



Promoting Positive Behaviour Policy

Policy Rationale

This policy aims to provide everyone a safe and well-ordered working environment. Good working relationships between all members of the school community will help us achieve this aim. Good relationships develop from a focus on:

- Cooperation;
- Consideration of others; and
- Communication, which is respectful.

In 2019 the Department of Education released a Minister's Statement on School Violence entitled "Let's take a stand together". It contains 10 Actions designed to support schools to create safe learning environments for students and staff. Our "Good Standing" Policy, included in this Policy, has been created in response to this Ministerial Statement.

RIGHTS AND RESPONSIBILITIES

All members of the Castletown Primary School community have the right to be treated, and the responsibility to behave, in a virtuous manner at all times.

WHOLE SCHOOL APPROACH

- Teachers to provide learning environments that engage, motivate and challenge students.
- Teachers to teach students the skills necessary to build good relationships and be inclusive of all.
- Teachers to use 123 MAGIC and Emotion Coaching to support students to make positive choices.

FOUR BEHAVIOUR RULES

1. *Respect of self and others, their property and the school's environment*
2. *Behave in a safe, respectful and inclusive way*
3. *Be prepared for learning*
4. *Let others learn - Mind Your Own Business (MYOB).*

Implementing the School Behaviour Policy

At Castletown Primary School, the health, wellbeing and safety of students is a priority. To develop this, we have positive learning and environmental strategies in place.

Strategies

These are the Strategies that are in place at Castletown Primary School to establish and maintain a supportive culture and a positive and safe working environment.

Whole School

- Creating positive, engaging, challenging and supportive learning environments
- Classroom Behaviour Management Plans.
- Virtues program – the Virtues Program underpins our whole school culture.
- 123 Magic and Emotion Coaching to support positive student behaviour.
- Playground Duty Roster
- Restorative Practice to support student behaviour and restore relationships
- Good Standing Policy
- Excursion/Camp Behaviour Expectations
- Leadership programs (eg Student Leaders).
- Incentive programs (eg virtues awards).

Creating a Learning Environment that is positive, engaging, motivating, challenging and supportive

Teachers are dedicated to create a learning environment (both inside and outside of the classroom) that promotes positive behaviour. To do this they will:

- create and maintain an open classroom that allows students to move freely and safely.
- develop strong relationships with each child in their class
- have high expectations of behaviour and achievement
- know their students well, ensuring that the curriculum access to all students is available at their level
- differentiating for those who need extension and those who need extra support, whilst still maintaining a high expectation of progress and effort for each child.
- create learning activities that are engaging and challenging for students to develop self-motivation and desire to learn more.
- support students to move safely around the school eg between classes, to and from assemblies etc
- encourage students to be inclusive, to support each other and to be aware of the feelings and needs of others.

Classroom Behaviour Management Plans

The Virtues Project and 123 Magic and Emotion Coaching underpin the individual Classroom Behaviour Management Plans. Each teacher will develop, in collaboration with their students, a Classroom Behaviour Management Plan and a list of Start and Stop Behaviours and Big Rocks. These Classroom Behaviour Management Plans are outlined in each teacher's Classroom Policy which is sent to parents prior to the Class Parent Meeting in Term 1. Teachers outline the Classroom Behaviour Management Plan at the Parent Meeting. If an Individual Behaviour Support Plan is required for a student, the Classroom Behaviour Management Plan is used as the basis for the Individual Support Plan.

The Virtues Project

What is a virtue?

A virtue is a quality of character that allows you to behave and interact in a positive and meaningful way in society.

What is the Virtues Project?

The Virtues Project at Castletown Primary School is transforming the culture of the school by helping students and teachers create a total environment of caring and respect. The Virtues Project is important because virtues are present in all cultures and they build and promote the growth of a child's character.

The Virtues Project works at Castletown Primary School because of four reasons:

1. We speak the language of virtues.

Teachers are promoting virtues in their classrooms by filling their rooms with the language of virtues. When students are immersed in words such as helpful, excellent, compassionate, self disciplined and kind we have found that they flourish in these behaviours. Children can put a name to the behaviour they see.

2. We recognise teachable moments.

If incidents occur either positive or negative we draw the students' attention to them by using the virtues language.

3. We set clear boundaries.

Classrooms have clear boundaries and ground rules based on virtues and really focusing on positive behaviour.

4. We choose different focus virtues regularly.

A new virtue is chosen regularly for the whole school to focus on. This allows the teachers to teach specific virtues at the same time so all students are being exposed to the same virtue in all classes.

The 52 Virtues

Respect	Diligence	Integrity	Reliability
Assertiveness	Enthusiasm	Joyfulness	Responsibility
Caring	Excellence	Justice	Self-discipline
Cleanliness	Flexibility	Kindness	Service
Commitment	Forgiveness	Love	Tact
Compassion	Friendliness	Loyalty	Thankfulness
Confidence	Generosity	Moderation	Tolerance
Consideration	Gentleness	Modesty	Trust
Cooperation	Helpfulness	Orderliness	Trustworthiness
Courage	Honesty	Patience	Truthfulness
Courtesy	Honour	Peacefulness	Understanding
Creativity	Humility	Perseverance	Unity
Detachment	Idealism	Purposefulness	
Determination			

1-2-3 Magic and Emotion Coaching

What is it?

1-2-3 Magic and Emotion Coaching in the classroom and playground provides a method for managing and supporting children's behaviour.

123 Magic emphasises:

1. **Ignoring** Minor But Annoying (MBA) behaviours
2. **Emotion Coaching** students by supporting them to recognise and regulate their emotions and behaviour.
3. **Encouraging** good behaviour: START BEHAVIOURS.
4. **Controlling** unwanted behaviour: STOP BEHAVIOURS.
5. **Severe misbehaviour is fast tracked**: BIG ROCKS.

How does it work?

It is a 3 choice model for response.

1. Ignore it.
2. Emotion Coach
3. Count



Ignore it

The Ignore it option helps teachers to be clear about what they should or shouldn't respond to. It is used for Minor, But Annoying (MBA) behaviour. Teachers may direct other students to "smart ignore" MBA behaviours. This may stop this behaviour, but sometimes the behaviour will escalate. Teachers then revisit the 3 Choice menu.

Emotion Coach

The Emotion Coaching option helps develop student's self-awareness of their emotions. Many of our students may be coming to school with worries or concerns. This can then manifest into negative behaviours. Through Emotion Coaching the child has the opportunity to be heard in a respectful manner. Teachers listen empathetically and validate the student's feeling and help the student to verbally label the emotions being experienced.

There are 5 steps to Emotion Coaching:

Step 1 – Teacher aware of own emotions - calm

Step 2 – Connect with the child

Step 3 – Listen to the child

Step 4 – Name the emotion

Step 5 – Find a solution (eg rest, snack, new activity)

This process helps students learn to be able to identify and manage their emotions. They learn how to self-regulate, identifying if they need a circuit breaker to deescalate the situation. Teachers may need to help them identify circuit breaker times to begin with until they become more proficient at identifying their emotions.

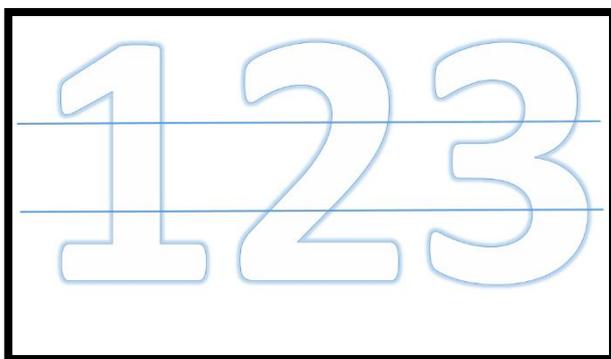
Circuit breakers are short activities that allow the student to refocus and be ready to learn – it can include reading a book in a corner, completing a Smiling Mind activity on the iPad, going for a run

(within teacher eyesight), doing a job for the teacher, drawing with chalk on the ground, shoot 3 mini hoops in the classroom. Different Circuit breakers will be effective for different children.

Count

Students are given three choices to STOP the behaviour they are exhibiting and START positive behaviour. When a student presents a STOP behaviour they are counted with a 1, if they do it again they are counted with a 2 and if they choose to display a STOP behaviour for a third time they are counted with a 3. If they get to 3 they receive time out. Parents and admin will be notified when a child reaches a time out.

The counting method means students are presented with opportunities to make choices to change their behaviour without getting into an argument with teachers and making the situation worse. Tracking of the count is displayed through a poster located in the classroom. There are three tiers that a student can move through. The count resets, on the current tier, after each break and DOTT lesson.



Examples of START and STOP Behaviours – these are developed as a class at the beginning of the year.

Start	Stop
Tidiness	Back chatting
Respectful communication	Wandering
Initiative	Calling Out
Punctuality	Taking things without asking
Hands Up	Not doing as asked
Being Prepared	

In the event that a student receives multiple Time Outs, a case conference with parent, teacher and Principal/Deputy Principal will be arranged. This is an opportunity for all parties to meet and discuss the ongoing behaviour issues and to discuss any reasons behind the inappropriate behaviour. An Individual Behaviour Plan (IBP) will be negotiated in collaboration with parents, teacher and the Principal/Deputy Principal to support the student in making appropriate and positive behaviour choices. This plan will be regularly reviewed for its relevance and effectiveness in supporting the student. If necessary, a referral to the School Psychologist will be organised to support a student further.

Big Rock Behaviours (severe misbehaviour)

When a student displays a Big Rock Behaviour, a red card is sent to Principal/Deputy Principal. Principal/Deputy Principal will respond to a red card immediately.

Dependent upon the circumstances leading to a Big Rock Behaviour, consequences for a Big Rock Behaviour may include:

- Loss of recess/lunch play
- Withdrawal from class
- In-school Suspension
- Suspension

Appendix A (Castletown Primary School Behaviour Support Framework) demonstrates the flexible 3 choice model that teachers use to manage student behaviour at Castletown Primary School.

Suspension – Severely Inappropriate Behaviour

For behaviour deemed by the Principal to be severely inappropriate, a child will be sanctioned with a suspension.

For a student to be suspended, a thorough investigation of the events/incident is conducted to determine the nature of the behaviour, the context in which it was committed and any other relevant circumstances in relation to the incident or behaviour.

Factors considered in determining the terms of a suspension include:

- Age
- Maturity
- Personal history
- Understanding and development capacity of the student,
- Care plans that are in place.

When a child is suspended, the parent is notified and a letter is given to the parent with the terms of the suspension. A re-entry meeting is scheduled with a Deputy Principal, Classroom teacher, parent and child to support the return to class and determine additional support that may be required for the child to engage appropriately at school. This can include the development of a Behaviour Support Plan.

Duty of Care including Playground Duty

The school has a duty of care for students from the moment they arrive at school until they go home. Students who arrive early and leave late due to the bus are supported to be safe and in a common area for supervision. Students arriving to school before 8.30am are supervised in a common area and teachers accept the duty of care of the students once they open their doors at 8.30am.

The Principal establishes a duty roster to support students in the playground at recess time and lunch time. Duty Teachers are expected to be at the duty area on time and moving throughout the area, engaging with students and promoting positive and virtuous behaviour through the use of the whole school raffle ticket program.

Teachers have a duty file and bag that contains:

- Reward Raffle tickets for promoting positive behaviour
- Risk Management Information and plans for students (health and family court orders),
- behavioural slips
- medical forms and
- school hazard forms.
- basic first aid equipment (bandaids and tea-tree antiseptic cream).

Teachers are required to notify the Deputy Principals and/or Principal, through a behaviour slip, if there are any behaviour issues when they are on duty and the management of that issue. Teachers are encouraged to use restorative practice when dealing with behaviour issues at break times with a restorative practice card prompt included in their duty file. If a student is hurt whilst playing, an incident form is completed by the duty teacher of that area.

All teachers are expected to support students to make positive choices whether they are on duty or not. Walking past inappropriate behaviour condones that behaviour and the expectation is that if a teacher sees inappropriate behaviour they will intervene and provide support.

Restorative Practice

At Castletown Primary School we foster care and respect and provide opportunities for students to participate in a process that allows for differences to be worked through constructively. We make it clear to that the behaviour is not condoned while at the same time being supportive and respectful of the individual. Restorative Practice cards are located in each Duty Teacher's file for management of playground incidents between students.



Good Standing - See Appendix B

Good Standing is a status all Castletown Primary School students are granted at the beginning of every school year. It is underpinned by the WA State Government 'Let's Take a Stand Together' Action Plan. It is the responsibility of each student to maintain their Good Standing. Students with Good Standing are eligible to participate in Castletown Primary School rewards and other school activities. Students who lose their Good Standing will lose the privilege to participate in events including excursions and school based activities, camp, sporting events, discos and other special events. Students who lose Good Standing will not be eligible to receive Merit Certificates or Virtue Raffle awards until they regain Good Standing. A Student who loses their Good Standing will have these benefits removed until they have restored relationships and modified their behaviour through a negotiated agreement.

Excursion/Camp Behaviour Expectations

Attending an excursion or school camp presents our students to the Community in a highly visible way. As such, there is a high expectation that all students will behave in a respectful, virtuous manner. Students are briefed on behavioural expectations prior to any outing outside of the school grounds. Students on camp sign a behaviour contract, with their parents, which outlines the expectations of behaviour for students who will be spending extended time away from school. Students who have lost their Good Standing are unable to attend excursions or camps during their loss period. Once Good Standing has been reinstated then all future excursions/camps are available to the student. Students who require additional support for behaviour may have support plans put in place to provide the student with every opportunity to participate in an excursion/camp. A student can be excluded from an excursion or camp at the Principal's discretion if on-going inappropriate behaviours are occurring and there is a high risk of a student not behaving appropriately on excursion.

Leadership programs - Student Leaders

At Castletown Primary School, Year 6 Student Leaders are appointed through a merit selection process. The students write an application. For Student Councillor these applications are reviewed by a panel of the Principal and 2 School Board members. Students then have an interview with the panel who determine the successful applicants.

Faction Captains also complete an application. A Deputy Principal, the Sports Teacher and the Year 6 teachers review the applications. Students then present a short speech to the Year 5 and 6 students of their faction and an election determines the appointment of the Faction Captains.

Incentive programs (eg virtues awards, spirit points, whole school reward days).

Students at Castletown Primary School are able to participate in various incentive programs including class based incentives as well as the Virtues Raffle Ticket program and the Faction Spirit Point program.

The Virtues Raffle Ticket program has students being rewarded both in and out of the classroom for demonstrating one of the 52 Virtues. These tickets are collected and at each assembly, two tickets per year level are drawn. Students can then collect a prize from the prize box. All raffle tickets are then placed in a collection box for the Presentation Assembly when 3 prizes are drawn for the Mega-Virtue Raffle.

The Faction Spirit Point Program is linked to the Whole School Sports Program. Team Spirit points are awarded for wearing of faction shirts (Unity), Inclusivity and Perseverance. Points are allocated to each faction after each week culminating in the presentation of a Faction Shield at the Presentation Assembly.

Students demonstrating positive behaviours are also recognised through School Assemblies and the School Newsletter through:

- Merit Certificates – for displaying positive behaviour in the classroom
- 100% Attendance Certificates (each term and for the whole year)
- Outstanding Achievement Certificates (once a term at a Whole School Assembly)
- Specialist Outstanding Achievement Certificates (once a term at a Whole School Assembly)
- Class Prizes and Specialist Prizes (at the Presentation Assembly)
- Year 6 Graduation Prizes – Endeavour, Spirit of Service, Virtues, Citizenship

Policy Document Approved by Board

Meeting Date: 30 October 2019

Policy to be reviewed: Annually