



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.
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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):

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

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

Policy Ratified by Thiele Primary School Governing Council on 15/05/2018.