



Behaviour Management Policy

Rationale

A safe and orderly school environment is important to learning. Disruptive classroom behaviour is known to interfere with learning and is a cause of stress and concern for students, teachers and families. At Kinross Primary School we provide every student with the educational support the student needs to learn and maintain positive behaviour. This policy aims to outline the strategies and procedures that our school uses to maintain a positive school approach and the good order of the school.

Aim

To develop attitudes and behaviour that will result in a safe, caring and mutually respectful environment in which teachers have a right to teach and students have a right to learn.

Key Values

At Kinross PS we show CARE as we grow together:

- Care and Compassion
- Acceptance
- Respect and Resilience
- Excellence

Expected Student Behaviours

Students are expected to:

- Treat others with respect and courtesy
- Follow staff member's instructions promptly at all times
- Play friendly, cooperative games and consider the safety of others
- Respect other people's belongings, school property and the environment
- Use appropriate language
- Display the school values in everything we do
- Strive for your personal best

Rights and Responsibilities

It is the right of all members of the school community to experience a safe, pleasant and supportive learning and teaching environment.

STUDENTS HAVE A RIGHT TO:	STUDENTS HAVE A RESPONSIBILITY TO:
<ul style="list-style-type: none">• Learn in a purposeful and supportive environment.• Work and play in a safe, secure, friendly and clean environment.	<ul style="list-style-type: none">• Ensure that their behaviour does not intimidate others.• Ensure that their behaviour is not disruptive to the learning of others.

<ul style="list-style-type: none"> • Respect, courtesy and honesty. • Equal treatment regardless of status, race, gender or physical ability. • Interact with others in an atmosphere free from harassment and bullying. 	<ul style="list-style-type: none"> • Ensure that the learning environment is kept neat, tidy and safe. • Ensure that they are punctual, polite and prepared. • Behave in a way that protects the rights, safety and well-being of others.
STAFF HAVE A RIGHT TO:	STAFF HAVE A RESPONSIBILITY TO:
<ul style="list-style-type: none"> • Respect, courtesy and honesty. • Teach in a safe, secure and clean environment. • Teach in a purposeful and non-disruptive environment. • Cooperation and support from parents in matters relating to their children's education. 	<ul style="list-style-type: none"> • Be vigilant about bullying. • Make students and parents aware of these policies. • Model respectful, courteous and honest behaviour. • Ensure that the learning environment is kept neat, tidy and safe. • Establish positive relationships with students, staff and parents. • Ensure good organisation and planning. • Report students' progress to parents.
PARENTS HAVE A RIGHT TO:	PARENTS HAVE A RESPONSIBILITY TO:
<ul style="list-style-type: none"> • Expect that bullying will be countered and dealt with. • Be informed of course and curriculum material, behaviour management procedures and decisions affecting their child's health and welfare. • Be informed of their child's progress. • Be heard in an appropriate forum on matters related to the rights of their child to an appropriate education. • Cooperation and support from teachers in matters relating to their child's education. 	<ul style="list-style-type: none"> • Inform the school about bullying when appropriate. • Ensure that their child attends school regularly and punctually. • Ensure that the physical and emotional condition of their child is appropriate for effective learning. • Ensure that their child is provided with the correct materials to make effective use of the learning environment. • Support the school in providing an appropriate education for their children. • At all times behave respectfully and cooperatively when a visitor on the school grounds. • Use social media appropriately and be a positive role model for online behaviour

Positive Behaviour for Learning (PBL)

At Kinross PS we aim to prevent misbehaviour through creating environments where students belong.

'If the teacher fails to realize the importance of creating an environment where students feel they belong, where they are safe, where their voice is respected and where they are encouraged to learn, the teacher will struggle to actively and meaningfully involve students in the process of learning.' **Barrie Bennett 1994**

At Kinross PS we focus on 4 key concepts to ensure all students feel a strong sense of belonging.

- **Winning over:** What teachers say and do to maintain and enhance their social relationship with students-show interest in the personal lives of each child
- **Positive cohesive bonding:** Strengthening the relationships between students, and teacher and students, aim to engage students in activities of high quality, high energy, high interaction and high interest or fun
- **Inclusiveness:** Ensure all students belong-inspect and overcome biases related to equity issues eg racial, gender, socio-economic, special needs
- **Safe environment:** The extent to which the teacher and students feel that their sense of self is not at risk

A focus on positive behaviours will:

- **Maximise academic achievement:** less time is spent on behaviour management and more time is freed up for instruction and engagement
- **Decrease reactive management:** waiting for problem behaviour to occur and then reacting to it increases the level of disruption to teaching and learning
- **Increase active prevention:** teaching and acknowledging students for appropriate behaviour increases the likelihood they will continue to use it
- **Improve classroom climate for all:** positively acknowledging appropriate behaviour strengthens teacher-student relationships
- **Improve support for students with emotional and behavioural difficulties:** in safe and predictable classrooms and schools, these students are less anxious and have fewer reasons for "acting out."

School Programs

At Kinross PS there is a focus on the prevention of negative behaviours. The following school programs and strategies are implemented across the school to enhance the social and emotional learning of our students.

- Friendology
- Protective Behaviours K-6
- Mindfulness, Meditation and Brain-Breaks
- Zones of Regulation P-6
- Clubs including Makerspace Club, Jump Jam, Resource Rescuers, Garden Club
- Loose Parts Hubs in the playground
- Participation in special groups including choir and Crown performance
- Special events including Harmony Week, NAIDOC Week, Book Week, sporting carnivals, R U OK?
- Peer Mediation Year 6 representatives

Tiers of Intervention

Positive Behaviour for Learning (PBL) involves three tiers of intervention (see fig. 1 below):

The tiers represent **levels of intervention**. They do **not** represent students.

Academic systems

TIER THREE

- Individual students
- Assessment-based
- High intensity

TIER TWO

- Some students (at risk)
- High efficiency
- Rapid response

TIER ONE

- All students
- Preventive, proactive

Behavioural systems

TIER THREE

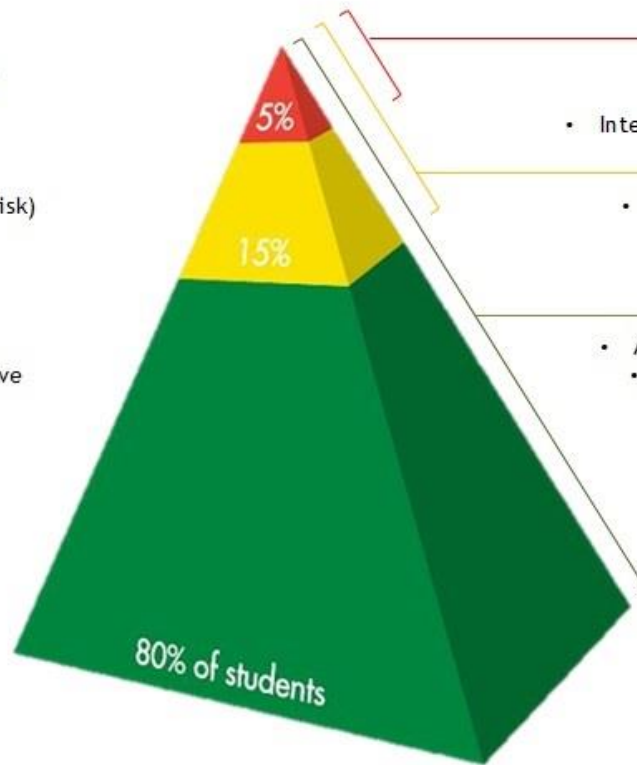
- Individual students
- Assessment-based
- Intense, durable procedures

TIER TWO

- Some students (at risk)
- High efficiency
- Rapid response

TIER ONE

- All settings, all students
- Preventive, proactive



Tier 3

Intensive practices and systems for students whose behaviours have been documented as not responsive at Tiers 1 and 2. Individualised to the specific needs and strengths of the student.

Tier 2

Specialised practices and systems for students whose behaviours have been documented as not responsive at Tier 1. Generally provided in a standardised manner in small student groupings.

Tier 1

Practices and systems for all students and staff implemented across all school settings.

Parent Communication

Parents will be informed when there has been a referral to the office, particularly if a consequence has been given. The Principal or Associate Principal will telephone a parent or write an email if not able to contact a parent by phone. The contact may be made after school if there has been insufficient time to do so in school hours. Parents should be aware that we will not discuss consequences given or action taken with another child that is not their own. This is to ensure the privacy of individual students is respected and information is not shared to third parties without another parent's permission. The school is consistent in applying the Kinross Behaviour Policy and decisions are made after an investigation has taken place and context is considered. Parents may not always be aware of all the factors present, so are requested to trust the school has acted accordingly in dealing with any breach of discipline.

Whole School Positive Incentives for Student Behaviour Management

The following are examples of activities and procedures used by the school to foster a positive whole school environment and an individual feeling of school pride. Promoting the positive aspect of student behaviour at every opportunity is paramount.

- Merit Awards at assemblies

- Environmental Award
- Golden Key Awards - monthly
- Display of students' work at office and library or noted in Newsletter.
- Peer selection of Year Six Student Councillors and student forum representatives.
- Recognition of students' work and performance in the school newsletter.
- Children encouraged to participate in community projects.
- Students sent to Principal or Deputies with good examples of class work.
- Participation in extra-curricular activities.
- Recognition of out of school achievements at Assemblies, e.g., Trophies, Selections for teams, Awards of Achievement, Scouts awards.
- Use of green slip or school diary to notify parents of positive recognitions.
- Raffle tickets and tokens to be given by duty teacher in playground.

Overview of Consequences for Negative Behaviours in Classroom

STAGE 1: POSITIVE ENVIRONMENT	Teachers establish a positive, inclusive, classroom environment. <i>Use of low key responses.</i>
STAGE 2: DISRUPTION (Name on board)	Name recorded on blackboard. <i>Use of choices and implied choices.</i>
STAGE 3: TIME-OUT IN CLASS (X One Cross)	Second disruption – one cross. Child placed in class time-out area. <i>Use of choices and implied choices.</i>
STAGE 4: BUDDY CLASS (XX Two crosses)	Third disruption – third disruption <i>Child moved to buddy class.</i>
STAGE 5: ADMIN TIME (XXX Three crosses) **SEVERE CLAUSE**	Fourth disruption – three crosses. <i>Child sent to the office with Red Slip.</i>
STAGE 6: IN-SCHOOL SUSPENSION	No contact with other students. <i>Parent notified and interview requested.</i>
STAGE 7: SUSPENSION	<i>Child suspended from school.</i> Student completes formal written contract for return to class.
STAGE 8: EXCLUSION	Child remains under suspension until Exclusion Panel meets to discuss problem

Teachers are encouraged to use restorative questioning when counselling students to encourage them to reflect on their behaviour. Inappropriate behaviour also requires feedback and should be viewed as a teaching opportunity – a chance to clarify and re-teach expectations. The same calm instructional approach used when students make academic errors should be used to correct behavioural errors.

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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Physical Aggression and Violence

Physical aggression has no place in our school and serious sanctions will be automatically imposed where students choose to hurt others. Students who start fights or participate in fighting or hurting others will be automatically suspended from school for a period decided on by the Principal.

Good Standing Policy

All Year 5 and 6 students are to maintain Good Standing. Further details can be found in the Good Standing Policy.

Playground Procedure

Stage 1 POSITIVE ENVIRONMENT

Positive playground environment promoted using raffle tickets and faction tokens. These are in the duty teacher bags and used liberally to reinforce positive behaviour. School values promoted through signage around the school.

Stage 2 MINOR TRANSGRESSION

Teacher resolves conflict through discussion or separating children. E.g. running on hard surfaces, littering, one off name calling, boisterous behaviour, wrong play area etc. – sit for five minutes/walk with teacher for a few minutes (In this case the “sit out” is monitored by the duty teacher).

Stage 3 MAJOR TRANSGRESSION

Child to be sent to the office with Red Slip. E.g. Incidence of bullying, fighting, swearing, danger, orchestrated teasing are considered major transgressions. Consequence at the discretion of Admin.

The admin is responsible for ensuring reflection sheets are filed and further action taken if appropriate and recording details into Integris. Parents contacted.

Formal Detention can only be given by Admin Team.

Behaviour Reflection Sheet

STUDENT NAME:

(Tick)

BUDDY CLASS

OFFICE

What did I do?

Which rule did I break?

	Do your best
	Respect yourself
	Respect others and their property
	Be an active citizen
	Respect the environment

Who did I affect with my behaviour?

Peers	Me	Class	My Teacher
Buddy Room	Other Teachers	Principal	My Parents

What can I do to change my behaviour?

On the back please write a letter of apology.

Teacher Comment:
Parent Comment:
Signature:

Behaviour Reflection Sheet

STUDENT NAME:

(Tick)

BUDDY CLASS

OFFICE

What did I do?

	I was talking too much
	I did not listen to instructions
	I did not use my manners
	I disrupted other students
	I did not keep my hands to myself
I will write a sentence about what I did:	

Who is sad about your behaviour?

Peers	Me	Class	My Teacher
Buddy Room	Other Teachers	Principal	My Parents

What could you need to do change your behaviour?

On the back please write a letter of apology.

Teacher Comment:
Parent Comment:
Signature:

Behaviour Reflection Sheet










STUDENT NAME: _____

(Tick)







BUDDY CLASS

OFFICE

What did I do?

<p>Talking at the wrong times.</p> 	<p>Calling out at the wrong times.</p> 	<p>Distracting others.</p> 
<p>Not doing my work.</p> 	<p>Rude or bad manners.</p> 	<p>Not keeping hands and feet to myself.</p> 
<p>Answering back.</p> 	<p>Not following instructions.</p> 	<p>Annoying others.</p> 

How can I improve?

<p>Work quietly.</p> 	<p>Hand up to speak.</p> 
<p>Keep hands and feet to myself.</p> 	<p>Show respect and good manners.</p> 
<p>No calling out.</p> 	<p>Listen to my teachers and classmates.</p> 

On the back please write a letter of apology.

Teacher Comment:

Parent Comment:

Signature:

(Date)

Bullying Reflection Sheet

STUDENT NAME:

What type of bullying was it?

<input type="checkbox"/>	Physical	<input type="checkbox"/>	Verbal	<input type="checkbox"/>	Indirect
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Where did this take place? _____

What did you do?

Did your actions or words hurt someone or make them afraid? _____

How do you think they felt? _____

Why are you doing this?

What can you do to make things right?





Admin Comment:

Parent Comment:

Signature:

Specialist Teacher Behaviour Referral

The students below have been given the following formal warnings. Please enter their behaviour onto your Classroom Daily Behaviour Chart:

STUDENT NAME	WARNING  Name on board	CLASS TIMEOUT  X One Cross	BUDDY ROOM  XX Two Crosses	OFFICE  XXX Three crosses
TEACHER:		SPECIALIST AREA		