



# East Wanneroo Primary School

## Behaviour Management *(reviewed 2024)*

### CLASSROOM

Behaviour Management at East Wanneroo Primary School is based on the “*Essential Components of Positive Behaviour Support*” as outlined by the Department of Education. Just as schools rely on direction provided by academic curriculum, success with student behaviour begins with clear behavioural expectations that are the vision of responsible student behaviour and social competence. Systematic teaching of the expected behaviours is expected across the school.

#### **Expected Behaviours:**

The whole school will embrace and explicitly teach the attitudes, skills and values of the ‘You Can Do It’ (YCDI) program. The YCDI values will be promoted and visible across the school.

On the first day of each term, teachers will work with students to clearly establish STOP and START behaviours (refer 1-2-3 Magic). These will also be linked to the YCDI values and will become the basis of class expectations. It is important to keep the behaviours simple. A chart displaying STOP (red) and START (green) behaviours should be displayed in a prominent position in your classroom. In early childhood these may be accompanied by visual prompts.

#### **Encouraging Expected Behaviours:**

Creating a school culture where expected behaviours are the norm requires staff to positively interact with students more frequently when they have engaged in appropriate behaviour than when students demonstrate unproductive behaviour. Staff will provide regular, specific feedback to students about their behavioural progress both positive and negative and advise parents of their child’s progress. Teachers may use in class incentives to recognise and encourage positive behaviour. These should support whole school incentives.

#### **Whole-School Incentive Program:**

1. Students are awarded green paper tokens (greenies) for demonstrating the YCDI values & attitudes. Other behaviours may be rewarded with class incentives eg Dojo points.
2. When a child has six greenies, these are stapled and placed in year level box outside of the deputies’ office. At each assembly a greenie will be pulled out of each box for each year level and the student selected may choose a prize.
3. On receiving six greenies the student then exchanges them for a pinkie (a small, pink paper token). The class teacher will write the student’s name on the pinkie and sign it (do not pre-sign).
4. After obtaining six pinkies, these are stapled and placed in the “Pinkies” container in the front office, the child is awarded a blue certificate for outstanding behaviour and performance at Block Meetings.
5. The cycle begins again, with greenies continuing to be awarded. When a child has received six blue certificates, s/he is presented with a bronze badge for outstanding behaviour and performance, by the principal at a Friday assembly.
6. A further six certificates and a silver badge is awarded; followed by a gold badge, emerald badge with the final stage being the awarding of a ruby badge.

A more immediate response to greenies can be made by Kindy / Preprimary classes eg green stickers on a chart. The principal visits weekly to give out stickers or a child may visit the office for a sticker for each greenie.

#### **Responding to Inappropriate Behaviour *(for 95% of the class, tier 1 & 2 students)***

Inappropriate behaviour requires feedback and should be viewed as a teaching opportunity. The same calm instructional approach used when students make academic errors should be used to correct behavioural errors. A continuum of responses to misbehaviour (see Appendix 2), provides staff with the tools to effectively respond and encourages the student to return to ‘base level’. Staff

may select the consequences that best suits their teaching style and the student they are working with. A behaviour consequences chart should be used to record where students are up to, see appendix 3 for examples. As soon as a child behaves appropriately after misbehaving, acknowledgement and feedback should be provided.

### **Repeated Stage 4 level**

When a student reaches stage four of the consequences chart, an Orange Card will be sent to the Office to record the behaviour on Integris. Should a student receive three Orange Cards or more within a term, an intervention negotiated between the teacher and administration team will occur. (See Appendix 2)

### **Non-Negotiable Behaviour** *(for 5% of students, tier 3)*

Some behaviours are not negotiable and immediate referral to the administration team is required. Student behaviour in these instances will be managed by the administration team. (See Appendix 1 & 2) For frequent severe behaviour an Individual Behaviour Plan will be developed by the teacher with support from a deputy or principal.

### **Monitoring of Behaviour**

Admin staff will generate a whole school behaviour report from Integris each month. The report will be shared with staff and analysed to identify and address repeated inappropriate behaviours.

## **PLAYGROUND**

As with classroom behaviour, expectations for playground behaviour will be explicitly taught using the YCDI attitudes and values. A matrix of expectations will be developed and displayed throughout the school.

### **Playground Behaviour Incentives**

Students demonstrating appropriate behaviours during play breaks will receive a faction token to place in a cylinder in the undercover area. The faction with the most tokens at the end of each term will receive a reward.

### **Responding to Inappropriate Behaviour**

Teachers rostered for playground duty will address minor misdemeanours (see Appendix 1) on the spot with a logical consequence eg running on the verandah – go back and walk, rough play – sit out for 5-10 minutes. More significant misbehaviours will be recorded in the Playground Book on slips provided and given to a deputy. The deputy will determine the consequence and record the behaviour on Integris, teachers will be sent a PDF of any misdemeanours.

### **Consequences Include:**

- 1 Counselling: Where there has been a minor infringement of the school rules, a child will be counselled by the principal or a deputy principal.
- 2 Restorative Conversations: All parties involved are brought together to discuss the impact of the actions on each other and how to move forward.
- 3 Detention: More serious transgressions will incur a period of detention. The severity of the transgression as well as the record of the offending student, being taken into account, will determine the period.
- 4 Suspension:  
A period of suspension will be imposed for severe transgressions or for repeated serious offences. The severity of the transgression, as well as the record of the offending student, being taken into account, will determine the period of suspension.

## **GOOD STANDING**

'Good standing' refers to the need for students to maintain a certain level of behavioural expectations, in order to be considered for additional privileges at school. All students start with good standing.

A student can lose good standing after a breach, or series of breaches of school discipline. These include, but are not limited to

- starting a fight
- making physical contact with the intention to harm
- filming a fight
- sharing or promoting violence
- use or possession of e-cigarettes and vapes
- repeated office referrals for negative behaviour

Students who lose good standing may be withdrawn from non-curricular school activities, such as camps, inter school sporting events, choir, student leadership roles, graduation events, Lego club and other school social activities, for example discos and colour runs. The loss of good standing is determined by the principal in consultation with relevant staff.

If a student loses good standing, the school will communicate with the student and parent / carer the reason, the implications, and the plan to improve behaviour including a pathway for the student to regain good standing. The plan to regain good standing will be developed by school staff and will be tailored to the individual and target behaviours.