

Policy for Positive Behaviour

Statement concerning behaviour-

JPPS students choose to display positive behaviour (most of the time).

They are responsible for their own actions;

- value themselves and their abilities;
- behave in socially acceptable manner;
- are considerate towards other people and property;
- make decisions and choices, independently or as a group member;
- care for their environment and
- are a credit to their school community when in the public domain.

The promotion of positive student behaviour is supported by explicit teaching of social skills (including anti-bullying and resilience concepts), PBL (Positive Behaviour for Learning scheme – appendix 1), clear modelling from staff and a strong and supportive partnership with the school community.

Equity is an extremely important facet of behavioural development. Each child's history, needs, experiences, age and development level will be taken into account before sanctions are applied.

Prevention and management of poor behaviour choices is a focus so that students have their rights, safety and wellbeing protected, as well as the integrity of this school.

Aims

- To ensure a safe and meaningful environment in which students can 'live' and learn;
- To have students intrinsically motivated to employ positive behavioural choices;
- To develop students' self discipline and control;
- To enhance students self esteem, wellbeing and resilience;
- To develop the concept of accountability for actions;
- To affirm that co-operation, as well as responsible independence are an important part of learning;
- To promote school values through 'ROCKS'
- To enable students to avoid or positively deal with conflict;
- To ensure the rights of all students are upheld and
- To support students in achieving socially acceptable behaviour.

This policy was developed from collaboration between staff, students and the parent body.

Ratified2010

Supporting the Aims-

Whole school sequence of positive and negative consequences; relevant and developmentally appropriate teaching and learning experiences and in-class teacher/student designed plans. Behavioural schemes both in and out of the classroom will merge so that there are common strategies employed. This will allow for consistency across the school and will allow teaching staff to employ in-class schemes which they are comfortable with and work for them, matches to PBL and is effective in meeting our aims.

Teachers will utilise the three dimensions of discipline –

1. Prevention – what the school can do to actively prevent discipline problems and how to deal with the stress associated with classroom disruptions;
2. Action- choice of actions staff can take when, in spite of all steps taken to prevent discipline problems, they still occur. Included are ways to keep simple records and how to avoid escalating minor problems into major ones.
3. Resolution- what the teacher can do to resolve problems with chronic challenges.
(appendix 2)

Clear understanding of what is and isn't appropriate behaviour (in differing situations). Any behaviours that have a negative effect on others- physically, emotionally and are in contradiction to our ROCKS ethos are unacceptable. (appendix 3)

Strong support from our parents and caregivers keeps consistency high.

Support from Departmental personnel as well as those from outside agencies. (appendix 4)

The Process of reward and reform –

White card

– is issued when a student has been ‘caught’ exhibiting positive, respectful behaviours. Data is recorded into data base.

Multiple white cards over a fortnight will bring about an honour certificate – presented at the fortnightly assembly and communicated in the following newsletter (also available on the website)

4 such certificates over a term will be rewarded with a prize. The Student Council will also present awards in direct relation to ‘ROCKS’ and these will also join the white card and honour certificate data, to be examined when determining the Citizenship Award for that year’s Presentation Night.

Yellow card

– is given for continuation of low level inappropriate behaviour, previously discussed with supervising teacher; behaviour that contravenes a personal behaviour plan, medium level inappropriate behaviour. (appendix 3)

Red Card

– Is given for continuance of yellow card behaviours and high level inappropriate behaviours (appendix 3)

A student treated outside of the parameters of the Positive Behaviour scheme will either be on an individual behaviour plan or equity issues prevail.

In – class reward systems will also add to student self esteem and data from these will also be utilised. These will merge with the whole school Positive Behaviour scheme.

How this is accomplished will be communicated by the classroom teacher when addressing parents. (interviews, Parent/Teacher sessions, written correspondence, etc)

The expectations placed on playground and classroom behaviour will cover expectations for all venues – e.g. excursions, computer room, swimming...etc

Positive Behaviour Management Sequence - for inappropriate behaviour.....

Incident	Action	Mergence
Playground		Classroom
Inappropriate behaviour →	Stop and calm child, informal conference – Does your behaviour reflect our ROCKS? Child reflects-suggests alternative activities – continues to play ←	Teacher’s plan
Continuation of inappropriate behaviour (same day) or medium level inappropriate behaviour →	Yellow card – Time out for reflection and more formal conference. Data recorded Time at teachers discretion – not more than 1 full play session ←	Teacher’s plan (may include reseating to minimise disturbance near positive role model - should include student in decision making)
Continuation of Yellow card behaviour or high level inappropriate behaviour →	Red Card – immediate withdrawal from the playground to a supervised area. This penalty comes with a day expulsion from the playground. Reflection time for student, low level counselling by staff, explicit activity to help reform behaviours. Data recorded. Parents informed. Return to playground supervised – may include structured play. Review at end of each play period and record. Parents informed of progress ←	Teacher’s Plan + individual behaviour and learning plan

Rather than punishments these actions take the form of positive support for the student. Therefore, at all times the 'White Card' behaviour will continue to be recognised, publicised and rewarded.

Incident	Action	Mergence
Playground		Classroom
Continued red card offences or high level offences Bullying enters here	As above +expulsion from playground extended – Principal determined length of time. Implementation of sanctions (appendix 5), Option of suspension, Aide, Withdrawal from free play – strictly supervised and structured play; Reflective time for student after play; Counsellor intervention, behaviour/learning plan – formal, strategic specialist intervention – include parents in all steps	As above + isolation in class from peers, option of in-school suspension strategy
Continued offences	As above + Intensive specialist intervention, Options of modified attendance,	As above + differing the learning environment to promote child's opportunity to learn and for peers to learn without disruption.

Data that is recorded from these actions is utilised in school planning, building support mechanisms for the student in need and in making determinations that may prevent conflict in the future.

Appendix 1

Positive Behaviours for Learning –

This set of strategies and processes is a focus for our school. The ideal is to have all we do in school function, student welfare, teaching and learning - relate to and be built upon our shared values, actions and beliefs and form a code of conduct for all those associated with our school.

This has been a collaboration between students, parents and staff.

The acronym to which these values relate is –

Jerrys Plains P.S. 'ROCKS'!

R – respect is shown to all, in all its forms and in all situations; responsibility is to be upheld and to be accountable for; reflect upon behaviour and actions to bring about success and change where needed.

O – optimism is constructive and can aid in success; opportunities are being taken when they appear; being open minded is a catalyst to learning;

C – commitment to your - learning, school, friends, family, community, teamwork, rules and to doing your best; caring for others and the environment is a positive attribute; consideration and co-operation are excellent tools for life as is common sense.

K- kids have a say in their school function building ownership and significance; kindness is a positive thing; keeping others safe is everyone's business;

S- supportive people enhance a safe and secure environment; success begins with you; self esteem is important to all.

All card dispersals will be recorded on a specifically designed document on the office computer. This information will cover aspects of the incident – date, time, location, those involved, severity, the actions, teacher response and consequences (negative or positive). Therefore over time it may be possible to identify specific times when troubles occur – e.g. last five minutes of lunch time play; a specific area of concern – sandpit; and also to build consistency of staff response.

Data derived from PBL scheme will aid planning and modification of school systems, policies and protocols and will assist us in supporting the needs of students.

'PBL upholds the dignity of students by dealing with those influences that make inappropriate behaviour possible and give students options and opportunities to make positive behavioural choices.'

Appendix 2

The 'Three Dimensions of Discipline'

This is an integration of many discipline approaches which help maintain the dignity of the child and teaching responsible behaviour while supporting the rights of others.

Three facets and their characteristics are –

- 1) Prevention – teacher knows self – strengths / weaknesses; understands and caters for the needs of students; allows students to express genuine feelings; becomes knowledgeable about alternate strategies; establishes , with class assistance, clear behavioural plans; allows students some decision making opportunities about classroom management; allows respectful debate; reduces stress; provides an engaging curriculum; explicitly teaches social and behavioural skills; acts equitably to all; provides opportunities for all students to succeed.

- 2) Action- decide what to do when discipline problems occur –
 - choose the best alternative consequence;
 - implement that consequence –tone of voice, physical distance from the student, body language, use of eye contact determine the effectiveness of a consequence as much or more than the actual content of the consequence itself.
 - collect data- monitor the effectiveness of class plan, modify when needed. The needs of the students and teacher change over time.
 - avoid power struggles.

- 3) Resolution – resetting contracts, negotiation with individual students(or groups);
 - Find out what is needed to prevent another problem;
 - Develop a mutually agreeable plan- then implement;
 - Monitor plan and revise if necessary;
 - Use creative approaches when necessary

Appendix 3

Inappropriate behaviours

Low level	Medium level	High (severe) level
Disobedience – instructions/rules	Aggression – physical verbal	Physical abuse
Choosing not to complete tasks		Stealing
Tantrums →	Anger	
Being unco-operative	oppositional	defiant
Continued inattentiveness		harassment
Poor eating area behaviour	Undirected swearing	Verbal abuse
Running in X areas		
Playing/going into X areas		← Leaving the school grounds without permission
	← Last word syndrome	
Disruptive behaviour →		
	Fighting →	
	Negative/aggressive/ Intimidating body language →	
Put downs →		
graffiti →		
	Vandalism – property, environment →	
	gangs →	
		Endangerment
		← Bullying
		← Manipulation of another
	Poor bus behaviour →	

Appendix 4

Support personnel and agencies

School Counsellor, Teachers Aide, ISTB, Student Welfare Officers; Student Services Officer, STLA coordinators, District STLA,

Occupational Therapists, Speech Pathologist, Paediatricians, Behavioural Optometrists, Irlen Lenses clinic – Uni Newcastle, Dalwood House, Stewart House,

Appendix 5

Sanctions

Samples-

- Quiet time/reflection;
- Extra work/special program;
- Close supervision/structured play;
- Withdrawal from play/activities
- Withdrawal of privileges;
- Withdrawal from school representative honours or excursions;
- Reseating in classroom;
- Isolation from peers within the classroom;
- In - school suspension
- Modified attendance;
- Suspension;
- Expulsion