



## **BEHAVIOUR MANAGEMENT POLICY AND PROCEDURES**

### **Frankland River Primary School's behaviour management policy aims to:**

- To provide a happy, positive learning environment.
- To help students reach their full potential.
- To provide a physically and emotionally safe environment.
- To encourage students to accept responsibility for their own behaviour – choose the behaviour – choose the consequence.
- To ensure rules are applied consistently, fairly, consequentially and reviewed regularly.
- To enable teachers to teach in a purposeful and non-disruptive environment.
- Establish procedures so that conflicts can be resolved in a positive non-violent manner.

### **Positive Behaviour**

#### **Frankland River Primary School aims to develop each student's competence and capacity to:**

- Recognise and regulate their own emotions
- Develop empathy for others and understand relationships
- Establish and build positive connections with adults and peers
- Make responsible decisions
- Work effectively with others
- Cope with challenging situations

### **Whole School Approach**

We do this through our whole school approach to behaviour, including identifying and explicitly teaching the expected behaviours of our school. These behaviours are classified in 3 broad areas.

1. Be Respectful
2. Be Responsible
3. Be Resilient

A matrix of expected behaviours has been developed and these behaviours are explicitly taught during Monday Morning meetings, run by the Student Councillors, in the classroom and playground and reinforced through the provision of Faction Tokens.

## Behaviour Expectation Matrix

|                            | <b>Be Responsible</b>                                                                                                                                                                                                                                                              | <b>Be Respectful</b>                                                                                                                                                                                                                             | <b>Be Resilient</b>                                                                                                                                                                                                                    |
|----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Whole school</b>        | <ul style="list-style-type: none"> <li>Be on time</li> <li>Look after equipment</li> <li>Play safely</li> <li>Put rubbish in the correct bin</li> <li>Wear school uniform correctly</li> <li>Be nut aware and don't share food</li> <li>Look after personal belongings</li> </ul>  | <ul style="list-style-type: none"> <li>Follow instructions quickly</li> <li>Use whole body listening</li> <li>Use good manners</li> <li>Take turns</li> </ul>                                                                                    | <ul style="list-style-type: none"> <li>Be willing to have-a-go</li> <li>Use problem solving strategies</li> <li>Set and work towards goals</li> <li>Be proud of personal effort</li> <li>Accept defeat in a positive manner</li> </ul> |
| <b>Learning Areas</b>      | <ul style="list-style-type: none"> <li>Have equipment ready</li> <li>Start work quickly</li> <li>Be tidy</li> <li>Use resources wisely</li> </ul>                                                                                                                                  | <ul style="list-style-type: none"> <li>Cooperate</li> <li>Get permission to use equipment</li> </ul>                                                                                                                                             | <ul style="list-style-type: none"> <li>Ask for help when you need it</li> <li>Use positive self-talk</li> <li>Listen to and accept teacher feedback</li> </ul>                                                                         |
| <b>Outside Areas</b>       | <ul style="list-style-type: none"> <li>Wear a school hat</li> <li>Follow the rules for play areas</li> <li>Share</li> <li>Put away equipment</li> <li>Let plants and grass grow</li> </ul>                                                                                         | <ul style="list-style-type: none"> <li>Include others</li> <li>Walk around gardens and paths</li> <li>Leave toilets clean and try to visit during break</li> </ul>                                                                               | <ul style="list-style-type: none"> <li>Resolve conflict sensibly and fairly</li> <li>Use 'Frankie's Choices' to help resolve conflict</li> </ul>                                                                                       |
| <b>Technology</b>          | <ul style="list-style-type: none"> <li>Print only when asked</li> <li>Use appropriate sites</li> <li>Be cyber safe</li> </ul>                                                                                                                                                      | <ul style="list-style-type: none"> <li>Follow the technology agreement</li> <li>Personal technology devices stay away or given to the teacher</li> <li>Mobile phones stay at home</li> <li>Be cyber safe</li> </ul>                              | <ul style="list-style-type: none"> <li>Be patient</li> <li>Use problem solving strategies if a device doesn't work</li> <li>Be ready to move on if it doesn't work</li> </ul>                                                          |
| <b>Before/After School</b> | <ul style="list-style-type: none"> <li>Travel safely and quietly on the bus</li> <li>Line up in your bus line</li> <li>Ask permission before entering a classroom</li> <li>Wait/play in designated areas</li> <li>Help your family</li> <li>Walk safely on the footpath</li> </ul> | <ul style="list-style-type: none"> <li>Carry or walk bikes, scooters etc. on the school grounds and store at the bike racks</li> <li>After school go straight where you need to be</li> <li>Follow your home routine and expectations</li> </ul> | <ul style="list-style-type: none"> <li>Use problem solving strategies</li> <li>Be resilient when you get out</li> <li>Demonstrate good sportsmanship</li> </ul>                                                                        |

**Rights and Responsibilities**

|                         | <b>Students</b>                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Staff</b>                                                                                                                                                                                                                                                                                                                                                          | <b>Parents</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Rights</b>           | <p>Learn in a purposeful, engaging and supportive environment.</p> <p>Work and play in a safe, secure, friendly and clean environment.</p> <p>Respect, courtesy and honesty.</p> <p>Equal treatment regardless of race, gender or physical ability.</p> <p>Interact with others in an atmosphere free from harassment and bullying.</p> <p>Express themselves.</p>                                                                            | <p>Respect, courtesy and honesty.</p> <p>Teach in a safe, secure and clean environment.</p> <p>Teach in a purposeful and non-disruptive environment.</p> <p>Cooperation and support from parents in matters relating to their children's education.</p> <p>To be the first point of contact if there is an issue or concern with one of their students.</p>           | <p>Respect, courtesy and honesty.</p> <p>Be informed of decisions affecting their child's education, health and welfare.</p> <p>Be informed of their child's progress.</p> <p>Be heard in an appropriate forum on matters related to the rights of their child to an appropriate education.</p> <p>Expect that bullying will be dealt with.</p> <p>Cooperation and support from teachers in matters relating to their child's education.</p>                                                                                                                                          |
| <b>Responsibilities</b> | <p>Display respectful, courteous, and honest behaviour.</p> <p>Ensure that their behaviour is not disruptive to the learning of others.</p> <p>Ensure that the school environment is kept neat, tidy and secure.</p> <p>Ensure that they are punctual, polite, prepared and display a positive manner.</p> <p>Behave in a way that protects the safety and wellbeing of others.</p> <p>Ensure their behaviour does not intimidate others.</p> | <p>Model respectful, courteous, and honest behaviour.</p> <p>Ensure that the school environment is kept neat, tidy, and secure.</p> <p>Establish positive relationships with students</p> <p>Ensure good organisation and planning.</p> <p>Report student progress to parents.</p> <p>Be vigilant about bullying and ensure all are aware of the school's policy.</p> | <p>Model respectful, courteous, and honest behaviour.</p> <p>Ensure that their child attends school.</p> <p>Support the school in implementing behaviour management strategies.</p> <p>Ensure that the physical and emotional condition of their child is at an optimum for effective learning.</p> <p>Ensure that their child is provided with appropriate materials to make effective use of the learning environment.</p> <p>Support the school in providing a meaningful and adequate education for their children.</p> <p>Inform the school about bullying when appropriate.</p> |

## **Student Code of Conduct**

- I respect all members of our school community
- I make the right choices
- I protect and promote my rights and the rights of others including staff
- I actively contribute to build a positive learning environment
- I am fair and just in all that I do
- I care for the environment – buildings, grounds, and equipment
- I take responsibility for my actions
- I obey the law

## **Good Standing**

Good Standing procedures at FRPS will mean that all students commence the school year and each term, able to attend all extra curricula activities such as discos and participate in whole school end of term faction rewards.

***In the case of poor behaviour and 2 reflection sheets being given in one term, students will be excluded from such extra curricula events.***

Camps and excursions (curriculum based) are not included in this. Students may only be excluded from these events due to safety reasons and parents must be aware of the reasons for exclusion.

## **Whole School Incentives**

Classroom: e.g., Merit Certificates, stickers, points, faction tokens etc.

Playground: e.g., faction tokens – linked to expected behaviours and end of term prize

## **Restorative Practices**

At Frankland River Primary School, our focus is on preventing poor behaviour and promoting positive behaviour. This is established through clear expectations of student behaviour and positive reinforcement of appropriate behaviours. All students are engaged in a social behaviour curriculum which promotes positive behaviours for all students and maintain safe, respectful learning environments.

Our school views conflict and negative behaviour as opportunities to grow and learn.

Staff are also highly aware of the difficulties some students have in regulating their emotions, interacting and communicating with staff and students in an appropriate manner and in dealing with sensory difficulties. To assist our students, staff utilise the following programs and frameworks:

- Be You
- Act, Belong, Commit
- Friendly Schools Plus

- Zones of Regulation
- Occupational therapy suggested strategies

These resources aim to explicitly teach students about managing their emotions, developing strategies for resolving conflict and regulating their own behaviour. Staff may therefore use the following strategies to support students in the development of these skills:

- Sensory breaks
- Utilising deep pressure to aid with calming
- Utilising of resources to provide the correct level of lesson engagement – e.g., wobble cushions etc.
- Time out areas for calming
- Development and implementation of social stories to encourage appropriate behaviours
- Using language to develop student understanding of various emotions

### **Multi-Tiered Systems of Support**

Frankland River Primary School will use a range of strategies to support students demonstrating emerging, low-level behaviours of concern.

Where staff have identified a need for individual support, an individualised plan will be developed and implemented. This plan will consider parent, student (where applicable) and external agency support and support students with complex behaviour support needs. This plan will be reviewed regularly.



### **Staff Capability and Training**

- All teachers will complete CMS training through SSEN:BE
- All teachers will engage in school professional learning to de-escalate unsafe and/or aggressive behaviour
- Education Assistants will engage in training to support emotional regulation and if required, CMS training

### **Parent Contact**

Parents will be notified by the class teacher and/or principal if he/she has concerns regarding the child's behaviour. This may be done by a note in the communication book, via phone or through the "reflection sheet". This will outline the incident, action taken and any further concerns the teacher may have.

### **Record Keeping**

A copy of student reflection sheets will be kept by administration. Data from these sheets will be collated and analysed by administration and entered into Compass.

Observation records will be made in individual student files.

### **Positive Behaviour Support and Procedures**

OFFICIAL

| Stage                                                                                  | Action                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|----------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>1</b><br/><b>Positive Environment</b><br/><br/>(Tier 1 – universal support)</p>  | <ul style="list-style-type: none"> <li>Teachers establish a positive, inclusive, classroom environment.</li> <li>Rules, rewards and consequences clearly explained to children.</li> <li>Lots of positive feedback.</li> <li>Use strategies to de-escalate the situation including praise of other students, proximity etc.</li> </ul>                                                                                                                                                                                                                                                                                                                        |
| <p><b>2</b><br/><b>First Disruption</b></p>                                            | <ul style="list-style-type: none"> <li>Verbal reminder. Rules briefly explained. Emphasise the ‘choice’ the student is making.</li> <li>***** Each day stage 1 is the focus for teachers and students*****</li> <li>Very few children choose to move above stage 2.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                |
| <p><b>3</b><br/><b>Second Disruption Time Out – in class or on the bench</b></p>       | <ul style="list-style-type: none"> <li>Second disruption. Child placed in class time-out area OR completes time out on the bench during recess or lunch. This time is limited and monitored by the class teacher. Duty teacher to be notified.</li> <li>Child does time out and completes a reflection sheet (if applicable to age and development level).</li> <li>Child counselled by teacher. Reflection sheet is sent home, signed, returned, and filed by class teacher.</li> <li>Two sheets in a term requires administration interview with child.</li> <li>Any further sheets require an interview between Principal, teacher, and parent.</li> </ul> |
| <p><b>4</b><br/><b>Time out in the office</b><br/><br/>(Tier 2 – targeted support)</p> | <ul style="list-style-type: none"> <li>Child chooses to escalate behaviour. Child moved to the office to complete time out. The reflection sheet is completed.</li> <li>Child counselled by Principal. Reflection sheet is sent home, signed, returned, and filed by administration.</li> <li>Any further sheets require an interview between Principal, teacher, and parent.</li> <li>Staff will provide targeted support through the provision of an individual plan and other response strategies as required.</li> </ul>                                                                                                                                  |
| <p><b>5</b><br/><b>In-school suspension</b><br/><br/>(Tier 3 – intensive support)</p>  | <ul style="list-style-type: none"> <li>No contact with other students. Student completes work in the office.</li> <li>Parent notified and interview requested.</li> <li>Student completes written contract for return to class.</li> <li>Individualised support will be provided, in addition to utilising a case management approach for students with complex behaviour support needs.</li> </ul>                                                                                                                                                                                                                                                           |
| <p><b>6</b><br/><b>Suspension</b></p>                                                  | <ul style="list-style-type: none"> <li>Child suspended from school.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <p><b>7</b><br/><b>Exclusion</b></p>                                                   | <ul style="list-style-type: none"> <li>Child remains under suspension until special panel meets to discuss problem.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

APPENDIX 1:





REFLECTION SHEET

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ TIME IN: \_\_\_\_\_

Tick which school behaviour expectation was broken:

- 1. Be Respectful
- 2. Be Responsible
- 3. Be Resilient

How do I feel about breaking the school rule/value? Which zone were you in?

| Blue                                                                                                             | Green                                                                                                          | Yellow                                                                                                                 | Red                                                                                                                         |
|------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|
|  <p>sad, sick, tired, bored</p> |  <p>happy, calm, focussed</p> |  <p>frustrated, worried, excited</p> |  <p>angry, terrified, out of control</p> |

3. What did I do?

-----

-----

-----

4. What tools could I have used to support my behaviour?

-----

-----

-----

**MAKING AMENDS**

I will: -----

-----

-----

STUDENT SIGN: \_\_\_\_\_

RESOLVED: YES/NO

TEACHER SIGN: \_\_\_\_\_

PARENT SIGN: \_\_\_\_\_

INTERVIEW REQUESTED: YES/NO

## **APPENDIX 2:**

### **PRO SOCIAL BEHAVIOUR AND ANTI BULLYING PROCEDURES**

#### **Whole School Community Agreement**

At Frankland River Primary School we are committed to providing a learning environment free from bullying. We acknowledge the importance of developing students' pro social skills, and we believe that parents, teachers and students have a shared responsibility to create a safe and happy environment.

#### **Policy Rationale**

The purpose of this policy is to recognise:

- Prosocial skill development
- Strategies for bullying prevention
- Strategies for managing bullying issues

#### **Common Understandings about pro social behaviour and bullying**

"Bullying is a repeated behaviour that may be physical, verbal, written and or psychological; where there is intent to cause fear, distress or harm another; that is conducted by a more powerful individual or group; against a less powerful individual or group of individuals who is/are unable to stop this from happening."  
(CHPRC, 2012)

Types-

- Physical bullying
- Verbal bullying
- Threatening
- Property abuse
- Emotional bullying
- Cyberbullying

Bystanders-

A bystander is someone who sees the bullying or knows that it is happening. Bystanders can be identified in the following categories:

- Supporters-support the person bullying
- Spectators-gather or deliberately stay to watch the incident
- Witnesses-are aware that the incident is occurring and see it from a distance
- Defenders-support the person being bullied

#### **Promotion of Pro social Behaviour**

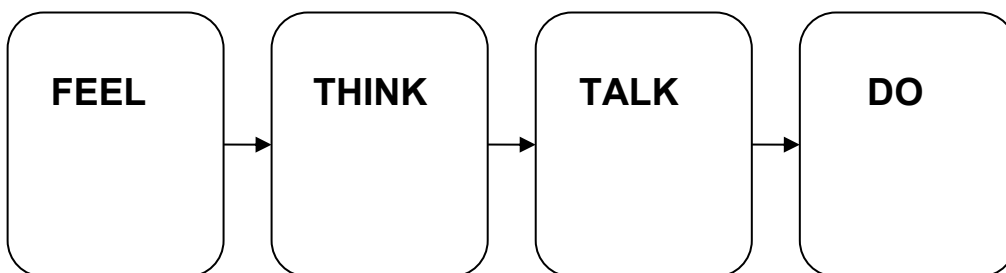
1. Students participate actively in the development of classroom rules about bullying behaviours which are demonstrated consistently with the school policy.
2. Teachers have an understanding of their responsibility as behavioural role models.
3. Teachers use positive behaviour expectation strategies in the classroom to promote effective learning.
4. Teachers use their classroom, curriculum and knowledge of students to help those who are bullying and those who engage in bullying.

5. Behaviour support strategies are implemented to help students develop self-control and responsibility.
6. A variety of group structures and activities are used to facilitate positive decision making about bullying situations.
7. Teachers engage students in cooperative learning methods and activities.

**Explicit Teaching of the Decision-Making Model** (*This process needs to be modelled by using 'think alouds'*)

- STOP-Assess what is happening
- FEEL-How do I feel about what is happening? Which zone are you in?
- THINK-Do I think I need to do something about this? Do I need to ask for help?
- DECIDE-What choices do I have and what might the consequences of these choices be? Which choice will you use?
- PLAN-Work out the safest, most effective way to proceed.
- DO-Carry out the plan safely.

This model can be simplified to:



### Frankie's Choices

Solving Small Problems (THINK PHASE) – Mascot – Frankie the Numbat

Students will be explicitly taught and encouraged to use the following strategies to resolve small problems.

Teachers to remind students that a small problem has a small reaction. A bigger problem can have a bigger reaction.

- Go to another game
- Share and take turns
- Talk it out
- Wait and cool off
- Make a deal
- Apologize
- Tell them to stop
- Ignore it
- Walk away



These behaviours will be displayed for the students and staff to refer to. It is important that students are equipped with strategies to resolve small problems as this helps to build a culture of resiliency.

### **Response to Bullying Behaviour**

1. Listen to students involved to understand the situation and any history which may be relevant to the incident. (Students, bystanders, staff, Principal, and families as required)
2. Assess the level of risk/harm associated with the incident.
3. Report the incident to Principal, families, and school support services as required.
4. Record information obtained.
5. Utilise a restorative practice and agree on a plan to be implemented in consultation with parents and student.
6. Implement plan.
7. Provide ongoing feedback to students, families, and other parties about the implementation of the plan, success of strategies and other relevant issues. (Daily or weekly process as applicable)
8. Provide additional support and review the plan.

NB: Violent and aggressive bullying behaviours will be dealt with in accordance with the Behaviour Management Policy and then a restorative practice will be implemented.

### **Social and Emotional Learning**

Social and emotional learning is the process of developing and practising important social and emotional understandings and skills. They can be grouped into 5 key areas:

- Self-Awareness
- Self-Management
- Social Awareness
- Relationship Skills
- Social Decision Making

When students develop their skills in these areas, it leads to greater overall personal and social capability. In particular, the more students learn about their own emotions, values, strengths, and capacities, the more they can manage their own emotions and behaviours and to understand others and establish and maintain positive relationships. Students will be explicitly taught these skills and understandings and will practise them in the playground, at home and interacting with others. Families and staff will reinforce this practice.

**Reviewed by staff Term 2, 2023**

**Reviewed by School Board Term 2, 2023**

**Updated to reflect the Department of Education's, 'Student Behaviour in Public Schools Policy' July 2023**