



# 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.

## ***GOOD STANDING***

All students commence with and retain good standing while exhibiting behaviours that align with the school's values and belief as articulated in this plan.

### ***Loss of good standing***

The loss of good standing occurs after a suspension or series of behaviours that are not aligned with this policy. These behaviours must include, but are not limited to; starting a fight, making physical contact with the intention to harm another student or staff member; videoing a fight in the grounds of the school or off-site where there is reasonable nexus between the incident and the school, with the intention of publishing on social media.

Students who breach the school student behaviour plan will have privileges removed such as being banned from school social activities.

The loss of good standing will involve a discussion with the student and/or their parent/carer to highlight the issues that led to the loss of good standing.

### ***Re-instate good standing***

The return to school process will be restorative and educative to re-establish positive behaviour. If deemed necessary a re-entry and/or individual behaviour plan will be developed identifying areas for improvement citing strategies, milestones and desired outcomes.

A student's re-instatement of good standing will be decided by the principal.

The inclusion of good standing reiterates to students the need to take responsibility for their actions and reach their educational potential.

## **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 (shoes can be taken off in EC area)
- 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 your school uniform correctly
- Work as part of a team
- Do your 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 undercover area
- Sit and chat quietly with others/play on the grass area
- 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
- 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

## **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*  
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- 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 AND RATIFICATIONS**

This policy will be reviewed every two years by the Principal, Deputy and staff to ensure it stays current and relevant.

The policy will be presented to School Council for ratification.

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

**March 2022**

## 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 that 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.

Each class has a time out for level 1 and level 2 (time variations) and students who reach level 3 are taken to the office.

	1 <sup>st</sup> stop behaviour	2 <sup>nd</sup> stop behaviour	3 <sup>rd</sup> stop behaviour
Level 3	Warning	Warning	Office
Level 2	Warning	Warning	Time out
Level 1	Warning	Warning	Time out

All students know what is expected and what the consequence of their behaviour will be, without the need for the teacher to interrupt the class to give explanations or engage in emotional or confrontational dialogue. All students reset to the level they were on after each break.

### 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

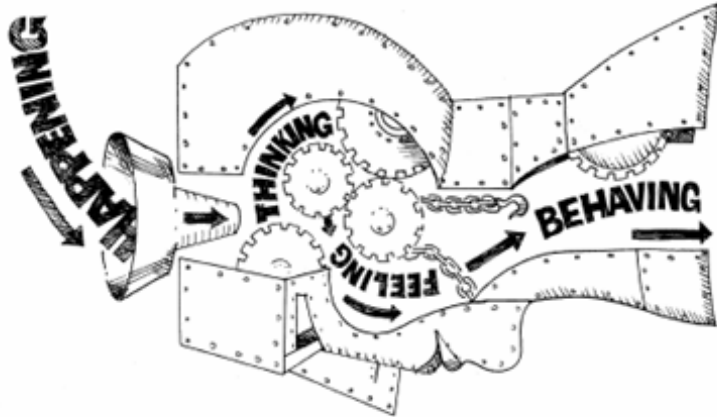
professionals.

## APPENDIX 2

<p>What happened?</p>	<p>If the same thing happened again</p>	<p>What could you think?</p>	<p>How would you feel?</p>	<p>How would you behave?</p>
<p>What happened?</p>	<p>If the same thing happened again</p>	<p>What did you think?</p>	<p>How did you feel?</p>	<p>How did you behave?</p>
<p>What happened?</p>	<p>If the same thing happened again</p>	<p>What did you think?</p>	<p>How did you feel?</p>	<p>How did you behave?</p>
<p>What happened?</p>	<p>If the same thing happened again</p>	<p>What did you think?</p>	<p>How did you feel?</p>	<p>How did 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 Mrs Toni Colling \_\_\_\_\_ Date \_\_\_\_\_

Parent \_\_\_\_\_ Date \_\_\_\_\_

Teacher \_\_\_\_\_ Date \_\_\_\_\_

## APPENDIX 4



### FOLLOWING INSTRUCTIONS FLOW CHART

MARCH 2017

123 Magic must be used for general behaviour management. When the student is no longer responding to 123 Magic, this process should be followed. All classroom doors are to remain closed & locked at all times to prevent Khloe running in & out at will.

