

Clifton Hills Primary School

Behaviour and Engagement Policy 2018-2020

1. The Code of Behaviour

The Clifton Hills code of behaviour is derived from our school values. This code is displayed in every classroom and is reviewed with staff and students at the commencement of every year.

COURTESY

 **Be kind, courteous and cooperative**

Work together to make our school a pleasant place to be

 **Be supportive and encouraging of each other**

Inspire everyone around me with kind words and actions

HONOUR

 **Respect the beliefs of myself and others**

Embrace our diverse community, which is made up of lots of different people with different values and beliefs

 **Respect personal, individual and community property**

Treat all property with equal care and respect – no matter to whom it belongs

 **Be honest to myself and with others**

Be truthful in my interactions with everyone

INTEGRITY

 **Be conscious of the safety of all community members**

Take action when you see or hear of an unsafe situation

 **Solve conflicts in a safe, non-violent manner**

Arguments happen, it's important that we use our learned strategies to prevent anyone getting hurt

PERSEVERANCE

 **Be the best learner I can be**

Allow others to learn free from disruption and disturbance

 **Be in the right place at the right time**

Make sure that I am where I am supposed to be

SUCCESS

 **We achieve our goals by working together**

RIGHTS AND RESPONSIBILITIES OF CLIFTON HILLS PRIMARY SCHOOL COMMUNITY MEMBERS

All students, staff, parents and wider school community have the RIGHT to:	All students, staff, parents and wider school community have the RESPONSIBILITY to:
<ul style="list-style-type: none"> • Feel safe and supported in the school environment • Be treated with care and respect 	<ul style="list-style-type: none"> • Establish positive relationships • Treat others with care and respect • Accept and respect individual differences • Ensure school environment is kept neat and tidy
All STUDENTS who are part of our school community have the RIGHT to:	All STUDENTS who are part of our school community have the RESPONSIBILITY to:
<ul style="list-style-type: none"> • Feel safe at CHPS • Access the curriculum • Feel included • Be treated with respect • Learn in a well-maintained environment 	<ul style="list-style-type: none"> • Follow the Code of Behaviour
All ADMINISTRATORS who are part of our school community have the RIGHT to:	All ADMINISTRATORS who are part of our school community have the RESPONSIBILITY to:
<ul style="list-style-type: none"> • Be supported in developing and implementing the Behaviour and Engagement policy to be: • proactive in supporting and encouraging positive behaviour and, • pre-emptive in preventing and managing misbehaviour. 	<ul style="list-style-type: none"> • Ensure School Board endorses plan • Distribute parent brochure to inform parents of the plan • Support staff to implement the plan • Provide a link between parents and staff and facilitate parent/child/teacher conferencing • Ensure consistency in the implementation and maintenance of behaviour throughout the school • Collate behaviour data for annual analysis
All STAFF who are part of our school community have the RIGHT to:	All STAFF who are part of our school community have the RESPONSIBILITY to:
<ul style="list-style-type: none"> • Be safe from physical and verbal abuse • Feel supported and empowered by administration and colleagues • Be well informed of, and contribute to, school processes, plans and policies • Be trusted and respected by students, parents and colleagues • Seek and receive support from colleagues, administrators and, where appropriate, outside agencies (e.g. regional office, SSEN-B, school psychology services etc) • Effective coaching, training and strategies to create a learning environment where students can achieve to their potential 	<ul style="list-style-type: none"> • Be proactive and preventative by modelling and teaching appropriate behaviour in a safe and inclusive environment • Provide support to children, parents and colleagues • Be fair and consistent with the implementation of whole school policy and well-informed of Department policies • Communicate in a respectful, open and clear manner with all stakeholders • Engage in professional development to enhance their ability to create a learning environment where students can achieve to their potential
All PARENTS who are part of our school community have the RIGHT to be:	All PARENTS who are part of our school community have the RESPONSIBILITY to:
<ul style="list-style-type: none"> • Be treated with respect, fairness, honesty and courtesy • Be well informed of school policies • Accorded direct lines of communication and access to teachers and the administration, in accordance with our school communication policy • Provided full transparency on how the school deals with behavioural matters 	<ul style="list-style-type: none"> • Have their child attend school regularly and punctually • Practise active engagement and active listening when dealing with children, other parents, teachers and administration • Support and adhere to the school's processes and policies in words and action • Exercise common sense, practicality and reasonableness when dealing with day-to-day issues • Develop respectful, resilient children • Resolve grievances respectfully

2. Classroom Management

CHPS staff strive to create and maintain positive behaviour management strategies within all of our classrooms. Classroom expectations are clearly outlined to stakeholders and are reflective of the social, emotional and developmental needs of the students in each classroom. Positive reinforcement of good behaviour, such as reward systems, certificates, praise etc. are used on a daily and ongoing basis. Rights and Responsibilities and the CHPS Behaviour Flow Chart should be clearly displayed in each class-all parties should be made aware of their meanings and be reminded regularly.

The overall aim of behaviour and engagement practices is to ensure the establishment of high quality, positive relationships between students and staff. Staff must;

- Set consistent and achievable standards
- Promote a positive working environment ie consider student seating and other classroom arrangements
- Utilise the CMS skills as identified by Barrie Bennett and Peter Smilanich in their book 'Classroom Management: A Thinking & Caring Approach' (Bennett, B. & Smilanich, P. 1994)
- Prepare lessons thoroughly:
 - Teachers must know what they want to achieve (WILF)
 - Know their content (WALT)
 - Have the necessary resources prepared
 - Be punctual for the commencement of lessons
- During lessons:
 - Set clear boundaries
 - Give clear instructions
 - Differentiate curriculum for individual students
 - Be flexible and adaptable
 - Use positive reinforcement for appropriate behaviour
- Be alert to disruptive students and use preventative strategies. Be prepared to use the Tracking system to combat inappropriate behaviour
- On an individual basis consider whether private or public acknowledgement of achievement, or a reprimand, will be more effective with the student(s).

Positive Consequences

These take place throughout the school on a variety of levels. Individual classes are expected to develop and display their own plan for reinforcing and rewarding desired behaviour. These may include; CHiPS, raffle tickets, green Dojo points, group points, class money, sticker charts etc

Every child starts every day with a clean slate!

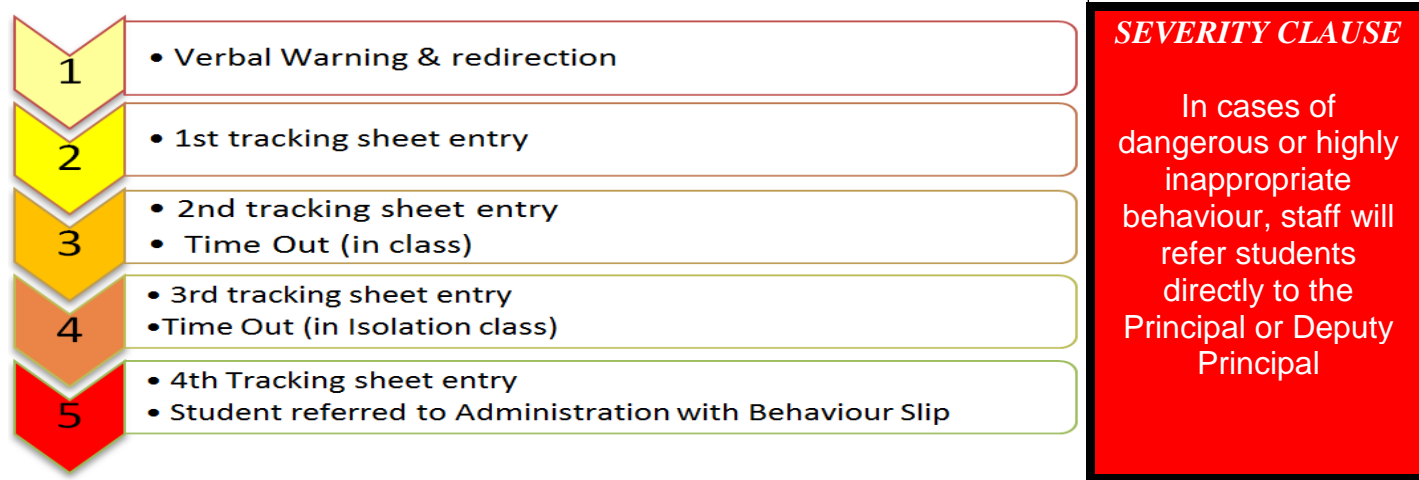
Take concrete action to correct behaviour (ie proximity, removal from activity, seat change, allow Cool Down/Chill Out time etc).

Where students contravene the Code of Behaviour, this is recorded using the Behaviour Tracking System. The Behaviour Tracking sheets (made into class booklets) allow teachers to accurately track the behaviours of students in their class over a period of time. The system allows for misbehaviours to be easily recorded; therefore, allowing for use in parent meetings, formal reporting and forming the base for MIS behavioural records, as well as removing the humiliation for the student involved. These records are confidential and therefore are not to be on general display.

- The Tracking Book **MUST** accompany the students to specialist classes. Specialist teachers are expected to add to these records as necessary. Specialist teachers will use a highlighter to differentiate their recordings from the classroom teachers.
- Names are added to the Tracking sheet as needed. Rule off before starting to list names on a new day.
- It is up to the classroom teacher to keep the Tracking book up to date. Duty teachers and administration will inform classroom teachers of any misdemeanours and/or consequences. In the case of Duty teachers, this is to be done by completing the Playground Behaviour Communication Slip (available in the duty bags-see Appendix iii) and giving it to the classroom teacher. Administration will inform verbally or via email. Class teachers will be informed promptly of incidents of a more serious nature.
- Tracking books will be collected at the end of each week by administration for collation and analysis.

- Tracking books may form part of the discussion during Performance Management meetings.

Flow Chart for Appropriate Use of Tracking Sheets



Time Out

Classroom Time Out is the Level 3 classroom consequence after low level responses and warning and choice. Terms such as 'The Naughty Spot' are not appropriate.

- If a student chooses not to comply with the school rules following low level responses and a warning and choice then they are calmly directed to go to Time Out for an age appropriate and pre-agreed upon time. This is ideally a space away from sight of other students, but still within view of the teacher, with a timer provided so the student can monitor their time and return to the group with a minimum of fuss.
- In Classroom Isolation, class work is not expected to be done, but rather the student is given time to think about their behaviour. A written reflection may be suitable, dependant on the situation.
- Once the student returns either by themselves or after teacher direction, the teacher should find an early opportunity to thank the student for working in the expected manner. Once the student returns to work the incident is not referred to again and low level responses are again used to modify behaviour.
- If a student refuses to go to Classroom Isolation, continues to misbehave whilst in Classroom Isolation, or if the teacher feels that the student is attempting to 'play the system', the student would progress to the next level of consequences – the Isolation Room.

Isolation Room (Classroom negotiated between teachers)

- Children are to be sent to their Time Out room if;
 - They refuse to go to Classroom isolation
 - They misbehave in Classroom isolation
 - Their unwanted behaviour escalates after returning from Classroom isolation
 - Their behaviour is more serious than would warrant going to Classroom isolation
- The room to which a teacher sends a student to needs to be negotiated well in advance. Isolation rooms would not be the same as their Buddy classes.
- Teachers should send another student to accompany the student to their timeout room to ensure their arrival.
- Specialist teachers would be expected to send students to the Isolation rooms as required. Specialist teachers can send students to their usual Isolation rooms or to nearby classes with whom they have an arrangement to do so as required.
- If the student refuses to go to their Isolation room or misbehaves once there, administration should be notified.
- Receiving teachers should sit the student away from the rest of the class and not allow them to join in the class activities.

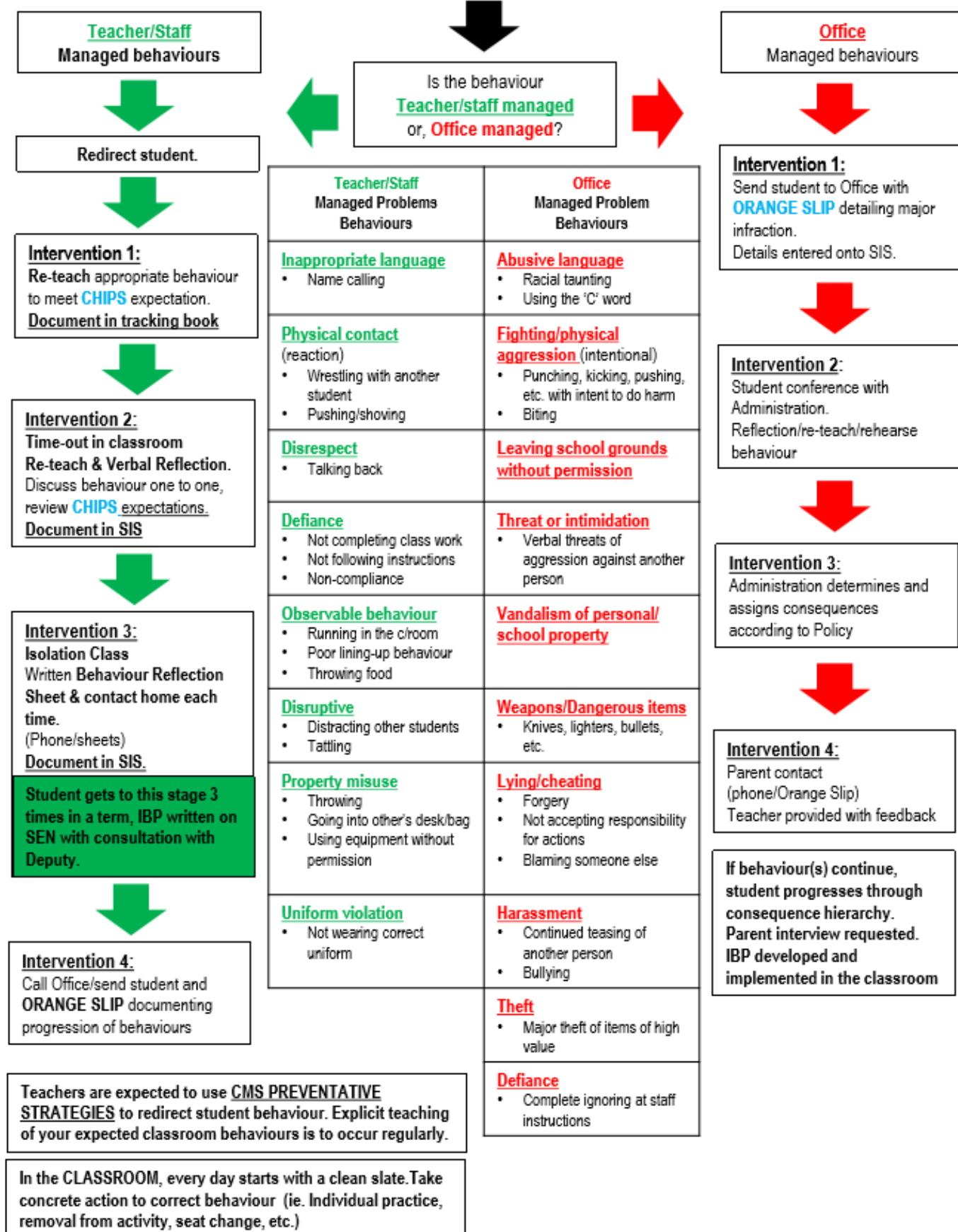
Behaviour Slip/Referral to Administration

- If a student continues to misbehave in the Isolation room or on return to class then the classroom teacher will complete a Behaviour Slip and the student referred to Administration

Observed Problematic Behaviour

Clifton Hills Primary School Behaviour Flow Chart

Observe Problem Behaviour Is the behaviour **Teacher/staff managed** or, **Office managed**?



3. Playground Management

Playground management will be approached with a positive, preventative and educative intent. Teachers on duty will be **active, vigilant and moving** around their 'duty area'

Positive Playground Consequences-CHiPS

- Are tokens given to students to reward positive behaviour in either the classroom or the playground
- Students write their name and faction and then place the CHiP in the letterbox outside the Deputy Principal's Office. These are collated weekly and Faction Points awarded by the Student Councillors.
- There will be 5 CHiPS drawn fortnightly and announced at assembly. Students drawn will receive a canteen voucher for an icy pole.

Negative Playground Consequences

- Duty teachers will record the details of students who break school rules on the Playground Behaviour Communication Slip. Minor breaches are dealt with there and then by the duty teacher, and the Communication Slip given to the class teacher
- Severe breaches are referred to Administration, with a Behaviour Slip explaining the misbehaviour

***NOTE** – all judgements of playground behaviour will be made by school staff on a case-by-case basis. The above classifications are a guide, however, where it is deemed necessary, CHPS staff reserve the right to adjust, change or re-classify any of the above behaviours.

4. Playground Duty Areas

Area One as per map

Out of bounds: area between the art room/room 10 and rooms 11 and 12; the senior block veranda facing the basketball court, sides of old admin and junior blocks which do not face the flagpole and bike racks

Area Two as per map

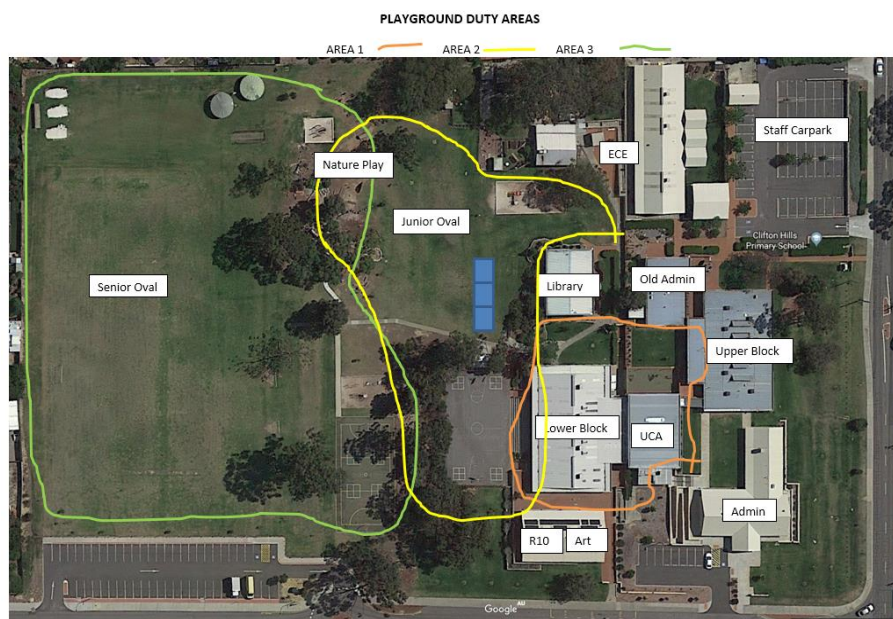
Out of bounds: the senior block veranda facing the basketball court, the area behind the 'loose parts' container, the large water tanks, the public park behind the wooden bollards

Area Three as per map

Out of bounds: the bushes between the two basketball courts, the frog pond area and surrounding bushes, the car park, the 'lower' areas surrounding the oval, the jump pits, the water tanks and surrounds

Area Four assist with the supervision in the ECE area

Area Five Loss of Privilege supervision. Collect student(s) from the Deputy Principal's Office

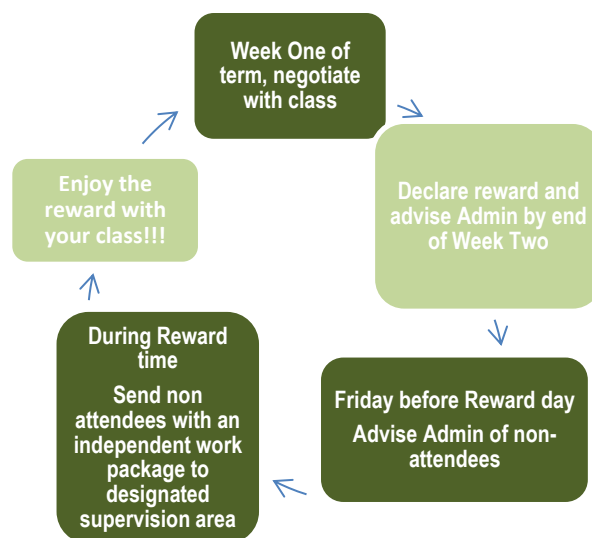


5. Class Reward Days & 'Golden Time'

At the end of every term, most classes have a 'reward day', where students who have less than fifteen tracking sheet entries participate in a class activity which is negotiated at the start of the term. Students who receive a Red Slip are ineligible to participate. Some classes may negotiate to alter this system to have shorter, more frequent rewards. This is based on the developmental stages of the students and can only be done with the prior approval of the Principal. In Kindy and Pre-primary, we try to ensure that all children attend to develop a positive understanding of our school reward systems.

This system is designed to reward those children who consistently demonstrate a high standard of behaviour.

Parents of those students who have a high number of tracking sheet entries are notified by the class teacher. Where applicable, Teachers are to notify parents when students reach 8, 12 and 15 entries. When an orange slip is received, four tracking sheet entries are automatically added to the students' total (unless they have reached a four in one day and the orange slip is a result of this). If they receive a red slip, a student is deemed to have lost their 'Good Standing'. This is completely separate from the tracking sheet, however, the loss of 'Good Standing' will usually mean exclusion from the next reward day. As always, this is at the Principal's discretion.



6. Individual Behaviour Plans

Where it is deemed necessary or appropriate, students may have an Individual Behaviour Plan. These documents are written specifically for students who need extra support to comply with the school's code of conduct. These documents will generally override the school's standard responses to student behaviour and are created to ensure that targeted support and boundaries are provided for those select students. At all times, parents/caregivers will be invited to view and sign these plans. Unless it is deemed inappropriate, students will be explicitly told about the contents of these documents and how they apply.

In cases where students demonstrate sustained or extreme behaviours, despite the implementation of a behaviour management plan or contract, the student may be referred to the student services team for further intervention. This will be acted upon on a case-by-case basis, in full consultation with parents and/or caregivers.

These plans need to be written in conjunction with a Deputy Principal.

7. Suspension, Withdrawal and Loss of Privilege

In cases of repeated, ongoing, dangerous or highly inappropriate behaviour in the classroom, playground or our school community, students are referred to administration staff. The Principal, Deputy Principals, or delegate, are the only staff who can suspend or withdraw children from recess, lunch or class time as a consequence.

The Principal, Deputy Principals, or delegate, are the only staff with the authority to **suspend** students. Suspension of students is completely at the discretion of the administration staff and may occur for any of the following reasons;

- Swearing and/or any language of a threatening, racist, sexist, sexual, offensive or inappropriate nature
- Physical assault or intimidation of staff or students
- Verbal abuse of staff or students
- Damage to property
- Deliberate violation of school or classroom rules
- Illegal substance offences
- Inappropriate use of technologies

- Ongoing bullying behaviour
- Any other behaviour administration staff feel warrants suspension

The Principal, Deputy Principals, or delegate, are the only staff with the authority to **withdraw** students. Withdrawal of students means that they have been removed from class to work in administration or with another teacher. This is completely at the discretion of the administration staff and may occur for any of the following reasons;

- To give students a chance to calm in circumstances where they have become unable to self-regulate
- To discuss and/or reflect on an incident, including restorative processes where appropriate
- Allow students to complete their work in a less stimulating environment
- As a preventative measure to assist students to evaluate and adjust their behaviour
- At the request of the student or teacher, should they be in a difficult situation
- Any other behaviour administration staff feel warrants withdrawal

Loss of privilege is the term used for the withdrawal of students from recess or lunch play. Students are given the opportunity to eat during this time. Only the Principal, Deputy Principals, or delegate, can give 'Loss of Privilege' as a consequence. Loss of privilege can occur for a multitude of reasons, but most commonly;

- Where a student receives four tracking sheet entries in one day
- For any of the playground behaviours classed as major
- For repeated playground behaviours which are classed as minor
- For behaviours which contravene the school's Code of Behaviour
- Any other behaviour administration staff feel warrants Loss of Privilege

In cases of suspension, withdrawal or loss of privilege, administrators will investigate incidents fairly and equitably. Students who are found to be being deliberately dishonest or misleading during the course of an investigation will be given a further consequence. Where deemed necessary, administrators will contact the parents of students involved and record the details on SIS.

8. Good Standing

Good Standing is where a child is acknowledged as having 'good behaviour'. Children who have received a red slip are deemed to have lost 'Good Standing'. 'Good Standing' is restored after ten (school) weeks of 'good' behaviour, or by meeting goals set in an Individual Behaviour Plan. Children in leadership roles may also lose their position as a result of their poor choices and/or behaviour. The status of 'Good Standing' can be altered for any student, at any time, at the discretion of the Principal or their delegate.

'Good standing' status can also be gained or revoked based on a student's attendance. This will be negotiated between students, their families and the attendance officer. Students who have an attendance rate below 90% are deemed to be 'at risk'; students who have an attendance rate below 80% are deemed to be 'severely at risk'. Unless there is a medical, or other reasonable explanation for a 'severely at risk' attendance rate, students may lose their good standing if their attendance falls below 80%.

Loss of 'Good Standing', for any reason, may result in students being ineligible to participate in certain activities, such as, but not limited to, excursions, incursions and Big Days Out. This is entirely at the discretion of the Principal or their delegates.

Excursions

In the interests of everyone's safety, admin reserve the right to withdraw students from any or all excursions as a result of their behaviour.

Big Days Out and Leadership

All year six students will be required to sign a contract at the beginning of the year outlining expectations and consequences. Any breaches of this contract will void their invitation to the next Big Day Out, or result in the loss of their leadership position.

9. Physical restraint of a student

The Principal and Deputy Principals will ensure that physical restraint of a student is only used:

- in circumstances where a student's emotional or behavioural state prevents other strategies from being successful

- where that emotional or behavioural state poses imminent risk of harm to self or others or risks significant damage to property
- for the minimum amount of time needed for the student to recover an emotional or behavioural state whereby less restrictive strategies may be successful.

10. Bullying

DoE definition: *“Bullying is when an individual or group misuses power to target another individual or group to intentionally threaten or harm them on more than one occasion. This may involve verbal, physical, relational and psychological forms of bullying. Teasing or fighting between peers is not necessarily bullying.”*

CHPS is committed to providing a safe and supportive school community for our students to grow and learn in harmony. We are all responsible for creating an environment which is physically and emotionally safe and inclusive. We have adopted a three-tiered response model for bullying incidents.

i. Whole-School Prevention Strategies

- *Highly visible duty staff, wearing fluorescent vests*
- *‘Active’ duty staff who coach students in their interactions with one another*
- *‘Peer Mediators’ (senior students) on duty, who are trained to manage low-level conflicts and issues amongst their peers*
- *Classroom education, such as the KidsMatter social & emotional programme*
- *Incentives such as CHiPS, praise and individual rewards*

ii. Targeted Early Intervention Strategies

- *Student/teacher conversations and conferences*
- *The recording and analysing of information in duty files and on the tracking sheet*
- *Communication between staff to ensure targeted playground supervision*
- *Early communication with parents*
- *Education Assistants on ‘targeted’ duty*

iii. Intervention for Bullying

- *Case conferences held with all relevant stakeholders*
- *Individual Behaviour Management Plans to be developed in conjunction with a Deputy Principal*
- *Staff will be informed of students on IBPs (via Jottings) to ensure targeted playground supervision*
- *Student services support (e.g. Deputy Principal, School Psychologist, School Chaplain and other agencies)*

11. Physical Aggression

Physical aggression towards students, staff and community members is not tolerated at Clifton Hills Primary School. Responses to these incidents will occur in line with this policy, Western Australian Law and the Department of Education’s *Emergency and Critical Incident Management Policy* (2011).

12. Drug and Alcohol Misuse

In rare instances where drug or alcohol misuse is suspected of a student, staff will work all relevant stakeholders. The student’s health and well-being will be monitored closely by staff. Where students are deemed by the school or outside agencies as ‘at-risk’, risk-management plans may be developed by staff, in consultation and collaboration with the student services team and any other agencies involved. These situations will be assessed and dealt with on a case-by-case basis, in a manner which respects the rights of all parties involved.

Responses to these incidents will occur in line with the Department of Education’s *Child Protection Policy* (2009) and the *Alcohol on School Premises Policy* (2004).

Students will be given drug and alcohol education at times and ages in line with the Western Australian Health Curriculum. Drug and Alcohol Education may be supported by agencies such as SDERA and the Life Education Van, at the discretion of the Principal.

13. Weapons

Under no circumstances are dangerous, purpose-made weapons to be brought onto the school site. Any students found to be in the possession of an illegal weapon will be dealt with by the Police.

Responses to these incidents will occur in line with Western Australian Law and the Department of Education's *Emergency and Critical Incident Management Policy* (2011).

14. Student Health and Wellbeing

The social, emotional and mental wellbeing of our students is of the utmost importance to us. Student health and well-being will be monitored closely by staff. Where students are deemed by the school or outside agencies as 'at-risk', action plans may be developed by staff, in consultation and collaboration with relevant stakeholders (including but not limited to CAMHS, CPFS). These situations will be assessed and dealt with on a case-by-case basis, in a manner which respects the rights of any parties involved to respect and privacy. Responses to any mental health incidents will occur in line with the Department of Education's *Child Protection Policy* (2009).

15. Electronic and Online Safety

Personal electronic devices, including mobile phones, tablets, handheld gaming devices, MP3 players, cameras and laptops are not to be brought to class by students, unless they are explicitly invited to do so by the classroom teacher. Any of these devices which are brought to school must be handed in at the front office for safe storage during school hours. No liability for the loss or theft of these items will be taken by the staff or Clifton Hills Primary School.

Students agree to operating school electronic equipment must abide by The Department of Education's *Appropriate Use of Online Services Policy* (2015) and the *Students Online Policy* (2014), both of which are available through the Department's website.

16. Withdrawal from Excursions/Incursions

The school administration, in consultation with the class teacher, may exclude a student from excursions/incursions if the child's behaviour poses a risk to self, other students or staff.

17. Exclusions

The school may seek to exclude a student from school if the student's behaviour is immediately or constantly placing the safety and well-being of the school's students or staff at risk.

18. Accountability

Teachers will keep records of student behaviour, both positive and negative, in a way which is consistent with the school's philosophy of positive behaviour management. Negative student behaviour will be recorded in the Class Tracking Book. For more serious or repeated behaviours, administration staff will record incidents, dates and times on the Department's SIS Programme.

19. Appendices

Supporting this Plan are attached and includes;

- Restorative Practice
- Low Key Responses
- Red Cards
- Cool Down time
- Staff script example
- Instructions for entering behaviour on SIS
- Playground Behaviour Communication slip
- Tracking sheet
- Orange and Red Behaviour Slip

1. Restorative Practice

Restorative Practices are a framework for building community and for responding to challenging behaviour through authentic dialogue, coming to understanding, and making things right.

The most profound learning occurs when there is a healthy relationship between teacher and student. It promotes accountability and responsibility and to repair harm when relationships break down through wrongdoing, mistakes and misunderstanding. This is a powerful tool to help students reflect on their chosen behaviour.

Restorative reflection/questions are as simple as;

What are you doing?

Who is being affected?

Are you making a positive choice?

What are you going to do now?

2. Low Key Responses

The purpose of Low Key Responses are to clearly communicate that the teacher is aware of what is happening in the classroom by managing class routines, and swiftly and quietly dealing with student misbehaviour BEFORE it becomes problematic.

The crucial attributes of low key responses are;

- ✓ Use minimal verbal communication
- ✓ Are not a distraction to the rest of the class
- ✓ Allow the lesson to continue to flow
- ✓ Do not invite escalation

Ways identified by Bennett and Smilanich to deal with misbehaviour before it becomes a problem include;

- **Winning over** – meet students at the door, take a genuine interest in their lives, develop positive relationships
- **Signals To Begin**-explicitly teach & reinforce signals for gaining attention and procedures for lesson transitions. Practice (repeatedly) and give explicit feedback on students' performance
- **Proximity**-vary your position in the class. Be a moving target. Don't be afraid to move in amongst students to ensure compliance, especially when seeking their attention prior to issuing instructions
- **Facilitate** interesting learning experiences – use instructional learning strategies
- **Non-verbal/minimal verbal responses** – active scan, use of proximity, “the look”, use of student's name, dramatic pause, hand gestures, assertive body language, planned ignore (of attention-seeking behaviour)
 - Demonstrate **respect & polite attitude** towards ALL students, particularly those who are misbehaving
 - Be careful using proximity / touch - beware of & respect students' personal space & cultural differences. Seek to avoid 'standing over' or 'backing students into a corner'
 - Your **allies** (those students who are actually demonstrating their best behaviour), are an asset. Reinforce their positive behaviours, and try to avoid collective punishment
 - **Focus on the behaviour**, not the student. This communicates to the student that they are accepted in the classroom, but their negative behaviours are not.

When several low key responses have failed to stop the misbehaviour, the teacher would then directly and politely give a verbal request to stop the misbehaviour (see 'Example Staff Script').

Following this, if necessary, the student is offered a choice. Use an assertive, unemotional voice. For example: “You have a choice – you can choose to behave, or you can choose to go to classroom isolation. What do you want to do?” Wait for response, and end with a “Thank you”. This process does not have to be conducted in public. Students hate to be shamed or humiliated, and a public reprimand is not always the best approach. In some cases, it is very important to remove the audience. Taking misbehaving students aside for a quiet chat, or keeping them behind for a few minutes at break time can prove extremely

effective, particularly if you are dealing with an angry /attention seeking student. This action makes the student responsible for their own behaviour, and the consequences they will face if they choose to continue their misbehaviour.

If the student continues to misbehave, follow through with the consequence. "You've made your choice, please ..."

If a student tries to draw you in a power struggle, you need to recognise and circumvent it. This is NOT easy, but essential if you wish to maintain your sanity in complex behaviour situations.

If you are faced with a situation where the student has lost control of their anger (e.g. throwing chairs), it is important to remove the audience (either the class or the student) to avoid shaming them, and to allow them to calm down. This also allows the teacher time to consider an appropriate course of action, such as seeking assistance from Administration (See 'Red Cards').

3. Red Cards

Red Cards are to be used to inform Administration of an emergency in class. Each class will be supplied with a laminated Red Card which should be displayed in a prominent place.

- Red Cards may be used to signify a behaviour crisis, a medical emergency, the appearance of an aggressive adult, or any other situation where Administration assistance would be urgently required.
- Teachers are advised to educate the students as to when to use the card without teacher instruction in case the teacher is not able to issue the instruction. This may be the case if an aggressive parent is harassing the teacher or if the teacher is suffering a medical emergency.
- In the case of a Red Card being sent to the office, an Administration member will attend to the incident site to provide assistance as soon as possible. This card must only be used in the case of emergency. Assistance of a non-urgent manner may be sought using a messenger or a phone call where possible.

4. Cool Down/Chill Out Time

The Cool Down Time is to be used before a negative behaviour occurs. This requires careful teacher observation and judgement as once the unwanted behaviour occurs it is too late to use this strategy and the usual Behaviour Management steps will need to be followed.

- Examples of when this strategy may be used include when a student;
 - has been involved in an incident at break time and needs some further time to settle down before returning to class.
 - is angry or has been upset in class and is finding it difficult to return to work.
 - needs to be removed from a situation to 'de-escalate' an issue
- To initiate the Cool Down Time, hand the 'Cool Down Time' card to the student and send them to a pre-negotiated class or area.
- Taking on a student who is on Cool Down Time is not expected to disrupt the receiving class beyond some instruction on what the student may do stated in neutral tones. If the incoming student is disruptive they are to be returned to class. Administration would need to be informed in this case.
- Sending and receiving teachers must bear in mind that this is not a punishment or a reward. Students will also need to be made aware of this through both verbal and non-verbal means. (i.e., tell them why they are being sent to Cool Down and be mindful of tone of voice, body language, etc when doing so.)
- If a receiving teacher's class is out of the room, ie at sport, the receiving teacher can either send the student back to class or, preferably, make other arrangements for them.
- Class work does not need to be sent with the student.
- The Cool Down period is for a maximum of 10 minutes. Further time may be negotiated with teachers involved if deemed necessary. Class work may need to be provided at this stage.
- When the student returns to class they are expected to do so with a minimum of disruption to the rest of the class.

5. Example Staff Script

1. **Warning** (*"Sarah, please turn around and stop talking to Paul."*)
2. **Warning and Choice** (*"Sarah, you need to make a choice about your behaviour. Either turn around and stop talking to Paul or you will have to go to Classroom isolation."*)
3. **Time Out** (*"Sarah, you have chosen to break the class rule. Go to Classroom Time Out please."*)

* It is important to allow the student the opportunity to make the correct decision and take responsibility for their own actions without the pressure of being watched by the teacher. After warnings (Steps 1 and 2) turn away momentarily and give them 'take up time'.

Warnings and Time Outs need to be administered in a non-emotive manner. Students need to understand that it is their behaviour, not them as an individual that you disapprove of.

4. **Return to desk** (Student returns to desk at the end of allotted time in classroom isolation. Use timers, to enable students to self-monitor and return to desk without further disruption to lesson or intervention from teacher.)
5. **Positive statement** (Teacher looks for early opportunity to praise student on correct behaviour. "I like the way you are working, Matthew.")
6. Incident is over and is not referred to again.

Alternatively, if the negative behaviour escalates, or the student continues to be disruptive in Time Out, or refuses to go to Time Out, the student is to be sent to the Isolation room.

Isolation Room Warning and Choice (*"Matthew, you need to make a choice about your behaviour. You can either go to classroom isolation/sit quietly in classroom isolation or you will have to go to the Isolation Room."*)

Isolation Room (*"Matthew, you have chosen to go to the Isolation Room. You need to complete this behaviour reflection sheet while you are there."*)

The student may go to their Isolation room by themselves or escorted by another student as required.

When a student returns to class, similar action to Steps 4, 5 and 6 (as above) should take place. Brief details of why the student was sent to the Isolation room should be recorded in the Notes section of the Tracking Book for future reference.

In cases where a student refuses to go to the Isolation Room, another student should be sent to the office requesting the assistance of the deputy or principal.

Administration Warning and Choice (*"Matthew, you need to make a choice about your behaviour. Either go to the Time Out Room or I will have to send for the Deputy/Principal."*)

Administration (*"Matthew, you have chosen for me to send for the Deputy/Principal. John, will you please go to the office and ask the Deputy/Principal to come to our room."*)

From this point administration staff will take over the situation and will use their discretion as to further steps to be taken such as loss of privilege, withdrawals or out of school suspension. The class teacher is still responsible for filling in the Behaviour Tracking Sheet to record the student's behaviour.

When the student does return to class, the same action (Steps 4, 5 and 6, as above) should be taken in order to ensure as smooth a re-entry to the learning environment as possible.

6. Entering behaviour details on SIS

- Details are entered in to SIS for students who get to Time Out in their classroom, by the class teacher.
- By doing this, a collection of records will build up and provide necessary evidence/data needed for parent meetings etc
- Any contact (even attempted) with parents regarding a student's behaviour are to be recorded in SIS too.

1. Load SIS
2. Click on Behaviour
3. Click on Management
4. Type the student's surname in the bottom left box
5. To add behaviour details, click on the yellow file icon with the red plus sign
6. Fill in 'Reported by'
7. Fill in the date
8. Click on the drop down arrow at the end of the 'Behaviour' window and choose the appropriate behaviour
9. Click on the drop down arrow at the end of the 'Action' window and choose 'Reprimand'
10. Click on the tab for 'Behaviour Details' and list/describe behaviours in the window
11. Click on the tab for 'Action Details' and record consequences ie Time Out, Isolation class
12. Click on the tab for 'Notification Details' and indicate who has been informed about the behaviour incident
13. If the parent has been notified, click on the 'Parent Response' tab and record the parent response
14. Click 'OK'

7. Playground Behaviour Communication Slip

PLAYGROUND BEHAVIOUR COMMUNICATION SLIP

(Please give/send to class teacher ASAP for their records.)

NAME : _____ DATE: _____ CLASS : _____

DUTY TEACHER: _____

BEHAVIOUR: _____

ACTION/CONSEQUENCE: _____


TRACKING SHEET: Y / N (Please circle to indicate whether class teacher needs to record child on class tracking sheet for this behaviour.)

8. Behaviour Tracking Sheet (example only – original is landscape)

BEHAVIOUR TRACKING SHEET																				ROOM _____				WEEK _____				TERM _____			
1 = No Consequence					2 = Time-out				3 = Isolation Class				4 = Orange Slip																		
	MONDAY				TUESDAY				WEDNESDAY				THURSDAY				FRIDAY														
NAME	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4											

Key Behaviours Observed	OT = Off Task	T = Talking	AB = Anti-social Behaviour	NFI = Not Following Instructions	CO = Calling Out	DB = Disrespectful Behaviour	AS = Attention Seeking Behaviour	PG = Playground Behaviour
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9. CHIPS example



CHiPS

Courtesy Honour Integrity Perseverance Success

Name _____


Dale Ellis Lucich Martin

RM _____ Teacher (sign) _____

10. Orange Slip Example

BEHAVIOUR INFRINGEMENT NOTICE			
	CLIFTON HILLS INDEPENDENT PRIMARY SCHOOL 1 Butler Pass, Kelmscott, WA 6111 Telephone: (08) 9390 5922		
	NAME: _____ RM: _____ DATE: _____		
	BEHAVIOUR CODE INFRINGED: <input type="checkbox"/> COURTESY <input type="checkbox"/> HONOUR <input type="checkbox"/> INTEGRITY <input type="checkbox"/> PERSEVERANCE <input type="checkbox"/> SUCCESS		
	Teacher's signature: _____ Parent's Signature: _____ _____ _____ _____		
	<div style="display: flex; justify-content: space-between;"> <div style="width: 60%;"> STEPS: 1st - Behaviour Slip + LOP (1/2 day) 2nd - Behaviour Slip + LOP (1 day) 3rd - Behaviour Slip + LOP (2 days) 4th - Behaviour Slip + half day in another class + LOP (3 days) + Parent Interview 5th - Withdrawal and Suspension Notice and Parent Interview 6th - Suspension + Suspension Notice (If after investigation, Admin feels behaviour warrants a more severe consequence, child may be 'fast tracked' through steps.) </div> <div style="width: 35%; text-align: center;"> CONSEQUENCE <div style="border: 1px solid black; width: 80px; height: 80px; margin: 0 auto;"></div> </div> </div>		
	INTERVIEW REQUIRED YES NO Entered on SIS <input type="checkbox"/>		
	Please contact Mrs Patricia Joss, Principal or Ms Trish Della Franca, Mrs Ferne Watson or Mrs Merranie Beal, Deputy Principals on 9390 5922		

11. Red Slip Example

SEVERE BEHAVIOUR INFRINGEMENT NOTICE			
	CLIFTON HILLS INDEPENDENT PRIMARY SCHOOL 1 Butler Pass, Kelmscott, WA 6111 Telephone: (08) 9390 5922		
	NAME: _____ RM: _____ DATE: _____		
	BEHAVIOUR CODE INFRINGED: <input type="checkbox"/> COURTESY <input type="checkbox"/> HONOUR <input type="checkbox"/> INTEGRITY <input type="checkbox"/> PERSEVERANCE <input type="checkbox"/> SUCCESS		
	Teacher's signature: _____ Parent's signature: _____ _____ _____ _____		
	<div style="display: flex; justify-content: space-between;"> <div style="width: 60%;"> EXAMPLES (please circle): (NB: This is not an exhaustive list.) 1. Swearing at staff. 2. Physical assault or intimidation of staff. 3. Swearing at other students. 4. Physical assault or intimidation of other students. 5. Other _____ (Consequence to be determined after investigation) </div> <div style="width: 35%; text-align: center;"> CONSEQUENCE <div style="border: 1px solid black; width: 150px; height: 40px; margin: 0 auto;"></div> </div> </div>		
	INTERVIEW REQUIRED YES NO Entered on SIS <input type="checkbox"/>		
	Please contact Mrs Patricia Joss, Principal or Ms Trish Della Franca, Mrs Ferne Watson or Mrs Merranie Beal, Deputy Principals on 9390 5922		