



Behaviour Support Policy

This policy clearly outlines the expected behaviours within our school and to promote positive behaviours, self-discipline and respect. It sets out the processes and procedures when desired behaviours are not displayed.

These guidelines cater for the needs of all students at Landsdale Gardens Primary School and meet the obligations and responsibilities as outlined by the Department of Education (DoE) WA which include:

- Documenting a whole school plan to support positive student behaviour;
- Implementing the documented whole school plan to support positive student behaviour; and
- Providing individual student behaviour support where the need is identified.

They should be read in context with the Department's Student Behaviour in Public Schools Policy and Procedures

Aims

Landsdale Gardens Primary School supports positive student behaviour in ways that:

- Create an orderly, structured learning environment where students have the best opportunities to reach their full potential and maintain good standing.
- Support the growth of self-regulation and reduce the need for adult intervention.
- Create a culturally responsive school environment where the rights and responsibilities of everyone are inclusive and respected.
- Establish a set of rules that protects the rights of all individuals and are applied consistently and fairly.
- Implement a consistent procedure and clear set of consequences to resolve conflict in a positive manner using a restorative approach.
- Build consistency in behaviour support, in and out of school, through liaison with parent(s) and community.
- Respond to the assessment of school behaviour data.

School Rules

At Landsdale Gardens Primary School, we have clearly articulated school rules with clear consequences, which are understood by all students. These school rules are explicitly taught at both a class and whole school level. The school rules are:

- Behave safely
- Keep hands, feet and objects to yourself
- Treat all people, property and the environment with respect

In conjunction with the school rules, teachers work with their students to agree on classroom rules which are taught and consistently reinforced. Classroom rules encourage students to take ownership for their behaviours inside the classroom to make it a productive learning environment for all students.

There are three main reasons for setting rules: to learn; to show respect; to be and feel safe. Teachers and students negotiate appropriate rules under these three categories.



Rights and Responsibilities

Students have the right to:	Students have the responsibility to:
<ul style="list-style-type: none"> ➤ Learn in a supportive and purposeful environment. ➤ Learn and play in a safe, secure, friendly and clean environment. ➤ Be treated with respect, courtesy and integrity. ➤ Interact in an atmosphere free from harassment and bullying. 	<ul style="list-style-type: none"> ➤ Ensure that their behaviour is not disruptive to the learning of others. ➤ Arrive at school prepared, polite and positive. ➤ Behave in a manner that protects the safety and well-being of others. ➤ Follow the school rules. ➤ Accept consequences for their actions.
Staff have the right to:	Staff have the responsibility to:
<ul style="list-style-type: none"> ➤ Be treated with respect, courtesy and integrity. ➤ Teach in a safe, secure, friendly and clean environment. ➤ Teach in a purposeful, supportive and non-disruptive environment. ➤ Co-operation and support from parents. 	<ul style="list-style-type: none"> ➤ Model behaviours that are respectful, courteous and honest. ➤ Establish and maintain a positive classroom environment. ➤ Develop and maintain positive relationships with students and parents/caregivers. ➤ Monitor, document and report student behaviours to parents and administration. ➤ Implement the school positive behaviour policy with consistency. ➤ Recognise positive student behaviour regularly ➤ Design and implement Individual Behaviour Programs where required (including individualized reward systems).
Parents/Guardians have the right to:	Parents/Guardians have the responsibility to:
<ul style="list-style-type: none"> ➤ Be treated with respect, courtesy and integrity. ➤ Be informed of decisions affecting their child's education, health and wellbeing. ➤ Be informed about classroom management plans and whole school behaviour management policies. ➤ Be heard in matters relating to their child. 	<ul style="list-style-type: none"> ➤ Model respectful, courteous and honest behaviour. ➤ Ensure their child is punctual and attends school regularly. ➤ Ensure their child attends school prepared to engage in learning. ➤ Support behaviour modification programs if required. ➤ Take a shared responsibility in providing a meaningful and adequate education for their children. ➤ Ensure their child follows school rules while in their care and on school grounds. ➤ Use the appropriate forum for discussing issues.



Rewarding Positive Behaviour

Each class from Kindergarten to Year 6 will have its own system for recognising and encouraging positive behaviour. These systems are developed by the class teacher, complementing the whole school GROW tokens, with high frequency of positive feedback for students. GROW Tokens (See appendix 5) are awarded by all staff “on the spot” to acknowledge students displaying the following GROW values in class and in the playground:

- **Graciousness** - I am courteous, kind and pleasant.
- **Respect**– I show consideration for others.
- **Optimism** – I think the best possible outcome will occur.
- **Willingness** - I am ready, eager and prepared to take risks and make mistakes.

Junior students will earn a silver pin once they have achieved silver status for each of the GROW Values. Senior students will earn a gold pin once they have achieved gold status for each of the GROW Values.

Classroom Merit Awards

Class teachers will nominate students to receive a Merit Award at the school assembly. These certificates are presented by the leadership team and may be for engaged learning, improvement or achievement in class.

End of Year Awards

At the Presentation Assembly, three students from each class, years PP-5, will be awarded a book prize. These awards will be allocated for Academic Excellence (high academic achievement throughout the year), Endeavor (always trying hard to achieve personal best) and displaying the GROW values.

Good Standing Guidelines

Good Standing sets a clear framework in which students will be able to develop skills that contribute to them becoming responsible citizens and life-long learners. It emphasises the importance of students taking responsibility for the choices they make daily, which may impact on their own and/or other students learning. Landsdale Gardens Primary School believe in acknowledging and rewarding exemplary behaviour and aim to regularly provide recognition for the students who consistently behave and act according to the Landsdale Gardens rules and values.

Good Standing defines the right of a student to participate in school extra-curricular programs. The process is as follows:

- All students commence each term with Good Standing.
- Inappropriate behaviour can result in a loss of Good Standing.
- Losing Good Standing removes the right to participate in the school’s extra-curricular programs such as:
 - Interschool sport
 - Senior camp
 - Excursions and incursions
 - Graduation events.
- To maintain Good Standing a student needs to comply with the school and classroom rules.
- Failure to follow the School Behaviour Agreements and Expectations, and then be referred to the office, will result in a strike.
- Ongoing deliberate, low level behaviour will result in a strike.
- A student receiving 3 strikes in a term will lose good standing.
- Good Standing will be reinstated after a 5-week period or at the commencement of the next term.
- A suspension will result in the automatic loss of Good Standing for the term.



Unacceptable Behaviours

Although rewards are central to the encouragement of good behaviour, realistically there is a need for consequences to deal with unacceptable behaviour. It will be clear why a consequence is being applied. Landsdale Gardens Primary School uses a **traffic light system** in the classroom which gives the students a visual account of what their actions and emotions are demonstrating so that they can track themselves moving within the levels (See appendix 1).

Levels of Behaviour Include:

Green Behaviours (calm emotions)	Yellow Behaviours (heightened state of emotions)	Red Behaviours (out of control emotions)
Getting along Attentive listening Being prepared Active participation Demonstrating GROW values Speaking politely and using appropriate volume Sharing and handling resources appropriately Demonstrating patience and waiting your turn Keeping hands and feet to yourself Persisting and trying hard	Interrupting the teacher Answering back / Lying Using a loud voice Spoiling other people's games Teasing /name calling/swearing Pushing in Running inside Play fighting Slow to follow instructions Leaving the classroom	Refusal to follow instructions Verbal abuse/swearing Vandalism Racial comments Biting / Spitting Stealing Physical fighting Physical abuse of staff Leaving school grounds Self-abuse

Consequences

As a result of unacceptable behaviour, the following are possible consequences for students: time out, withdrawal, sent to the office, an email or phone call to the parent, removal of privileges or a suspension. Other consequences deemed appropriate for the behaviour may also be used.

School staff can use reasonable force to control or restrain a pupil in specific circumstances, in accordance with the Physical Contact with Students Guidelines (Department of Education, 2018).

The school also reserves the right to withdraw or exclude pupils from school trips and excursions where it is felt they may cause a risk.

Landsdale Gardens **traffic light system** details consequences for levels of behaviour and/or repeated low-level behaviour.

Restorative Practice

Restorative practice is based on the best practice principles of creating respectful relationships and safe environments within the school. These relationships serve to encourage respectful staff and student behaviour and create an environment to foster positive behaviour in a respectful and timely manner. Implementing restorative practice as a whole school approach aims to address the needs of those harmed (e.g. other students, teachers, community members) and work to ameliorate harm through a balance of appropriate sanctions, restitution and restorative processes. The process is restorative rather than retributive and focuses on the need to rebuild relationships in the wake of harmful antisocial behaviour, e.g. assaults, serious bullying, abusive language, drug-related incidents and offences against property.

Restorative practice is a way to help students build the capacity to self-regulate emotions/behaviour and discuss their actions. This practice highlights our school as being a place where every student feels they belong, are safe, are respected and treated with care. It promotes resilience and contributes to the building of positive relationships in our school community (See Appendix 4).



Suspension

The decision to suspend a student is not taken lightly and will be the strategy of last resort. It can only be made by the Principal, or delegate, in line with the Department of Education policy.

Suspension will, on most occasions, be immediate for any student who:

- Is physically violent resulting in pain or injury, or who seriously interferes with the safety and well-being of other students, staff or other persons.
- Is in possession of a firearm, prohibited weapon or knife. In addition to suspension, the matter will be reported to the police.
- Uses, or is in possession of a suspected illegal substance. In addition to suspension, the matter will be reported to the police.

Parent Communication

We give high priority to clear communication within the school and to a positive partnership with parents as these are crucial in promoting and maintaining high standards of behaviour. As a school, we will communicate the behaviour management policy to parents and endeavour to inform parents at the earliest opportunity when behaviour incidents occur involving their child.

Teachers have a responsibility to maintain agreed communication channels with parents when students are on an Individualised Behaviour Management Plan and communicate with Administration when necessary. When a behaviour incident has occurred in school, parents may receive a phone call from Admin or the classroom teacher. Please see Appendix 2 for the Behaviour Sheet and Appendix 3 for the Reflection Sheets.

Individualised Plans and Risk Assessments

At Landsdale Gardens Primary School, we recognise that some children require more support to manage their behaviour. As such, we work together with parents and allied professionals to provide the support necessary by implementing Individualised Behaviour Plans and Risk Management Plans.

Bullying

Bullying will not be tolerated at Landsdale Gardens Primary School.

We define bullying as a **repeated attack** by someone in, or assuming a position of power, with the intention of causing distress for the bully's gain or gratification. The following behaviours may constitute bullying:

- Physical - repeated and ongoing pushing, kicking, hitting and punching.
- Verbal - repeated and ongoing name-calling, sarcasm, spreading rumours and teasing.
- Emotional - repeated and ongoing tormenting, threatening, ridicule, humiliation and exclusion from groups.
- Racist - repeated and ongoing racial taunts, graffiti and gestures.
- Sexual - repeated and ongoing sexual comments and unwanted physical contact.

Administration must be informed of all reported or alleged incidents of bullying and a record of such incidents will be maintained. All incidents or allegations of bullying will be dealt with in a timely manner and when appropriate, parents will be informed.

As a school we recognise that creating and maintaining an ethos of good behaviour, where pupils treat one another and the school staff with respect, will minimise the likelihood of bullying occurring. Therefore, we aim to address and reinforce issues throughout the school day, during assemblies and through our health curriculum.



Appendix

The following documents form part of the positive behaviour policy at Landsdale Gardens Primary School:

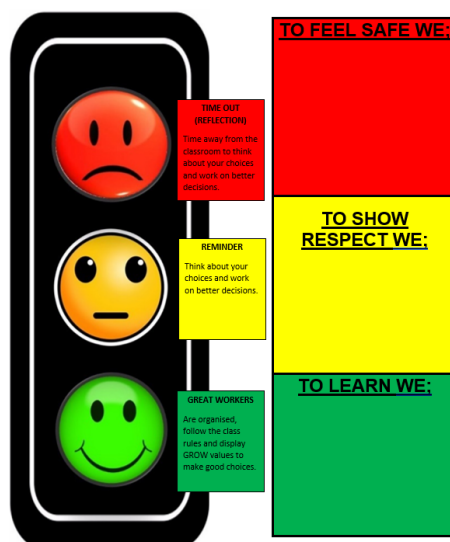
- Traffic light system / Classroom Rules / Playground Behaviour
- Student behaviour sheet / Duty Playground Slip
- Student reflection sheet K-2/3-6
- Restorative questions

Appendix 1: Traffic Light System/Classroom Rules

Teachers and students negotiate the 3 different levels of behaviour /emotions at the beginning of the year to determine class rules.

- Students begin each day on the green level.
- If a negative behaviour is displayed, the child is given a verbal warning reminding the child of the expected behaviour
- If the negative behaviour is repeated, the child's name moves from the green to yellow level for 5 minutes reflection in class.
- If a child continues to display yellow level behaviours, they will be warned then move to the red level for 10 minutes timeout in a buddy class. Class teacher to record behaviour and notify parent.
- Severe behaviours are sent immediately to school administration. Administration to record behaviour and notify parent.

CLASS RULES





Playground Behaviour

- If a student disobeys one of the three school rules, they will be required to sit out for a period of time appropriate to their age/misdemeanor. The student will be reminded of the appropriate behaviour once they have completed their time out.
- Any severe behaviours are to be sent immediately to the administration. The duty teacher needs to provide details of the incident.



Appendix 2: Behaviour Sheet

Student Behaviour Sheet				
Student		Date		
Teacher		Year Level		
	Behaviour Type	Time	Teacher	
First Warning (Verbal)				
Second Warning (Name on yellow)				
Third Warning (Name on red -10 mins time out in buddy class)				
Fourth Warning/Severe Behaviour (office)				
Administration		Parent Contacted		Yes/No
Consequence		Entered on Compass		Yes/No

Duty Playground Slip				
Student name:		Room:		
Teacher:		Date:		
The value that the student did not display (please tick next to):				
Graciousness	Respect	Optimism	Willingness	
Student behaviour:				✓
Behave safely				<input type="checkbox"/>
Keep hands, feet and objects to yourself				<input type="checkbox"/>
Treat all people, property and the environment with respect				<input type="checkbox"/>
Steps followed by the duty teacher:				✓
Step 1	Time out at recess/lunch			
Step 2	Following the duty teacher for a recess/lunch break			
Step 3	Immediate admin referral			
Comments:				
<u>Admin use only</u>				
Behaviour Incident entered on Compass: Yes / No		Parent Contacted: Yes / No		



Appendix 3: Reflection Sheet

Student Reflection K-2



Name: _____ Year: _____ Date: _____

You have made choices which mean you now need to stop and think about your actions and how your actions have affected others around you.

Which of the four GROW values have you not demonstrated?

Graciousness (I am courteous, kind and pleasant)	Respect (I show consideration for others)	Optimism (I think the best possible outcome will occur)	Willingness (I am ready, eager and prepared to take risks and make mistakes)
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Which school rule have you not followed?

Behave safely	Keep hands, feet and objects to myself	Treat all people, property and the environment with respect.
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How are you feeling? Tick how you feel.



What happened?

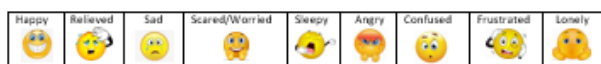
Where did it happen?

Who was involved? How do you think they feel?

Did you make a good choice or bad choice?

How can you make things better?

How do you feel now you have talked about it? Tick how you feel:



Student Reflection



Name: _____ Year: _____ Date: _____

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Which of the four GROW values have you not demonstrated?

Graciousness (I am courteous, kind and pleasant)	Respect (I show consideration for others)	Optimism (I think the best possible outcome will occur)	Willingness (I am ready, eager and prepared to take risks and make mistakes)
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Which school rule have you not followed?

Behave safely	Keep hands, feet and objects to myself	Treat all people, property and the environment with respect.
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1. What was my **behaviour**? Explain what happened and if anyone else was involved.

2. What were the reasons for my **behaviour**? How was I feeling at the time?

3. How did my **behaviour** affect others? How do you think the person/people felt?

4. How will I take ownership for my actions and put things right?



Appendix 4: Restorative Questions

Restorative Questions When Things Go Wrong	
What	happened?
What	were you thinking at the time?
What	have you thought about since?
Who	has been affected by what you have done? In what way?
What	did you <u>think, when</u> you realised what had happened?
What	do you think you need to do to make things right?
Who	can you go to for support?
If	the same thing happens again, how could you behave differently?

Approved: 30th January 2023

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