



Behaviour Management Policy

Respect, Resilience, Kindness, Teamwork

Purpose:

Port Neill Primary School values the wellbeing of students, staff and school community members. We are committed to providing a safe, caring, inclusive and supportive teaching and learning environment where students gain values and skills supportive of lifelong wellbeing.

The Behaviour Management Policy is implemented to facilitate high standards of behaviour so:

- the learning and teaching in our school is of a high standard
- students, staff and community members participate positively within our school
- students acquire skills that will be supportive of lifelong wellbeing and assist them to flourish

Positive Behaviour for Learning Statement

All areas at Port Neill Primary School are regarded as teaching and learning spaces. The staff are committed to offering a holistic education at Port Neill Primary School. We educate the whole child; empowering each student to be the best versions of themselves with positive wellbeing and reaching their individual academic and personal goals. We consider behaviour management integral for developing the whole child and enhancing their participation and engagement socially and academically.

Our Behaviour Management Policy includes the principles of Positive Behaviours for Learning and outlines our system for facilitating positive behaviours, preventing problem behaviours and responding to unacceptable behaviours. We recognise most importantly, that shared expectations, consistency and the teaching of expected behaviours is critical to the success of this plan and creating and maintaining positive and productive teaching and learning environments.

To give students the opportunity to participate positively and to develop lifelong skills supportive of positive wellbeing our school community has identified the following values which are taught, modelled, practised and positively acknowledged by staff and students.

- Respect
- Resilience
- Kindness
- Teamwork

SCHOOL WIDE EXPECTATIONS AT PORT NEILL PRIMARY SCHOOL

School Value	Behaviour Code
Respect	<ul style="list-style-type: none"> • <i>I respect myself, others and the environment</i> • <i>I speak nicely to others</i> • <i>I use my manners</i> • <i>I use whole body listening skills</i> • <i>I following instructions</i> • <i>I follow routines & I am punctual & organised</i> • <i>I am fair & honest</i> • <i>I consider the ideas and feelings of others</i> • <i>I appreciate and am inclusive of differences</i> • <i>I treat others as I would like to be treated</i> • <i>I am true to myself – I am brave enough to be me!</i>
Resilience	<ul style="list-style-type: none"> • <i>I show perseverance when things get challenging</i> • <i>I am prepared to be in the 'learning pit'</i> • <i>I accept that mistakes are part of learning</i> • <i>I use problem solving skills</i> • <i>I use self-regulation and calming skills</i> • <i>I manage my own responsibilities</i> • <i>I try to sort out minor problems myself before seeking help</i> • <i>I show a love of learning & curiosity</i>
Kindness	<ul style="list-style-type: none"> • <i>I am helpful & generous to others</i> • <i>I am inclusive of others</i> • <i>I show gratitude</i> • <i>I show empathy</i> • <i>I show forgiveness</i> • <i>I encourage others</i> • <i>I use a positive tone of voice & body language</i> • <i>I greet people and check in with them</i> • <i>I genuinely say kind things</i>
Teamwork	<ul style="list-style-type: none"> • <i>I share and take turns</i> • <i>I encourage others</i> • <i>I help others</i> • <i>I contribute & participate</i> • <i>I share responsibilities and roles</i> • <i>I celebrate success with others</i>

Facilitating Positive Behaviours and Preventing inappropriate behaviours

- Explicit teaching, modelling and practising expected behaviours during Pastoral Care lesson each week with whole school.
- Explicit teaching, modelling and practising expected behaviours 1:1, small group or whole school as needed to embed learning & implementation of behaviour
- Restorative Practise strategies
- Classroom 'code of conduct' and expected behaviours negotiated with the students at the beginning of the school year and revisited at the start of each new term. It will be put on display in the classroom so that it can be referred to as required.
- Expected behaviours are linked to the school values and school wide expectations
- Teaching of the 'catastrophe scale' and self-help skills
- Explicit teaching of the 1-5 self-regulation scale
- Positive behaviour will be recognised and celebrated through verbal praise, Dojo points,
- Students negotiate a reward for their positive behaviour with their class teacher and work towards achieving Club 20, 40, 60, 80, 100 etc. Clubs are achieved by Dojo points being awarded to students by staff to acknowledge positive behaviours
- Once a Club level has been achieved students negotiate with the class teacher an appropriate time to receive their reward. The student moves onto the next club and a new reward is negotiated

Re-directing low Level and infrequent problem behaviour

When a student exhibits low-level and infrequent behaviour:

1. the first response is to ask the student 'what are you doing? Why are you doing it? What should you be doing?'
2. remind the student of our school values and the expected behaviour code
3. ask the student to think about how they might be able to act more safely, respectfully and responsibly. This enables the students to reflect on their own behaviour, think about expected student behaviour, and how they will modify behaviour to align with expectations.
4. Implement the whole school approach to behaviour so all staff and students are using the same language and system (use red alert to remind student of expected behaviour)

At times students may be identified as needing some additional targeted behaviour support. In most cases these students behaviours may not be regarded as 'major behaviours' but the frequency of their behaviours may have a negative impact on their and other students learning and social success and impede upon the teacher's ability to effectively teach.

Port Neill Primary School will work collaboratively with parents and students to support students and help them successfully manage their behaviours. An individual behaviour management plan may be developed with specific targets and interventions. Students may also need specialised intervention and are provided with intensive behaviour support.

Strategies used for targeted behaviour support include:

<p>Curriculum Differentiation/Adjustment</p>	<p>Staff determines if a student may need additional support in curriculum areas. This may involve:</p> <ul style="list-style-type: none"> • Differentiation and adjustment to teaching/learning provided by staff • Intervention program • Working cooperatively with peer, older student, volunteer
<p>Verbal</p>	<p>Verbal reinforcements used in all areas of the school may include:</p> <ul style="list-style-type: none"> • Specific reinforcements (thank you for... put your books down thanks) • Age level appropriate verbal cues (I like the way you...) • Giving clear targeted directions (X you need to..... thank you)
<p>Non-verbal</p>	<p>Non-verbal reinforcements used in all areas of the school may include:</p> <ul style="list-style-type: none"> • Body language – smile, head nod, thumbs up • Behaviour charts/clubs • Dojo points • Behaviour plans • Awards
<p>Communication within the school community</p>	<p>Communication with parents/caregivers occurs through all stages of behaviour support and included positive/encouraging phone calls, notes, and/or messages.</p>
<p>Added responsibilities</p>	<p>A child may benefit from targeted behaviour support and added responsibilities within the class and school. These may include:</p> <ul style="list-style-type: none"> • Peer tutoring • Mentoring • Working with younger or older classmates • Classroom responsibilities/jobs • School responsibilities/jobs
<p>Behaviour Intervention</p>	<p>If a student's behaviour continues to not meet school expectations external support may be required through:</p> <ul style="list-style-type: none"> • Support Services

MINOR BEHAVIOURS AT PORT NEILL PRIMARY SCHOOL

- Distracting others – noise
- Distracting others – anti social behaviour
- Distracting others – off-task behaviour
- Distracting others – uncooperative
- Distracting others – unwanted touching
- Avoiding completing tasks – homework
- Avoiding completing tasks – in class
- Avoiding completing tasks – not attending to instruction

MINOR/MAJOR BEHAVIOURS AT PORT NEILL PRIMARY SCHOOL

- Not following behaviour code – defiant manner of questioning
- Not following behaviour code – non-compliance with reasonable instruction
- Not following behaviour code – missing class
- Not following behaviour code – misuse of property
- Not following behaviour code – out of bounds
- Not following behaviour code – leaving the school grounds
- Not following behaviour code – not completing a consequence

Minor incidents can turn into major incidents if they are repeated and ongoing and can be classified as both minor and major depending on the nature of the incident.

MAJOR BEHAVIOURS AT PORT NEILL PRIMARY SCHOOL

- Verbal abuse towards a staff member, student or other
- Theft
- Bullying – physical, verbal, written or cyber
- Harassment – sexual, racial, homophobic, disability or religious
- Threatened violence – gestures verbal or written threats
- Threatened violence using a weapon – gestures/verbal or written
- Sexual behaviour – assault of a staff member, student or other, problematic
- Physical assault – of staff, student, other
- Violence using furniture, environmental, knife etc
- Graffiti, property damage, vandalism, arson
- Cyber Crime – posting images/videos without permission/impersonation/intimidation/blackmail/defamation
- Illicit/illegal drugs – possession, use, distribution, and smoking

All major incidents will be referred to the Principal and appropriate actions will be taken.

MINOR BEHAVIOUR MANAGEMENT AT PORT NEILL PRIMARY SCHOOL

<p>ACTION FOR OCCASIONAL MINOR BEHAVIOUR INCIDENT</p> <ul style="list-style-type: none"> • Students receive a red alert for minor behaviour incident (this is a gentle reminder of behaviour expectations) & redirection of behaviour is given. • If students receive three red alerts in one learning session (Lesson 1&2, 3&4, 5&6) they will be sent to front office to complete a reflection with the Principal. Parents will be phoned & a three way discussion will be held with student, Principal and Parent • Students return to the classroom when they are calm and ready to positively apply themselves to their learning. • If students receive 3 red alerts in one learning session they will negotiate with the Principal an appropriate contribution for them to 'give back' to the school community for any negative impact their behaviour or actions had on an individual, class or school environment. • Red alerts are wiped clean before recess, lunch and at the end of the day. 	<p>SUPPORTS TO REDUCE AMOUNT OF INCIDENTS</p> <ul style="list-style-type: none"> • Pastoral Care lessons – explicit teaching of expected behaviour/social skill • Positive Behaviours for Learning • Restorative Practices strategies • Play is the Way • Goal setting • Positive Play Awards • Club points & rewards • Meditation • Explicit teaching 1-5 scale • Explicit teaching catastrophe scale • Class discussions
<p>ACTION FOR REPEATED MINOR BEHAVIOUR INCIDENT</p> <ul style="list-style-type: none"> • Should a student's minor behaviours be repeated and they receive 3 more red alerts in the same learning period after consulting with the Principal they will spend the remainder of the day working away from the class (in Admin building) and be expected to 'give back' to the school community. • Parents will be contacted 	<p>SUPPORTS TO REDUCE AMOUNT OF INCIDENTS</p> <ul style="list-style-type: none"> • Restorative Practices • Parent conversations • Student 'giving back' to school community (loss of play, community service) • Re-entry conversations between student/principal/teacher
<p>ACTION FOR ONGOING & UNRESOLVED MINOR BEHAVIOUR INCIDENT</p> <ul style="list-style-type: none"> • Should a student's minor behaviours continue they will now be viewed as major behaviours due to their frequency and the Principal will take appropriate action 	<p>Principal may use the following to address ongoing & unresolved incidents:</p> <ul style="list-style-type: none"> • Playtime detention • Time Out from Class • Behaviour Plans/Goals • Take Home • Suspension • Specialist Interventions

*Every child has the right to be safe and learn.
Every educator has the right to be safe and teach.*

Please note the development of our updated Behaviour Management Policy was based upon the Ungarra Primary School Positive Behaviour for Learning Policy, which was kindly shared by Ashleigh Fergusson, Principal at the time.

Review: Term 4, 2020