special class duties
- Faction Tokens
- Group competitions
- Sent to Associate Principals or Principal for reward for individual effort.
- Expect and model high standards of work
- Highlight examples of work of high standard
- Whole class incentives
- Individual reward systems
- 'Good News' phone calls or emails.

Behaviour Expectation Procedures at Two Rocks Primary School

The Two Rocks Primary School Community supports the rights of staff and students to work in a learning environment that enhances the opportunity to learn without interruption caused by disruptive behaviour. No one has the right to hinder the progress of others. All staff will develop and adopt a consistent approach to managing student behaviour to achieve positive outcomes throughout the entire school day.

A positive classroom environment will be conducive to the production of effective outcomes. All staff need to, and will, employ a range of effective classroom management strategies as per their CMS training that will decrease the likelihood of inappropriate and disruptive behaviour.

Overview of Procedures

Positive Incentives for Managing Student Behaviour

Rewarding students in a positive manner is a major strategy in effective management. Each classroom has established a clear system of rewards and these have been developed in conjunction with the establishment of their Classroom Rules.

The following school based incentives are also in place for teachers to use:

- Honour Certificates
- Aussie of the Month Award
- Letter of Commendation
- Home Reading Certificates
- Mega Reward
- Faction Tokens

All staff have the flexibility to implement a procedure that reflects the agreed School Behaviour Expectation Policy. It is expected that these will be implemented in a manner which is fair, consistent and equitable to all students.

Steps in Management of Behaviour Expectations

- Proximity Praise and Reward
- Rule Reminder
- Orange Slips
- Warnings
- Isolation in Classroom
- Isolation in a Buddy Classroom
- Community Service

- Withdrawal from play
- Withdrawal from classroom (In School Suspension)
- Suspension
- Exclusion

All consequences from Orange Slips onwards will be recorded on the student's profile on SiS.

Proximity / Praise Reward:

Praise students who are behaving appropriately, praise the misbehaving student when they have done something that is positive, prompt or re-direct the student's attention, check that they can cope with the activity, quietly talk to them about the reason for their misbehaviour.

Rule Reminders:

Reinforce or direct questions about the class rules.

Warnings:

Verbal reprimands according to individual classroom procedures.

Isolation in the Classroom:

Use of "Thinking / Reflection" area. Student could be asked to complete Reflection or Goal Setting Sheet.

Community Service:

Given to students for repeated classroom or playground offences. This may include task such as rubbish collection; replacing books on Library shelves etc... Monitored by Admin, Duty Teacher or Classroom Teacher.

Withdrawal From Class, Breaks or Other School Activities:

A school administrator may withdraw a student from classes, breaks or other school activities as part of the school's planned behaviour support response. This action will happen as close as possible to the time of the breach of school discipline to provide an opportunity to:

- Calm in circumstances where the student has become unable to self-regulate; and/or
- Reflect on and learn from the incident including, where appropriate, engage in restorative processes; and/or
- Evaluate prior behaviour support and negotiate and plan adjustments that may be required; and/or
- Continue a learning activity in a less stimulating environment.

Parents/Carers will be notified of any withdrawal via a phone call or written communication.

Temporary Placement in Buddy Classroom or Administration:

All classes throughout the school have a "Buddy Class". This situation is to set up a support for class activities between students and to help establish strong bonds and relationships between students. It may also be used where a disruptive student can be isolated from their peer group for a period of time nominated by the teacher. In such cases work will be provided by the class teacher. A reflection sheet is available which may be completed during this time. A copy of this reflection sheet may be sent home to parents for them to read and sign. Should a student not settle in the Buddy Classroom setting then they will complete their withdrawal in the Administration area.

Withdrawal from Play:

Given to students for repeated classroom or playground offences (four in any one day which have been recorded on a Behaviour Slip) and is monitored through the "Orange Slip" system by Admin. A detention may also be given automatically if an offence is deemed serious. Parents will be informed that their child has received a Withdrawal from Play. The student will be withdrawn from play and supervised in Administration or nominated area during a recess or lunch break by the Admin team. Students who receive three or more Withdrawals within a term may not be eligible to attend Mega Reward activities. Teachers should discuss individual cases with Admin.

Withdrawal from Class (In School Suspension):

This is a severe procedure and not one undertaken lightly. The student remains at school but is isolated from other students and supervised by Admin but will continue to complete their learning program activities. They will be given alternate recess and lunch breaks to other students in the school. Their parents/carers will be notified of this procedure through written information.

Suspension:

The Principal may suspend a student from attendance at school as part of the school's behaviour support plan. Suspension may be for the whole or part of each day during the suspension period. Parents/Carers will be notified before a decision of suspension is made, except in exceptional circumstances.

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 students, students or staff to calm and recover; and/or
- For all to reflect on and learn from the incident, including, where appropriate, participating in restorative processes; and/or
- For the school to evaluate existing behaviour support plans, meet with any internal or external stakeholders, seek advice on how to better support the student and put in place any adjustments to plans, resources, staff or strategies that may be required; and/or

- For the parent/carer to meet with the school to discuss how to improve the coordination between school and home to help the student behave more appropriately at school.

Notwithstanding the above, suspension is understood to be a severe sanction and is reserved for use in severe circumstances.

Exclusion:

An exclusion order is the most extreme sanction that can be applied to a student in a public school and as such is reserved for the most serious breaches of school discipline in the most serious circumstances.

The Principal may recommend to the Director General that a student be excluded from attending school as part of the school's behaviour support plan. Only the Director General can exclude a student. Exclusion may be temporary or permanent.

Red Alert Assistance Card

Each classroom has been issued with a Red Star, which is clearly marked, denoting its origin, to be used when Admin support is required to that area. It is to be stored in a prominent place so that it is easily accessible. It is to be sent to the office with two students. The response to this request will be immediate.

Rationale behind the Behaviour Expectations Policy

Appropriate behaviour is recognised on all possible occasions. This is at whole school and class level - e.g. Honour Certificates, Class Point Competitions, Raffles, Aussie of the Month, and Letters of Commendation. Students who have consistently displayed appropriate positive behaviour will be eligible to attend termly Mega Reward activities.

Students who are repeat offenders will be offered the opportunity for referral to other agencies, which may be able to support them, the school and their parents, to develop strategies to manage their behaviour. This would be through a team approach that could include the School Psychologist, referral to a Medical Practitioner, Sporting Groups or other Mentoring Agencies.

Parents will always have the opportunity to discuss their child's status with the Administration. At all times the school will encourage and foster a team approach, where Parents are an integral part of the management of their child's behaviour.

The students will recognise that there is a logical consequence for inappropriate behaviour at all times. At a classroom level this will be part of the class discipline procedure. In the playground the Duty Staff will assume responsibility for ensuring positive behaviour.

Out of bounds areas are known by students. The areas around classrooms will be known as passive play areas. Therefore ball and running games will be excluded in these places.

Low Key Skills

Definition:

The things that staff say or do to prevent or respond to unproductive behaviour when it first occurs.

When used quickly these actions can efficiently control or diffuse a problem before it escalates.

Examples:

Winning Over:

Employed to encourage students to bond positively with staff.

Signal to Begin:

A routine sequence of staff behaviours that result in whole class attention/focus on that member of staff.

Transitions:

A sequence of staff instructions that create orderly movement of students/equipment

Minimal Verbal:

The skill of using as few words as possible to communicate that a behaviour is unproductive.

The Pause:

To deliberately stop speaking to communicate that a specific behaviour is unproductive.

The Look:

The deliberate use of extended eye contact towards a specific student.

Non-Verbal:

The skill of using body language to communicate that a behaviour is unproductive.

Proximity:

When a staff member moves around the room during a task.

Deal with the Allies:

During an intervention with a student first neutralise the involvement of other students who seek to prolong or escalate the initial interruption.

Type of Response:

To explicitly indicate to students how they should respond during class interactions.

Weapons in School

Under the Weapons Act 1999 “it is an offence to carry or possess a weapon; purchase, sell or supply a weapon; and/or manufacture a weapon”.

Students are not to be in possession of weapons on school grounds or at any school activity. Any student who is aware of a weapon on school grounds or at school activity must bring this information to the attention of school staff.

Incidents involving weapons will be dealt with as a serious breach of school discipline and students will be suspended immediately under Regulation 44(2) of the school Education regulations 2000.

At Two Rocks Primary School we rigorously enforce this Act and any student found in possession of a weapon will be immediately suspended from school, their parents will be notified in accordance with suspension procedures and the police will be informed, and the incident will be entered on the Department of Education’s Incident Notification System.

The following list includes some of the items which are classified as weapons but it should be noted that this is not an exhaustive list:

- Firearms
- Spray Weapons
- Knives, including Flick Knives
- Switch Blades
- Swords
- Machetes
- Spear guns

Students Suspected of Intoxication

The possession or use of illegal substances is not acceptable under any circumstances.

Student intoxication on school grounds or at a school activity is unacceptable. Staff will respond swiftly and consistently wherever a student is reasonably suspected of being intoxicated. Intoxication however will not be treated as a breach of school discipline. The immediate priority will be the health and well-being of the student with follow up support and education offered.

While intoxication itself is not considered a school disciplinary breach this will not prevent the Principal from reporting the matter to the police.

Behaviour and Attendance

All absences from school reduce a student's capacity to maximise opportunities for learning. Multiple absences can very quickly translate into cumulative educational disadvantage, which in turn, leads to an increase in the likelihood that the student will experience difficulties meeting behavioural expectations at school.

The only basis for enforcing absence from school on behaviour grounds for a student in the compulsory years of schooling is suspension (Section 90, School Education act & Regulations 43-46) and exclusion (Sections 91 – 94 of the act).

Behaviour and Disability

Staff must be aware that some forms of disability may involve symptoms or manifestations over which the student has little or no control but which may look like poor discipline. Students will not be punished for their disability.

Bullying Prevention Policy

Creating A Safe Learning Environment:

This school community believes that the Learning and Working Environment for all staff and students should be safe and free from violence, harassment and bullying of any kind.

The safe working environment is outlined in the statements of an individual's rights. Bullying, violence and harassment will not be tolerated as they infringe on the fundamental right to safety and fair treatment. Bullying refers to a wilful, conscious desire to hurt, threaten or frighten. This may be physical or verbal in nature and is ongoing over a period of time. This also includes Cyber Bullying whereby students are contacted via technology. It gives power through creating ongoing pain, fear and humiliation.

This school will not allow such behaviour in any circumstances.

Reporting Bullying

All victims of bullying are encouraged to report any incidents of this behaviour to members of staff or parents/carers. The school will always investigate and deal with these reports.

A Bullying Register is held in the Associate Principals' office.

Through the incorporation of our Values program, You Can Do It, into our teaching and learning program, students will be encouraged to learn strategies that will help them to deal with situations of bullying and harassment without escalating the problem.

Parent Support

The school will communicate to parents our need for their help and cooperation in dealing with these and associated issues. The problem will be dealt with in an open and transparent process.

Definitions

Breach of school discipline

Any act or omission that impairs the good order and proper management of the school.

Bullying

When an individual or group misuses power to target another individual or group to intentionally threaten or harm them on more than one occasion. This may involve verbal, physical, relational and psychological forms of bullying. Teasing or fighting between peers is not necessarily bullying.

Bystander

Bullying also involves children who may not be directly involved in the bullying nor are they directly bullied, who are referred to as “bystanders”. A bystander is someone who sees the bullying or knows that it is happening to someone else.

Code of Conduct

Describes the school community’s expectations of student behaviour and management procedures to implement the code. The school dress code does not form part of the code of conduct.

Conflict

Involves a disagreement where one or both party’s needs are not being met. It does not involve an abuse of power, even if the parties do not have perceived equal power.

Cyber Bullying

This involves the use of information and communication technologies such as e-mail, text messages, instant messaging, social networking sites and websites to engage in the bullying of other individuals or groups. This technology provides an alternative means for verbal, relational and psychological forms of bullying.

Education Instruction

Delivery of appropriate education (programs) both in and beyond the classroom through a variety of contexts including a teacher, computer program etc.

Education Program

An organised set of learning activities designed to enable a student to develop knowledge, understanding, skills and attitudes relevant to the student’s individual needs.

Harassment

Offensive, humiliating, threatening, abusive or intimidating behaviour that is directed at individuals or group/s for either perceived or real attributes. It includes gender, religious, age, race and sexuality based harassment.

Parent

In this policy the term 'parent' will be used for brevity, but also includes caregivers who may not be the student's parents. Parents are classed as being partners in their child's education and as such will be communicated with on a regular basis by staff via phone calls, emails or interviews.

Personal Use of Mobile Electronic Devices:

Mobile Electronic Devices (MEDs) include a range of devices including but limited to smartphones, tablets and laptops. TRPS does not implement a "Bring Your Own Device" policy but rather provides MEDs for student use, therefore students are required to leave their MEDs at Administration prior to the start of the school day and collect them from there at the end of day. Any student who chooses not to do this is entirely responsible for any loss or damage. Any student found with a MED during the school day will be required to take it immediately to Admin.

Physical Bullying

This includes repetitive low level hitting, kicking, pinching, pushing, tripping, "ganging up", unwanted physical or sexual touching, and damage to personal property. High levels of physical assault may be classified as violence.

Physical Contact

When a staff member uses physical touch but not to the level of restraint for the purpose of caring for, correcting or directing a student. In most instances this will involve little or no force.

Physical Restraint

When one or more members of the Administration team use bodily force, intentionally, to limit a student's freedom of movement against their will when they are a danger to themselves, other students or staff. Physical restraint of a student is only used:

- In circumstances where a student's emotional or behavioural state prevents other strategies from being successful; and
- Where that emotional or behavioural state poses imminent risk of harm to self or others or risks significant damage to property; and
- Will be for the minimum amount of time needed for the student to recover an emotional or behavioural state whereby less restrictive strategies may be successful.

Procedural Fairness

A process that demonstrates procedural fairness is one in which:

- decision makers act fairly and provide reasons for decisions;

- the person affected is given a fair hearing;
- all parties to a matter have an opportunity to put their case where an
- adverse decision or finding is made; and
- all relevant arguments are considered and irrelevant arguments are excluded.

Protective Isolation

A specific form of student withdrawal that may be considered for use with students whose behaviour places themselves or others at risk of harm. It is a planned intervention that provides the chance for a student to be removed from their regular school environment and be placed into a location, on their own that is safe for themselves and others. It will only be used when other less restrictive strategies have proven unsuccessful.

Psychological Bullying

This includes repeated stalking, threats or implied threats, unwanted email or text messaging, abusive websites, threatening gestures, manipulation, emotional blackmail and threats to an individual's reputation and sense of safety.

Relational Bullying

This usually involves repeatedly ostracising others by leaving them out or convincing others to exclude or reject another individual or group from their social connections, making up or spreading rumours and sharing or threatening to share others personal information.

Restorative Practice

The practice of managing conflict and tension by refocussing on repairing harm and strengthening relationships. It endeavours to replace punitive disciplinary processes with those that support the student to restore relationships harmed by their behaviour.

School Activity

An activity that is organised or managed by a member of the school staff as part of his or her duties.

School Community

All members of the school staff – both teaching and non-teaching, all students attending the school and all parents and family members.

Serious breach of school discipline

A breach of school discipline that is set out in the school's code of conduct as a serious breach of school discipline; or that adversely affects, or threatens, the safety of a person at the school.

Verbal Bullying

This involves the repeated use of words to hurt or humiliate another individual or group. Verbal bullying includes using put-downs, insulting language, name-calling, swearing, nasty notes and homophobic, racist or sexist comments.

Violence

Incidents where a person is intimidated, threatened, physically assaulted or where property is deliberately damaged by another individual. It is an extreme use of force often resulting in injury or destruction. Violence does not necessarily involve an imbalance of power and can be a one-off incident.

GOLDEN RULES

- Follow directions given by all staff.
- Work & play without disrupting others.
- Cooperate at work & play.
- Keep hands, feet & objects to yourself.

Behaviour Management

Student Name:

Class:

Date:

Issuing Teacher:

<u>Orange Slip:</u> 1. Constantly talking 2. Walking around the room 3. Calling out 4. Distracting others 5. Making noises 6. Constantly off task 7. Answering back 8. Rudeness or bad manners 9. Not keeping hands/feet to self 10. Not following instructions 11. Poor playground behaviour 12. Teasing others	<u>Recess/Lunch Withdrawal:</u> 13. Vandalism/graffiti 14. Crude/racist remarks or gestures 15. Throwing objects 16. Spitting 17. Swearing 18. Stealing 19. Leaving class without permission 20. Verbal/physical threat to other students or staff	<u>Suspendable:</u> 21. Violation of school code of conduct, BEP, school or classroom rules 22. Wilful destruction of property 23. Verbal/physical intimidation of students or staff 24. Refusal to follow direct instructions
8:15 – 10:30		
Recess		
10:50 – 12:50		
Lunch		
1:30 – 2:45		