



Tammin Primary School

Behaviour Management & Good Standing Policy

'Our mission is to inspire others to become resourceful and informed citizens who contribute positively to a changing world'

Developed February 2022

Rationale

This policy has been developed to articulate our school beliefs and process about Positive Behaviour Support at Tammin Primary School. Through the policies and procedures outlined in this document, we will be working to achieve our Behaviour Expectations:

- Kindness
- Safe
- Respect and
- Resilience

Links to Department of Education Policy

Department of Education (DoE) schools provide every student with the educational support they need to learn and maintain positive behaviour. Our intentions are purposeful. By encouraging ownership, staff, students and the community will develop a school culture which is positive and consistent based on shared language used by all.

Our Expectations and Values

Tammin Primary School sets the following expectations that underpin student behaviour in all learning areas, outside areas, during eating times, in the toilets and during incursions, excursions and school assemblies.

Our 4 umbrella expectations are:

- Kindness
- Safe
- Respect
- Resilience

Staff and students use the behaviour expectation matrix to explicitly teach and model the shared language within the document to create a positive and consistent approach towards behaviour education.

Tammin Primary School Behaviour Expectations | K-6



	Kindness	Safe	Respect	Resilience
Learning Areas	<ul style="list-style-type: none"> • Speak kindly to others • Consider other people's feelings • Include others • Share • Encourage others • Demonstrate compassion 	<ul style="list-style-type: none"> • Walk in the classroom • Handle school equipment safely with care • Speak up if someone is being unsafe • Don't throw things 	<ul style="list-style-type: none"> • Listen and follow instructions • Say excuse me, please, thank-you and sorry • Greet others by saying hello • Look after equipment • Tidy up after play • Keep your hands to yourself 	<ul style="list-style-type: none"> • Adapt to new changes • Have a go even when it is hard • Engage in safe risky play • Be mindful of feelings to avoid emotional outbursts
Outside Areas	<ul style="list-style-type: none"> • Share equipment • Let others play • Encourage others • Play fair • Use kind words • Help others 	<ul style="list-style-type: none"> • Walk on the verandas • Use the play equipment properly • Show courage and speak up if someone is doing the wrong thing • Take turns/share 	<ul style="list-style-type: none"> • Ask/allow others to join your game • Return the sport equipment • Walk on the concrete, run on the grass • Demonstrate positive sportsmanship 	<ul style="list-style-type: none"> • Keep trying even if what you are playing is hard • Be brave/good sport even if you lose • Playing independently and with others
Eating	<ul style="list-style-type: none"> • Let others join you • Ask different people to sit with you to eat • Use kind words and actions during our conversations 	<ul style="list-style-type: none"> • Sit down to eat • Stay sitting until the bell • Wash hands after recess and lunch • Wear a hat for protection 	<ul style="list-style-type: none"> • Value each other's personal space • Respect our school grounds • Put your rubbish in the bin • Wait patiently for the bell 	<ul style="list-style-type: none"> • Trying new foods even if you think you do not like it • Appreciate what has been packed for you • Discuss your concerns with your family
Toilets	<ul style="list-style-type: none"> • Be a good role model • Wait patiently • Help younger students if needed 	<ul style="list-style-type: none"> • Get an adult if you need help • Speak up if someone else is doing the wrong thing 	<ul style="list-style-type: none"> • Respect privacy • Wash hands without splashing water • Place paper towel in the bin 	<ul style="list-style-type: none"> • Get an adult if you need help • Stand up for yourself and others if you/they are being bullied
Incursions, Excursions and Assemblies	<ul style="list-style-type: none"> • Be curious • Be patient • Use kind words • Show manners to visitors and staff 	<ul style="list-style-type: none"> • Try new things • Ask questions if you are unsure of something • Stay with the adults and do not wander off 	<ul style="list-style-type: none"> • Be polite • Say hello/goodbye • Stay with your class • Listen and follow instructions from staff and volunteers 	<ul style="list-style-type: none"> • Embrace opportunities with a positive mindset • Continue to apply new skills and knowledge • Learn from your mistakes

Our Responsibilities

Our behaviour expectations are reinforced by a step-by-step flowchart to support staff in maintaining high and consistent behaviour expectations for all students at Tammin Primary School.

Staff are responsible for intervention when students display undesired behaviours listed which coincide with our behaviour expectation matrix. Staff will follow the flowchart to maintain consistency across all learning areas and use the explicit, shared language to ensure students consistently understand what is happening and why in order to reinforce expected behaviours.

Our pedagogy towards managing student behaviour and creating a positive behaviour culture is to ensure our approach is:

- Immediate
- Calm
- Clear and
- Consistent

Tammin Primary School Behaviour Support | K-6



Our Expectations			
Kindness	Safe	Respect	Resilience
Our Approach			
Immediate	Calm	Clear	Consistent

	Type of Behaviour	Action/Consequence	Reflection/Restorative Practice
1. Intermittent Model	Students who are positively and consistently demonstrating the expectations on the behaviour matrix	Students name will go into a bucket to be drawn out each week.	A positive behaviour letter to go home 15 minute incentive of choice
Ready to Learn	All students will begin in this stage at the beginning of each day Staff will engage in low level behaviour management strategies	Students will remain engaged Positive verbal praise	Students will reflect on the behaviour expectation matrix and set personal goals to work on.
Step 1 Verbal Warning	<ul style="list-style-type: none"> Speaking or acting disrespectfully towards others Not using kind words or actions Not sharing or including others Disrupting others from learning Using excessively impolite Raising on the pavement Refusing/ignoring instructions Swearing in conversation Throwing objects 	Verbal Warning "Child's name, you are now on zone one because action . If you continue the behaviour you will move to zone 2"	Discussion with the staff member using the guiding questions: 1. How are you feeling? 2. What happened? 3. Do you understand what you did and why? 4. What will you do differently?
Step 2 Time Out	<ul style="list-style-type: none"> Continuation of Step 1 behaviour Incorrectly using school equipment Disrespecting others or our school 	Time Out "Child's name, you are now on zone two because action . If you continue the behaviour you will move to zone 3"	Discussion with the staff member using the above guiding questions
Step 3 Buddy Check	<ul style="list-style-type: none"> Continuation of Step 2 behaviour Swearing at someone Quitting verbal abuse Intentional physical contact Throwing objects at staff or students 	Buddy Check "Child's name, you are now on zone three because action . If you continue the behaviour you will move to zone 4"	Student completes reflection sheet
Step 4 (Removed from Play) break for 10 minutes	<ul style="list-style-type: none"> Continuation of Step 3 behaviour Refusing to return to class 	Removed from Play/ break for 10 minutes Family Notified	Student completes reflection sheet
Step 5 Principal Intervention	<ul style="list-style-type: none"> Continuation of Step 4 behaviour Physical fighting Damage school property Leaving school grounds Violating 'welcome' to school 	Principal Intervention Loss of Good Standing Possible Suspension	Reinstatement or re-entry meeting with the Principal

By adopting this approach, students and the wider community will recognise that Tammin Primary School's staffing body have a congruent practice around behaviour and that our expectations are vital to a successful education and wellbeing.

Communication Between Staff – Break Times

It is imperative that clear communication between staff occurs to ensure behaviour management consistency is maintained. If a student moves onto any behaviour step before break times, this information must be communicated onto the duty teacher. This ensures students who are already on a behaviour step and engage in inappropriate behaviours during break times, move to the correct behaviour management step. If a child moves through the behaviour steps during a break time, this information must be communicated onto the classroom teacher before class resumes. Behaviour steps do not continue over multiple days.

Family Notification & Behaviour Record Keeping

Step 2 – Time Out

If a student reaches **step 2 (time out) ten times within a 5-week period**, they will need to be placed onto an Individual Behaviour Management Plan and their family must be notified. Teachers will be required to maintain a behaviour record to track student behaviour for these instances.

Step 3 – Buddy Class

If a student reaches **step 3 (buddy class) five times within a 5-week period**, they will need to be placed onto an Individual Behaviour Management Plan and their family must be notified using the Student Behaviour Notification letter template. Teachers will be required to maintain a behaviour record to track student behaviour for these instances.

Step 4 – Removed from Play/break for 10 minutes

- If a student reaches step 4 (removed from play/break for 10 minutes), their family will be notified using the Student Behaviour Notification letter template. A copy of this letter will be placed on the student's file in the office and scanned to their digital file on the Shared Drive.
- If a student reaches **step 4 five times within a 5-week period**, they will need to be placed onto an Individual Behaviour Management Plan and Principal Intervention may be required.

Individual Behaviour Management Plan

Individual Behaviour Management Plans will be developed for students who breach the above maximum behaviour steps within a 5-week period OR students who reach step 5. Individual Behaviour Management Plans will be developed to support student behaviours and minimise the risk of further intervention. Parents/caregivers will need to sign the Individual Behaviour Management Plan and a copy will be placed on the student's file in the office and scanned to their digital file on the Shared Drive.

Good Standing

Tammin Primary School's Good Standing Policy is underpinned by the Minister's Statement on Violence in School "Let's Make a Stand Together". All public schools are also required to suspend/exclude students who fight or make intentional physical contact with other students or staff or disrupt the good order that is expected in public schools. The development of a Good Standing Policy is a mandatory requirement for all public schools in response to the increasing incidents of violence in schools. This policy adheres to the Department of Education (WA) 2019 directive issued under section 232 of the School Education Act 1999 by the Director General.

Loss of Good Standing

All students are required to maintain Good Standing at Tammin Primary School in order to attend school camp, attend incursions and excursions however, each student case will be assessed individually by the Principal and the classroom teacher. Families will be notified of loss of Good Standing and any future actions required.

Reasons for loss of Good Standing:

- Progress through the schools Behaviour Management Step Plan
- In school suspension
- Suspensions will result in an immediate loss of Good Standing
- Physical fighting
- Damaging school property
- Leaving school grounds
- Bringing 'weapons' to school

Violation	Description	Action
Behaviour	When a student reaches or exceeds the maximum number of times processed through the behaviour steps 2-4	<ul style="list-style-type: none">• Loss of Good Standing for a period of 2 weeks• Family notified• Placed on an Individual Behaviour Management Plan
Suspension	When a student reaches or breaches behaviour step 5	<ul style="list-style-type: none">• Loss of Good Standing for a period of 4 weeks• Length and type of suspension determined by the Principal• Family notified• Placed on an Individual Behaviour Management Plan• Re-entry/ reinstatement of Good Standing meeting with family before student returns to school

Reinstatement of Good Standing; Behaviour & Suspension

A student's Good Standing will be reinstated by the Principal; families will be notified of the time period their child will lose their Good Standing for. Families will need to sign an Individual Behaviour Management Plan for their child to have their Good Standing reinstated. In the instance of a suspension, families will need to meet with the Principal for a re-entry meeting. Families will be notified in advance of a meeting date and will need to attend in order for their child to return to school. Families will need to sign an Individual Behaviour Management Plan for their child to have their Good Standing reinstated.