



# Thiele Primary School

## POSITIVE BEHAVIOUR PLAN

---

### Context

This positive behaviour plan should be read in conjunction with:

DECD School Discipline Policy, DECD Duty of Care Policy, DECD Response Level and Types of Behaviour Model, School Grievance Guidelines and any other relevant policies as prescribed by DECD

### Vision

Thiele Primary School aims to provide a safe, inclusive environment free from harassment and bullying and conducive to learning. Every person and situation is unique so individual strategies are planned on a case by case basis to meet the needs of all students, staff and families. Our aims are to:

- Create a success oriented environment where the rights of all students to learn and teachers to teach are equally supported and maintained.
- Assist students to take responsibility for their actions by making strong choices in relation to their behaviour and learning with support from parents and all members of the school community.
- Encourage a climate of high expectations incorporating the strategies of positive education including mindfulness and the development of character strengths.
- Uphold the schools values of respect, achievement, integrity and sustainability.
- Encourage a sense of belonging within the school community and promote positive citizenship.
- 

### Leadership Responsibilities

- Provide T & D on student wellbeing eg circle time/mindfulness/positive education/character strengths.
- Provide access to support services/agencies/Suspension, Exclusion, Expulsion procedures.
- Provide T & D on effective behaviour management strategies and supporting students with needs.
- Document student behaviour on EDSAS and provide a proforma note which is sent home to be signed by parent.
- Develop SDP/NEP/IEPs in consultation with teachers.
- Support teachers with parent/caregivers conferences/emails where needed.
- Provide support for staff in restorative practices in both the classroom and yard.
- Frequent office time outs will result in a meeting with the parents with relevant staff member invited to attend where applicable or appropriate.
- Information in relation to student behaviour is shared with relevant staff.
- Consistent walk throughs to build positive relationships with students with behavioural needs.
- Provide proactive support to all staff and students particularly in relation to students on behaviour plans or SDP.

## Teacher Responsibilities

- Establish positive relationships with students, modelling mutual respect and understanding, providing a consistently calm, predictable and fair environment.
- Provide an engaging learning program which is differentiated to meet individual student needs.
- Provide safe physical environments conducive to positive behaviours.
- Display a visual clear and consistent Thiele behaviour code based on the school's values of:
  1. Respect
  2. Achievement
  3. Integrity
  4. Sustainability
- Engage in cooperative problem solving, building resilience and negotiation to address issues eg restorative practices and assist students to develop these skills.
- Be calm, firm, fair, consistent and supportive when applying consequences.
- Provide opportunities for students to improve inappropriate behaviour.
- Treat students fairly, with dignity and respect at all times.
- Implement Play is the Way, Restorative Practices, Circle Time and Mindfulness in line with Thiele's positive education philosophy.
- Establish and maintain positive and regular communication between home and school
- Ensure the TRT proforma is updated regularly in the TRT folder including:
  1. List of children
  2. Special needs of children that is document
  3. Medical information
  4. School and classroom Behaviour Codes eg rules, monitors, class procedures
  5. Timetables
  6. Behaviour needs
- KNOW and provide a duty of care for all students.
- Use protective practices for all staff.
- Use non-violent crisis intervention strategies.
- Ensure school behaviour code is reinforced each term with students, parents/caregivers.
- Record behaviour incidents with appropriate information on Pink Office Time Out form.

## SSO Responsibilities

- Provide support for students under the direction of the classroom teacher and/or leadership.
- Teach, model and practise responsible behaviours on a regular basis consistent with Thiele's positive behaviour code.
- Assist children to develop conflict resolution skills using negotiation and restorative practices.
- Engage in cooperative problem solving, building resilience and negotiation to address issues eg restorative practices assisting students to further develop these skills.
- Seek support of teaching staff when dealing with issues of student behaviour.
- Ensure that students who display inappropriate behaviours are referred to the classroom teacher or teacher on duty.
- Be calm, positive, fair, consistent and clear when managing student behaviour.
- Use non-violent crisis intervention strategies and protective practices for all staff.

## Volunteer Responsibilities

- Comply with DECD Code of Conduct for Volunteers and school volunteer policy
- Sign in through the Front Office for each visit.
- Follow the directions of the Principal/Supervisor and comply with all relevant policies, procedures and guidelines
- Notify Principal/Supervisor of any incidents/injuries that occurred while volunteering or interacting with students

## Student Responsibilities

- Behave in a respectful, safe, responsible way that represents Thiele in a positive way.
- Engage actively in all learning programs.
- Respect the rights of others to learn and to teach.
- Be respectful, courteous and considerate of other students and adults .
- Follow the classroom and yard rules.
- Be responsible for their behaviour and learning.
- Accept logical consequences for all behaviour.
- Use the Thiele's Student Grievance Procedure to deal with issues.
- Respect Campus grounds, buildings and property.
- Participate in restorative practice conversations when/if needed.
- Report bullying/harassment/harm to a teacher or student.
- Follow instructions of all staff.

## Parent Responsibilities

- Be familiar with and support the school's positive behaviour policy and plan.
- Ensure your child attends regularly and arrives on time (8.45am until 3.00pm) as there are no teachers on duty prior to 8.30am or after 3.15pm.
- Ensure your child wears Thiele's school dress code/uniform.
- Make appointments to meet with staff and ensure interactions with staff are respectful and constructive.
- Notify staff of behaviour incidents observed at school rather than dealing with them personally.
- Sign the time out letter and facilitate its return to the Front Office the following school day.
- Provide a written request via the student's communication book or phone the school if they wish to discuss the time out.
- Use the school's grievance procedures if there is an unresolved issue.
- Sign the time out letter and facilitate its return to the Front Office the following school day.
- Model appropriate and respectful behaviour within the school grounds.

## Yard Expectations

### 1. Respect for all students and staff

- Speaking positively and politely
- Practicing safe and fair play
- Using conflict resolution skills – restorative practices
- Students not to enter school grounds before 8.30am unless using before school care
- Only space for before school play is the COLA – no play equipment allowed at this time
- Playground use after school only permitted when a parent is actively supervising their child – parents accept responsibility for their children at the end of the school day

- Positive behaviour is acknowledged by encouragement by peers/teachers, rewards eg raffle tickets, awards at assembly
- For their own safety, children who arrive before 8.30am or who are not picked up by 3.30pm will be directed to either the front office or OSHC.

## **2. Respect for property**

- Care for our plants, gardens, animals
- Care for our buildings and equipment
- Ensure a litter free environment

## **3. Act safely at all times**

- Walking scooters and bikes
- Using toilets appropriately
- Walking safely on pavers
- Playing in age appropriate supervised areas

## **Consequences for Yard Behaviour**

- Office time out
- Play program (implemented for serious incidents or where there is a record of continual rule breaking)
- Parents/caregiver will be informed after each incident via a note
- Three levels of Yard Time out:
  - Level 1 – low level inappropriate behaviour = community services
  - Level 2 – medium level inappropriate behaviour = withdrawal from yard
  - Level 3 – high level or repeated behaviour = inclusion in play program and SEE procedures

## **Play Program**

- Inclusion in the play program and its duration is negotiated with the Leadership Team and class teacher
- Students are allocated specific area or SSO
- Parents/caregivers receive notification via a note if their child is to be included in the program
- Staff are notified via the weekly Play Program in the Daily Notes

## **Restorative Practice Questions**

- What happened?
- What were you thinking at the time?
- What have you thought about since?
- Who has been affected by what you did?
- How can we fix this problem?

## **Classroom Behaviour Plan**

1. Reminder/Redirection
2. Warning
3. Time In (classroom)
4. Buddy class
5. Office Time Out
  - Teacher uses the proforma provided for Office Time Out
  - If student does not comply – red card is sent to the office or phone call for leadership support

- Office time out note sent home and is recorded on EDSAS
- When student returns to class the teacher will be released to speak to the student as part of the re-entry process (if possible)
- Parent/caregiver asked to attend meeting with class teacher and leadership for repeated office time out.
- Below are some examples of possible behaviours and ways students may be assisted to make stronger choices (modified for students with special needs):

<p>Level 1 Behaviour</p> <ul style="list-style-type: none"> <li>• Calling out</li> <li>• Disrupting others/interfering with other’s learning</li> <li>• Not following instructions</li> </ul>	<p>Responses</p> <ul style="list-style-type: none"> <li>• a verbal reminder</li> <li>• being moved away from area (buddy class/time out)</li> <li>• redirection/refocus/interception room</li> <li>• revisit classroom Code of Conduct</li> </ul>
<p>Level 2 Behaviour</p> <ul style="list-style-type: none"> <li>• continual refusal and disturbing others</li> <li>• swearing</li> </ul>	<p>Responses</p> <ul style="list-style-type: none"> <li>• buddy class</li> <li>• communication with parents</li> <li>• withdrawal to the office</li> </ul>
<p>Level 3 Behaviour</p> <ul style="list-style-type: none"> <li>• bullying and harassment</li> <li>• damage to school property</li> <li>• threatening others</li> <li>• violence</li> </ul>	<p>Responses</p> <ul style="list-style-type: none"> <li>• Referral to front office immediately and leadership intervention with support from relevant staff.</li> </ul>

## Process for Intervention

- Teacher refers student to Deputy Principal to discuss possible referral to Support Services
- Pre-referral form submitted by teacher to leadership
- Principal/Deputy Principal refers student to Behaviour Coach and student is case managed