

## BEHAVIOUR MANAGEMENT POLICY

### Rationale

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 Department of Education's Student Behaviour in Public Schools Policy - 3 October 2018 update.

### 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 behavioural norms.
- 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.
- 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.

### Guidelines – 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;

#### 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;

- 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)
- ensure that the school is informed of any conditions that may affect 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 RIGHT to:**

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

#### **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.

### **POSITIVE BEHAVIOUR SUPPORT (PBS)**

As a school wide initiative, PBS is integral to the operation of the school and all staff members are required to actively support the program.

#### **Role of the PBS Committee**

- Undertake regular review and refinement of the program.
- Identify a weekly PBS teaching focus and communicate this with other staff.
- Nominate VIP Recess dates at least twice per term.

#### **Role of the Classroom Teaching Staff**

- Provide an engaging learning environment to actively prevent misbehaviour.
- Model the STARR Expectations at school.
- Display the STARR matrix in the classroom.
- Teach the weekly PBS teaching focus using available resources (including lessons, podcasts and other resources).
- Discuss the expected behaviours with the class and the parents at parent meetings.
- 5 Step Behaviour Management Plan is used and clearly displayed in every classroom.
- Award STARR cards throughout the week for positive behaviour in the classroom and playground.
- On Friday afternoon, select a STARR student and reward them with a certificate (1/4 A4 size), pencil and sticker/s. Ensure the STARR student writes their name and class

on the board in the undercover area.

- Identify students who have received 10 STARR cards in any area and send them to the office to receive a STARR band or pin.

#### Role of Administration Staff

- At the beginning of each term, conduct class visits to deliver STARR certificates and rewards to each classroom and to discuss the STARR expectations.
- Any member of the administration staff may reward a student with their STARR band or pin; however, wherever possible, a principal or deputy principal will do so.
  - 10 STARR cards = STARR band.
  - STARR Band + 10 STARR cards = Coloured STARR pin.
  - STARR Band in each of the 5 areas = Gold STARR pin.
- Ensure that students who have received a STARR band or pin are recognised at assembly. This is done by calling out the child's name and all recognised children standing for a round of applause.
- At the conclusion of the whole school assembly, each child who has been recognised as the STARR Student of the Week or received a STARR band/pin will spend 5-10 minutes at a 'Party with the Principal' hosted by a member of the Administration team.

#### School Expectations

As a PBS (Positive Behaviour Support) School, Narrogin Primary School takes a proactive approach to support student learning and social behaviour. Our well-established 'STARR Expectations', are actively taught to ensure that students demonstrate:

**S** Safety

**T** Tolerance

**A** Academic Excellence

**R** Respect

**R** Responsibility

The STARR expectations are further defined in the Narrogin Primary School STARR Behaviour Matrix (see attachment 1).

#### PLAYGROUND DUTY

Staff at Narrogin Primary School actively monitor the playground during break times. In doing so they are required to:

- Wear a 'Hi-Vis' vest
- Carry a 'Two-Way Radio' tuned to channel 8
- Carry a 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'. 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 and should deal with the behaviour using a logical and fair consequence. Some examples of low level behaviours and consequences include:

Minor Behaviours	Sample Consequences
<ul style="list-style-type: none"><li>• Swearing - low level</li><li>• Play fighting/minor scuffle</li><li>• Pushing/excessive tackling</li><li>• Taking balls, equipment, not</li></ul>	<ul style="list-style-type: none"><li>• Walk with me</li><li>• Sit down</li><li>• Ground improvement</li><li>• Remove to another area</li></ul>

<ul style="list-style-type: none"> <li>following game rules set</li> <li>Running in unsuitable areas</li> <li>Leaving school ground to get balls without permission</li> <li>No hat</li> <li>Back chatting, name calling</li> <li>Not following teacher instructions</li> </ul>	<ul style="list-style-type: none"> <li>Verbal reinforcement of expectations</li> <li>Restorative justice - with another student</li> <li>Remove the object</li> </ul>
---	---

### Major Playground Behaviours

Major playground behaviours will typically result in a detention or suspension, depending on the behaviour. Narrogin Primary School has zero tolerance for any physical assault with intent to harm and therefore, a student will be immediately suspended.

Major Behaviours	Sample Consequences
<ul style="list-style-type: none"> <li>Fighting with the intent of causing harm (physical assault)</li> <li>Intimidation (high) and harassment of staff or student</li> <li>Verbal abuse – high level</li> <li>Wilful damage</li> <li>Other as outlined in suspension conditions</li> </ul>	<ul style="list-style-type: none"> <li>Restorative justice</li> <li>Detention</li> <li>Formal suspension – behaviour fitting into the <i>9 categories</i> of suspension that are deemed serious or repetitive. This process is then followed through by Administration</li> <li>Loss of Good Standing</li> </ul>

### Detention

Detention typically occurs the day/s following playground misbehaviour. To place a student on detention the staff member should:

- Complete the detention summary sheet.
- Notify the student, the student's classroom teacher, administration and the detention teacher.

Administration will:

- Record the behaviour on SIS.
- Notify the parent/guardian.

The Detention teacher will:

- Pick up student from front office in timely manner.
- Conduct detention in their classroom.
- Ensure no communication between detention students.
- Ensure follow up for non-attendance or persistent poor behaviour.

### 5 STEP BEHAVIOUR MANAGEMENT PLAN

At Narrogin Primary School, negative behaviours are addressed using a 5 Step Behaviour Management Plan. During steps 1-3, students receive two warnings from the teacher and on the third occurrence of negative behaviour, are isolated in the classroom to 'cool off'. If the negative behaviour continues after a 'cooling off' period, the student reaches step 4 and will be removed to another class for a short period of time. If the student refuses, is disruptive or continues to behave in a negative way

Refer to attachment 2

### SUPPORT FOR PERSISTENT BEHAVIOUR PROBLEMS

All teachers at Narrogin Primary School are trained in Classroom Management Strategies (CMS) within 2 years of commencement. A teacher who has ongoing difficulties with general behaviour management or a difficult class will:

- Develop a critical friend or collaborative partner
- Attend further CMS training
- Seek support from CMS trained teachers, PBS & Admin

For students with persistent challenging behaviour, teachers will, where appropriate:

- Develop an individual behaviour management plan in partnership with parents
- Develop in consultation an "Informal Contract"
- Consult with Admin to seek support from the Schools of Special Educational Needs (Behaviour and Engagement)

### **RELIEF TEACHERS**

To ensure consistency in their absence, classroom teachers are required 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.
- Prior to an absence, emphasize to students the expected behaviour when relief teachers are in the class.
- Encourage relief teachers to provide feedback on their day and what you need to follow up on.
- Encourage relief teachers to seek help if required.

### **SCHOOL REWARDS**

STARR Student of the Week (Class Teacher)

- Each week a STARR student will be selected from each class.
- STARR students are chosen from students who have received a STARR card for that week.
- The student will be recognised by their teacher with a STARR Student of the Week certificate, a pencil and a sticker.
- The student will write their name and class on the STARR whiteboard in the Undercover Area.

*All students are eligible.*

STARR Wristband or Pin (Admin)

- Each STARR card is tallied in class by the student or teacher.
- Once they have received 10 STARR cards, the student receives a STARR Band.
- If a student receives a STARR band and a further 10 STARR cards, they receive a STARR pin.
- STARR wristband students are acknowledged at the assembly and awarded with a certificate sent to their class.
- A new year starts a new tally.

*All students are eligible.*

VERY IMPORTANT PERSON (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, suspension or do not hold Good Standing are ineligible for this reward.*

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 will receive one throughout the year.*

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

## TEACHER GUIDELINES

- Teachers reward **positive behaviours** with STARR cards, see STARR matrix.
- PBS Weekly Focus is discussed and implemented in classes.
- STARR card, wristbands and pins are acknowledged 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 e.g. 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.
- Students have a 'clean slate' when they start with a specialist teacher.
- A **package of work** is provided for students who are sent to withdrawal or buddy class for year 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.

## GOOD STANDING

Good Standing will further encourage positive behaviours at Narrogin Primary School, to ensure the safety of staff and students. Only students with Good Standing will be permitted to participate in camps, excursions, incursions, off-site sporting events and other extra-curricular activities.

## Loss of Good Standing

1. Good Standing is granted to all students in Years 4-6 at the beginning of each school year.
2. Good Standing will be withdrawn by a member of the administration team (in consultation with staff) under the following circumstances.
  - a. One occurrence of negative behaviour requiring suspension or in-school withdrawal.
  - b. Three occurrences of 'level 5' behaviours or detentions in the course of ten school weeks.
  - c. Persistent negative behaviour whilst participating in and/or representing the school in extra-curricular activities.
3. Good Standing is lost for ten school days. For a second negative behaviour during a loss of Good Standing a further ten school days is added and the parent/guardian is required to meet with Administration. For a third occurrence, Good Standing is lost until the student participates in a Behaviour Review Panel and meets any requirements set out in their Negotiated Behaviour Plan.
4. If a Student Councillor loses Good Standing, their badge is revoked until Good Standing is reinstated.
5. A member of the administration team will notify the student's parent or guardian regarding loss of Good Standing.

## Behaviour Review Panel

Where a student has repeated losses of Good Standing, a Behaviour Review Panel will be convened to address the behaviour. The Panel will consist of 3-4 panel members which may include Administrators, Teachers, School Board Members, Aboriginal and Islander Education Officers or other suitably qualified participants. The Panel will meet with the parent/guardian and if deemed appropriate, the student themselves. The Panel will make recommendations to support the development of a Negotiated Behaviour Plan.

## Negotiated Behaviour Plan

Where a student has repeated losses of Good Standing, a Negotiated Behaviour Plan will be developed in consultation with the student, parent/guardian, teacher, administration and Behaviour Review Panel. In order for Good Standing to be reinstated, the students will need to meet the requirements of the plan.

### **Severe Behaviour**

At the discretion of the Principal, Good Standing may be immediately and indefinitely revoked if a student exhibits severe behaviours that threaten the safety of themselves or others.

### **Reinstatement of Good Standing**

1. Good Standing will be reinstated following the student's attendance for ten days demonstrating positive behaviours.
2. Following an incident of Severe Behaviour, Good Standing will only be reinstated following consultation with parents and the development and implementation of an effective Behaviour Management Plan, Risk Management Plan or Negotiated Behaviour Plan.

## ATTACHMENT 1: STARR BEHAVIOUR MATRIX

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



## ATTACHMENT 2: 5 STEP BEHAVIOUR MANAGEMENT PLAN

**Severe Clause: Send Straight to the Office.** Examples: Physical assault, high level verbal abuse, damage to property, intimidating behaviour.

*Prior to commencing Step One teachers use low key responses to address behaviours: 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.*

### Step One: Warning

Praise another student who is close by displaying the correct behaviour.  
Praise the misbehaving student immediately they do something appropriate.

### Step Two: Warning

Reinforce the classroom rules with the student.

### Step Three: Cooling off / Isolate in the classroom

Teacher to discuss ways to solve behaviour with student after 'cool off' period.

### Step Four: Removal to another class

Work provided and note for class teacher. Classroom teacher may inform parents via note and/or contact parents by telephone.

**Specialist Teacher Clause:** Message to be sent to the classroom teacher to come and speak with the child.

If classroom teacher involvement is required 3 times in a ten week period, individualised behaviour planning by the specialist teacher is required.

### Step Five: Administration involvement

Student is sent to the office with a note and work. The duration is to be negotiated between the teacher and administrator.

**5a. Severe Clause**  
Parent contacted and Withdrawal or Suspension initiated and recorded on SIS.

**5b. Student counselled and behaviour improves.**  
Parent contacted and Office Withdrawal recorded on SIS.

**5c. Student remains non-compliant in office or upon returning to class.** Parent contacted and Withdrawal or Suspension initiated and recorded on SIS.

Student returns to class.

If 3 Withdrawals occur over a ten week period, an intention to suspend meeting is initiated.