

Updated Semester 2 2024



Positive Behaviour Policy



nurturing  excellence naturally



Positive Behaviour

North Dandalup PS positive behaviour expectations are developed around learning, living, and embedding the values and 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.
- Staff play a fundamental role in explicitly teaching values, behaviours and expectations to students. This should be done at individual, class and whole school level.
- 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

 RESPONSIBLE by	 RESOURCEFUL by
• Playing safely. • Being organised and ready to learn. • Looking after one another. • Caring for our environment and equipment • Remaining in supervised areas where required.	• Thinking of a solution not a problem. • Looking for other ways to solve problems. • Being organised and ready to learn.
 RESPECTFUL by	 RESILIENT by
• Being kind to ourselves. • Speaking politely to others. • Using our manners. • Being friendly and caring towards others. • Looking after our equipment. • Caring for our environment.	• Staying positive even when things don't go our way. • Having a go and persevere. • Using calm down techniques when faced with difficulty.

Levels of Behaviour

Level 1	Level 2	Level 3
- Not following school & classroom behaviour expectations - Defiance, Non-Compliance or Disrespectful behaviours - Disruptive low-level behaviours - Unsafe behaviours - Littering	- Repetition of level 1 behaviours - Intentionally breaking, stealing or vandalising equipment - Physical, Verbal or Online Intimidation or Abuse of others - Swearing or Derogatory Language - Inappropriate use of ICT	- Repetition of level 1 and 2 behaviours - Ongoing Physical, Verbal or Online intimidation or Abuse of others (Potential 'Bullying') - Physical violence to students or staff - Leaving school grounds - Drugs, Alcohol or Weapons

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
- What happened? - What were you thinking at the time? - What have you thought about since? - Who has been affected by what you have done? - What do you think you need to do to make things right?	- What did you think when you realised what had happened? - What impact has this incident had on you and others? - What has been the hardest thing for you? - What do you think needs to happen to make things right?

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.

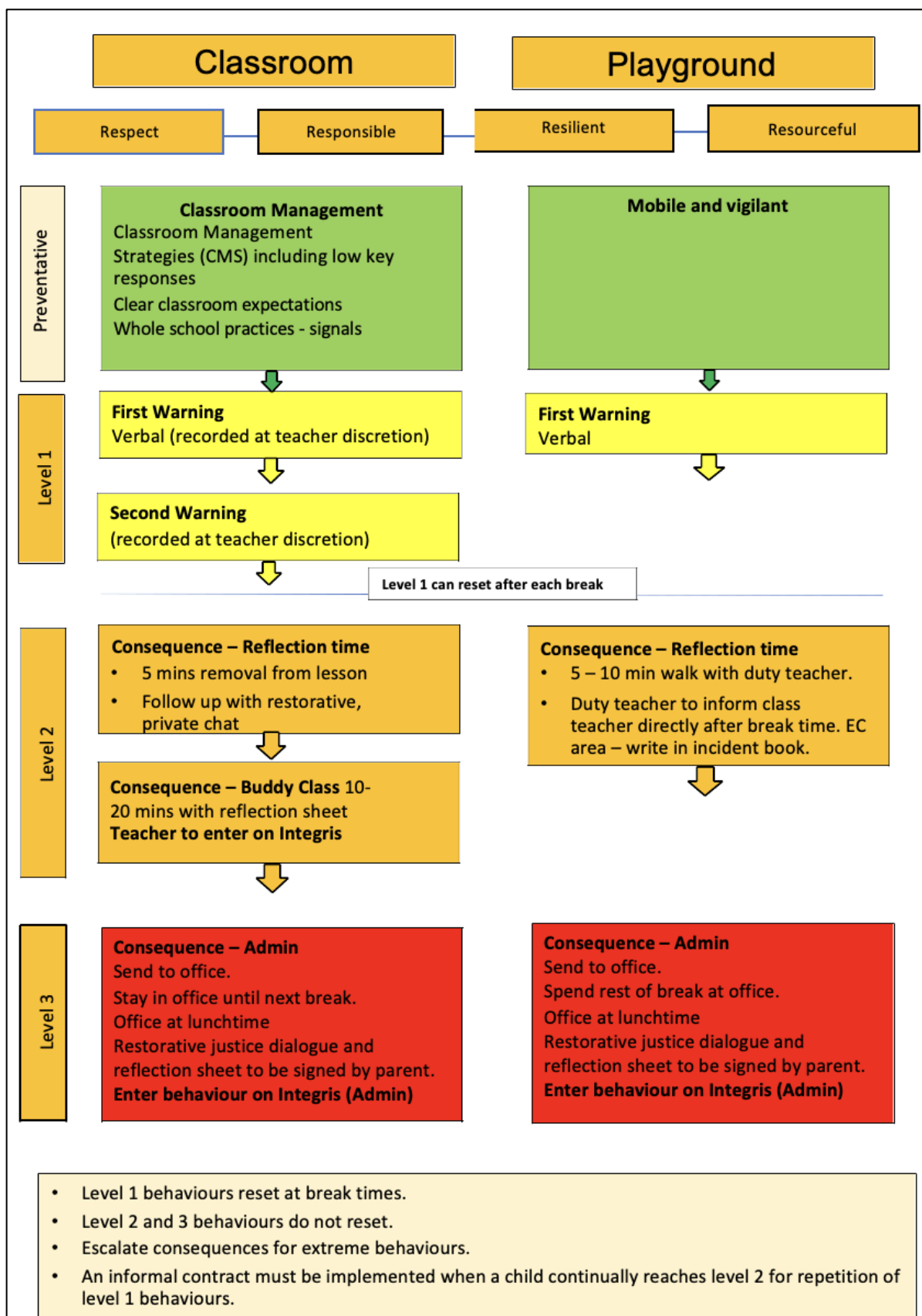
Good Standing	Students can participate in classroom, school and interschool privileges, responsibilities and activities that are in addition to the regular learning program.
No Good Standing	Students are NOT permitted to participate in classroom, school and interschool privileges, responsibilities and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

- Students who move out of Good Standing will be recorded on Integr8.
- 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) may 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	
• Suspension – Automatic • 3 Reflection Sheets in a term as a result of Level 2 and 3 Behaviours	
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



Appendices



- Classroom Management Strategies (CMS)
- Reflection Sheets
- Good standing flowchart

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'	• Use of students' name
• A quiet 'no' and nothing else	• A shake of the head or subtle cough
• Finger motions	• 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 _____

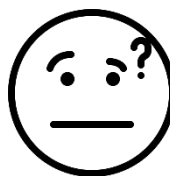
Circle how you are feeling.



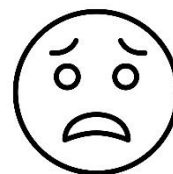
Mad



Sad

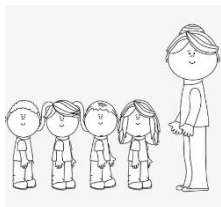


Confused



Scared

Where were you?



Lining Up



Toilet



Eating

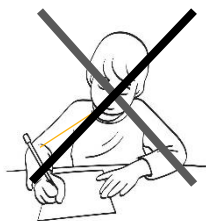


In Class



Outside

I chose to



Not follow instructions



Break something

Not do my work

Hurt someone

Call out

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



North Dandalup
PRIMARY SCHOOL

Reflection

Name _____

Date _____

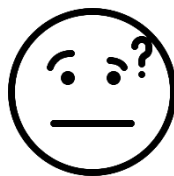
Circle how you are feeling



Mad



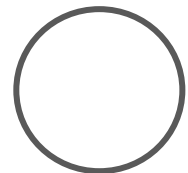
Sad



Confused



Scared



I chose to

I was not being

Respectful ☐

Responsive ☐

☐ *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 ☐

Responsive ☐

☐ 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 _____

NDPS Good Standing Flowchart



Responsible
Resilient

Respectful

Resourceful

Good Standing

Can participate in classroom, school and interschool privileges, responsibilities and activities that are in addition to the regular learning program.

5 –10 daily progress reports completed and satisfactory. Leadership team notifies parent and teacher.

3 reflection sheets in a term. Referred to the leadership team to have good standing reviewed or removed. Suspension or withdrawal

Loss of Good Standing

Not permitted to participate in classroom, school and interschool privileges, responsibilities and activities that are in addition to the regular learning program

No improvement or good standing lost on subsequent occasions
Intervention meeting with parent/carer

Individual Behaviour Plan.
Support strategies explored.
Case conference.



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