

Ungarra Primary School

Respect Resilience Integrity Excellence

Positive Behaviour for Learning Policy

Purpose:

Ungarra Primary School is committed to providing a safe and respectful learning environment for students and staff, where students have opportunities to participate in quality learning experiences and acquire values supportive of their lifelong wellbeing.

This Responsible Behaviour Plan for Students is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community.

Targets and Trends: At Ungarra Primary School we aim to have 80% of our school population sitting in the lowest level of the pyramid. This means students require preventative and proactive measures in place in all areas of the school. At the end of 2016 we had 83% of our school population sitting in this tier.

Positive Behaviour for Learning Statement:

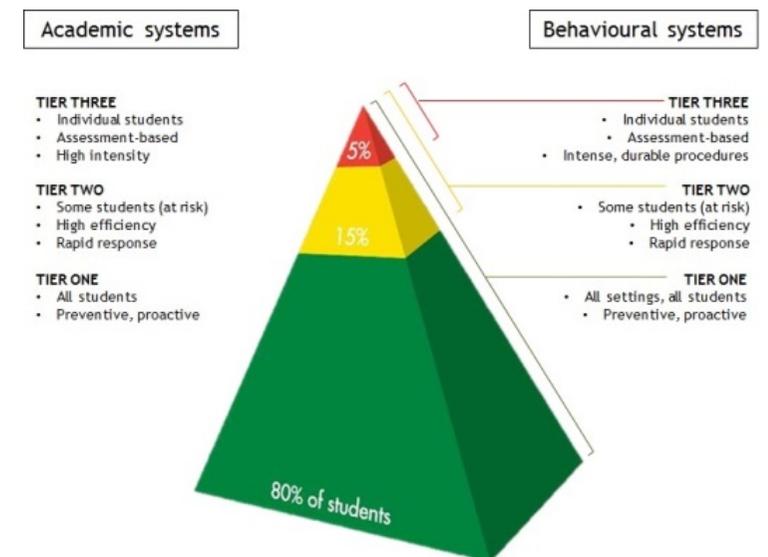
All areas of Ungarra Primary School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of enhancing students' participation and engagement in their learning journeys and success of academic education programs.

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan we share our expectations for student behaviour to allow Ungarra Primary School to create and maintain a positive and productive learning and teaching environment. All school community members have clear and consistent expectations and understandings of their role in the educational process.

In order to allow all students to be learners our school community has identified the following school values to be taught, and therefore promote our high standards of responsible behaviour:

- ✓ **Respect**
- ✓ **Resilience**
- ✓ **Achievement**

Review Date: 21/06/2021



✓ **Integrity**

Our school rules have been agreed upon and endorsed by all staff and our school Governing Council. They are aligned with the values, principles and expected standards outlined in DECD Code of Ethics.

Ungarra Primary School has a commitment to the explicit teaching of behavioural expectations, which are discussed and reinforced by all staff, combined with the philosophy of Kids Matter framework. Staff and students use the Play is the Way framework to explicitly teach positive social skills.

SCHOOLWIDE EXPECTATIONS AT UNGARRA PRIMARY SCHOOL

	ALL AREAS	CLASSROOM	YARD
RESPECT	<ul style="list-style-type: none"> • I treat others as I would like to be treated. • I use equipment and resources respectfully. • I keep my hands, feet and objects to myself. • I respect others personal space. • I follow instructions from all adults • I look at the person speaking and respond appropriately. • I use my manners at all times. • I knock and ask permission to enter an adult area. • I display respect for my fellow classmates, teachers and community members. 	<ul style="list-style-type: none"> • I keep my lips locked on the mat. • I enter and exit room in orderly manner. • I sit appropriately at my desk. • I raise my hand to speak. • I ask permission to leave the class. • I remind myself not to answer back. 	<ul style="list-style-type: none"> • I play school approved games • I hand in my mobile device to the front office. • I wear a hat to play. • I follow the rules of the game. • I make good attempts to sort out problems. • I am an effective bystander. • I am an active carer of my environment • I remain seated to eat my lunch until the school bell goes
ACHIEVMENT	<ul style="list-style-type: none"> • I am on time. • I follow directions straight away. • I am attentive in class. • I am organised for my learning. • I complete set tasks. • I set personal goals for myself. • I communicate clearly with others. 	<ul style="list-style-type: none"> • I aim to do the best I can. • I listen to all the instructions. • I return the equipment I use. 	<ul style="list-style-type: none"> • I invite others to play • I am a good sport • I help and care for others.
RESILIENCE	<ul style="list-style-type: none"> • I am a problem solver. • I persevere even if something is tricky. • I manage impulsivity – I think before I act, remain calm and thoughtful. 	<ul style="list-style-type: none"> • I always have a go and change my thinking if I need to. • I try new things. • I persist with my goals and never give up. • I manage myself & my belongings independently. 	<ul style="list-style-type: none"> • I try to sort my own problems where possible. • I make good choices about how to respond to people and situations.
INTEGRITY	<ul style="list-style-type: none"> • I always tell the truth. • I include others. • I choose to do what I believe in and not be influenced by others. • I listen to other people's thoughts and ideas. 	<ul style="list-style-type: none"> • I ask for help when I need it. • I always respect others right to learn and the teachers right to teach. 	<ul style="list-style-type: none"> • I play fairly- take turns and invite others to join in.

Targeted Behaviour Support – Minor Behaviours

Re-directing low-level and infrequent problem behaviour:

When a student exhibits low-level and infrequent problem behaviour:

1. the first response of school staff members is to remind the student of expected school behaviour
2. then ask them to change their behaviour so that it aligns with our school's expectations
3. implement a whole school approach to behaviour so that all staff, students and leadership are using the same system

Our preferred way of re-directing low-level problem behaviour is to ask children to think of how they might be able to act more safely, more respectfully or more responsibly. This encourages students to reflect on their own behaviour, think about expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community.

At times students at Ungarra Primary School may be identified as needing some additional targeted behavioural support. In most cases the problem behaviours of these students may not be immediately regarded as severe, but the frequency of their behaviours may put these students' and other students' learning and social success at risk if not addressed in a timely manner.

At Ungarra we will work collaboratively with parents and the student to find a successful solution. This may involve the development of an individual behaviour plan with specific targets and interventions aimed at promoting the use of appropriate academic and/or social behaviours.

Students whose behaviour does not improve after participation in the above process or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support.

Strategies used for targeted behaviour support include:

Curriculum Adjustment	Staff determines whether a student may need further support in curriculum related areas, and adjustments are made where necessary. This may involve: <ul style="list-style-type: none"> • working with staff to provide adjustments to class work • working with a SSO in an intervention model • working cooperatively with a peer or older student.
Verbal	Verbal reinforcement, used every day in both the classroom and playground, includes: <ul style="list-style-type: none"> • specific reinforcement (for example: thank you for sitting down, put your books down thanks). • age level appropriate verbal cues. • targeted direction giving.
Non-verbal	Non-verbal reinforcement, used every day in both the classroom and playground, includes: <ul style="list-style-type: none"> • body language – smile, thumbs up • behaviour charts • behaviour plans • awards
Communication within the school community	Communication with the parents/caregivers occurs through all stages of targeted behaviour support, and includes positive/encouraging letters or phone calls home.
Added responsibilities - meaningful roles	A child who is receiving targeted behaviour support may benefit from added responsibilities within the class or school. These responsibilities can include: <ul style="list-style-type: none"> • peer tutoring • working with a younger or older classmate • classroom jobs • school jobs
Behaviour Intervention	If a student's behaviour still does not meet acceptable standards we may require external support through: <ul style="list-style-type: none"> • psychology • behaviour support team • school social workers etc.

**MINOR BEHAVIOUR AT UNGARRA
PRIMARY SCHOOL**

Support and Actions

- **Distracting others – noise**
- **Distracting others –anti-social behaviour**
- **Distracting others – off-task behaviour**
- **Distracting others – work avoidance**
- **Distracting others – uncooperative**
- **Distracting others – unwanted touching**
- **Avoiding completing tasks – homework**
- **Avoiding completing tasks – in class**
- **Avoiding completing tasks – not attending to instruction**

Please note that minor incidents can turn into major incidents if they are repeated and ongoing and can be classified as both minor and major depending on the nature of the incident.

Please note that all major incidents will get referred to the Principal and appropriate actions will be taken.

Occasional incidents (Red Alerts)

- Students receive red alerts for minor behaviour incidents.
- If students receive three red alerts they will need to go to time out and have 'thinking time'.
- Teachers use restorative justice strategies to investigate behaviour with students.
- Students will apologise to the necessary person when returning from time out.
- Staff track and monitor red alerts given in their behaviour folders.

Proactive Strategies to reduce the amount of occasional incidents:

- Behaviour goal for the week.
- Explicit teaching of behaviour expectations and habits of the mind (impulsivity etc).
- Restorative Practise strategies.
- Circle Time and class discussions.
- Team building activities.
- Positive Play Awards.
- Club 20, 40, 70 etc. charts. Students positive behaviour is reinforced through the use of whole school sticker charts and behaviour goals.

Repeated Incidents:

- Communication home is required for repeated incidents. Teachers must contact parents directly.
- Teachers continue to keep records at this step and beyond.

Teachers may use the following to reduce the amount of repeated incidents:

- 'Time Out' during lessons.
- Reflection time or sheet.
- Separation desk.

Ongoing Incidents – Initial Consultation with the Principal

- Incidents and consequences have been recorded.
- Teachers to maintain contact with parents to work together to improve student behaviour.
- All parent contact recorded in teacher's behaviour folder.

Teachers may use the following to reduce the amount of ongoing incidents:

- Buddy Teacher/classroom.
- 'Play Detention' for example no play during a break.
- No negotiated activities.
- Negotiate communication with parents e.g. notes / behaviour charts, meeting, text.

Unresolved Incidents - Referral to Principal

- Teachers contact Principal when sending student to office.
- Teachers record incidences and frequency.
- Interview with student/investigate incident/s.
- Actions which may be applied include:
 1. Regular contact with parents/ carers
 2. Monitor behaviour for improvement.

Principal may use the following to address unresolved incidents:

- Time out – reflection.
- Play time detention.
- Time away from others.
- Managed attendance, parent meetings, behaviour plans.
- Suspension.

Appendix 1 – Ungarra Primary School Minor and Major Behaviours

Minor	Both	Major
Distracting others – noise	Not following behaviour code – defiant manner of questioning	Verbal abuse towards a staff member, student or other
Distracting others –anti-social behaviour	Not following behaviour code – non-compliance with reasonable instructions	Theft
Distracting others – off-task behaviour	Not following behaviour code – missing class	Bullying – physical, verbal or written or cyber
Distracting others – work avoidance	Not following behaviour code – misuse of property	Harassment – sexual , racial, homophobic, disability or religious
Distracting others – uncooperative	Not following behaviour code – out of bounds	Threatened violence – gestures verbal or written threats
Distracting others – unwanted touching	Not following behaviour code – leaving the school grounds	Threatened violence using a weapon – gestures/verbal or written
Avoiding completing tasks – homework	Not following behaviour code – not completing a consequence	Sexual behaviour – assault of a staff member, student or other, problematic
Avoiding completing tasks – in class		Physical assault (requiring medical treatment)– of staff, student, other
Avoiding completing tasks – not attending to instruction		Physical assault of staff, student, other
		Violence using furniture, environmental, knife etc.,
		Graffiti, property damage, vandalism, arson
		Cyber Crime – posting images/videos without permission/impersonation/intimidation/blackmail/defamation
		Illicit/illegal drugs – possession, use, distribution, and smoking.