



## Behaviour Support Policy 2020-2022

### Rationale

The school is a place where teaching and learning is the main focus and the environment is safe for all who attend.

### **Our school motto is: Excellence through**

**C – Courtesy P – Pride S – Sincerity**

*Using the Keys to Success & Happiness and Coinda Learning Qualities*

At Coinda PS we encourage our students to adopt and apply these Keys to Success and develop a caring and safe school environment where staff and students are motivated and engaged in a positive atmosphere. The 5 Keys to Success are: Resilience, Confidence, Organisation, Getting Along and Persistence. The 7 Coinda Learning Qualities are: Think, Practise, Question, Connect, Reflect, Risk Take and Self-Aware. At Coinda we believe that all behaviour is learnt and all behaviour has a function, to get or avoid something.

### Outcomes

- Create a safe, positive environment within the school so that teachers and students can work together.
- Create a caring school environment where the rights and responsibilities of the individual are recognised and respected.
- Establish a set of rules that protects us all.
- Students are explicitly taught how to meet behavioural expectations, particularly through our Success Matrix, Keys to Success and Learning Qualities.
- Celebrate those members of the school community whose good behaviour promotes a positive and caring school environment.
- Establish a clear set of consequences for the individuals who do not accept their responsibilities and break rules and encourage them to change their behaviour.
- Establish procedures so conflicts can be resolved using a restorative approach.

### Process for Teachers

1. Teachers will explicitly teach the Coinda Success Matrix and display this within the classroom.
2. Teachers, in collaboration with their students, will add class rules and responsibilities to the Success Matrix with consequences in regards to following/not following them. This is to be displayed and enforced in the classroom (**copy to be sent to admin and relief package**).
3. Discussions will be undertaken to ensure students understand the Success Matrix, Code of Conduct, and consequences, along with their rights and responsibilities as a student, teacher and parent (Appendix 1).
4. Teachers will establish buddy class partner for students who display persistent challenging behaviours within the class context. This class is also used for rewards and positive class activities. (Appendix 3)
5. Reflection Room is used for inappropriate playground behaviour.
6. For severe incidences of negative behaviour, fast track to admin or use red card.
7. All teachers enter behaviours on SIS where appropriate (positive and negative). Students in reflection will be recorded on SIS when necessary. It is recommended that each teacher enter notes of SIS at the end of each day.
8. Duty files are located in duty bags. Information in this file will include behaviour management strategies for individuals.

<b>Rewards</b>	<b>Consequences</b>
Merit Certificates	Time out class (Buddy class)
Aussie of the Month	Reflection Room
Faction tickets	Letter of Concern
Letter of Commendation	Loss of Privileges
Stitch Award	Admin Intervention
Golden Broom Award	Parent Interview
Keys to Success Certificates	Suspension
Mini Assembly Certificates	IBP/Case Conferences

## **GUIDELINES AND PROCEDURES**

### **Promoting Positive Behaviour and Managing Minor Negative Behaviours**

Students are EXPECTED to follow the Success Matrix and school Code of Conduct. Students who follow the You Can Do It Keys, the Code of Conduct along with values/virtues will be recognised and rewarded. Keys to Success and Learning Qualities are explicitly taught throughout the year. It is expected that most student behaviour needs will be adequately met by this Behaviour Support Policy. Where student behaviour needs are not met, an Engagement and Support Plan will be implemented.

Teachers will strive to implement logical consequences for misbehaviour.

Teachers will strive to consider the function of the behaviour.

Teachers will strive to resolve conflicts using the Restorative Practice approach.

Teachers will complete the Student Services referral for additional individual support for students.

Teachers will develop an Engagement and Support Plan (ESP) for ongoing behaviour concerns.

Teachers will use lesson links on the Success Matrix to improve student behaviour.

Teachers will manage minor inappropriate behaviours in class according to their individual rules and responsibilities, school Code of Conduct and Success Matrix. Teachers will establish a time-out class partner (buddy class) for students who display persistent challenging behaviours within the class context.

### **Outdoor Behaviour**

Teachers will manage minor inappropriate outdoor behaviour according to the Success Matrix and the School Code of Conduct. Where possible logical consequences will be implemented, for example, running on veranda could result in the student being asked to go back and practise the skill of walking.

Only students displaying behaviours such as bullying, physical/verbal abuse or intimidation of another person, and any other serious incidents in playground will be sent to Reflection Room. Teacher on duty to complete a form from duty file and notify classroom teacher (**Appendix 5**).

Duty bags containing files must be taken out on duty. Files will include medical emergency cards, individual behaviour management alerts, band-aides, faction tickets, Keys to Success certificates, assistance required card, whistle, map of duty area, and Reflection Room forms. All staff must wear a hi-vis vest whilst on duty.

### **Reflection Room Process**

In the Reflection Room the student will have the opportunity to work through the Restorative Justice Process.

1. Individual students to reflect on behaviour and devise new strategies to support them.
2. Reflection Room teacher and student discuss the issues raised.
3. Student and teacher develop a simple behaviour improvement plan.
4. Students in Reflection Room will be recorded on SIS as necessary by the Reflection Room teacher.
5. Communication from Deputy to the Reflection Room teacher's will occur fortnightly to request names of students requiring Engagement and Support Plans or Good Standing Management.

### **Administration Intervention**

Cases that are referred to Administration (eg red card) are recorded on SIS, parent informed, Engagement and Support Plan consulted, and consequences decided upon in relation to categories of suspension (Appendix 2) and or Good Standing Policy. Only the Principal has the authority in the school to make a decision to suspend a student. Should the Principal be unable to do so the Deputy Principals are authorised to make a decision to suspend. A negotiated re-entry with an Engagement and Support Plan (ESP) is created or reviewed with parent, student, administrator or teacher before student goes back to class after suspension period. An Escalation Profile is developed in collaboration with the School Psychologist if required.

Students will lose **Good Standing** for any significant breach of the Success Matrix, School Code of Conduct or any of the Categories of Suspension. The Principal and Deputy Principals will decide upon the loss of Good Standing and inform parents/guardians. The loss of Good Standing can result in the student not being permitted to attend events with their class, school excursions or incursions, sporting events or hold a leadership role. Students will regain Good Standing after negotiation with Administration on a case by case basis.

### **Managing Significant Incidents & Physical Intervention**

The proactive use of a physical intervention should be clearly indicated in an Engagement and Support Plan when it is agreed that it is in the best interests of a young person or the safety of others. It is crucial that all the necessary information is made available to those who need to know. The welfare and best interest of the individual should take priority over all other considerations as per Regulation 38 of the Education Act.

1. Reasonable, proportionate and necessary intervention
2. Admin alerted
3. Team-Teach restraints where necessary – Trained staff only.
4. Physical Intervention Report completed and submitted by the end of the day when intervention is required outside of the parameters of an Engagement and Support Plan – Copies in Administration
5. Restoring relationships

**Risk of Suicidal Behaviour and/or Self-Injury** in the first instance is student safety. Support will be sought by the School Psychologist, School Chaplain or external agencies. Follow attached flowchart. (Appendix 4)

**Mobile telephones** to be banned in WA public schools from 2020 under McGowan Government move. The WA Government will ban students from using mobile phones in all public schools in a major push to reduce distraction and focus on learning. Only those that are used for medical reasons can be brought to school and under authorisation of the Principal.

**Please refer to DOE Guidelines** for other more significant inappropriate behaviours. Eg. Presence of Weapons, E-Breaches, Drug and Alcohol Misuse.

### **Summary**

Teachers endeavour to maintain regular communication with parents about their child's progress at school. Cooinda Primary celebrates appropriate positive behaviour and strives to reward students for following the school and class rules. The Behaviour Support Policy aims to provide a clear set of guidelines for staff and students to create and maintain a positive school environment.

## Rights and Responsibilities

Students have a right to:	Students have a responsibility to:
<ul style="list-style-type: none"> <li>• <b><i>Interact with others in an atmosphere free from harassment and bullying.</i></b></li> <li>• Learn in a purposeful and supportive environment.</li> <li>• Work and play in a safe, secure, friendly and clean environment.</li> <li>• Respect, courtesy and honesty.</li> <li>• Equal treatment regardless of status, race, gender or physical ability.</li> </ul>	<ul style="list-style-type: none"> <li>• <b><i>Ensure that their behaviour does not intimidate others.</i></b></li> <li>• Ensure that their behaviour is not disruptive to the learning of others.</li> <li>• Ensure that the learning environment is kept neat, tidy and safe.</li> <li>• Ensure that they are compliant, punctual, polite and prepared.</li> <li>• Behave in a way that protects the rights, safety and well-being of all.</li> </ul>
Staff have a right to:	Staff have a responsibility to:
<ul style="list-style-type: none"> <li>• <b><i>Work in a safe environment free from harassment and bullying.</i></b></li> <li>• Respect, courtesy and honesty.</li> <li>• Teach in a safe, secure and clean environment.</li> <li>• Teach in a purposeful and non-disruptive environment.</li> <li>• Cooperation and support from parents in matters relating to their children's education.</li> </ul>	<ul style="list-style-type: none"> <li>• <b><i>Be vigilant about bullying.</i></b></li> <li>• Make students and parents aware of these policies.</li> <li>• Model respectful, courteous and honest behaviour.</li> <li>• Ensure that the learning environment is kept neat, tidy and safe.</li> <li>• Establish positive relationships with students, staff and parents.</li> <li>• Ensure good organisation and planning.</li> <li>• Report students' progress to parents.</li> </ul>
Parents have a right to:	Parents have a responsibility to:
<ul style="list-style-type: none"> <li>• <b><i>Expect that bullying will be countered and dealt with.</i></b></li> <li>• Be informed of course and curriculum material, behaviour management procedures and decisions affecting their child's health and welfare.</li> <li>• Be informed of their child's progress.</li> <li>• Be heard in an appropriate forum on matters related to the rights of their child to an appropriate education.</li> <li>• Cooperation and support from teachers in matters relating to their child's education.</li> </ul>	<ul style="list-style-type: none"> <li>• <b><i>Inform the school about bullying when appropriate.</i></b></li> <li>• Ensure that their child attends school regularly and punctually.</li> <li>• Ensure that the physical and emotional condition of their child is appropriate for effective learning.</li> <li>• Ensure that their child is provided with the correct materials to make effective use of the learning environment</li> </ul> <p><b><i>Support the school in providing an appropriate education for their children.</i></b></p>

## Categories of suspension

### **Category 1: Physical aggression towards staff**

Aggressive physical contact committed intentionally against staff.

### **Category 2: Abuse, threats, harassment or intimidation of staff**

Verbal abuse or non-verbal actions that are abusive, harassing, intimidating or threatening, including stalking, sexual harassment, sexual innuendo and manipulation.

### **Category 3: Physical aggression towards students.**

Aggressive physical contact committed intentionally against another student.

### **Category 4: Abuse, threats, harassment or intimidation of students.**

Verbal abuse or non-verbal actions that are abusive, harassing, intimidating or threatening, including stalking, sexual harassment, sexual innuendo and manipulation.

### **Category 5: Damage to or theft of property**

Direct or indirect damage to, or theft of, property.

### **Category 6: Violation of Code of Conduct of school/classroom rules**

The covers student misconduct not addressed in any of the other categories that violate the school's Code of Conduct.

### **Category 7: Possession, use of supply of substances with restricted sale**

This category covers use or supply of substances such as cigarettes, alcohol and prescribed medicines, that are not in themselves illegal, but the sale of which may be restricted to persons over 18.

### **Category 8: Possession, use of supply of illegal substance(s) or objects**

The substances referred to in this category are those deemed illegal under the Criminal Code. This includes weapons and illegal drugs.

### **Category 9: E-breaches**

Breaches under the Students Online policy or Personal Use of Mobile Electronic Device requirements. Includes breaches of an Acceptable Use Agreement; Appropriate Use of Online Services Agreement; and recording, distributing, or uploading of inappropriate images or messages of students, parents or staff with reasonable nexus to the school.

## Buddy Class Withdrawal

\_\_\_\_\_ has been sent to a 'Buddy Class' for twenty minutes. The following values have been breached:

Organisation  Getting Along  Persistence   
Confidence  Resilience

Starting time \_\_\_\_\_ Finishing time \_\_\_\_\_

Class Teacher \_\_\_\_\_

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

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