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POLICY UPDATE		
POLICY	DATE	BY WHOM
Behaviour Support	February 2021	Leonie Martin
	February 2021	Annika Marsh
	September 2023	Kristy Spencer

Department Policies

[Student Behaviour in Public Schools Procedures](#)

[Student Behaviour in Public Schools Policy](#)

[Standing together against violence \(education.wa.edu.au\)](#)

[Mobile Phone policy](#)

School Education Regulations 2000

OVERVIEW

West Greenwood Primary School focusses on ensuring students and staff are familiar with this policy and how it works with students in managing behaviour.

West Greenwood Primary School operates on the beliefs that all students, staff, and visiting members of the community have the right to feel safe at all times and have the right to work in a safe, caring, and productive learning environment. They also have a responsibility to support respectful relationships, encourage students to do their best, and support resilience.

The policy acknowledges individual differences amongst students and provides for a **flexible process** for teachers and school leaders to respond appropriately to misdemeanours and/or moderate breaches of the school code of conduct. West Greenwood Primary School favours a **restorative (non-punitive) approach** to behaviour issues and encourages interventions that are directed towards helping students learn appropriate classroom and playground behaviours.

We acknowledge that school and the child's home share responsibility for teaching children appropriate behaviours. The policy aims to provide a clear, structured process that supports the prevention of negative behaviour and promotes the teaching of appropriate behaviours. Positive reinforcement is implemented for all students.

Please note that this policy has been developed in accordance with the Department of Education Student Behaviour in Public Schools Policy and Student Behaviour in Public Schools Procedure.

SCHOOL VISION, PURPOSE AND BELIEFS

West Greenwood Primary School aims to help each child develop a sense of self-worth and encourages the pursuit of high standards. Staff at West Greenwood Primary School commit to explicitly teaching and modelling the values below.

West Greenwood Primary School Motto is **FRIENDS GROWING TOGETHER**

Vision

Our school builds its culture caring for students, providing quality learning opportunities and openness to new ideas and new people. West Greenwood favours a collaborative working environment that provides children with supportive care throughout primary schooling. There is a strong sense of community and the school fosters a mutually caring and supportive environment for children, parents and staff.

Purpose

Our purpose is to provide students with the skills, knowledge and attitudes to enable them to become life-long learners and to make positive contributions to the society in which they live. Four core values were identified by students, staff, and parents to form the basis upon which we seek to achieve personal targets and interact positively with others.

Beliefs and Expectations

The behaviour expectations are aligned with the four core school values of:

DOING YOUR BEST, RESPONSIBILITY, RESILIENCE and RESPECT.

Students are expected to embody the school's core values in their everyday conduct.

Respect

Respect is about being courteous when speaking to and dealing with others. Respect includes sticking to family and school rules. It is about taking care of your own and other peoples' belongings.

You show respect by speaking and acting with courtesy and treating others the way you would like to be treated.

Responsibility

Responsibility means other people can count on you and trust you to always do your best. It is about solving conflicts in peaceful ways. It is about caring for and doing things to look after the environment.

You show responsibility by keeping your agreements and giving your best to any job. When you make a mistake you admit it and do what you need to in order to make things right again. You treat things with care. You always remember to put rubbish in the bin and recycle where you can.

Resilience

Resilience means that when you are faced with difficult and challenging situations and people, you are committed to learning how to;

1. Name the feeling
2. Learn to manage big feelings by trying out strategies to help
3. Use strategies that help your big feelings and allow you to feel better

You show resilience by practising emotional regulation strategies that allow you to have ownership of your reactions and responses when things don't go as expected.

Doing your best

Doing your best is about working hard and doing the best job you possibly can. It is about paying attention and doing things carefully, step by step. You show your best by taking special care during tasks, by thinking and moving carefully, working patiently, not rushing, and practising so that you can learn from mistakes and continue to grow.

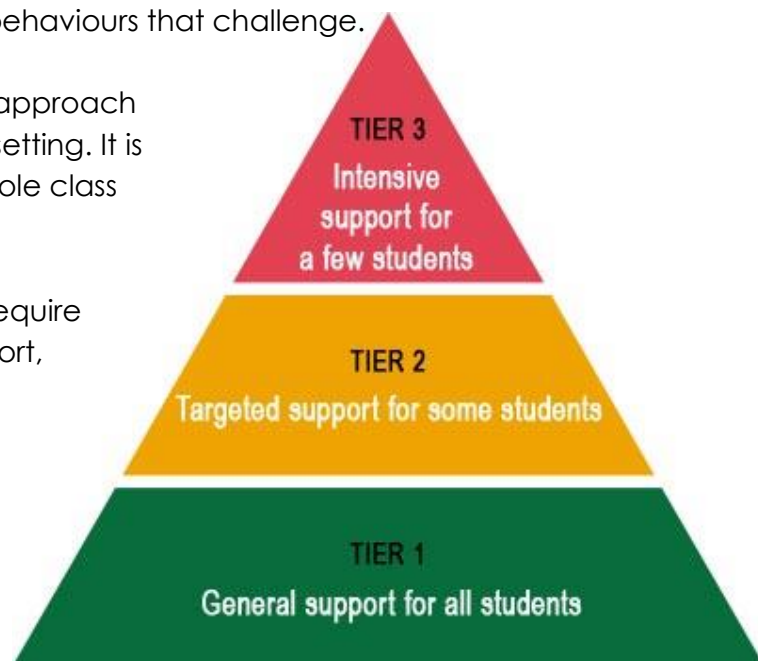
POSITIVE BEHAVIOUR INTERVENTION

This multi-tiered framework rests on the principle of progressive levels of individualisation to prevent and address behaviours that challenge.

Tier 1 embraces a general, whole-school approach targeted at all students within the school setting. It is effective for over 80% of students. e.g. whole class teacher support.

Tier 2 is aimed at 12-15% of learners who require more directed support. e.g. teacher support, individual plans, administration support.

Tier 3 is directed at 4-5% of students who require more intensive, personal and specialised support. e.g. Leadership team support, external agencies, School psychology support etc.



Please note: there is significant flexibility between the tiers and students are often moving between the tiers depending on the support required. The tiered system helps to articulate the level of extra support that may be necessary for some students so that schools can provide the necessary assistance to help students learn adaptive behaviours suitable for the school environment.

TIER 1: POSITIVE BEHAVIOUR FOR LEARNING

Recognition of **positive behaviour** is a key element in West Greenwood Primary School's approach to behaviour management. **Most student** misbehaviour can be prevented by:

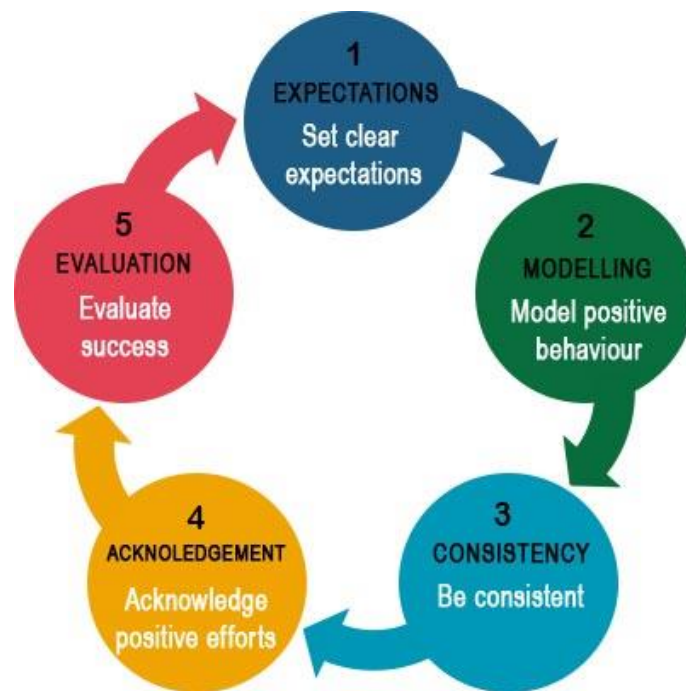
1. *The provision of a safe and positive learning environment*
2. *Building a deep understanding of the school code and expectations*
3. *Low Key Strategies*
4. *Giving Choices*
5. *Teaching Emotional Regulation and wellbeing*

1. *The provision of a safe and positive learning environment*

West Greenwood Primary School is committed to promoting a school culture where teachers want to teach and children want to learn. Learning environments are built on a mutual respect where learning and wellbeing is maximised.

We believe that the most important and effective classroom management procedure is the conscious and proactive building of a safe and positive relationships.

Students are more likely to work positively when their teacher has built rapport and a relationship with them and they find the teaching and learning engaging. This is why positive behaviour is rewarded with **Values Tokens, Values Slips, Merit Awards, Postcards and Individual Classroom Rewards Systems (Appendix 1)**.



2. Building a deep understanding of the school code and expectations

The school provides students with clear expectations of how they can embody the school values in their everyday behaviours (visible on the following page).

In the first weeks of the year teachers assist students to interpret the values and develop a clearer understanding of their implications and application. They also help their class to develop their own code aligning with the school expectations, to outline personal expectations regarding behaviour in the classroom.

This strategy ensures students have a **clear understanding of the expectations** we have of them and how they can guide their behaviour.

The school acknowledges that understanding and remembering the school's values and expectations can take time, so the staff will help students learn and accept their responsibilities.



BEHAVIOUR EXPECTATIONS

RESPECT	RESPONSIBILITY	RESILIENCE	DOING YOUR BEST
<ul style="list-style-type: none"> • Leave school grounds immediately unless you are with an adult. • Walk with wheels on school grounds • Be kind and considerate • Only ever access your own accounts. • Hand mobile phones/devices to the office each morning. • Be kind to others in the playground. • Share school equipment fairly. • Only leave eating areas when dismissed. • Dispose of rubbish properly 	<ul style="list-style-type: none"> • If you arrive at school before 8:25am you must wait in the grassed area between Banksia and Tuart block or in the UCA. • Let others learn. • Be punctual to class • Keep your bag storage areas neat and tidy. • Keep your passwords for school accounts private. • Only access appropriate information on devices at school. • Play only in your designated area. • Wear a hat outside. • Resolve conflicts with words • Ask for help from a teacher for incidents that you can't solve on your own 	<ul style="list-style-type: none"> • Help and include others • Keep trying even if something is difficult • Use the 5 finger strategy • Show fairness and consideration when playing sport 	<ul style="list-style-type: none"> • Take pride in school grounds • Be organised throughout the day. • Wear correct school uniform. • Take pride in your work. • Be respectful, responsible and resilient during playtime.

3. Low Key Strategies

Most behaviours that challenge can be addressed by low-key responses from teachers. At this stage of the process, teachers make informed decisions about how they can best address the behaviour without allowing it to become a major distraction in the class.

Build Engagement and Rapport

Talk to the children at the beginning of the day. Show interest in them.

Planned Ignore

If a interaction seeking behaviour, don't bring attention to it.

Be polite

Use manners when asking a child to do something.

Use a signal

Use a signal such as *Silent Hi-Five* to begin a lesson or to gain attention.

Be aware

Walk around the room. Be aware of what is going on.

Transitions

Prepare students for transitions. Be clear and ensure each child understands

Use minimal or non-verbal signals

Saying child's name, gesture, pause or "the look".

Proximity

Class set up, so you can easily walk through. Stand next to or near the behaviour.

4. Giving Choices

If the student continues to display behaviours that challenge despite the teacher's use of low key strategies, the teacher employs a process that engages the student in finding a solution.

One of the most effective techniques for helping students to accept responsibility for their behaviour is by the use of choices. If done effectively the student will be positively involved in making a decision about their behaviour.

This clarifies the communication between the teacher and the student and makes it harder for blame to be projected.

Effective choices:

- Have logical or natural consequences (i.e. related to the behaviour)
- Are not seen as punishment
- Can be given immediately where appropriate
- Are not ultimatums
- Are delivered in a neutral or positive tone
- Are able to be followed through
- Do not back students into a corner

Choices can be planned ahead of time so that they are not given in the heat of the moment. Examples may include:

The school rule is 'no mobile phones'. Would you like to put it in your bag or leave it on my desk until the end of the day. What choice would you like to make?

You can choose to do your work quietly over there, or you can stay at your desk. What choice would you like to make?

5. Teaching Emotional Regulation and wellbeing

We explicitly teach the **Zones of Regulation** program **each year**. The Zones framework provides strategies to teach students to become aware of and independent in, controlling their emotions and impulses, manage their sensory needs and improve their ability to solve conflicts.

The Zones of Regulation is a systematic, cognitive behavioural approach that categorises emotions and feelings into four concrete coloured zones. By addressing normal development in emotional and sensory regulation, executive functioning, and social cognition, the framework is designed to help move students toward independent regulation. **(Appendix 2)**

This program is implemented as a whole-class approach with a possibility for additional teaching in a Tier 3 capacity.

TIER 2: RECURRING UNPRODUCTIVE CLASSROOM BEHAVIOURS

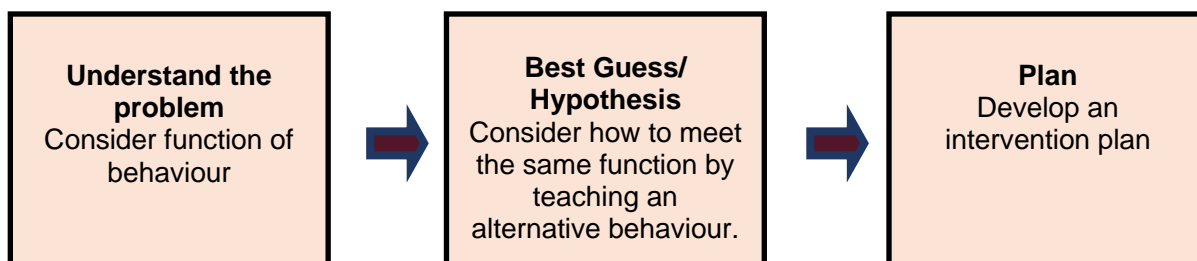
At this stage, it is appropriate for staff to consider that every behaviour serves a function for that student. Staff are encouraged to ask themselves:

“Why is this behaviour occurring?”

Staff utilise a curious approach to consider what student's behaviours that challenge are communicating about their unmet needs.

Gain or Get	Avoid or Escape
Adult Interaction/Attachment	Adult Interaction/Attachment
Peer Interaction/Attachment	Peer Interaction/Attachment
Physical Object	Physical Object
Sensory Stimulation	Sensory Stimulation
Preferred Activity	Non-Preferred Activity

For students whose behaviours that challenge are repetitive, WGPS has a behaviour management flowchart for all staff to follow. If the undesirable behaviours continue, informal agreements and/or formal contracts may be an appropriate next step.



If a student continues with behaviours that challenge after the low-key strategies have been implemented, utilise the behaviour management flowchart from Step 2.

1. *Utilise the Classroom Behaviour Management Flowchart (Appendix 3)*
2. *Informal Agreements*
3. *Negotiated Formal Agreements*

1. Utilise the Classroom Behaviour Management Flowchart

If the low key responses are ineffective, staff can then move onto Step 2 of the behaviour management flowchart.

Step 1 – If students are not responding to the lowkey responses, redirection, reteaching or use of choices, they are given an opportunity to reset. At this stage the Classroom Behaviour Checklist – Reset Slip (Appendix 4) is put on the desk but is left blank.

Step 2 – Give the student a break

Often students respond well to a break from what is happening in the classroom to reset. In this instance, staff are to send students who have received their first warning on a movement/sensory/classroom break to assist with resetting their behaviour. Students are to bring a note to the office as part of their break with a symbol from the teacher to trigger an admin walkthrough.

Step 3 – 2nd Warning

This is the second warning. At this stage, the behaviour management checklist is completed by the teacher.

Step 4 – Reset space in the classroom

The student is sent to a reset space in the classroom to give them time to think about their behaviour and reset. This is for a duration of 10-15 minutes max and the teacher monitors the student during this time and talks to the student using restorative practice and reflection.

Step 5 - Reset Room

If the student continues to have difficulty managing their behaviour they are sent to a Reset Room (assigned by admin) to engage in a calming activity for a maximum of 10-15 minutes. The student can engage in activities such as mindful colouring, reading, using a fidget toy and any strategies on a calming wheel. Upon return to the classroom, the teacher is to call for a member of admin to supervise their class whilst they complete the Reflection sheet with the student. Once the Reflection sheet (Appendix 5) is completed and the student has rejoined the classroom, the teacher enters behaviour on Integris and informs the parents.

Repeated minor behaviours or Major referral

Repeated minor behaviours are those that occur approx. three times in a week and occurring over multiple weeks OR there are multiple instances in one day. The teacher looks for patterns of recurring behaviour (day, time subject) and contacts parents to discuss strategies to support the student. The teacher can then decide to implement an informal or formal contract, depending on the behaviours the student is displaying.

Step 6 – Major Referral

The teacher completes the Admin referral form (pink slip) and the student brings this and any completed Reflection sheets to the office. Admin will discuss with the teacher and the students the incident/behaviours and investigate the cause before determining a consequence or action. Admin will follow through with the action and inform parents of student and enter the data in Integris.

2. Informal Agreements

When a student has not responded to other interventions, it may be useful to set up an informal agreement to help the student learn appropriate behaviour.

The informal agreement is a process that is an act of cooperation between the student and the teacher. It encourages the student to understand behavioural expectations and to participate in forming an agreement to address the behaviour over time.

Steps:

1. Greet the student
1. Define and agree on the problem
2. Generate solutions
3. Prioritise and agree on the solutions
4. Check for understanding relating to the solutions
5. End with a 'Thank you'

- ✓ **Maintain a positive atmosphere**
- ✓ **Provide clarity and direction**
- ✓ **Mutually solve the problem**

3. Negotiated Formal Agreements (Appendix 6)

- The formal contract is structured, clear and consistent and designed with a sensitivity to the needs of the student.
- It clearly states the behaviours that are not acceptable and the consequences that will be implemented.
- Each day is a fresh start. Consequences are not carried over to the next day.
- Teachers, family, students and school leaders can discuss a range of possible consequences and reinforcements to build into the contract. These should be clearly understood by students and parents.
- This stage facilitates the beginnings of intervention planning to support an individual student.

TIER 3: Individual Behaviour Plans (IBPs)

When a student has not responded to the interventions outlined up to this point, or is persistently defiant, it may be necessary to set up a formal plan. This is reserved for **serious and/or persistent breaches** of the behaviour codes.

Unlike an informal agreement, an IBP is not negotiated with the student and will remain in place as long as appropriate.

It is most important during this phase that all parties maintain a positive approach and continue to support the student in their learning of appropriate behaviour.

The plan is **NOT** intended to be punitive as this will be ineffective at supporting a behavioural change. Instead, the aim is to prevent behaviours that challenge, provide teaching opportunities that help the student learn to make, appropriate decisions, provide natural and clearly defined consequences when students make inappropriate decisions, and reinforce positive behaviours when they are seen.

The Deputy Principals will support the development of an IBP in collaboration with the teacher, parent, and student (where appropriate). The responsibility for the implementation of the IBP rests with the classroom teacher. A successful plan is aimed at improving the behaviour and the student's educational outcomes.

IBPs are designed so that teachers use them as part of their normal teaching practice. They include goal setting, managing behaviours that challenge and encouraging positive rewards. The understanding that regression is also part of the process is recognised and planned for. These formal contracts do not limit the opportunity to use other strategies.

If standard behaviour management steps are ineffective, staff are encouraged to access additional support strategies such as referral to the School Psychologist, School Chaplain, or external support service.

SUPPORT FOR TEACHERS IN MANAGING STUDENT BEHAVIOUR

Before seeking additional support, teachers need to demonstrate that they have attempted to manage the behaviour at the lowest possible level. Where this has been unsuccessful the following avenues may be implemented:

1. School Leadership:

Can assist by

- Arranging temporary withdrawal from class
- Discussing and engaging in restorative conversations with students
- Providing advice on informal or formal agreements
- Providing advice on the teaching

2. School Psychologist:

Working in collaboration with the administration team, the School Psychologist may accept requests for assistance from teachers and provide support in areas such as:

- Academic concerns
- Individual and/or group education plans
- Individual behaviour management plans
- Social/emotional issues
- External referrals

3. School Chaplain:

Working in collaboration with the admin team, the Chaplain is available to provide support to students in areas such as:

- Mediating a discussion between students
- Suggesting support mechanisms beyond what is available at school

4. Parents:

Parents are notified as soon as practicable if there are any concerns surrounding a student's behaviour. Teachers will advise parents of the concerns, the supports that are in place and how parents can help.

5. External Support Agencies:

Where appropriate teachers may receive support and/or advice from external agencies. This support should be negotiated with the SAER Deputy in consultation with parents.

COMMUNICATING WITH PARENTS

Teachers should establish communication strategies which enable the effective dissemination of information to parents. With regards to managing behaviour teachers should, as appropriate:

Day to Day Behaviours	Major Breaches
<ul style="list-style-type: none">• Inform parents of class expectations• Provide regular positive feedback to parents• Consider a student's behaviour profile if concerns arise• Inform parents when on-going concerns regarding student behaviour arises and arrange a face-to-face meeting• Develop an agreed strategy with parents to manage and modify behaviours• Inform parents when students are in Tier 2	<ul style="list-style-type: none">• Teachers will consult with the administration team re major breaches• Parents should be contacted as soon as practicable and provided with a comprehensive account of the situation by a member of the administration team• Where appropriate a face-to-face meeting should be scheduled to discuss the matter and determine the appropriate course of action

All contact should be documented in **Integris** in **Activities**.

RECORD KEEPING

It is essential that teachers keep accurate and relevant details of their interventions (positive and negative) when managing student behaviour.

Teachers should keep a record of conversations, email correspondence, meetings etc. to enable a chain of documentation.

Teachers should document the following in Integris (in **Behaviour** or **Activities**):

- Behaviour incidents
- Phone calls – time and purpose of the call noted
- Emails
- Meetings – minutes or notes should be kept and a copy provided to parents if they request

ADDRESSING VIOLENCE IN SCHOOLS

In 2019 the Minister for Education set out a new framework for addressing violence in schools. This document set out 10 key actions for all schools to implement, impacting on staff training, school policy requirements and student expectations. In addressing this policy, WGPS will move to:

1. Suspend any student who records a fight on a device
2. Suspend any student who engages in an intentional/organised fight
3. Suspend any student who engages in behaviours that cause significant injury or fear to other students or staff
4. Suspend any student who makes inappropriate physical contact with a staff member*
5. Apply a 'Good Standing' process for students, to ensure that additional privileges such as camps, excursions, interschool sporting events, choir, student leadership roles and so on, are subject to students meeting the behavioural expectations of the school.

GOOD STANDING AT WGPS

Good Standing refers to the need for students to maintain a certain level of behavioural expectations, to be considered for additional privileges at school. The WGPS School Board agreed that the school use a common sense approach to Good Standing, that ultimately sees the school using the policy as an incentive in the upper primary years (4-6) only (**Appendix 7**).

MOBILE PHONE PROCEDURES

Where necessary, and as appropriate, students should use the school telephones – under supervision – to contact parents or carers. If you do wish for your young person to attend school with a mobile phone, this can be handed in to administration at the beginning of the day for safe storage.

Students who do have their mobile at school must have it stored at administration need to understand that:

- They are not permitted to use them during the school day
- The school accepts no responsibility for lost or damaged phones
- Student mobile phones must be handed to the front office upon arrival
- The principal reserves the right to revoke a student's privilege of bringing their mobile phone to school
- The principal and teachers have the right to confiscate mobile phones where appropriate

DRUG AND ALCOHOL MISUSE

The possession or use of illegal substances by students at school is not acceptable under any circumstances.

If there is immediate risk, the school will undertake the following as required and appropriate:

- Advise the parents/carers of the situation, request they collect the student and encourage them to seek medical assistance
- Arrange for care of the student on the school site until such time that a parent or person authorised by the parent can collect the student
- Call an ambulance if there is significant concern for the student's health, or if the student is posing a risk to self or others and parents/carers decline or unable to collect the student right away
- Police may also be called if the student's behaviour poses a significant risk to themselves or others. Staff must be mindful that intoxication may make the student's behaviour volatile and unpredictable

Staff will take care not to provoke a response that places the student or staff at risk of injury.

WEAPONS ON THE SCHOOL SITE

Students are not to be in possession of weapons on the school site or at any school activity. Incidents involving weapons will be dealt with as a serious breach of school discipline and the student /s involved will be suspended immediately under Regulation 44(2) of the School Education Regulations 2000. This is consistent with the requirements of the Department of Education Student Behaviour Policy (4 January 2016).

Upon request the Principal will determine, on a case-by-case basis, whether a student will be permitted to carry a ceremonial or religious observance implement, such as a Kirpan, on the school site.

APPENDICES

Appendix 1

Positive Reinforcements

CLASSROOM : whole school

Values Slips

Faction Points

Winning Faction (reward end of term)

Merit Award

Good Standing Policy (Camp, excursions, interschool events)

Letters of Commendation?

CLASSROOM

Stickers/Stamps

Parent Contact—conversation, phone call, email

Visit admin or another class to share

Choice of activity (iPad, construction, play)

High 5

Verbal praise/compliment

PLAYGROUND

Tokens—faction colours

GOLD token—10 points

Faction points

Winning faction—(end of term reward)

Appendix 2

The Zones of Regulation

Who Can Benefit?

The Zones of Regulation™ strategies can be used with early childhood to high school age students in mainstream classes and to all levels of students with special educational needs. The Zones program is geared toward students who struggle with self-regulation, including anger management, sensory processing, anxiety, flexibility, or self-control.

What is self-regulation?

Self-regulation is the ability to adjust the display of emotions through behaviour to attain goals in socially acceptable ways. This includes regulating sensory needs, emotions, and impulses to meet the demands of the environment, reach goals, and behave in a socially appropriate way. To successfully self-regulate, three components need to be integrated: sensory processing, executive functioning and emotional regulation.

Sensory Processing: How you make sense of the information perceived by your sensory receptors, and how you organise that information to act upon it in a purposeful way.

Executive Functioning: The cognitive processes involved in the conscious control of thoughts and actions. The ability to self-regulate depends on the effectiveness of numerous mental operations, including attending to two or more activities simultaneously, flexible thinking, organising actions, and impulse control.

Emotional Regulation: Processes that are responsible for controlling emotional reactions in order to meet goals. This includes monitoring, evaluating, and modifying the intensity and timing of emotional responses.

What does “The Zones of Regulation™” teach?

The Zones of Regulation™ curriculum includes learning activities to help students recognise when they are in the different zones (states of arousal). Calming techniques, thinking strategies and sensory strategies are explored, enabling students to develop a toolbox of strategies from which they can choose to help self-regulate.

Students gain an increased vocabulary of emotional terms, skills in reading facial expressions, perspective on how others see and react to their behaviour, insight about events that trigger their behaviour, and problem-solving skills. Executive functioning skills are addressed in order to increase flexible thinking, awareness of impulse control, and understanding the big picture.

What are The Zones of Regulation?

The Zones of Regulation categorises states of alertness and emotions into four coloured zones:

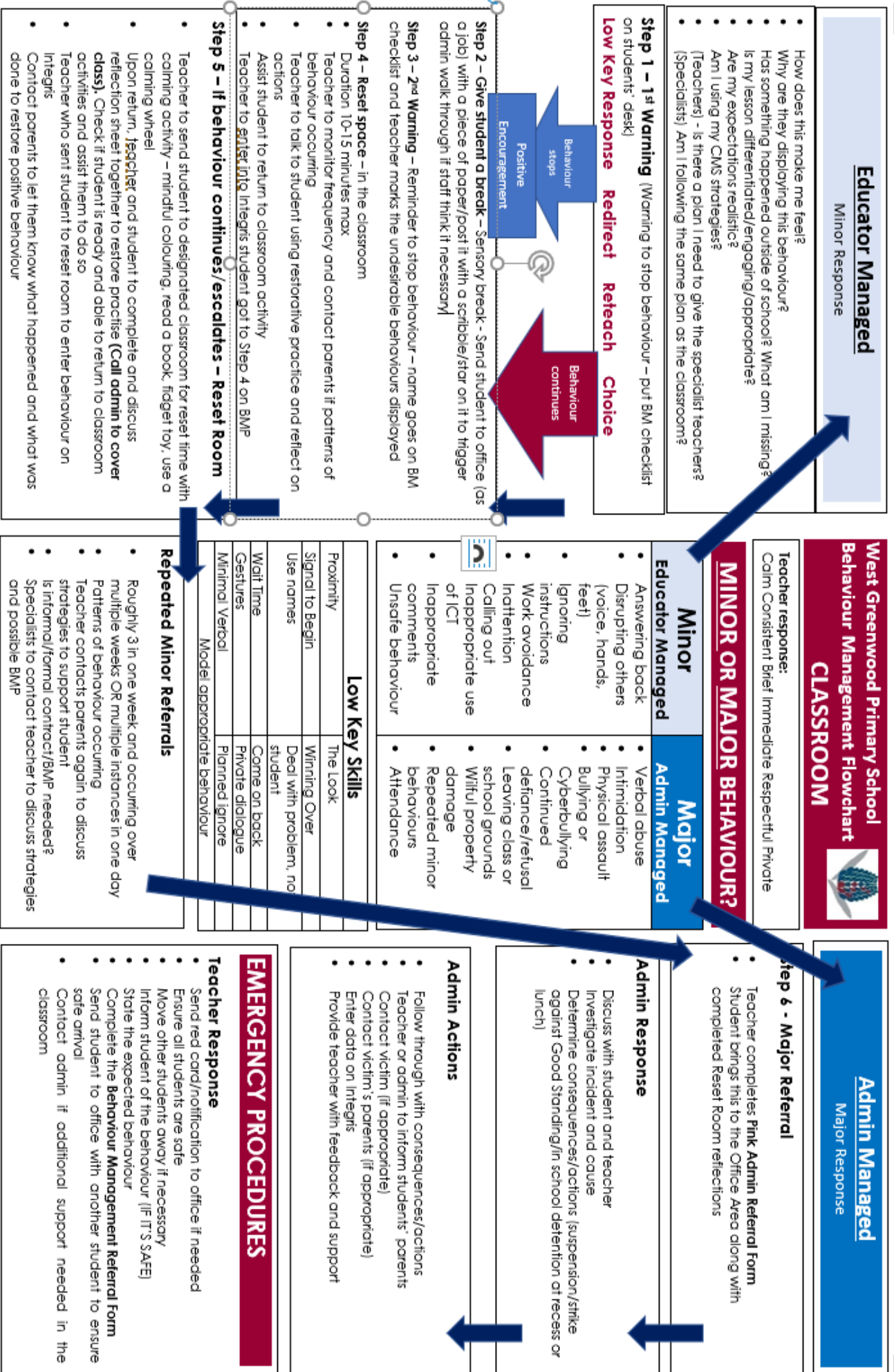
The Blue Zone: Low states of alertness, such as sad, sick, tired or bored. The body and/or brain is moving slowly or sluggishly.

The Green Zone: A regulated, in control state of alertness that students generally need to be in for schoolwork and being social.

The Yellow Zone: A heightened state of alertness. A person may be experiencing stress, anxiety, frustration or excitement, and become wiggly, squirmy or sensory seeking. The Yellow Zone is starting to lose control.

The Red Zone: Extremely heightened states of alertness or very intense feelings, such as anger, rage, panic or elation. Being in the Red Zone is best explained as not being in control of one's body.

Everyone experiences all of the Zones - the Red and Yellow Zones are not the "bad" or "naughty" zones. All of the zones are expected at one time or another.



West Greenwood Primary School
Behaviour Management Flowchart
CLASSROOM



Step 1 – 1st Warning	<ul style="list-style-type: none"> Warning to stop behaviour – put BM checklist on students' desk.
Step 2 – Student break	<ul style="list-style-type: none"> Sensory break
Step 3 – 2nd Warning	<ul style="list-style-type: none"> Reminder to stop behaviour – name goes on <u>BM checklist</u> and teacher marks the undesirable behaviours displayed.
Step 4 – Reset space (own classroom)	<ul style="list-style-type: none"> Duration 10-15 minutes
Step 5 – Reset Room	<ul style="list-style-type: none"> Teacher to send student to <u>designated classroom for reset time</u> with calming activity. Upon return, <u>teacher</u> and student to complete and discuss <u>reflection</u> sheet. <u>Contact parents</u> to let them know what happened and what was done to restore positive behaviour.
Step 6 - Major Referral	<ul style="list-style-type: none"> Teacher completes <u>Pink Admin Referral Form</u>. Student brings this to the Office along with <u>reflection</u>.

West Greenwood Primary School – Classroom Behaviour Slip



Name: _____ Year Level: _____

Class: _____

Date: _____
Teacher: _____

8.25 – 10.30

- Walking around classroom at inappropriate times
- Calling out
- Distracting others from work
- Consistently inattentive
- Teasing other students
- Violation of Code of Conduct
- Not following instructions
- Willful offence against property
- Verbal abuse or threats against staff/students
- Physical abuse towards staff/students
- Discrimination or harassment toward others.

Behaviour Process: (circle)

1. 1st Warning
2. Break
3. 2nd Warning
4. In Class Reset
5. Reset Classroom
6. Office

10.50 – 12.30

Playground misbehaviours

- Walking around classroom at inappropriate times
- Calling out
- Distracting others from work
- Consistently inattentive
- Teasing other students
- Violation of Code of Conduct
- Not following instructions
- Willful offence against property
- Verbal abuse or threats against staff/students
- Physical abuse towards staff/students
- Discrimination or harassment toward others.

Behaviour Process: (circle)

1. 1st Warning
2. Break
3. 2nd Warning
4. In Class Reset
5. Reset Classroom
6. Office

1.10 2.50

Playground misbehaviours

- Walking around classroom at inappropriate times
- Calling out
- Distracting others from work
- Consistently inattentive
- Teasing other students
- Violation of Code of Conduct
- Not following instructions
- Willful offence against property
- Verbal abuse or threats against staff/students
- Physical abuse towards staff/students
- Discrimination or harassment toward others.

Behaviour Process: (circle)

1. 1st Warning
2. Break
3. 2nd Warning
4. In Class Reset
5. Reset Classroom
6. Office

Admin action:

Parent/Guardian informed: _____

Admin signature: _____

Entered into Integris _____

Yes/No Yes/No

West Greenwood Primary School – Classroom Behaviour Slip



Name: _____ Year Level: _____

Class: _____

Date: _____
Teacher: _____

8.25 – 10.30

- Out of seat
- Calling out
- Distracting others
- Being unkind
- Not following instructions
- Damaging property

Behaviour Process: (circle)

1. 1st Warning
2. Break
3. 2nd Warning
4. In Class Reset
5. Reset Classroom
6. Office

10.50 – 12.30

Playground misbehaviours

- Out of seat
- Calling out
- Distracting others
- Being unkind
- Not following instructions
- Damaging property

Behaviour Process: (circle)

1. 1st Warning
2. Break
3. 2nd Warning
4. In Class Reset
5. Reset Classroom
6. Office

1.10 – 2.50

Playground misbehaviours

- Out of seat
- Calling out
- Distracting others
- Being unkind
- Not following instructions
- Damaging property

Behaviour Process: (circle)

1. 1st Warning
2. Break
3. 2nd Warning
4. In Class Reset
5. Reset Classroom
6. Office

Admin action:

Parent/Guardian informed: _____

Admin signature: _____

Entered into Integris _____

Yes/No Yes/No

West Greenwood students demonstrate our school values of respect, responsibility, resilience and doing your best.

**Reset Room Behaviour Reflection
Year 1-3**

Reported by: _____ Behaviour: _____ Time: _____

Student Name: _____ Subject: _____ Room: _____ Year: _____ Date: _____

Inappropriate behaviour occurred in

Classroom Playground Other

1. What zone were you in?



2. I did....

3. I need to

DOING YOUR BEST

RESPONSIBILITY

RESPECT

RESILIENCE

West Greenwood students demonstrate our school values of respect, responsibility, resilience and doing your best.

Behaviour Reflection 4-6

Reported by: _____ Student Name: _____ Time: _____

Room: _____ Year: _____ Date: _____ Subject: _____

Inappropriate behaviour occurred in

Classroom Playground Other

1. Explain what happened.

2. What zone were you in at the time?



3. Who or what did I affect with my behaviour?

<input type="checkbox"/> Myself	<input type="checkbox"/> My Class	<input type="checkbox"/> My Teacher	<input type="checkbox"/> Other Students
<input type="checkbox"/> Someone's Property	<input type="checkbox"/> My Property	<input type="checkbox"/> The School Environment	<input type="checkbox"/> Other Adults

4. What do you think needs to happen to make things right?

DOING YOUR BEST

RESPONSIBILITY

RESPECT

RESILIENCE

Student Signature: _____ Teacher Signature: _____



FORMAL AGREEMENT

Name: _____

Date: _____

Goals (specific behaviours):

1.	
2.	
3.	

The goals are about:

Respect	
Responsibility	
Resilience	
Doing my best	

The signal used by the teacher to cue: _____

Consequences for not meeting goals:

Positive reinforcements for meeting goals:

Signed: _____

Student

Teacher

Appendix 7

GOOD STANDING GUIDELINES

In 2019 the Minister for Education introduced a range of steps that schools were required to implement, in order to address increasing levels of inappropriate student behaviour and violence in schools. One of these requirements was the need for all schools to have a Good Standing Policy.

Good Standing refers to the need for students to maintain a certain level of behavioural expectations, in order to be considered for additional privileges at school. These privileges consist of events such as interschool sports, camps, excursions, student leadership positions and so on.

The WGPS School Board agreed that the school use a commonsense approach to Good Standing, that ultimately sees the school using the policy as an incentive in the upper primary years (4-6), given so many additional privileges are attached to this group. It was seen as being counterproductive if we were to stop students from attending educationally based excursions in junior primary years, when there are more age-appropriate ways of working with these younger students.

The procedure that will be used at West Greenwood revolves around a 'three strikes' process, in relation to any upcoming events. We don't see any benefit in applying a three strikes process that results in students being excluded from all privileges for the remainder of the year. Ultimately, this would give students greater reason to put in less effort in the class and playground and less ability to learn from their mistakes and try to modify their future actions.

A strike may be earned immediately for serious incidents, or for a collection of ongoing minor incidents. For example, blatantly being disrespectful to a staff member may incur a strike, whereas going to a Reset Room for not working may not. Going to a Reset Room multiple times in one week, could result in a strike eventually being issued. Only admin will make this determination.

School administration staff will work collaboratively and proactively to ensure teachers, students and parents are all aware of when students incur a strike and what designated privilege is under threat. This will always be documented in writing, to avoid any confusion should a privilege be revoked.

We are hoping that use of this process early in the year will have a positive impact in making sure all students in Year 4 and 5 are prepared and able to run for leadership positions heading into Year 6 and Year 6 students are encouraged to maintain appropriate behaviour right through to the end of the year, to enjoy graduation activities. All students in Years 4, 5 and 6 will have this process explained to them in the first week of the school year.

ANTI-BULLYING GUIDELINES

WHAT IS BULLYING?

Bullying is when an individual or a group of people with more power, repeatedly and intentionally cause hurt or harm to another person or group of people who feel helpless to respond.

Physical Bullying

Physical bullying includes hitting, kicking, tripping, pinching and pushing or damaging property. Physical bullying causes both short term and long-term damage.

Verbal Bullying

Verbal bullying includes name calling, insults, teasing, intimidation, homophobic or racist remarks, or verbal abuse. While verbal bullying can start off harmless, it can escalate to levels which start affecting the individual target. Keep reading in this section for techniques to deal with verbal bullying.

Social bullying

Social bullying, sometimes referred to as covert bullying, is often harder to recognise and can be carried out behind the bullied person's back. It is designed to harm someone's social reputation and/or cause humiliation.

Social bullying includes:

- lying and spreading rumours
- negative facial or physical gestures, menacing or contemptuous looks
- playing nasty jokes to embarrass and humiliate
- mimicking unkindly
- encouraging others to socially exclude someone
- damaging someone's social reputation or social acceptance.

Cyber bullying

Cyber bullying can be overt or covert bullying behaviours using digital technologies, including hardware such as computers and smartphones, and software such as social media, instant messaging, texts, websites and other online platforms.

Cyber bullying can happen at any time. It can be in public or in private and sometimes only known to the target and the person bullying.

Cyber bullying can include:

- Abusive or hurtful texts emails or posts, images or videos
- Deliberately excluding others online
- Nasty gossip or rumours
- Imitating others online or using their log-in

WHAT BULLYING IS NOT

- single episodes of social rejection or dislike
- single episode acts of nastiness or spite
- random acts of aggression or intimidation
- mutual arguments, disagreements or fights.

These actions can cause great distress. However, they're not examples of bullying unless someone is deliberately and repeatedly doing them.

WHAT CAN YOU DO ABOUT IT?



ASKING FOR HELP ISN

There is a big difference between dobbing and asking for help. Dobbers just want to get someone into trouble. If you have tried to stop the bullying, or if it is very serious, it is fair to ask for help.

WHAT ELSE CAN YOU DO?

Try these:

- Avoid being alone in places where bullying happens
- Try to ignore it
- Walk off to a safer area
- Tell the bully firmly "Stop it, I don't like it".
- Ask to join another group of students
- Write down the things the bully has said
- Tell someone who can help
- Be a helpful bystander to others who are being bullied



THE HIGH FIVE APPROACH TO BULLYING

- 1 IGNORE
- 2 WALK AWAY
- 3 TALK FRIENDLY
- 4 TALK FIRMLY
- 5 REPORT

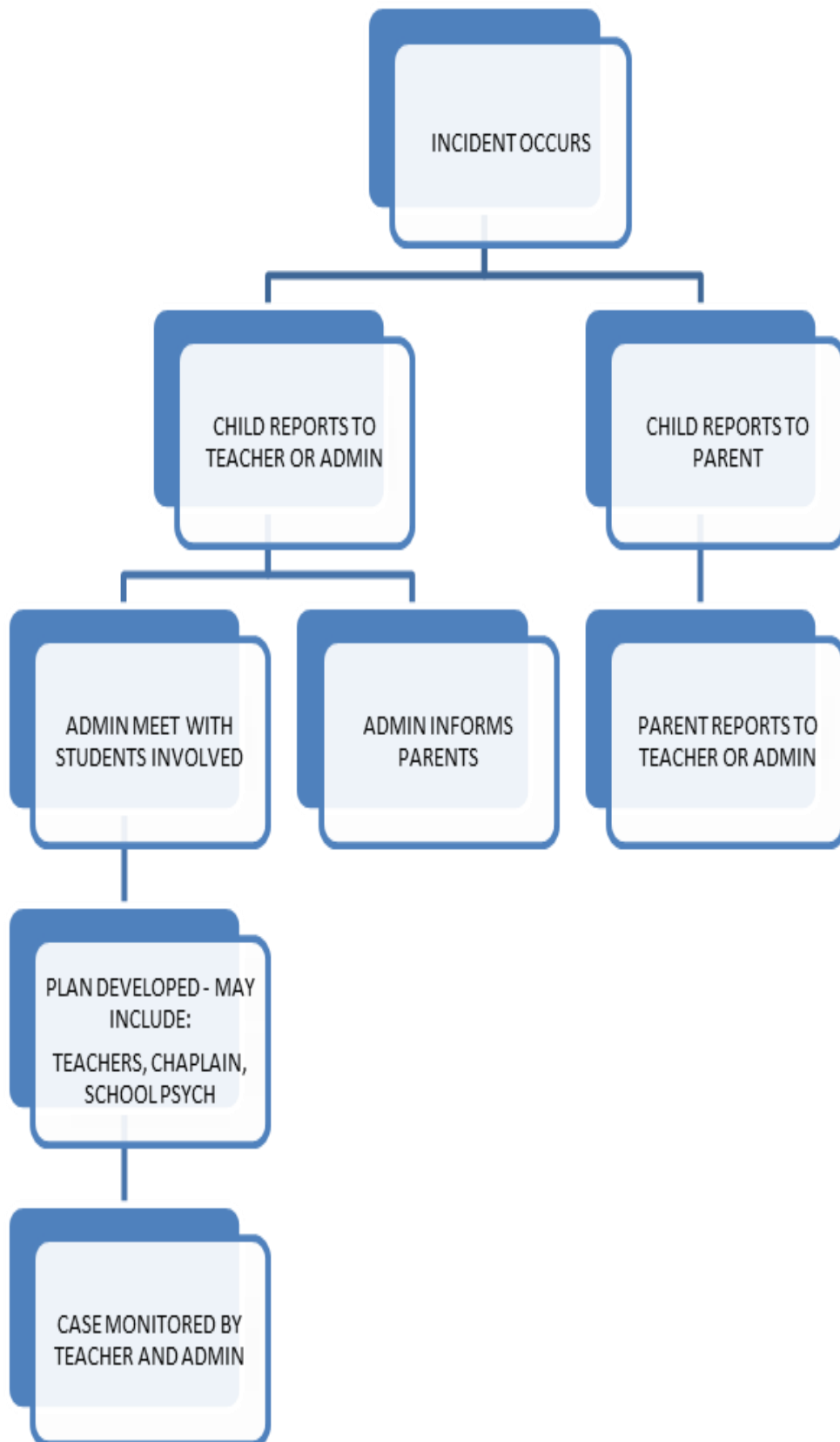


WHAT HAPPENS AT WEST GREENWOOD PS TO PREVENT BULLYING?

- Explicit teaching of values
- Explicit teaching of school expectations
- Aussie Optimism program taught
- Peer mediators
- Visible playground supervision
- Cyber-bullying education
- Protective Behaviours program



WHAT HAPPENS AT WEST GREENWOOD PS WHEN BULLYING IS REPORTED?



HELP FOR PARENTS

It is very important to let children know that bullying is not okay and that they should report it when it does occur. Our school has set standards for appropriate behaviour and safety. We also have guidelines for reporting and responding to bullying when it occurs.

It is very important for the child to understand how his or her bullying behaviour has affected the other person and to be clear not to repeat that behaviour. To help prevent bullying, children can be taught how to be respectful and caring towards others. Children who bully may appear confident but often lack skills for building positive friendships.

Learning to be more assertive can help those who are bullied to stand up for themselves. Learning the skills of assertiveness can also help those who bully find ways to communicate their wants, needs and opinions without becoming aggressive. Both those who are bullied, and those who do the bullying, will benefit from learning effective social and emotional skills.

If your child is being bullied:

- listen and provide support to your child
- try to understand what has been happening, how often and how long
- encourage social skills, like being assertive, telling the bully to stop and seeking help
- support your child to think through different ways they could deal with the problem
- talk with your child's teacher and ask for help
- keep talking with the school until your child feels safe.

If your child tells you about bullying he has seen or heard at school:

- encourage your child to stand up for the child who is being bullied
- encourage your child to report what he/she has seen or heard to school staff

If your child is doing the bullying:

- make sure your child knows the bullying behaviour is inappropriate and why
- try to understand the reasons why your child has behaved in this way and look for ways to address problems
- encourage perspective taking (e.g., "how would you feel if ...")
- help your child think of alternative paths of action.

To help prevent cyber-bullying:

- supervise children's use of electronic devices
- teach children about ways of keeping safe when using the internet and mobile phone

