



**WOODVALE**  
PRIMARY SCHOOL

# Positive Behaviour Policy

**Woodvale Primary School  
2019**

**POLICY GUIDELINES FOR PARENTS,  
TEACHERS AND STUDENTS.**



*"Educating the mind  
without educating the  
heart is no education at  
all."  
- Aristotle*

# Woodvale Primary School

## Positive Behaviour Policy



### Rationale

Woodvale Primary School is committed to providing a caring and supportive environment. Staff and students recognise that everyone has the right to feel valued and be safe.

### Core Values

Our core values that underpin everything that we do are:

- ◇ Respect
- ◇ Responsibility
- ◇ Honesty and trustworthiness
- ◇ Kindness & Consideration

### Aims:

- Create a positive environment within the school and classroom so that the teachers and students can work together in harmony
- Create a caring school environment where the rights and responsibilities of the individual are recognised and respected
- Recognise those members of the school community whose exemplary behaviour promotes a positive and caring school environment
- Maintain a Code of Conduct that protects the rights of all individuals
- Provide a clear set of consequences for individuals who do not accept their responsibilities and break rules, so that they are encouraged to recognise and respect the rights of others
- Utilise procedures so that conflicts can be resolved in a positive manner
- Eliminate bullying in our environment
- Support students to make good choices about their behaviour





	<b>As a Learner</b>	<b>As a Friend</b>	<b>Around the school</b>	<b>Online</b>
<b>Responsible</b>	<ul style="list-style-type: none"> <li>Look after your belongings and be organised.</li> <li>Follow the classroom and whole school rules.</li> <li>Wait quietly outside your classroom until the teacher arrives and lets you enter.</li> <li>Set personal goals</li> <li>Always do your best.</li> <li>Persevere with challenges.</li> <li>Seek help when you don't understand.</li> </ul>	<ul style="list-style-type: none"> <li>Stand up for others.</li> <li>Remind your friends of appropriate behaviour.</li> <li>Show loyalty to friends.</li> <li>Take turns.</li> <li>Tell the teacher if someone is hurt or feeling unsafe.</li> </ul>	<ul style="list-style-type: none"> <li>Wear a hat when outdoors.</li> <li>Walk on the verandah and paths.</li> <li>Store bicycles and scooters in designated areas. Not to be ridden in school grounds.</li> <li>Seek permission before leaving school grounds.</li> <li>Only enter or remain in a classroom when a teacher is present.</li> <li>Use toilet appropriately and hygienically.</li> <li>All food and drink to be consumed in designated area and all litter to be placed in bins.</li> </ul>	<ul style="list-style-type: none"> <li>Follow the ICT agreement.</li> <li>Report anything that does not feel right to an adult.</li> <li>Only do things online that you would show everyone.</li> <li>Mobile phones to be kept by class teacher until the end of the school day.</li> <li>Use equipment safely.</li> </ul>
<b>Respectful</b>	<ul style="list-style-type: none"> <li>Listen to other people's ideas.</li> <li>Encourage others.</li> <li>Work co-operatively.</li> <li>Use equipment with care.</li> <li>Speak to others in an appropriate manner.</li> <li>Follow instructions</li> </ul>	<ul style="list-style-type: none"> <li>Show tolerance.</li> <li>Respect personal space.</li> <li>Take turns.</li> <li>Use manners. ( Be polite and use appropriate language).</li> <li>Include others.</li> </ul>	<ul style="list-style-type: none"> <li>Look after our natural environment.</li> <li>Respect the belongings of others.</li> <li>Use and put away equipment correctly.</li> <li>Walk quietly around school during lesson time.</li> </ul>	<ul style="list-style-type: none"> <li>Use appropriate language.</li> <li>Be careful with equipment.</li> <li>Respect other people's privacy.</li> </ul>
<b>Honest and Trustworthy</b>	<ul style="list-style-type: none"> <li>Show sportsmanship.</li> <li>Complete what you say you will do.</li> <li>Show initiative.</li> </ul>	<ul style="list-style-type: none"> <li>Encourage others to get involved.</li> <li>Tell the truth.</li> <li>Take ownership for your actions.</li> </ul>	<ul style="list-style-type: none"> <li>Play in the correct areas.</li> <li>Report observed inappropriate behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>Do not say things that could be hurtful to others on line.</li> <li>Report inappropriate actions performed by others.</li> </ul>
<b>Kind and Considerate</b>	<ul style="list-style-type: none"> <li>Accept differing opinions to your own.</li> <li>Celebrate your successes and those of others.</li> <li>Give positive feedback.</li> <li>Help others at appropriate times.</li> <li>Listen to the ideas of others.</li> </ul>	<ul style="list-style-type: none"> <li>Look out for others in your group.</li> <li>Show compassion and consideration.</li> <li>Accept outcomes and move on.</li> <li>Treat each other fairly.</li> <li>Keep your hands and feet to yourself.</li> </ul>	<ul style="list-style-type: none"> <li>Display positive play behaviour. (Let others play, take turns, follow the rules).</li> <li>Be helpful to others in need.</li> <li>Share equipment.</li> </ul>	<ul style="list-style-type: none"> <li>Make positive connections with others on line.</li> <li>Look out for your friends.</li> </ul>

## RIGHTS AND RESPONSIBILITIES

### **Students have the RIGHT to:**

- Learn in a purposeful and supportive environment
- Work and play in a safe, secure, friendly and clean environment
- Respect, courtesy and honesty

### **Staff have the RIGHT to:**

- Respect, courtesy and honesty
- Teach in a safe, secure and clean environment
- Teach in a purposeful and non-disruptive environment
- Co-operation and support from parents



### **Parents have the RIGHT to:**

- Be informed about course and curriculum material, behaviour management procedures, and decisions affecting their child's health and welfare
- Be informed of their child's progress
- Be heard in an appropriate forum on matters related to the rights of their child to an appropriate education

### **Students have the RESPONSIBILITY to:**

- Ensure that their behaviour is not disruptive to the learning of others
- Ensure that the school environment is kept neat, tidy and secure
- Attend school and are punctual, polite, prepared and display a positive manner
- Behave in a way that protects the safety and well-being of others

### **Staff have the RESPONSIBILITY to:**

- Be a good role model and encourage positive behaviour through explicit teaching and modeling Of the school's values
- Ensure that the school environment is kept neat and secure
- Establish positive relationships with students
- Ensure good organisation and planning in order to provide a quality education program to all students
- Report student progress to parents
- Consistently apply the *Positive Behaviour Matrix*
- Keep Admin informed of any concerns regarding student behavior
- Display and regularly discuss with the students the school's 4 values and the Positive Behavior Matrix
- Undertake playground duty as per the duty roster Be punctual to duty and be alert to potential situations which infringe upon the guidelines of the *Positive Behaviour Matrix* (See Duty Teacher procedures on page 7)

### **Parents have the RESPONSIBILITY to:**

- Ensure that their child attends school and is punctual
- Ensure that the physical and emotional condition of their child is at an optimum for effective learning
- Ensure that their child is provided with appropriate materials to make effective use of the learning environment
- Support the school in providing a meaningful and effective education for their child
- Go through the appropriate channels to air their concerns in a respectful manner

# Positive Behaviour Policy

## Promoting a Positive School Culture

To achieve a positive school culture, a range of strategies are implemented:

- All teachers discuss the **Positive Behaviour Matrix** with their class. The **matrix** should be clearly visible in the classroom
- All teachers establish a set of classroom behaviours/rules based on the **Positive Behaviour Matrix** and have them clearly displayed in the classroom
- Explicit teaching and modelling of the core values, based on the Positive Behaviour Matrix
- Implement class reward systems appropriate for the year level of the students
- All teachers are to implement the school procedures when the values are not displayed
- Teachers implement an Individual Behaviour Plan if a student is not responding to whole class behaviour strategies
- Urgent Assistance Required card to be utilised for extreme breaches or emergency situations
- The **Positive Behaviour Matrix** should be discussed at parent/teacher meetings at the beginning of the year and can also be sent home to parents who are not able to attend
- Integration of *Friendly Schools Plus* and *Protective Behaviours/Holding Hands* into the teaching and Learning programs
- Value tokens and merit certificates to recognise and reward positive behaviour
- Specialist class awards presented at assemblies to recognise whole class positive behaviour

## Rewarding Good Behaviour

- Teachers will give out VALUE POINTS for positive behavior that follow the school values
- There are collection boxes in the Library for the slips
- Each Assembly, the Value Points are counted. The points are announced and added to the Target Board. On a regular basis tokens are brought to the Assembly and eight students' names are drawn from each value box.
- If the students reach the total for the term then a whole-school reward will be held on the last day.
- **Good Standing.** Any student who is suspended or their major behaviour breaches the school's values on three occasions in one term will lose their good standing and will not be permitted to participate in school non-curricula activities. A student's good standing can be re-instated by making amends and behaving well.

# Positive Behaviour Policy

<b>Inappropriate Classroom Behaviours</b>	
<b><i>Minor Behaviours</i></b>	<b><i>Major Behaviours</i></b>
<ul style="list-style-type: none"> <li>• Talking back to teacher</li> <li>• Throwing objects without intent</li> <li>• Non-compliance with teacher</li> <li>• Speaking inappropriately with other children</li> <li>• Disturbing others</li> <li>• Damaging own property</li> <li>• Work avoidance</li> <li>• Attention seeking behaviour</li> <li>• Running in class</li> <li>• Uninvited comments: minor or infrequent</li> <li>• Late returning to class once school has resumed (Teachers to use own discretion)</li> </ul>	<ul style="list-style-type: none"> <li>• Repeatedly not following teacher's instructions.</li> <li>• Throwing objects with intent</li> <li>• Verbal and non-verbal intimidation or threatening behaviour of others</li> <li>• Verbal abuse (swearing, name-calling) Rudeness / disrespect / defiance to staff/adult</li> <li>• Destroying other people's property, vandalism and graffiti</li> <li>• Fighting</li> <li>• Stealing</li> <li>• Crude / racist remarks / gestures</li> <li>• Leaving classroom or school without permission</li> <li>• Repeated teasing</li> <li>• Putting self at risk</li> </ul>

<b>Inappropriate Out-of-Class Behaviours</b>	
<b><i>Minor Behaviours</i></b>	<b><i>Major Behaviours</i></b>
<ul style="list-style-type: none"> <li>• Not eating in appropriate area</li> <li>• Leaving lunch area without permission</li> <li>• Littering</li> <li>• Roughness with others e.g. Play fights</li> <li>• Playing in out of bounds bush areas</li> <li>• Inappropriate behaviour in toilets</li> <li>• Pushing in canteen lines</li> <li>• Inappropriate use of play equipment</li> <li>• Inside a school building without permission</li> <li>• Casual teasing</li> <li>• Not wearing a hat when playing in the sun</li> </ul>	<ul style="list-style-type: none"> <li>• Repeatedly not following teacher's instructions</li> <li>• Throwing objects with intent</li> <li>• Verbal and non-verbal intimidation or threatening behaviour of others</li> <li>• Verbal abuse of teacher</li> <li>• Rudeness / disrespect / defiance to staff/adult</li> <li>• Destroying other people's property, vandalism and graffiti.</li> <li>• Fighting</li> <li>• Stealing</li> <li>• Crude / racist remarks / gestures</li> <li>• Leaving classroom or school without permission.</li> <li>• Bullying</li> </ul>

## Classroom Consequence Procedure

### Minor Classroom Breaches:

Implement the classroom management plan that has been developed **based on the age and needs of the students**. This typically will progress through stages e.g.

- \* Verbal warning
- \* Visual warning (e.g. name on the board)
- \* Cross against name
- \* Time out in class (needs to be a designated area)
- \* Time out in another class (notify Administration if this happens regularly)
- \* Time out in Administration (infringement notice sent with student)

### Major Classroom Breaches

If the student behaviour is **severe, or repeated minor breaches occur**, administration assistance is called and the behaviour and consequences will be managed by administration staff.

Students who intentionally or recklessly make physical contact with a member of staff will be suspended and the principal may also recommend that the student is excluded from the school.

**Specialist teachers and support teachers follow the same approach as classroom teachers to develop a classroom list of desired behaviours, recognition, procedures and consequences.**

### Playground Minor Behaviour Infringement:

**1st Breach:** Verbal warning. Rule reminder and counselling.

**2nd Breach:** Infringement Notice given to admin to record (if deemed appropriate) Sat out for 10 minutes.

### Playground Major Behaviour Infringement:

- Administration contacted straight away
- Infringement Notice completed and given to Admin
- Withdrawal of student/s from the situation
- Administration assigns appropriate consequence which can include withdrawal from the playground in-school or external suspension. Parents are notified of a Major Infringement

### Duty Teacher Responsibilities

Duty teachers wear a hat and visibility vest. At all times, they carry a duty bag containing:

- \* Duty Roster & Out Of Class Consequence Procedure
- \* Infringement Books.
- \* Incentives to hand out (eg Value Points)
- \* Emergency card / Administration needed
- \* Medical Incident Report.
- \* Schools Plus Students (photos and information)
- **Emergency Medical Action Plans for Students with Medical Issues (photos)**

**Duty teachers are required to do active supervision in their designated areas.**

# Woodvale Primary School Positive Behaviour Policy

## Administration Referral Procedures

This is the procedure Administration will follow for IN CLASS and OUT OF CLASS referrals.

1. BEHAVIOUR INFRINGEMENT NOTICES are sent to Administration.
2. After investigating the referral, Administration will record the infringement on *Integris* and parents will be informed.
3. Administration will decide an appropriate consequence for MAJOR INFRINGEMENTS.  
This may include:
  - A counselling session and warning and computer record
  - Lunchtime withdrawal in Administration and a green '*Think Sheet*' completed and sent home to be signed and returned
  - In school withdrawal from class
  - Out of school suspension for a period of time. Students who makes physical contact with the intention to harm another student, or videos a fight, will be suspended. A student who is suspended will lose their good standing.
  - Any student who physically attacks school staff will be suspended and an exclusion process may be started.

**PARENTS and REFERRING TEACHER will be informed** of consequences issued once a major infringement is confirmed.

## Guidelines for Withdrawal to Administration

When a student is sent to Administration as the last step in the behaviour management process, the administrator will:

1. Establish the facts by talking to all involved
2. Determine the severity of the behaviour of the student
3. Determine the severity and frequency of past behaviours on *Integris*.
4. Impose the consequences. Students complete a *Think Sheet*.
5. Document the incident on *Integris*
6. Generate an *Internal Behaviour Notification* to the parents, referring staff member and class teacher if different from referring staff member.

## Individual Behaviour Plans:

Individual Behaviour Plans will be developed when a student requires additional support to meet their Individual needs or to modify their behaviour. Parents will be informed and engaged in the process for planning Individual Behaviour Plans. These plans will:

- Be practical and user friendly for the student
- Show pathways of choices which will lead to incentives and consequences
- Will incorporate a review of progress and can be modified and changed, when necessary

Individual Behaviour Plans will be developed for suspended students on their return to school where necessary.