

STUDENT BEHAVIOUR POLICY

A Positive School Ethos

Kambalda Primary School is committed to providing a safe, warm and friendly learning environment that supports each child to develop the essential academic, creative, social and physical skills necessary to become a worthwhile member of a rapidly changing society. We want our students to be socially competent, resilient and caring of others.

Students are provided opportunities to develop appropriate behaviours, self-control and resiliency through interaction with staff, the curriculum and positive reinforcement strategies. They are taught how to accept responsibility for their own behaviours, enhancing their understanding of responsible social behaviour.

We recognise those members of the school community whose exemplary behaviour promotes a positive and caring school environment and students who require additional support are provided with an individualised wrap around approach. School practices are proactive rather than reactive and where appropriate, language and behaviours are defined, modelled and reinforced.

The support of parents, teachers and students is needed to ensure the rights and responsibilities of all are recognised and respected. The Student Behaviour Policy is a way of ensuring that this supportive school environment is established and maintained and that Kambalda Primary School is promoted with a positive school image to the wider community.

Behaviour Expectations

CLASSROOM

- Be seated and ready to learn
- Always do your best
- Show interest in what others have to say
- Be willing to work cooperatively
- Follow instructions
- Be tidy and organised
- Listen to others
- Participate in discussions and activities
- Sit quietly and still
- Raise your hand to speak
- Take turns
- Treat property with respect and care
- Follow the class rules or agreements
- Have the necessary equipment in good condition and at hand

PLAYGROUND

- Listen to others
- Play fairly
- Be willing to try new games with different people
- Consider others and invite them to join in
- Play in designated areas
- Follow the rules of the game
- Take turns
- Be a “good sport”
- Walk on verandas and concrete areas
- Keep your hands and feet to yourself
- Wear your hat and shoes at all times
- Use equipment correctly and respectfully
- Find the teacher on duty if you are having problems

EATING TIMES

- Make healthy choices
- Keep hydrated
- Use hygienic practises
- Use good eating etiquette and manners
- Listen to the teacher on duty
- Put all rubbish in the bin
- Sit in the designated areas
- Eat your own food
- Stay seated until you are dismissed

CAMPS AND EXCURSIONS

- Represent your school with pride
- Wear you school uniform correctly
- Work as part of a team
- Do you best
- Be prepared to try new things
- Show good sportsmanship
- Follow teacher instructions
- Treat people and property with care and respect
- Obey the rules and regulations of the places you visit

TOILETS

- Use the toilet before school, at recess, at lunch and after school
- If you must go during class time, return to class quickly
- Use water wisely
- Respect the privacy of others
- Use toilet paper sensibly
- Toilets are out of bounds for play
- Leave food and drink outside the toilet
- Flush the toilet after use
- Wash hands with soap and water

BEFORE AND AFTER SCHOOL

Before school

- Go straight to the undercover area when you arrive at school
- Do not play on the playground or play with friends in the playground
- Sit and chat quietly with others
- Ask permission before you leave the area to go to the toilet, get a drink or visit the office
- No sports equipment or toys
- Walk bikes and scooters in the school grounds and lock them up as soon as you arrive
- Hand all electronic devices to the office

After school

When catching the bus home

- Go straight to the front grass area or library veranda
- Sit and chat quietly with others
- Ask permission before you leave the area to go to the toilet or get a drink
- No sports equipment or toys
- Eat your own food
- Stay out of the garden

When walking home or going in the car

- Go home straight away, don't play on the playground or stay and play with friends
- Walk scooters and bikes in the school grounds
- Cross at the crosswalk
- Be aware of traffic in carparks and on the road

Supporting Documents, Services and Programs

- Department of Education (WA) Student Behaviour Policy effective April 2016
- You Can Do It! Education: Getting along Organisation Persistence Resilience Confidence
- It's worth a Re-think *Appendix 2*
- 123 Magic and Emotion Coaching *Appendix 1*
- Team Teach
- Statewide Services (SSEN:BE)

Whole School Approach for all Students

- Expect and enforce Behaviour Expectations
- Consistency across staff
- Staff work together to support each other
- Parent support
- Adhere to school programs (i.e. 123 Magic and Emotion Coaching)
- Use school documents to develop programs, record data and monitor progress *Appendix 3*
- Record on School Information System (SIS)
- Incorporate YCDI! Education

Exemplary and Extreme Behaviour

The behaviour management strategies we employ are used with the aim of promoting pro-social behaviour, student well-being, the development of self-discipline and focus on early intervention. The procedures are consistent and logical, with clear rules and consequences made familiar to all involved.

Exemplary Behaviour

When Behaviour Expectations are consistently met, students will be recognised with the following:

- Aussie of the Month Certificate presented at assembly
- Gold note sent home to parents
- Merit Certificate presented at assembly
- Faction Tokens awarded
- Class rewards – individual and whole class
- Phone call home

Extreme Behaviour

When Behaviour Expectations are not adhered to by students, one or more of the following will occur:

- Detention
- Withdrawal
- Suspension
- Loss of privilege
- Parent meetings
- Development of Individual Behaviour Plan
- Phone call home

Emergency Situation or Critical Incident Response

Refer to Kambalda PS Emergency and Critical Incident Management Plan

Evaluation

This policy will be reviewed every two years to ensure it stays current and relevant.

Signatures

This policy was last ratified by the Kambalda Primary School Council in

June 2018

Appendix 1

123 MAGIC™

123 Magic is a simple yet effective behaviour management program for educators of students between 2 and 12 years of age. It's an approach which allows teachers to be firm yet caring when managing behaviour, while avoiding the most common pitfall - talking too much and getting too emotional in response to some behaviour.



When used effectively 123 Magic eliminates arguing and yelling. It gives teachers a simple and structured approach to:

- Controlling obnoxious behaviour (arguing, whining, fighting, tantrums)
- Encouraging good behaviour (listening, being on task, social skills)
- Strengthening their relationship with their students (praise, active listening, and shared fun).

The program aims to provide teachers with a strategy for confidently managing student behaviour, while at the same time helping students learn to make good choices about behaviour for themselves.

	1 st misbehaviour	2 nd misbehaviour	3 rd misbehaviour
Level 3	Warning	Warning	Office
Level 2	Warning	Warning	Consequence 2
Level 1	Warning	Warning	Consequence 1

Each class has a pre-determined consequence for level 1 and level 2 and students who reach level 3 are taken to the office.

All students know what is expected and what the consequence of their behaviour will be, without the need for the teacher interrupt the class to give explanations or engage in emotional or confrontational dialogue.

EMOTION COACHING

Emotion Coaching is a complementary strategy to the behaviour management techniques of 123 Magic. Emotion coaching helps teachers to help students reflect on and identify their emotions and become more competent at managing those emotions. The outcome is that students learn to respond more flexibly to environmental triggers.

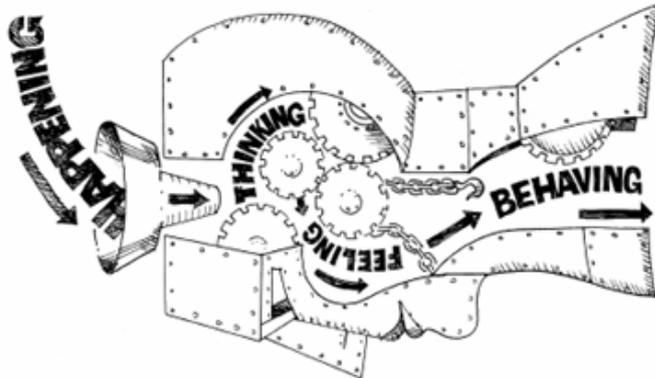
The behavioural outbursts of students often result from their inability to manage or have a language for 'big emotions' like frustration, fear, anger or excitement. Emotion coaching enables teachers to recognise situations where they might be able to use empathy to connect with students over difficult emotions help students to reflect on how they're feeling and learn a language for those emotions. This is the first step toward students being able to track and then better manage their emotions. Emotion coaching, together with the behavioural strategies encompassed within 123 Magic™, provides teachers with a balanced approach to managing their students' behaviour while teaching their students skills to better manage their emotions and take responsibility for their own behaviour. Courses & training in 123 Magic™ and Emotion Coaching is available for parents, teachers and professionals

Appendix 2

<p>What happened?</p>	<p>→</p>	<p>What could you think?</p>	<p>→</p>	<p>How would you feel?</p>	<p>→</p>	<p>How would you behave?</p>
<p>What happened?</p>	<p>→</p>	<p>What did you think?</p>	<p>→</p>	<p>How did you feel?</p>	<p>→</p>	<p>How did you behave?</p>
<p>What happened?</p>	<p>→</p>	<p>What did you think?</p>	<p>→</p>	<p>How did you feel?</p>	<p>→</p>	<p>How did you behave?</p>
<p>What happened?</p>	<p>→</p>	<p>What did you think?</p>	<p>→</p>	<p>How would you feel?</p>	<p>→</p>	<p>How would you behave?</p>



**IT'S WORTH
A RE-THINK**



Your Thinking about
Things That Happen Causes
Your Feelings and Behaviour

Name: _____

Year: _____

Date: _____

INDIVIDUAL BEHAVIOUR PLAN



Name _____ Class _____
 Teacher _____ Education Assistant _____
 Date of IBP _____ Date for Review _____

Current Behaviour	Short Term Objectives	Strategies to achieve objectives	Review	Adjusted Strategy

Principal _____ Date _____
 Mrs Toni Colling _____
 Parent _____ Date _____
 Teacher _____ Date _____