

Inglewood Primary School

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RESPONSIBLE BEHAVIOUR POLICY

RATIONALE

Every public school should have a safe and orderly learning environment. This is best achieved by creating an atmosphere in the school where students are actively engaged in the curriculum and are provided with a range of engaging and relevant ways to learn; where they feel cared for by school staff and develop a sense of belonging to the school; and where teachers know them well, build on their strengths and encourage them to persist with tasks until they succeed. Students are more likely to behave well if they are in an environment where mutual respect is evident and where students understand the relevance of the learning content. The crux of successful behaviour management is acting to meet students' needs rather than simply reacting when they misbehave.

Our Purpose

To provide a stimulating educational environment that will develop academic, social, artistic and physical skills in our students; to enable them to participate as informed and active members of a global society.

Shared Values, Behaviours and Attributes

At Inglewood Primary School we collectively value and promote;

- Academic and social competence
- Healthy lifestyle choices
- Resilience and persistence
- Creativity and development of the 'whole child'
- Critical thinking and accountable decision making
- Active local and global citizenship through a variety of virtues

At Inglewood Primary School our students can expect to be provided with;

- A safe and supportive learning environment
- Meaningful relationships
- High expectations
- Clear outcomes
- Opportunities for innovation
- Opportunities to problem solve
- Opportunities for self-assessment and feedback
- A variety of teaching styles and feedback

At Inglewood Primary School students will:

- Learn in a purposeful and supportive environment
- Work and play in a safe, secure and friendly environment
- Ensure they are active in their learning
- Ensure that their behaviour is not disruptive to the learning of others
- Ensure they are punctual, polite, prepared and display a positive manner
- Behave in a way that protects the safety and well-being of themselves and others
- Be respectful, courteous and demonstrate honest behaviour

GUIDELINES

The IPS Responsible Behaviour Policy reflects the Department of Education's Student Behaviour Policy, including a Code of Conduct, teaching and classroom management strategies and processes for responding to inappropriate behaviour.

Inglewood PS Code of Conduct

1. Behave in a safe, sensible manner
2. Respect the rights of others
3. Be courteous at all times
4. Respect all property
5. Follow staff directions
6. Be an active learner

Promoting Positive Behaviour

Positive behaviour is encouraged and rewarded in the following ways:-

1. Honour certificates are presented at assemblies for academic achievement and social behaviour.
2. Students are given "virtues vouchers" to go in a draw for prizes at the assembly for demonstrating virtues in the classroom and playground. (To be reviewed)
3. Students visit the office to show the principal or deputies their excellent work.
4. Teachers send students to buddy classes for acknowledgement of excellent work.
5. Teachers regularly communicate positive behaviours and improved work habits to parents through verbal or email correspondence.

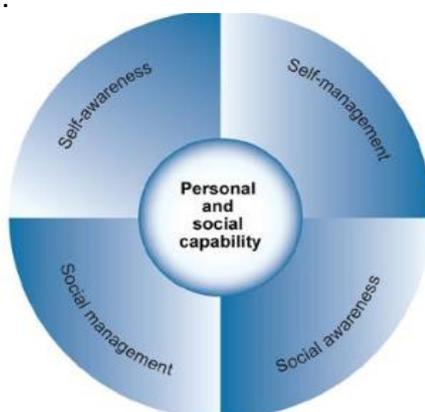
Every class teacher operates a reward system that may include special treats such as extra time at recess or a choice of activities within the classroom. **In keeping with Department of Education Policy, classroom prizes will not consist of sugary treats, such as lollies.**

Classroom Behaviour Management

- Each teacher is responsible for generating a set of classroom rules and consequences and ensuring they are fully understood, accepted by all students and consistently applied.
- Teachers will communicate these rules and consequences to parents at the parent/teacher meetings held in Term 1.
- Teachers will also document how positive reinforcement will be included in individual classroom management plans.

Procedures for Teaching Expected Behaviour

Inglewood Primary School is committed to helping children develop the fundamental skills for life effectiveness. Social Emotional Learning (SEL) teaches the skills we need to handle relationships, our school and ourselves effectively. SEL is one of seven General Capabilities outlined in the Western Australian Curriculum.



Organising elements for Personal and social capability

Teachers at Inglewood PS will routinely reinforce the expected behaviours and standards within their class and will provide students with opportunities to understand and practise these. Such

examples might include lining up, moving through school grounds, expected standards of bookwork, acceptable levels of work noise and so on.

Managing Low Level Behaviour in the Classroom

Building strong relationships with students is an important step in managing student behaviour. Strong relationships can be built by greeting students at the door; smiling and the use of humour; being polite; being enthusiastic and demonstrating personal interest in the student. Strong and genuine relationships are built on mutual respect and students feeling they have a voice within conflict resolution, teaching and learning processes and personal interactions with staff.

Low level behaviour is best managed in the classroom using low key responses. A low key response is designed to redirect the behaviour with minimal or no disruption to the teaching and learning. Examples of low key responses include the use of proximity; non-verbal signals – gesture, look, pause; use of student's name; planned ignore; signal to begin; winning over; be on the alert; private dialogue.

Managing Behaviour in the Early Childhood Setting

When students enter the early years of schooling they come with a range of experiences which may impact on their ability to interact with others and manage their behaviour within the school environment. Children need to learn to recognise their emotions and learn the skills to regulate their behaviour. The curriculum in the Early Years will incorporate the explicit teaching of expected behaviours along with recognising and naming emotions. Students will become more able to identify, track and manage their emotions as they mature. In Early Childhood classrooms the focus will be on validating emotions, redirecting, teaching and modelling appropriate behaviour.

The management of behaviour in Kindergarten and Pre-primary classrooms will mainly be managed by the classroom teacher. Students will be given 2 warnings and then a short time-out for inappropriate behaviour. This may be repeated throughout the day as required with the use of a buddy class time-out if deemed appropriate. **In cases of severe behaviour off-site staff will contact Administration for support.**

Communication with parents should be established early with consistent approaches at home and school having the greatest impact. Regular misbehaviour should be recorded and monitored and an IBMP established in conjunction with the Learning Support Team, if inappropriate behaviours continue.

Strategies to Minimise Inappropriate Behaviours

Classroom

- Students are made aware of the intended outcomes of each lesson
- Have well-planned lessons that incorporate a variety of strategies, groupings and resources
- Establish consistent classroom routines and reinforce these regularly
- Vary position in the classroom
- Incorporate movement, brain breaks into the daily routines and learning activities
- Ensure work provided is challenging but achievable for each student
- Student's work is scaffolded and supported as necessary
- Interactions with students are positive

Playground

- Duty vests are worn by all staff whilst on duty
- Staff are prompt in moving to their designated duty areas
- Staff move proactively within the designated duty area
- Staff actively engage with students as they move through the playground, rather than waiting for issues to be brought to them
- Duty teachers recognise and praise acts of preferred behaviours such as good sportsmanship, picking up rubbish and so on.
- Unsafe play is redirected

Processes for Addressing Inappropriate Behaviour - Classroom

Strategies to minimise inappropriate behaviours in the classroom are implemented.

Is the behaviour minor or major?

Minor

Major

Teacher Actions

- Discussion prior to assumption
- Prompt (Low key Responses)
- Re-direct stating expected behaviour
- Show, practise, acknowledge appropriate behaviour

Classroom Warnings x 2

- Give a warning stating the inappropriate behaviour and the choice to demonstrate the expected behaviour

Time out – Within the Classroom

- Time-out/cool-off period within the classroom (Approx 5 mins)
- Student to complete reflection sheet if appropriate

Time-out - Buddy Room

- Student to be sent to a pre-arranged buddy room (Approx 5 mins)
- Class teacher to record behaviour on referral sheet
- Student to take referral sheet to buddy class
- Student to complete reflection sheet if appropriate

Referral to Administration

- If behaviour continues student is sent to administration
- Class teacher or buddy room teacher to add to referral form
- Admin will review behaviour and determine consequence
- Student to complete reflection sheet if appropriate
- Behaviour entered on Integris
- Parent contacted

Minor Behaviour

Classroom

Managed E.g.

- ❖ Not following instructions
- ❖ Answering back
- ❖ Inappropriate comments
- ❖ Inattention
- ❖ Dishonesty
- ❖ Work avoidance
- ❖ Disrupting the learning
- ❖ Calling out
- ❖ Minor physical contact

Time out is used to bring about a positive change in behaviour as period of reflection.

Individual Behaviour Management Plan may be developed in consultation with parents and other agencies as required

Major inappropriate behaviours are identified as deliberate actions that are offensive and/or dangerous to the physical and/or emotional well-being of another, for example:

- ❖ Violent behaviour
- ❖ Physical and verbal attack on teacher or another child (including malicious swearing)
- ❖ Blatant refusal to obey
- ❖ Verbal Abuse
- ❖ Malicious attack on school property
- ❖ As a final step to class consequences
- ❖ Stealing
- ❖ Disruption during time out period.

Administration referral

- Class teacher to complete referral form for major behaviour and send student to administration
- If assistance is required to remove student send a red card to admin

Administration to Investigate

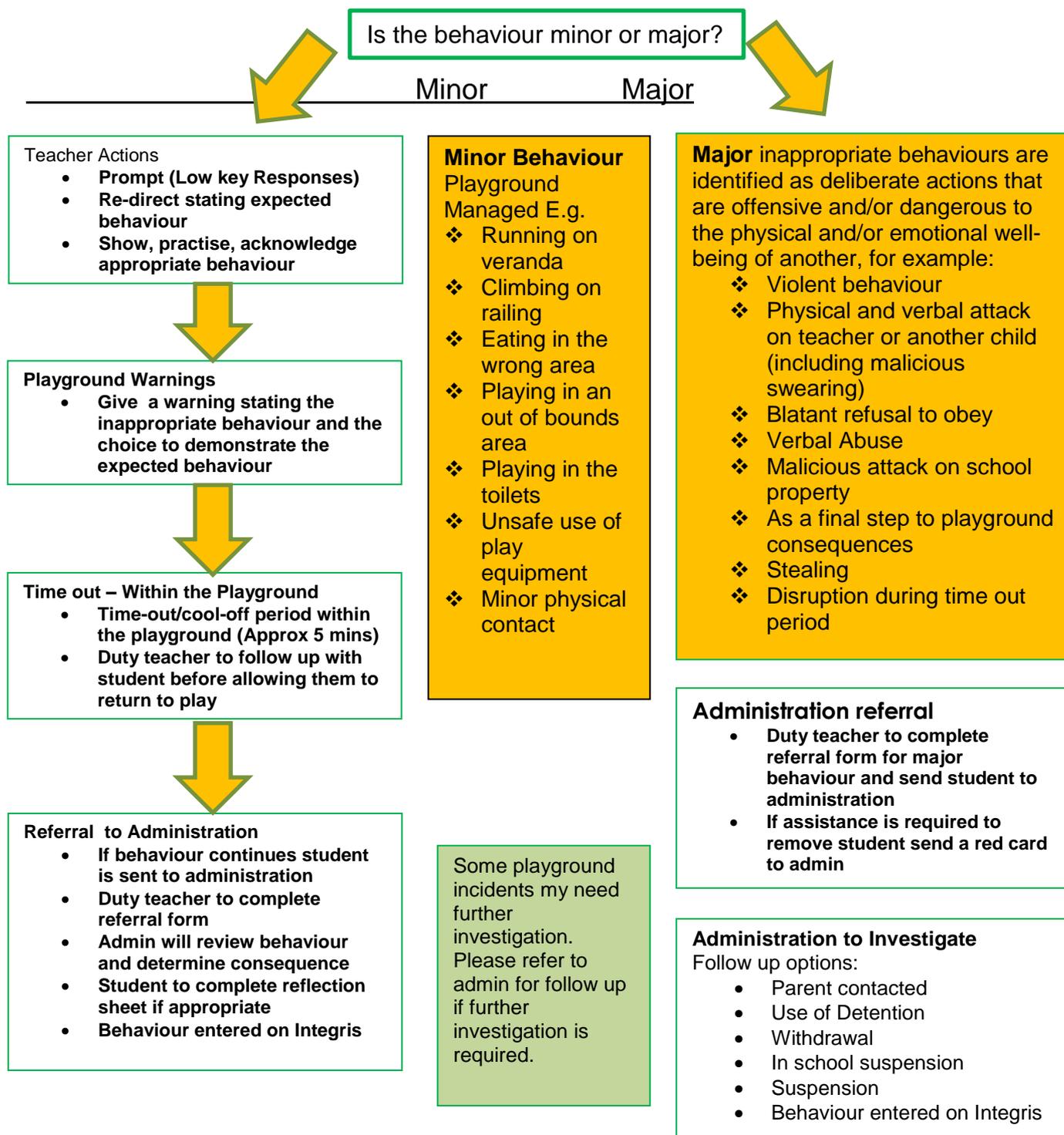
Follow up options:

- Parent contacted
- Use of Detention
- Withdrawal
- In school suspension
- Suspension
- Behaviour entered on Integris

Processes for Addressing Inappropriate Behaviour – Playground

In the playground teachers on duty use the same system as in the classroom. However, as the time is limited, after 1 warning students are required to complete a time out. They are to walk with the duty teacher or sit out in a spot designated by the duty teacher (not on a buddy bench) for an appropriate amount of time. The duty teacher will follow up with the child before releasing to play.

Strategies to minimise inappropriate behaviours in the playground are implemented.



Time-out

Please note time-out in both classrooms and buddy classes should be short and sharp – approximately 5 minutes, up to a maximum of 10 minutes.

Specialist Teachers

As the time with specialist teachers is limited there will be some adjustments to the behaviour process. During step 2 students will be given 1 warning. If the misbehaviour continues students are required to complete a time out either in the classroom or a buddy class. A reflection form must be completed at this time. If the behaviour continues, this will progress to an Admin referral.

Individual Behaviour Support

Staff may choose to refer students to the Learning Support Team, in order to seek additional support from the School Chaplain or School Psychologist.

An Individual Behaviour Management plan (IBMP) may be developed as a result of this referral. All IBMPs will be developed in conjunction with the Learning Support Team.

See appendix 4

Severe Behaviour

For incidences of severe behaviour the principal or principal's delegate will inform parents of the intention to suspend, or immediate suspension and implement a period of suspension in line with The Department of Education Policy.

Physical Contact with Students

Staff have a duty of care to minimise risk of harm to another. Please refer to the Department of Education's Physical Contact with Students Statement for further information.

Bullying

Bullying is a serious issue and may result in increased levels of stress and anxiety for the bullying victim. When a behaviour incident is reported as, or is identified as bullying, all staff will follow the processes outlined in the IPS Bullying Policy when managing the incident.

Personal Use of Mobile Phones and Electronic Devices

Refer to IPS Mobile Phone Policy

Recording of Behaviour

When a student is moved to a buddy class time out a referral form is commenced. These referral forms are filed by the classroom teacher and used to monitor frequency and repetitive behaviour.

All behaviour referred to Admin, of a serious or repetitive nature, will be entered on Integris. Recorded behaviour will be monitored regularly to assist in supporting students and assessing the effectiveness of the IPS Responsible Behaviour Policy.

APPENDICES

- 1. Classroom Referral Form**
- 2. Playground Referral Slip**
- 3. Reflection Sheets**
- 4. IBMP format**
- 5. Buddy Class List**

Appendix 1 – Classroom Referral Form

Behaviour Referral Form		
Name:		Referred by:
Room:	Year Level:	Date:
Behaviour Description:		
Minor Behaviour <input type="radio"/> Buddy Class Time-out <input type="radio"/> Reflection Sheet Completed (Please attach) <input type="radio"/> Administration Referral		Major Behaviour <input type="radio"/> Immediate Admin Referral
Major Inappropriate Behaviour Behaviour:		
<input type="radio"/> Violent behaviour <input type="radio"/> Physical or verbal attack on a teacher or another child <input type="radio"/> Blatant refusal to obey <input type="radio"/> Verbal abuse		<input type="radio"/> Malicious attack on school property <input type="radio"/> Stealing <input type="radio"/> Disruption during time-out period <input type="radio"/> Other Details:
For Admin Use Only:		
Actions: <input type="radio"/> Withdrawal/Private conference <input type="radio"/> Detention (Recess or Lunch) <input type="radio"/> In school suspension <input type="radio"/> Suspension		<input type="radio"/> Parent Contacted <input type="radio"/> Entered on integris Signed:

Appendix 2 – Playground Referral Slip

 Playground Referral	Student Name:
	Duty Teacher Name:
Minor Behaviour: Teacher Actions: <input type="radio"/> Time-out playground <input type="radio"/> Continued behaviour <input type="radio"/> Admin Referral	Admin Referral – Further Investigation Required Details:
	Admin Referral – Major Inappropriate Behaviour Details:
Send student to the office with slip. Send second student with slip if required.	

Think Sheet

Name _____ Date _____

What happened?



I hurt
Someone



I yelled



I didn't do my
work



I upset
someone



I took
something



I broke
something



I got upset/
angry



I refused
to co-operate



I didn't
listen



I used
inappropriate
language

Where were you?



Classroom



Junior
Playground



Senior
Playground



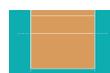
SCHOOL
ASSEMBLY
Undercover
Area



Lining up



Oval



Courtyard



Toilets



Verandah



Library

Who has been affected?



Students



Teacher



Others



hurt



disappointed



unsafe



don't want to play



upset/ angry

How have others been affected?

How can you make things better?



Apologise



Talk to somebody



Try to sort
it out



Talk to
my teacher



Other
ideas

Details: _____

What would you do differently next time?

Student Signature: _____

Teacher Signature: _____

Reflection Sheet

Name _____ Date _____

Reflecting on my behaviour will help me make better choices next time.

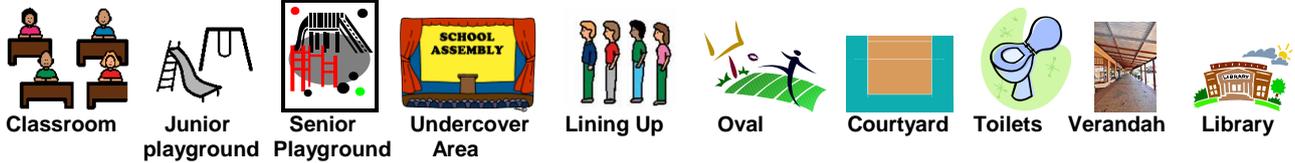
What happened?

Behaviour:

- I didn't Follow Directions I wasn't Listening I upset someone I refused to co-operate I shouted/ used inappropriate language
- I hurt Someone I didn't do my work I took something I broke something Other

Details: _____

Where were you?



Who has been affected?

How?

How can you make things better?

What will you do differently next time?

Student Signature: _____

Teacher Signature: _____



Name:	Year: Rm:
Class Teacher:	Date:

Concerning Behaviour: (What it looks like)

What specific behaviour is of concern in school?

e.g. calling out frequently in class, talking out of turn, leaving seat in class, hitting other students...

-
-

Desired Behaviour: (What it looks like)

What is the desired behaviour you would like to see in class?

Reframe this as a positive statement. For example, instead of “Don’t hit other students”, use “keep hands and feet to himself/herself”.

-
-
-

Strategies**Positive Consequences (Hierarchy and frequency)**

What are you doing in class to reduce the target behaviour and increase the desired behaviour?

e.g. redirection, giving student take up time, providing option and choices, use of visual prompt cards, following class behaviour management plan, teaching specific skill to help self-regulation, helping student cope with transition between classes and school day...

List the various types of rewards used in your classroom.

These could be: A) individual rewards such as stickers, computer or free time, play with buddy B) class rewards – stamps, raffle tickets etc...

-
-
-
-

Negative Consequences:

What needs to happen if behaviour continues?

e.g. Redirection, Time out in class, buddy class, send to Admin, detention

-
-
-

Severe Clause:

Consider removal of student from classroom or removing students from classroom if there are safety risks.

-

Parental Involvement:

-
-

Review Actions:

How would you know if this is working? If not, what else would you do?
Do specify timeline for review e.g. by end of term xxx

Review Date:_____ **Teachers:**_____

Parent:_____ **Student:**_____