

Updated September 2022



# Positive Behaviour Policy



nurturing  excellence naturally



## Positive Behaviour

North Dandalup PS positive behaviour expectations are developed around learning, living, and embedding the behaviours we expect from all students. We aim to provide a safe and inclusive environment where students understand what is expected of themselves and others. All students and staff have the right to feel safe and be successful.

### Staff expectations:

- All staff are consistent in the understanding and implementation of the plan, seeking support if required.
- All staff use common sense according to the context of the situation and student involved, understanding that some children will need considerably more support than others.
- All staff communicate openly with necessary staff members and caregivers. Individual behaviour plans and 'Good Standing' passports are to be shared with all specialist staff.
- Staff to always implement high quality classroom management strategies, which are positive, restorative, and respectful (including tone).
- Be prepared and well planned.

### Student expectations:

- All students are explicitly taught our school's positive behaviour qualities. Students will be reminded of and supported to understand and demonstrate our expected behaviours.

### Parent and community expectations:

- Parents are encouraged to support their child's social development by talking to them regarding our school's positive behaviour qualities.
- Parents are encouraged to communicate with the classroom teacher if there is a problem or if there are factors which may impact on a child's engagement at school.
- Parents are encouraged to support the school's positive behaviour expectations.





## PURPOSE

North Dandalup School Community will endeavour to provide a supportive and caring environment in which children respect the rights of themselves and others.

This policy aims to:

- provide every student with the support required to learn and maintain positive behaviours. Safeguard the rights of teachers to teach.
- Encourage students to accept responsibility and consequences for their behaviour.

## GUIDING PRINCIPLES

At North Dandalup Primary School we endeavour to:

- Focus on student engagement, rewarding positive behaviour.
- Develop respectful, responsible and resilient students.
- Use a consistent approach to classroom management across the school.

## OUR VALUES

We endeavour to create a sense of community through our 4Rs:

**Resilient** by staying positive even if things don't go our way.





**Responsible** by caring for property, classrooms and our work.

**Respectful** by respecting the rights of others and our right to have others respect us

**Resourceful** by thinking ahead and using our initiative.



## OUR CODE OF CONDUCT

 <b>RESPONSIBLE</b> by	 <b>RESOURCEFUL</b> by
<ul style="list-style-type: none"><li>• Playing safely.</li><li>• Being organised and ready to learn.</li><li>• Looking after one another.</li><li>• Caring for our environment and equipment</li><li>• Remaining in supervised areas where required.</li></ul>	<ul style="list-style-type: none"><li>• Thinking of a solution not a problem.</li><li>• Looking for other ways to solve problems.</li><li>• Being organised and ready to learn.</li></ul>
 <b>RESPECTFUL</b> by	 <b>RESILIENT</b> by
<ul style="list-style-type: none"><li>• Being kind to ourselves.</li><li>• Speaking politely to others.</li><li>• Using our manners.</li><li>• Being friendly and caring towards others.</li><li>• Looking after our equipment.</li><li>• Caring for our environment.</li></ul>	<ul style="list-style-type: none"><li>• Staying positive even when things don't go our way.</li><li>• Having a go and persevere.</li><li>• Using calm down techniques when faced with difficulty.</li></ul>

Understanding Behaviour		
Social issues affecting student behaviour	Reasons WHY students behave the way they do	Reactions that may contribute to disruption
Social media Relationships Online games/streaming Sporting groups Appearances Have/have nots Home life Family backgrounds/routines FIFO Family instability Limited social/emotional skills Parenting styles Lack of sleep Unstructured lives	Attention Disability Biological Learning disabilities Acceptance of different ideals/values Low resilience Language barriers Relationships Adult modelling Trauma Poverty	Over emotional responses Not reading the play Inconsistent use of process Unfairness Not getting the full story Power play Impatience Perceived favouritism Taking behaviour personally Sarcasm 'just joking' or Banter Body language Competitiveness Lying Manipulating Bystander behaviour Provoking

Teaching Positive Behaviour		
At North Dandalup PS there is a focus on the prevention of negative behaviours. The following school programs and strategies are implemented across the school to enhance social and emotional learning of our students:		
The 4 'R's Zones of Regulation Protective Behaviours Seasons for Growth Mindfulness and Meditation	Environment Mondays Story Dogs Student Leaders Assemblies Special Events	Health Curriculum Merit Certificates Faction Tokens The 100 and 200 Reading Club Attendance Certificates

Preventing and Managing Behaviour		
Teachers will use a range of 'low-key' strategies to prevent behaviour before it occurs, or manage behaviour discreetly. This takes place before using 'Level 1' consequences. The following 3 steps are implemented.		
1. Teachers use Classroom Management Strategies all the time (See Appendix)	2. Teachers discreetly prompts student and redirects back on task	3. Teacher revisits expectations and uses classroom behaviour system to follow up



## Levels of Behaviour

Level 1	Level 2	Level 3
<ul style="list-style-type: none"> <li>Not following school &amp; classroom behaviour expectations</li> <li>Defiance, Non-Compliance or Disrespectful behaviours</li> <li>Disruptive low-level behaviours</li> <li>Unsafe behaviours</li> <li>Littering</li> </ul>	<ul style="list-style-type: none"> <li>Repetition of level 1 behaviours</li> <li>Intentionally breaking, stealing or vandalising equipment</li> <li>Physical, Verbal or Online Intimidation or Abuse of others</li> <li>Swearing or Derogatory Language</li> <li>Inappropriate use of ICT</li> </ul>	<ul style="list-style-type: none"> <li>Repetition of level 1 and 2 behaviours</li> <li>Ongoing Physical, Verbal or Online intimidation or Abuse of others (Potential 'Bullying')</li> <li>Physical violence to students or staff</li> <li>Leaving school grounds</li> <li>Drugs, Alcohol or Weapons</li> </ul>

Please note: An informal contract must be implemented when a child continually reaches level 2 for repetition of level 1 behaviours. **Red Card:** Use a Red card in the situation that you need immediate help for violence or a medical reason. Staff to send a reliable student to the office. Staff to stay with the situation.

## Responding to Behaviour (After using 'low-key strategies')

Level 1	Level 2	Level 3
Students are asked to sit somewhere within or just outside the classroom quietly for 2-5 minutes to reflect on the behaviour in which they have been previously warned. This is considered a reset time for both the student and teacher.	Students are sent to time-out or a buddy class with an age-appropriate reflection sheet based on the behaviour of which they have been previously warned. Students are to return to their class after no longer than 10-20 minutes.	Students demonstrating extreme behaviours or non-compliance will be fast tracked straight to the administration.

## Reflecting on Behaviour

Restorative practice questions are used with students to reflect on their behaviour and choices. They provide a framework for those affected, to resolve their problem and build/restore relationships. When deemed appropriate, all involved parties should be taken through these questions.

When things go wrong	When someone has been hurt
<ul style="list-style-type: none"> <li>What happened?</li> <li>What were you thinking at the time?</li> <li>What have you thought about since?</li> <li>Who has been affected by what you have done?</li> <li>What do you think you need to do to make things right?</li> </ul>	<ul style="list-style-type: none"> <li>What did you think when you realised what had happened?</li> <li>What impact has this incident had on you and others?</li> <li>What has been the hardest thing for you?</li> <li>What do you think needs to happen to make things right?</li> </ul>

## Bullying

### **Bullying is not tolerated at North Dandalup PS.**

Bullying is ongoing, wilful, conscious behaviour intended to hurt another person, either physically or emotionally. As part of the school's health program students will know:

- What constitutes bullying (physical, emotional, and cyber bullying).
- Bullying is not OK.
- If you are being bullied, tell someone you trust.
- Any parties who see bullying occur and do nothing about it are considered bystanders.

### **Dealing with bullies:**

Any instance of bullying will be dealt with through restorative process with all parties involved, following our 'Behaviour Flowchart'. This includes those involved as bystanders. Teasing and fighting between peers is not necessarily bullying.

## Good Standing

### **Positive behaviour is recognised and rewarded at North Dandalup PS**

Good Standing provides a system that assists in ensuring that our students maintain a satisfactory academic participation, and behaviour. Good Standing procedures are a mandatory requirement for all public schools.

Good Standing compliments our North Dandalup PS Positive Behaviour Expectation processes. It reinforces the high standard of behaviour and engagement expected by our school community. Good Standing is a status that all students at North Dandalup automatically achieve. Maintaining Good Standing is an incentive for students as it enables them to participate in classroom, school and interschool privileges, responsibilities and activities that are in addition to the regular learning program.

Loss of Good Standing occurs as a consequence of high-level behaviour incidents that result in suspension or withdrawal from class and/or ongoing low-level misbehaviour in class and in the playground.

Maintaining and regaining Good Standing status requires a student to be:

- Respectful – to self, others, property, and the environment.
- Responsible
- Resilient, and
- Resourceful



Ultimately, Good Standing aims to encourage all students to be responsible for their actions and to reach their academic potential. It also allows students who maintain Good Standing to be recognised in a positive way.

Good Standing	Students can participate in classroom, school and interschool privileges, responsibilities and activities that are in addition to the regular learning program.
No Good Standing	Students are NOT permitted to participate in classroom, school and interschool privileges, responsibilities and activities that are in addition to the regular learning program.

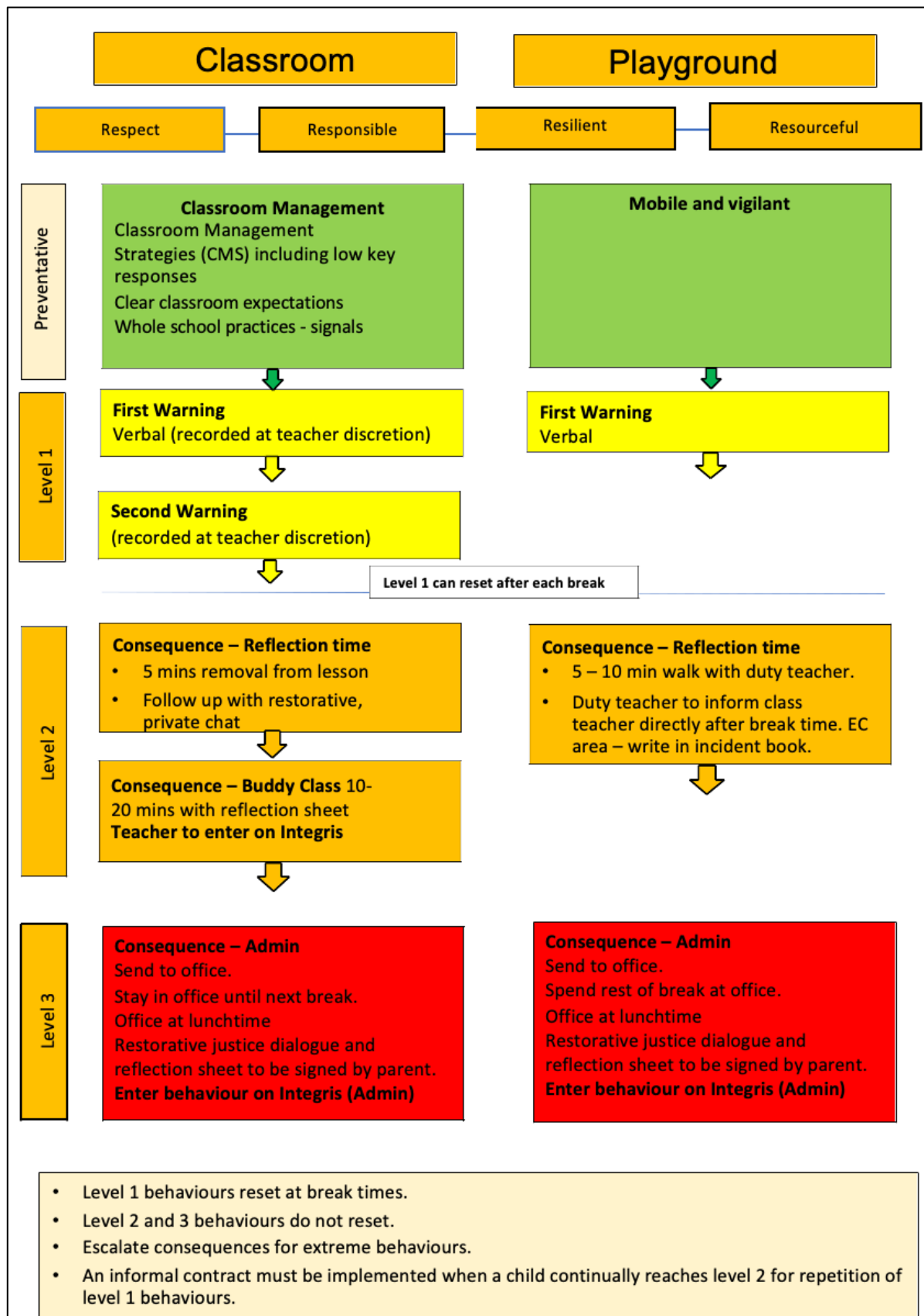
- Students who move out of Good Standing will be recorded on Integris.
- Their status is able to be regained using a passport system in a maximum of 10 school days.
- Good Standing is re-earned and not automatically reset after a certain time.
- Informal and Formal contracts (Individual Behaviour plans) will be implemented to support a student to regain Good Standing.
- Class teachers are responsible for monitoring Good Standing and will work with the leadership team where students do not regain their Good Standing after 10 days.
- All stakeholders are to be involved when Good Standing loss is imminent.
- Note: Year 6's will lose their leadership badge and privileges for the loss of the Good Standing period.

Loss of Good Standing	
<ul style="list-style-type: none"> <li>• Suspension – Automatic</li> <li>• 3 Reflection Sheets in a Term as a result of Level 2 and 3 Behaviours</li> </ul>	
Please Note	
All decisions around the loss of Good Standing are determined by the teacher, in consultation with Principal. Consideration is made for situations where students may be at risk due to additional needs, and each circumstance is assessed individually. The final decision rests with the Principal.	

Good Standing Reward	
Individual class	Up to the classroom teacher balancing both intrinsic and extrinsic rewards.
End of Term	Simple reward for all Good Standing Status students at the time of reward.
End of Year	Major reward for all Good Standing Status students at the time of reward.



# Behaviour Flowchart



## CREATING A POSITIVE SCHOOL ENVIRONMENT: FOLLOW UP

### CLASSROOMS

The classroom teacher is responsible for creating a warm, positive and friendly environment where students feel safe, supported and willing to take risks.

- A fair and consistent approach to behaviour management will be applied by all classroom teachers.
- Teachers will follow low key responses in class (CMS Strategies). See Appendix.
- The classroom behaviour expectations will be displayed in the classroom.
- Once the student is sent to buddy class parent contact is made by the class teacher. The student's self-reflection sheet goes home to be signed. It must be returned to the class teacher for record keeping.
- Teachers will monitor if a student receives 3 Reflection Sheets in a Term. If so, the Principal will be advised to determine if the student will lose their 'Good Standing'.
- Teacher will implement an informal or formal contract (behaviour plan) to support the student with improved behaviour.
- Teacher will meet with parent to discuss the plan above, and advise if they have met the outcomes by the end of the plan.
- Students will understand the behaviour expectations, the '4 R's', and the 'Good Standing Policy'.
- Class teachers will keep parents informed of students' progress and will consult parents in the creation of any Behaviour management plan.
- Parents are also informed of positive student behaviours.
- The Principal will be responsible for contacting parents once a student has reached the office intervention stage or 'Loss of Good Standing' stage.

### PLAYGROUND BEHAVIOUR

Inappropriate playground behaviour will be managed in accordance with Level 1 & 2 consequences. Attention must be given to the playground rules:

1. Walk on all hard surfaces (unless playing on the basketball courts)
2. Eat only in set areas
3. Show respect for each other, for staff and for your school
4. Be responsible for and share all school equipment
5. No hat, no play in the sun (terms 1 and 4)
6. Respect the gardens and the environment.

### BUS STUDENTS

A bus warden will supervise students before and after school whilst waiting for the bus. Bus students are expected to behave according to the following rules.

1. You must be responsible and respectful to staff who are supervising you.
2. Place your bags outside the STEM room.
3. You may play on the basketball court only after the small bus has left.
4. You must ask permission to go outside of this area.
5. All sports equipment must be returned before boarding the bus.
6. Normal school rules and consequences apply.

# Appendix

- Classroom Management Strategies (CMS)
- Reflection Sheets
- Dress Code
- Categories of Suspension



# Classroom Management Strategies

Our Staff will use the following 'Low Key Responses' to support the prevention of behaviour, before it occurs.

## 'Low Key Responses':

1. Involve non or minimal verbal responses
2. Do not stop the flow of the lesson. They are quick and quiet.
3. Do not invite escalation - low emotional content.

## Our Staff Will:

1. Use positive praise
2. Win students over
  - Meet students at the door
  - Smile, humour, enthusiasm
  - Demonstrate personal interests
  - Politeness, use names
3. Use a signal to begin
  - Develop a signal or routine that means "quiet please"
  - Pause until silence is attained
  - Make a pause active – scan the room, move to the students
4. Be on alert. Stop things before they go too far (With– it–ness)
  - Eye contact – 'the look'
  - A quiet 'no' and nothing else
  - 'cough'
  - Finger motions
  - Use of students' name
  - A shake of the head or subtle
  - Know when to ignore
5. Use proximity
  - Move about the room while teaching or students are working
  - Move toward the inappropriate behaviour

- Use touch and avoid eye contact at this time
  - Stand side-on when walking students in two lines (do not stand at the front or the back)
6. Deal with the problem not the student
- Deal with objects and remove distractions, do not embarrass the student or back into a corner
7. Plan student movement (transition)
- Who does what by when E.g. When I say 'go', I would like Group B, to walk quietly, and sit on the mat.
8. Deal with the allies first
- Ask bystanders to move away
9. When asking questions signal the type of response you want
- Hands, no hands.
  - Call out, choral
  - Think pair share
  - Write it down
10. Check for Understanding
- Ask clarifying questions (Before we begin, who can tell me what we need to do?)
  - Praise when right
11. Private dialogue
- Respond or prevent
12. Modelling appropriate behaviour
- Constant and consistent reinforcement

# Reflection Sheet

Name \_\_\_\_\_ Date \_\_\_\_\_

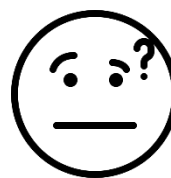
Circle how you are feeling.



Mad



Sad

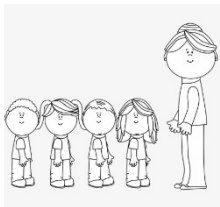


Confused



Scared

Where were you?



Lining Up



Toilet



Eating

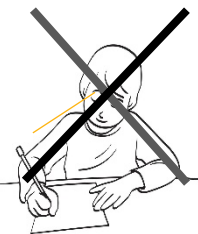


In Class



Outside

I chose to



Not do my work



Hurt someone



Not follow instructions



Call out



Break something

I was not being

Respectful

☐

Responsible

☐

Resilient

☐

Resourceful

☐

Next time I will



Do my work responsibly



Keep my hands and feet to myself



Listen carefully to my teacher



Put my hand up to speak



Show respect for things



# Reflection Sheet

Name \_\_\_\_\_

Date \_\_\_\_\_

Circle how you are feeling



Mad



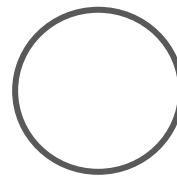
Sad



Confused



Scared



\_\_\_\_\_

I chose to

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



I was not being

Respectful

☐

Responsible

☐

Resilient

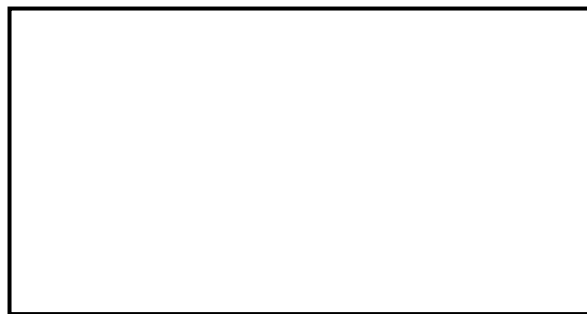
☐

Resourceful

☐

Next time I will

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



What can I do about it now?

Apologise

☐

Clean up the mess

☐

Do my work

☐

Ask what I can do to make it better

☐

\_\_\_\_\_

Student Signature \_\_\_\_\_ Teacher Signature \_\_\_\_\_ Parent Signature \_\_\_\_\_

# Reflection Sheet

Name \_\_\_\_\_

Date \_\_\_\_\_

**How were you feeling when it happened?**

\_\_\_\_\_

**What did I choose to do?**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**What were you hoping to achieve with your choice?**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**How are you feeling now?**

\_\_\_\_\_

**I was not being**

Respectful ☐ Responsible ☐ Resilient ☐ Resourceful ☐

**Who did I affect with my behaviour?**

Peers ☐ Me ☐ Class ☐ My Teacher ☐

Buddy Room ☐ Other Teachers ☐ Principal ☐ My Parents ☐

**What can I do differently next time?**

\_\_\_\_\_

\_\_\_\_\_

**What can I do about it now?**

\_\_\_\_\_

Student Signature \_\_\_\_\_ Teacher Signature \_\_\_\_\_ Parent Signature \_\_\_\_\_



North Dandalup  
PRIMARY SCHOOL

DATE: \_\_\_\_\_ STUDENT NAME: \_\_\_\_\_ SIGNED: \_\_\_\_\_

## BEHAVIOUR REFLECTION FLOW CHART

REASONS FOR MY BEHAVIOUR	DESCRIPTION OF MY BEHAVIOUR	IMPACT OF MY BEHAVIOUR
<div></div>	<div></div>	<div></div>
<div></div>	<div></div>	<div></div>
<div>PLAN FOR IMPROVEMENT</div>		
<div></div>		



# Dress Code

- 1 School colours will be worn i.e. black and yellow uniform or t-shirts in faction colours and a black NDPS hat.
- 2 Students will always present as neat and tidy in appearance.
- 3 Footwear: closed-in shoes.
- 4 Hair that is shoulder length or longer must be tied back with black or yellow elastics or hair accessories.
- 5 Nail polish, make-up or visible jewellery is not permitted. Only sleepers or studs in ears.
- 6 There is a no hat, no play policy in terms 1 and 4.
- 7 Shorts should be an appropriate length for modesty.

## CATEGORIES OF SUSPENSION

Category 1:	<b>Physical aggression toward staff</b> Aggressive physical contact committed intentionally against staff.
Category 2:	<b>Abuse, threats, harassment or intimidation of staff</b> Verbal or non-verbal actions that are abusive, harassing, intimidating or threatening, including stalking, sexual harassment, sexual innuendo and manipulation.
Category 3:	<b>Physical aggression toward students</b> Aggressive physical contact committed intentionally against another student.
Category 4:	<b>Abuse, threats, harassment or intimidation of students</b> Verbal or non-verbal actions that are abusive, harassing, intimidating or threatening, including stalking, sexual harassment, sexual innuendo and manipulation.
Category 5:	<b>Damage to or theft of property</b> Direct or indirect damage to, or theft of, property.
Category 6:	<b>Violation of Code of Conduct or school/classroom rules</b> This covers student misconduct not addressed in any of the other categories that violate the school's Code of Conduct.
Category 7:	<b>Possession, use or supply of substances with restricted sale</b> This category covers use or supply of substances such as cigarettes, alcohol and prescribed medicines, that are not in themselves illegal, but the sale of which may be restricted to persons over 18.
Category 8:	<b>Possession, use or supply of illegal substance(s) or objects</b> The substances referred to in this category are those that are illegal under the Criminal Code. This includes weapons and illegal drugs.
Category 9:	<b>E-breaches</b> Breaches under the Students Online policy or Personal Use of Mobile Electronic Devices requirements. Includes breaches of an Acceptable Use Agreement; Appropriate Use of Online Services Agreement; and recording, distributing, or uploading of inappropriate images or messages of students, parents or staff with reasonable nexus to the school

