



BEHAVIOUR EDUCATION GUIDELINES AND PROCEDURES

***FIRST WE REACH THEM,
THEN WE TEACH THEM***

Our Vision

*To be a learning community
where everyone learns in a safe
and supportive environment*

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OUR VISION

To be a learning community where everyone is educated and supported to make choices consistent with the school community expectations for life.

This will be achieved when staff:

- Share common beliefs about learning and teaching
- Encourage positive behaviour through consistent use of the school's Behaviour Education in Schools Policy
- Set a positive example to students of appropriate behaviour
- Fostering positive relationships by encouraging trust, mutual respect and tolerance

This will be achieved when students:

- Are engaged in learning and strive to achieve to their potential
- Feel valued
- Express pride in their school
- Demonstrate and embrace the core shared values of the Curriculum Framework

This will be achieved when parents:

- Support the school
- Display positive role modeling
- Communicate with the school
- Are partners in their child's learning and behaviour management

OUR BELIEFS ABOUT BEHAVIOUR

At Scarborough our approaches to managing students' behaviour is based on the following beliefs:

- Behaviour is learned and is acted out for a reason. It can be changed over time with positive guidance and influence
- Behaviour is modelled, both positively and negatively
- Positive behaviour NEEDS to be reinforced and modelled
- Clear boundaries and expectations need to be set with a consistent approach
- Behaviour is influenced by factors such as lifestyle, siblings, peers, environment, parenting and social needs
- All children have the right to learn in a safe environment
- All children will misbehave at some time

Our School and Classroom Rules are based upon the following four Rights, shared by all:

1. Everyone has the right to teach and learn without interruption
2. Everyone has the right to be treated courteously and respectfully
3. We have the right to a clean and safe environment
4. We have the right to have our property respected by others

As school staff, the way we act has a direct effect on the behaviour of our students. Therefore when managing the behaviour of students at Scarborough:

WE AGREE TO:

Principal and Deputies

- Provide a link between parents and staff
- Support teachers with the development and management of positive incentives for student behaviour
- Facilitate teacher/ parent meetings
- Assist children with individual behavioural needs
- Ensure all staff are familiar with the Behaviour Education Guidelines and Procedures
- Maintain a regular review of the Behaviour Education Guidelines and Procedures
- Maintain records on SIS (including 'Orange slips')

Teachers

- Establish and maintain a positive classroom environment
- Negotiate class rules and expectations and have rules clearly displayed in the classroom
- Familiarise students with our school's Rights and Responsibilities and Behaviour Education Guidelines and Procedures
- Keep a record of student misbehaviour and measures taken to correct that behaviour through the collection of 'Blue/Orange Slips' and data entered on 'S' Drive
- Contribute to the review of the Behaviour Education Procedures and Guidelines
- Apply the school Behaviour Education Guidelines and Procedures consistently
- Inform administration staff of formal meetings with parents regarding student behaviour
- Inform parents of behaviour that is of concern

WE PRIDE OURSELVES ON NOT:

Sending children out of the class for unreasonable lengths of time.

- This is a 'cool off' time and such children must remain close by and in visual contact to ensure adequate supervision.

Threatening or intimidating anyone. This includes:

- Using putdowns and negative sarcasm
- Losing our temper
- Using excessive shouting / yelling



Backing children into corners and engaging in power plays

Double punishing children

Physically handling students except in circumstances described in **Regulation 38 of the Education Act:**

*Supervision of students, restraint of persons: s. 119(2)(f), 123(1) and 244(1)
A member of staff of a government school may, in the performance of the person's functions, take such action, including physical contact with a student or a student's property, as reasonable-*

- a) to manage or care for a student; or*
- b) to maintain or re-establish order; or*
- c) to prevent or restrain a person from-*
 - (i) placing at risk the safety of any person; or*
 - (ii) damaging any property*

Process for Managing Classroom Misbehaviour

A good working trust relationship between teacher and children is the basis for positive classroom behaviour.

Informal Contracts, Behaviour Charts, Time Out Slips and Communication Books can be used at any stage.

Classroom management of misbehaviour is at the teacher's discretion but is underpinned by the expectation that positive efforts are made to change the child's behaviour prior to exercising the Withdrawal Room procedure or using the orange 'Time Out Slip' or Red Card for serious difficulties.

The Withdrawal Room operates when a child continues to misbehave after a teacher has used Low Key Responses and given the child choices to encourage them to behave in an appropriate manner.

The following is the procedure to be implemented once the Withdrawal Room stage is reached.

- The child takes their work and is accompanied to the Withdrawal Room
- The child completes the assigned work (with limited teacher assistance)
- If the child misbehaves in the Withdrawal Room the child is referred to Admin via the **orange 'Time Out'** slip and remains for the session
- If a child is to be removed for a second time in one day, s/he is sent to a member of the Administration Team.

Please note that any time a student is referred to a member of the Administration Team it is in this process that parents/caregivers are notified.

STEPS for class, school and home communication:

- Negotiate a behaviour plan with the class
- Present plan to class
- Present plan to parents
- Have a simplified plan for relief staff
- Plan action for severe behaviour problems. Develop a behaviour contract with those children. Communicate throughout the year with parents. Often we only send home "problems", but positive rewards/remarks should be communicated to.
- Document student(s) misbehaviour on 'S' Drive.

In school suspension (Withdrawal)

- Parent notified of the intention to suspend in-school
- Child isolated in school with a work program supplied by class teacher, which can be completed independently by the student
- Separate recess and lunch

Suspension

- Parents informed, child sent home - with work provided if more than 1 day
- Parent to accompany on return
- Three way interview before student returns to class

Red Card (Emergency)

The teacher will send a Red Card to the office for situations requiring an immediate response. This usually relates to a student who is:

- Posing a threat to the safety and well being of other students
- Posing a threat to the safety and well being of a teacher
- Posing a threat to his/her own safety
- At risk of damaging property
- Demonstrating continual/ongoing non compliance

A Red Card sends a message of High Priority to the Administrative Team and will evoke an immediate response.

There may be times when the teacher is required to physically restrain or handle a student.

In circumstances where this need occurs, regulation 38 needs to be considered.

Room

Assist

Students are rewarded for positive behaviour using a range of extrinsic and intrinsic rewards.

Children will be encouraged to respect and follow the school rules. This goal will be fostered by positive interaction between staff and students, giving the students responsibility to develop leadership skills, a sense of accomplishment and self-esteem.

Class Rewards

At the discretion of the teacher and as the need arises. Any form of positive rewards is to be encouraged. Examples are listed.

- Points
- Faction points
- Raffles
- Stickers
- Free time
- Show work
- Computer time
- Class certificates
- Class jobs
- Notes and cards
- Praise
- Others that may be appropriate (definitely no lollies, sweets or nuts etc)

School Rewards

- Achievement awards
- End of term rewards ('Good Standing' policy – less than 3 **Orange slips**)
- Playground tokens
- End of year awards
- Token lottery
- Notes and cards sent home
- Stickers and/ or praise from others- Principal, Deputies, other teachers

Supervision

Playground

- Make sure you understand the duty area you are responsible for; where the boundaries are and what you need to look out for.
- A duty area bag must be taken out. In it is a file containing important medical notes, faction tokens, playground behaviour forms and a basic first aid kit.
- 'No Hat No Play' policy. Children without a hat are sent to the under cover area.

Recess

- When students are dismissed for recess they move to the under cover area to sit down to eat food. There is no eating in transit until children get to the designated area.
- WET WEATHER- Announced by a member of the Admin team. Duty Teacher / Admin to supervise Yr 1-7 in library.

Lunch

- All children to go to the designated eating area.
- Duty teachers then take over to supervision.
- At 12.50pm students to put their hand up to indicate that they have finished and only on a teacher's say are they allowed to leave. Children still eating their lunch remain in the under cover area.
- All food, including drinks must be consumed in the undercover area.

Recess and Lunch breaks

Some behaviours of low severity which may occur frequently need a consistent approach using low key strategies when responding to these misbehaviours.

- Not wearing a hat (or a brimmed hat)
Remind the child of the NO HAT NO PLAY policy and direct the child to the undercover area.
- Running in corridors
Send the child back to walk the area they were observed running.
Remind them of the danger.
Student sits in the area.
- Playing in wrong area (eg behind sheds)
Clearly define areas and send child to right area. Repeat offenders should walk with duty teacher or Administration notified.
- Rubbish disposal
Child to clean up the immediate area.
- Inappropriate dress
Classroom teacher to follow up with student and if necessary with parents. (See Dress Code Policy).

Children who maintain pleasant social behaviour are to be rewarded by praise and tokens from duty teachers. Tokens are part of the general reward system.

Children

- Showing inappropriate behaviour (i.e. aggressive/dangerous play)
- Using equipment wrongly
- Not using eating areas
- Disregarding rules/being disobedient
- Disregarding hygiene (litter/toilets/taps)

may be withdrawn, given time-out or accompany duty teacher. The child may be given a 'Blue / Orange Slip' for Admin follow up.

SERIOUS INCIDENTS – Inform Admin

Via **RED CARD** (Emergency) or knock on staffroom window

Children whose behaviour endangers others, or who have frequent infringements are to be sent to the office via 'Playground Referral' slip and steps may then include:

- Counseling the child
- Restricting play areas
- Isolating for play times
- Contact parents by phone or letter
- Developing a behaviour contract
- Interview with parents
- Referral to School Psychologist

Frequent or persistent referrals to administration for unacceptable behaviour are generally handled by a number of the above simultaneously and then closely monitored. If these measures are unsuccessful suspension guidelines are followed.

Behaviour Education Policy- Summary Flowchart

For ease of reference, the following flow chart can be used as a summary of the Behaviour Education Policy.

POSITIVE CLASSROOM – Where we expect all students to be most of the time. Behaviour modification occurs at this level before more formal consequences are applied. Clear direction to students about what needs to change is given by the teacher following corrective interaction script.

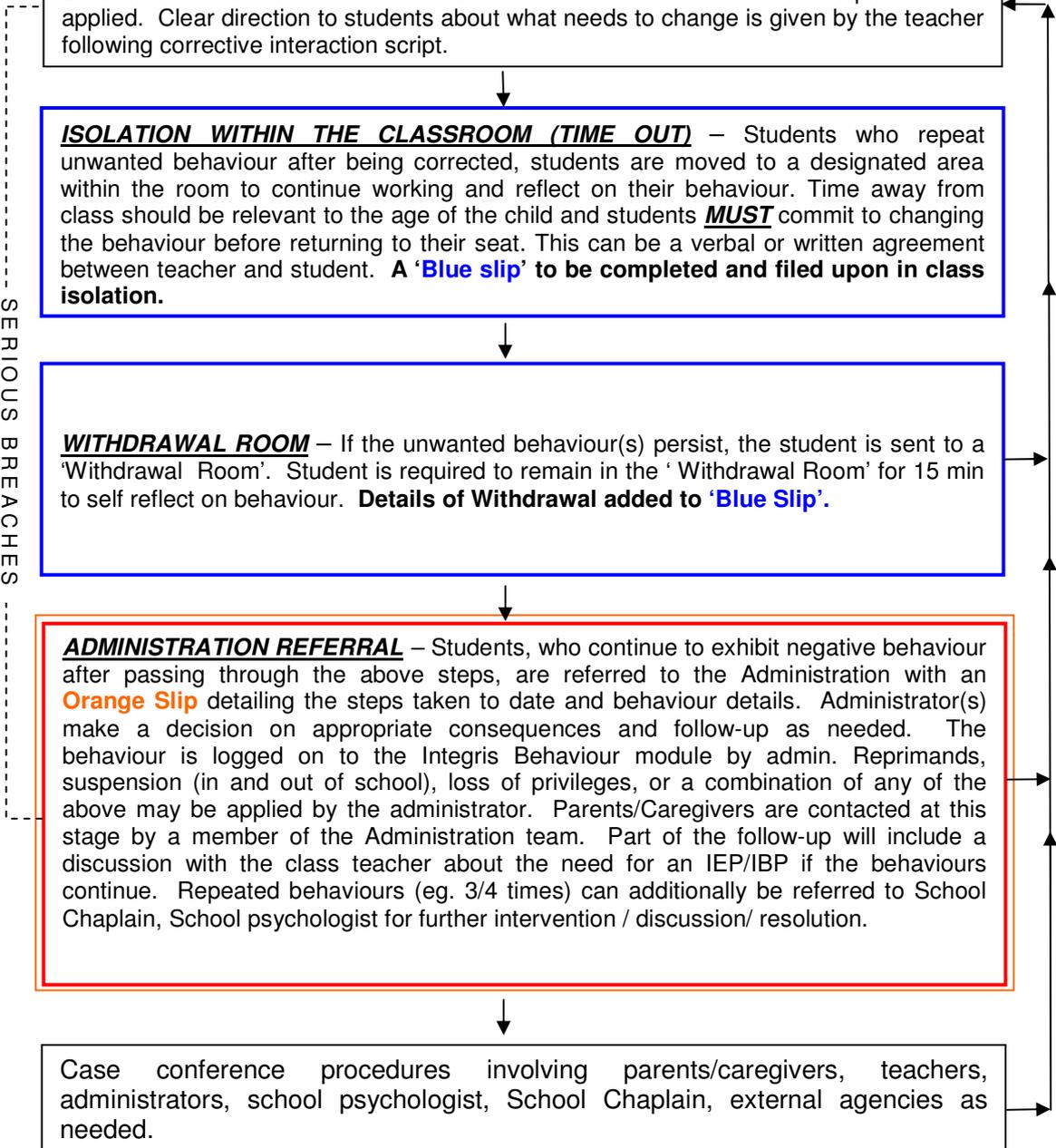
ISOLATION WITHIN THE CLASSROOM (TIME OUT) – Students who repeat unwanted behaviour after being corrected, students are moved to a designated area within the room to continue working and reflect on their behaviour. Time away from class should be relevant to the age of the child and students **MUST** commit to changing the behaviour before returning to their seat. This can be a verbal or written agreement between teacher and student. A **'Blue slip'** to be completed and filed upon in class isolation.

WITHDRAWAL ROOM – If the unwanted behaviour(s) persist, the student is sent to a 'Withdrawal Room'. Student is required to remain in the 'Withdrawal Room' for 15 min to self reflect on behaviour. **Details of Withdrawal added to 'Blue Slip'**.

ADMINISTRATION REFERRAL – Students, who continue to exhibit negative behaviour after passing through the above steps, are referred to the Administration with an **Orange Slip** detailing the steps taken to date and behaviour details. Administrator(s) make a decision on appropriate consequences and follow-up as needed. The behaviour is logged on to the Integris Behaviour module by admin. Reprimands, suspension (in and out of school), loss of privileges, or a combination of any of the above may be applied by the administrator. Parents/Caregivers are contacted at this stage by a member of the Administration team. Part of the follow-up will include a discussion with the class teacher about the need for an IEP/IBP if the behaviours continue. Repeated behaviours (eg. 3/4 times) can additionally be referred to School Chaplain, School psychologist for further intervention / discussion/ resolution.

Case conference procedures involving parents/caregivers, teachers, administrators, school psychologist, School Chaplain, external agencies as needed.

SERIOUS BREACHES



Corrective Interaction Script

Students being part of the restorative process is an essential component of maintaining a good working trust relationship. Student agreements are an essential part of that process.

The following questions are effective prompts for facilitating conversation

Restorative Questions I

When things go wrong.

What happened?

What were you thinking of at the time?

What have you thought about since?

Who has been affected by what you have done? In what way?

What do you think you need to do to make things right?

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Restorative Questions II

When someone has been hurt.

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?

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