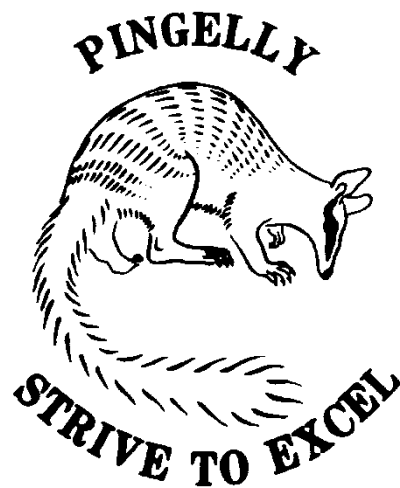


Behaviour Education Guidelines



Overview

Pingelly Primary School is committed to developing positive behaviour and self-control skills in our students. Students, parents and teachers need to have a clear understanding of expected behaviour education at school and in the wider community.

We believe the "Play is the Way" philosophy is the most effective way to develop emotional intelligence (EQ); focusing on the skills of self-control, self-motivation, empathy and managing relationships. We aim to put students in control of their thoughts, feelings and actions.

Outcomes

- **To develop pro-social behaviour**
- **Create a shared body of experience that is used to build relationships**
- **Highlight the benefits of managing emotions and working together**
- **Develop optimism and the ability to bounce back**
- **Encourage self-motivation and the ability to persevere**
- **Initiate a process of self-awareness and discovery in children**
- **Create a positive tone and school culture**

Declaration of Human Rights

The values we live by at Pingelly Primary School are universal and go beyond the school. *These values are prevalent in our community and the world.*

"All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood."

(Article 1 The Universal Declaration of Human Rights)

CODE OF CONDUCT: STRIVE

Our code of conduct for in the classroom, playground and other school related times.

- | | |
|--------------------------|---|
| • STRENGTH: | It takes great strength to be sensible |
| • THOUGHTFULNESS: | Treat others as you would like to be treated |
| • RESPECT: | Have reasons for the things you say and do |
| • INITIATIVE: | Pursue your personal best no matter who you work with |
| • VALIANCE: | Be brave – participate to progress |
| • EMOTIONAL INTELLIGENCE | |

CODE OF CONDUCT: STRIVE MATRIX

A person of good character embodies all the key virtues (below) and develops them through vigorously adhering to his/her values to ensure they become the habits of behaviour that define his/her character.

STRENGTH Good Manners	Thoughtfulness Friendliness & Compassion	Respect Tolerance & Acceptance	Initiative Persistence & Resilience	Valiance Courage	Emotional Intelligence Persistence & Resilience
<p><i>It takes great strength to be sensible.</i></p> <ul style="list-style-type: none"> • Listen with quiet hands, feet and mouths. • Look at the person speaking; • Listen from start to finish; • Listen beyond what is said and how it is said; • Take care of equipment and property; • Be helpful; • Make strong choices; • Be positive about yourself and others. 	<p><i>Treat others as you would like them to treat you.</i></p> <ul style="list-style-type: none"> • Care for other's feelings; • Take care of property & environment; • Be friendly even to those who aren't our friends; • Respect everyone's opinions; • Help people in difficulty; • Treat each other the "right" way; • Encourage others to do their best. 	<p><i>Have reasons for the things you say and do.</i></p> <ul style="list-style-type: none"> • Know our own feelings & take charge of them; • Respect the rights and traditions of others. • Take responsibility for our own actions; • Be honest; • Help others with positive actions and words. • Make positive choices. 	<p><i>Pursue your personal best no matter who you work with.</i></p> <ul style="list-style-type: none"> • Set goals; • Help others learn; • Try to achieve the goals you set; • Inspire each other; • Be brave to do your personal best; • Encourage others; • Have really good reasons for not giving something a go; • Look inside ourselves for the bravery we need. 	<p><i>Be Brave - participate to progress.</i></p> <ul style="list-style-type: none"> • Try our personal best at everything we do; • Not run away from problems or things we find hard to do; • Commence tasks straight away. • Learn from mistakes. • Take risks. • Be persistent. • Try new things. 	<p><i>Pursue your personal best no matter who you work with.</i></p> <ul style="list-style-type: none"> • Keep trying even when we make a mistake or fail; • Trust our teachers and give things a go, even if we don't like it.; • Being resilient. • Continually try to do your best. • Strive to do your personal best.
<i>ANNUAL TEACHING CYCLE OF EXPLICIT LESSONS FROM PITW HANDBOOK</i>					
TERM 1: good manners TERM 4: good manners	TERM 1: friendliness TERM 3: compassion	TERM 3: tolerance	TERM 2: persistence TERM 4: resilience	TERM 2: courage TERM 4: courage	TERM 2: persistence TERM 4: resilience

PROMOTING POSITIVE BEHAVIOURS

TEACHING

Play is the Way helps staff, students and parents at our school to create a safe learning environment in which students learn to be independent, self-regulating, self-motivated learners in persistent pursuit of their personal best and able to get along with each other.

It helps develop students of strong character and decency with the social and emotional competencies to live and learn well by cultivating empathetic students, considerate of themselves, each other and the world in which they live with sound and good reasons for the things they say and do.

Play is the Way imparts a philosophy and language that children easily understand and eagerly embrace. It is not a pencil and paper program with a finite set of lesson plans but a way of learning by doing that becomes a way of school life. It is a part of everyday core business at our school – an ever present, positive influence that supports both students and teachers as they work through the many and varied experiences striving to achieve ever higher educational standards with comparative levels of emotional and physical health and wellbeing.

Achieving both is not an easy task and it's invariably harder if educators are not working in partnership with each other, students, parents and carers.

STRATEGIES

1. Self-Control Checklist (reflective language)

At Pingelly Primary School we talk to students in a way that allows students to reflect – *not react* and behave in a way that allows students to accept-*not defend*.

Teachers use language prompts and language that encourages self-control and use language prompts to re-direct behaviour both in front of the class and individually. This language is firmly embedded throughout our school.

Every teacher uses a common language approach as part of our behaviour education policy. These are outlined below (self-control checklist):

- Right or wrong thing to do?
- Strong decision or weak decision?
- Feelings or thinking in charge?
- Being your own boss or asking me to be the boss?
- Are you running away from the problem or dealing with it?
- Am I trying to hurt you or help you?

“Was that the right thing or wrong thing to do?”

This gives the child a chance to work out why they are being “disciplined” and provides you with a discussion starting point.

“Did you make a weak decision or a strong decision?”

“Weak decision” is when a child decides to do the wrong thing. “Strong decision” is when a child makes a sensible ‘right’ decisions.

“Are your thoughts or feelings in charge?”

This is used to diffuse emotional reactions from students when getting them to reflect on their behaviour.

“Are you going to be your own boss or do you want me to be the boss for you?”

This is empowering students to make decisions about their actions and even choosing their own consequences. If they are still not complying, you become the ‘boss’, take over the situation and choose the consequence for them.

“Are you running away from the problem or dealing with it?”

This is when a situation is created that the child needs to ‘fix’ and they are refusing to deal with it.

“Am I trying to hurt you or help you?”

This is to get the student to realise that the aim of the questioning is to ultimately improve their behaviour. This makes the teacher an ally, not an enemy.

2. Reflection Process (Reflection-Reason – Right Action)

Students have the opportunity to reflect upon the strong decision he/she should have made, how this affects him or her and others and what he or she needs to do to move on. This process is not necessarily done during the child’s lunch time but at the point of need. We realise that this process takes more time; however, we are committed to the educative process of behaviour education. This can be in the form of:

- Self-control checklist;
- ‘Reflection, repair and restitution’ guide; and include
- A range of consequences that are aligned to both the student and the situation/event.

3. Manners

We focus on the acknowledgement and reinforcement of good manners in our community. We believe manners are the lubricating oil of a community. Manners are simple things like saying “please”, “thank you”, knowing a person’s name and asking them how they are. Manners create the tone and culture of a community. (see attached Pathway to Empathy)

4. Repair and Restitution Processes

The Repair and Restitution Process at Pingelly Primary School is based on humanising the process by developing an understanding and awareness of others, accepting responsibility, earning back respect and trust, saying sorry and reinforcing the fact that everyone belongs to a community that is committed to helping everyone become a valuable member of society. This process uses the ‘reflection, repair and restitution’ guide.

Teachers have the option of taking a student through the Restorative Process while the Principal/Deputy Principal looks after the rest of the class; alternatively, the Principal/Deputy Principal will complete the process. Parents are contacted and informed of the incident and expected to discuss it with their child and sign the ‘reflection, repair and restitution’ guide before returning it to school (outlined in the Behaviour Response Flowchart).

a) Removal/Re-Entry Procedure

At warning 4, the Principal is called to help a student to be removed to the Office so an investigation can be instigated. Classmates will have the opportunity to reflect and discuss the situation with the classroom teacher or the Principal/Deputy Principal and how they can support everyone in making stronger decisions.

The reflective process with the student, teacher or the Principal/Deputy Principal involves the student identifying the weak decisions being made, identifying the strong decision that he/she should have made, how the class could help the student and the student identifies the virtue he/she needs to work on and why.

When the student returns to class they must read the apology letter and discuss the strong decision he/she must make in order to re-join the class community. If required, an Individual Behaviour Plan (IBP) will be negotiated with the student when he/she returns to class.

b) 3 Way Conferencing

This process is implemented to help students make more consistent changes to their behaviour through a 3-way conference between the teacher, student and parent. The focus is on developing a consistent approach between the school and home in implementing reflective processes, use of language and setting of specific goals.

6. Consequences (each consequence needs a definition / description and who can make the decision to apply it)

When assisting a student with a situation, teachers draw on a range of consequences that are aligned to both the student and the situation/event.

For example:

- Buddy class;
- Recess and/or lunch at a different time to other students;
- Bench time;
- Walking with the Teacher at recess and/or lunch;
- Withdrawal;
- Suspension
- Loss of good standing

SCHOOL COMMUNICATION

Every attempt is made to keep parents informed about their children's behaviour. Parents are kept informed through reflection sheets sent home, phone calls, case conferences and meetings with teachers and the Principal/Deputy Principal.

Newsletter inserts are provided regularly to explain the different parts of the behaviour education process and more importantly to share the powerful 'Play is the Way' language used at Pingelly Primary School. Our most recent policy can be located on the School's website.

Parents will be contacted if their child is directly impacted by the behaviour of another student.

Parent Procedure:

When a parent wishes to contact a member of staff to discuss behaviour matters about their child:

1. contact the teacher via;
 - a. school office;
 - b. note sent with the student;
 - c. one-on-one; and
2. provide a brief outline of the points to be discussed;
3. Principal/Deputy Principal contact if required.

When a parent has a concern or wishes to discuss an issue regarding a situation which they consider may affect the whole school, their child's wellbeing or relates to a school policy matter:

- contact the Principal/Deputy Principal via the school office

Teacher/School Procedure:

When a teacher or the Principal contacts a parent to discuss behaviour matters about a child:

1. the parent will be contacted via;
 - a. phone call; or
 - b. SMS request to contact the school; or
 - c. note sent home with the student (Integris report); or
 - d. parent/teacher/Principal/Deputy Principal meeting.

Refer to the attached Flowchart detailing the stages parents will be contacted

INDIVIDUAL BEHAVIOUR MANAGEMENT PLAN

An individual behaviour management plan will be developed and implemented for the following reasons:

- A student loses good standing
- The student is referred to the School Psychologist for behaviour support
- A student displays ongoing disruptive behaviour in the classroom or playground and is not responsive to general behaviour intervention

Individual behaviour management planning is done in consultation with the Principal/Deputy Principal, classroom teacher, parents and may involve the school psychologist or other external agencies. The planning process may involve the development and implementation of;

1. IBP;
2. Risk Assessment; and
3. Escalation profile.

GOOD STANDING

All students commence with and retain good standing while exhibiting behaviours that align with our STRIVE values and code of conduct as articulated in our behaviour management policy. Good standing provides students with the ability to participate in non-curricula based school events such as:

- School and P&C run social events
- Incentive based incursions / excursions
- Other incentive based events

A loss of good standing does not exclude a student from participating in the normal education program provided at Pingelly Primary School.

Good standing is lost after a suspension or series of behaviours that are not aligned with our behaviour management policy.

Good standing is re-instated after a period as decided by the principal in accordance with student specific restorative, re-entry or other behaviour plan outcomes.

SUSPENSION OF A STUDENT FROM ATTENDING SCHOOL

The principal may suspend a student from attendance at school if it is determined that a breach or serious breach of school discipline has occurred. The duration of the suspension will be determined by the significance of the breach of discipline (see categories of suspension – Department of Education Behaviour Procedures).

An automatic suspension and loss of good standing will be applied to any student who:

- Starts a fight
- Makes physical contact with the intention to harm another student or staff member

- Videos a fight in the grounds of the school, or off site where there is a reasonable nexus between the incident and the school, with the intention of publishing on social media

A suspension from attendance at school provides the opportunity:

- for the student, other students and staff to calm and recover; and/or
- for all to reflect on and learn from the incident, including where appropriate participating in restorative processes; and/or
- for the school to evaluate existing behaviour support plans, meet with any internal or external stakeholders, seek advice on how better to support the student, and put in place any adjustments to plans, resources, staff or strategies that may be required; and/or
- for the parent to meet with the school to discuss how to improve coordination between school and home to help the student behave appropriately at school.

The decision to suspend

Only the principal has authority to make a decision to suspend a student. Where the principal is unable to exercise the suspension, the deputy principal or teacher in charge has delegated authority to suspend a student.

Appendix (see attached separate documents)

- **Low Key Responses**
- **Reflection, Repair and Restitution Guide Sheet & Teacher Notes**
- **Play Safe Guide Sheet & Teacher Notes**
- **Risk Assessment template**
- **Escalation Profile template**
- **Department of Education Behaviour Procedures**

Behaviour Response Flowchart

The following flowchart provides a simple summary of our behaviour response pathway.

Pastoral Care

Our Behaviour Education Plan is developed around rewarding and encouraging the positive behaviours we expect Pingelly Primary School and the explicit teaching of expected 'code of conduct' behaviours.

Warning 1

All teachers have their own classroom incentive plan for encouraging appropriate positive behaviour. Students have a choice when deciding their behaviour. Teachers will initially use low-key responses to inappropriate behaviours. Teachers will identify, to the student, their inappropriate behaviour, take the time to discuss this with the student using the Self-control checklist and explain the effects of the behaviour and the consequences if the behaviour continues (attached Low Key Response).

If the inappropriate behaviour continues the following consequences will apply, both in the classroom and playground.

Classroom

Warning 2

- De-escalation strategy applied (1000 Waves) to all parties;
- Isolation spot in classroom for 5 minutes;
- Self-control checklist applied;
- Teacher records in SIS, Principal Notified

Warning 3

- De-escalation strategy applied to all parties;
- Isolation outside the classroom for 10 minutes;
- Student completes 'reflection, repair & restitution' guide and sent home;
- **Parent contacted** by teacher;
- Teacher records in SIS, Principal notified

Warning 4

- Removed to office;
- De-escalation strategy applied;
- Principal & student to complete 'reflection, repair & restitution' guide and sent home;
- Possible case conference follow-up or re-entry;
- **Principal contacts parents to discuss.**

Playground

Warning 2

- Student reminded of the rules and their responsibility to make strong decisions;
- Classroom Teacher notified and follows-up;
- Classroom teacher records in SIS;
- Principal notified

Warning 3

- Student remains with the Teacher on Duty;
- Discussion of Self Control Checklist;
- Classroom Teacher notified and follows-up;
- Classroom teacher records in SIS;
- Principal notified

Warning 4

- Student sent to Office immediately;
- 'reflection, repair & restitution'/'play safe' guide completed and sent home;
- Classroom Teacher notified and follows-up;
- Teacher records in SIS;
- **Classroom teacher or Principal contacts parents to discuss.**

Warning 5/Severe

- Student is immediately sent to Principal;
- **Principal contacts parents to discuss;**
- Teacher develops IBP, Risk Assessment and Escalation Profile in conjunction with Principal and parent;
- Deliberate damage to property, verbal or physical abuse (kicking, hitting, punching, swearing)
may result in suspension, case conference or reflection, repair and restitution process.