



Anne Hamersley Primary School

Whole School Behaviour & Engagement Plan

Anne Hamersley Primary School firmly supports the right of both staff and students to work and learn in a safe environment, where the learning process of others is not disrupted. To achieve this, staff will adopt a consistent, positive approach to supporting behaviour. Staff will employ a variety of preventative strategies that will reduce the likelihood of inappropriate behaviour occurring. Positive feedback and rewarding students when displaying positive behaviour, is vital.

When managing student behaviour the staff at Anne Hamersley Primary School will:

- Deal with the problem not the student.
- Keep the flow of the lesson.
- Give a response that does not invite escalation - 'low emotional content'.
- Give the student time and space.
- Win the student over - it is always about relationships.

STAGE 1a: LOW KEY RESPONSES

Staff will use low key responses in the classroom to maintain a positive learning environment e.g. Greet at the door, Signal to begin, Proximity, Deal with the problem – not the student, Be polite, Deal with the allies first, Minimal verbals, The look, Be on alert, Transition and Planned Ignore.

STAGE 1b: VERBAL REMINDER

- Teacher gives a verbal reminder and reminds the student of the Whole School Expectations.

NB: If a student displays High Level Behaviours (listed on the Classroom Behaviour Slip) at any time, they are to be sent straight to reflection.

NB: If a student displays Severe Behaviours (listed on the Classroom Behaviour Slip) at any time, they are to be sent straight to the office.

STAGE 2: THINKING SPACE

- Teacher reminds the student of the Whole School Expectations and the student is asked to move to the in-class Thinking Space.
- A timer is set for 5 minutes. The student sits quietly to reflect on their behaviour choices.
- Teacher records student behaviour on the Behaviour Slip.
- Teacher asks student to re-join the class at the completion of the 5 minutes.

NB: Teachers to have a Thinking Space set up in their classroom, which displays the Whole School Expectation posters.

NB: If a student chooses not to go to the Thinking Space or does not follow the Whole School Expectations whilst in Thinking Space, the student is choosing to go to Reflection.

STAGE 3: REFLECTION

- If the student continues to breach the Whole School Expectations, the teacher reminds the student of the Whole School Expectations.
- Teacher records student behaviour on the Behaviour Slip and Compass (Reflection).
- The teacher asks the student to go to the designated Reflection space in the wet area outside the classroom or a specific space set up within the classroom if there is no wet area.
- The teacher sets a timer for 15 minutes. The student sits quietly to reflect on their behaviour choices and completes the reflection sheet.
- At the conclusion of the 15 minutes, the teacher asks the student to return to class.
- As soon as practicable, the classroom teacher has a restorative conversation with the student to reflect on their behaviours and to restore relationships.

NB: Teachers to have a designated Reflection space (separate to Thinking Space) set up in their classroom or in the Wet Area, which displays the Whole School Expectation posters.

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NB: If a student does not follow the Whole School Expectations whilst in Reflection, the student is choosing to go to the office. The teacher asks a responsible student to accompany the student to the office.

STAGE 4: OFFICE REFERRAL

- If the student returns from Reflection and continues to breach the Whole School Expectations, the teacher reminds the student of the Whole School Expectations.
- The teacher records the behaviours on the Behaviour Slip and (Tracking Sheet?).
- The teacher asks a responsible student to accompany the student to the front office, accompanied with the Behaviour Slip.
- The Principal or Deputy Principal will discuss the behaviour with the student.
- The Principal or Deputy Principal will enter the behaviour details into Compass.
- The student is withdrawn from the playground, which is to be completed during recess or lunchtime, supervised by Principal or Deputy Principal.
- Student will complete a Reflection Sheet during their playground withdrawal (if appropriate).
- The Principal or Deputy Principal will have a restorative conversation and return the student to class.
- As soon as practicable, the teacher has a restorative conversation with the student to reflect on their behaviours and to restore relationships.
- The student will lose their Good Standing (see Good Standing Framework).
- The Principal or Deputy Principal will discuss with the student and prepare a Good Standing Redemption Chart.
- The Principal or Deputy Principal will inform the students' parents of their child's behaviour and that they have lost their Good Standing.
- The Principal or Deputy Principal will record loss of Good Standing in Whole School Good Standing Tracking System (Microsoft Teams).

NB Severe Behaviours –Students may be referred to the office for displaying severe behaviours These behaviours are 15-17 on the Behaviour Slip.

STAGE 5: OFFICE WITHDRAWAL

- The student returns from the office and continues to breach the Whole School Expectations, the teacher reminds the student of the Whole School Expectations.
- The teacher records the behaviours on the Behaviour Slip and Compass (Tracking Sheet?).
- The teacher asks a responsible student to accompany the student to the front office, accompanied with the behaviour slip.
- The student will be withdrawn from the classroom for a period of time as determined appropriate by the Principal or Deputy Principal.
- Student will complete a reflection sheet during their withdrawal (if appropriate).
- The Principal or Deputy Principal will enter the behaviour details into Compass.
- The Principal or Deputy Principal will discuss the student's behaviours and contact the students' parents.

NB Classroom teachers will supply appropriate work for the duration of the withdrawal. This must be work the students can complete, with minimal assistance.

GUIDELINES FOR SUSPENSION

At the discretion of the Principal, a student may be suspended from attendance at school as part of a school's Behaviour and Engagement procedures. Suspension of attendance may be for the whole or part of each day during the suspension period. Suspension is used when the breach of school discipline causes significant disruption to the student, other students or staff, and is for the purpose of providing an opportunity:

- For the student, other students and staff to calm and recover;
- For all to reflect on and learn from the incident, including participating in restorative processes;
- For the school to evaluate existing behaviour support plans, meet with any internal or external stakeholders, seek advice on how better to support the student, and put in place any adjustments to plans, resources, staff or strategies that may be required; and/or
- For the parent to meet with the school to discuss how to improve coordination between school and home to help the student behave appropriately at school.

Notwithstanding the above, suspension is to be understood as a severe sanction, reserved for use for severe behaviours.

Severe Behaviours:

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Severe behaviours are deemed as any student who is a danger to themselves, other students or staff which need to be removed from the classroom under Sections 38 and 39 of the Education Act, where an individual or group of individual safety is at risk.

Examples of severe behaviours are but not limited to,

- Physical Assault or intimidation of staff or students
- Verbal abuse or harassment of staff or students
- Wilful offence against school property
- Serious breach of school rules

When a child is suspended:

- A re-entry meeting with student, parent, classroom teacher and Principal or Deputy Principal is required.
- The students will lose their Good Standing for a period of five (5) days.
- Principal or Deputy Principal will enter the student's behaviour as a suspension in Behaviour Manager, in Integris.
- A program of work will be prepared by the classroom teacher for the student to complete for the duration of the suspension.
- Principal or Deputy Principal will submit an on-line Incident Notification (OINS) if required, through iKon. A discussion with the principal is required.
- OINS number recorded in Integris, under behaviour details.

BEHAVIOUR AND DISABILITY

Some forms of disability may involve symptoms or manifestations over which the student has little control, but which may look like inappropriate behaviour. When considering their response to a breach of school discipline, principals need to be satisfied that the breach of school discipline was not a symptom or manifestation of the student's disability.

Relevant legislation:

- Disability Discrimination Act 1992
- Disability Standards for Education 2005
- Equal Opportunity Act 1984 [WA]

Requirements

The Deputy Principal / Principal will plan and implement reasonable adjustments to assist a student with disability to achieve desired behaviour.

Where a student's actions breach school discipline, and these actions are the symptom or manifestation of a disability, the Deputy Principal / Principal will not:

- On the basis of the student's disability, treat the student in a way that is different from other students such that this different treatment causes disadvantage to the student; or
- Apply a standard that is intended to apply to all students, when, due to the student's disability, that standard is reasonably likely to cause greater disadvantage to the student than it would to other students.

In determining whether a student's actions are a symptom or manifestation of a disability, the Deputy Principal / Principal will seek advice from suitably qualified persons. This may include the school psychologist, lead school psychologist and/or the relevant School of Special Educational Needs.

NB: Whole School Behaviour and Engagement Plan can be adjusted to suit the needs of individual students.

NB: A SENB Plan is required for continuous negative behaviours and should be discussed with Line Manager, students and parent.

Restorative Practice

This approach addresses relationships focusing on conflict which can occur between children, staff, parents and the community.

Restorative Practice utilises a framework of questions. Examples are:

- What has happened?
- Who has been affected?
- What are you going to do to make it right?

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The Restorative Practices Process is extremely fair as it allows:

1. Engagement-opportunity to have a say
2. Explanation-understand the reasons for the decision
3. Expectation clarity-shared understanding on what is expected in terms of behaviour and rules.

Whilst this approach will be central to our endeavours, we do acknowledge that some children from time to time will need assistance to manage their own behaviour. The following flow charts clearly set out the reflection process for self-managing behaviour.

Red Card Procedures

- **A red card is to be used by staff requiring immediate admin presence, where there is an immediate risk to the safety of students, staff or damage to property, which causes disruption to school routine and affecting the smooth running of the school.**
- **A red card is used where the duty of care cannot be maintained, and risk management plans implemented.**



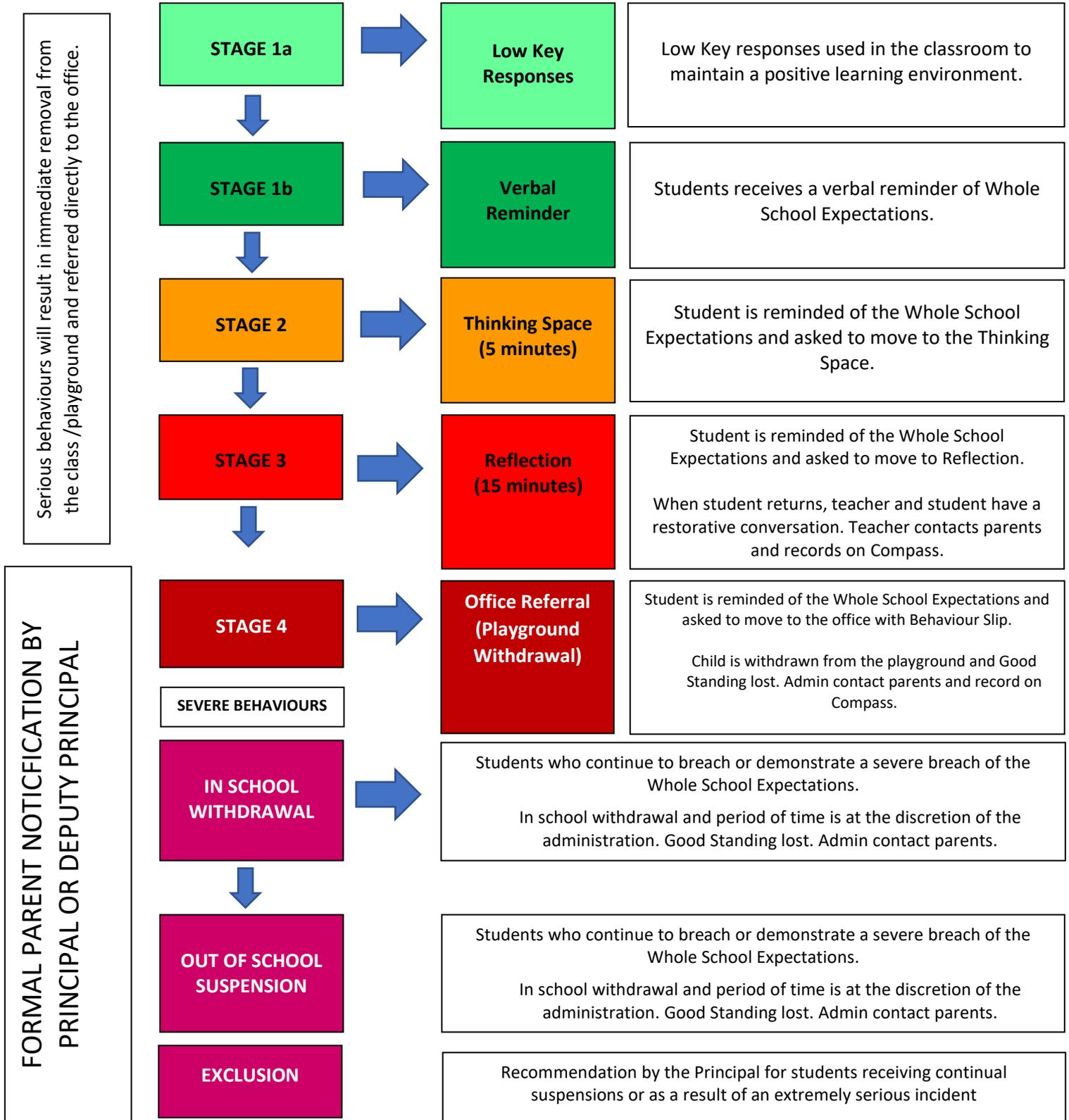
Anne Hamersley Primary School

Whole School Behaviour & Engagement Plan

Positive Classrooms

All teachers will create a positive, safe, learning environment focused on the use of regular praise, low key responses, feedback and reward systems.

Teachers will guide students to deal with conflict and rebuild relationships using restorative practice conversations to teach them how to become resilient problem solvers.



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Whole School Behaviour & Engagement Plan

~ Classroom Behaviour Slip ~

Name: _____ Date: _____ Year Level: _____ Room: _____	Referring Teacher: _____ Classroom Teacher: _____
Behaviour & Engagement Plan <input type="checkbox"/>	Stage 1a: Low Key Skills & Square Off <input type="checkbox"/>
Low Level Behaviours Begin from Stage 1a and Proceed Through Stages: 1. Not following instructions 2. Speaking at inappropriate times 3. Off task (work avoidance) 4. Out of seat without permission 5. Talking/ answering back to the teacher 6. Distracting others 7. Not caring for our school (e.g. intentional damage to school property- not permanent) 8. Leaving class without permission 9. Late back to class (for an unacceptable reason)	1b: Verbal Reminder <input type="checkbox"/>
	1c: Effective Choice <input type="checkbox"/> <i>You can choose to <desired behaviour> or you can choose to go to thinking space.</i> <i>*Give time and space. *Finish with thank you.</i>
	1d: Implied Choice <input type="checkbox"/> <i>As you have not made a choice, you can now go to thinking space. *Finish with thank you.</i>
	Stage 2a: Thinking Space- (In Class- 5 minutes) Behaviour Details (write number(s) here only): _____ Time/Lesson: _____
High Level Behaviours Straight to Reflection: → 10. Inappropriate language (e.g. name calling) 11. Teasing other students (e.g. rude and racist remarks or gestures) 12. Stealing 13. Physical intimidation (e.g. following others after being asked not to, approaching others in a threatening way, invading someone's space in an aggressive way) 14. Not keeping hands, feet, or objects to self (e.g. <u>low-level</u> pushing/hitting, kicking, or throwing objects)	2b: Low Key Skills/ Verbal Reminder <input type="checkbox"/>
	2c: Effective Choice <input type="checkbox"/> <i>You can choose to <desired behaviour> or you can choose to go to reflection.</i> <i>*Give time and space. *Finish with thank you.</i>
	2d: Implied Choice <input type="checkbox"/> <i>As you have not made a choice, you can now go to reflection. *Finish with thank you.</i>
	Stage 3a: Reflection- (In Wet Area- 15 minutes) <input type="checkbox"/> Behaviour Details (write number(s) here only/ fill in additional/ important notes if high level behaviour(s)): _____ Time/Lesson: _____ <i>Teacher- Entered on Compass & parent contacted.</i> <input type="checkbox"/>
Severe Behaviours Straight to Office Referral: →	3b: Low Key Skills/ Verbal Reminder <input type="checkbox"/>
	3c: Effective Choice <input type="checkbox"/> <i>You can choose to <desired behaviour> or you can choose to go to the office.</i> <i>*Give time and space. *Finish with thank you.</i>
	3d: Implied Choice <input type="checkbox"/> <i>As you have not made a choice, you can now go to the office. *Finish with thank you.</i>
Stage 4: Office Referral Behaviour Details (write number(s) here only/ fill in additional/ important notes if severe behaviour(s)): _____ Time/Lesson: _____	



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~ Playground Procedures ~

Anne Hamersley Primary School firmly supports the right of both staff and students to work and learn in a safe environment, and where the learning process of others is not disrupted. To achieve this, staff will adopt a consistent, positive approach to supporting behaviour. Staff will employ a variety of preventative strategies that will reduce the likelihood of inappropriate behaviour occurring. Positive feedback and rewarding students when displaying positive behaviour, is vital.

Teachers will guide children to deal with conflict and rebuild relationships through the use of restorative practice conversations to teach them how to become resilient problem solvers.

STAGE 1: LOW KEY RESPONSES

Low Key responses used in the classroom to maintain a positive school environment e.g. Proximity, Deal with the problem – not the student, Be polite, Deal with the allies first, Minimal verbals, The look, Be on alert, Transition and Planned Ignore.

STAGE 2: VERBAL REMINDER

- Teacher gives a verbal reminder and reminds the student of the Whole School Expectations.

STAGE 3: WALK WITH ME

- Teacher reminds the student of the Whole School Expectations and asks the student to walk with them for 10/15 minutes.
- If teachers change duties, teacher hands over student and remaining time.
- Duty teacher records behaviours on Playground Slip.
- Duty teacher hands playground slip to responsible student, who takes to student's classroom teacher.
- Classroom teacher, staples playground slip to behaviour slip and processes student to the next stage of the Whole School Positive Behaviour Support system.

Severe Behaviours:

Severe behaviours are deemed as any student who is a danger to themselves, other students or staff which need to be removed from the classroom under Sections 38 and 39 of the Education Act, where an individuals or group of individual safety is at risk.

Examples of severe behaviours are but not limited to,

- Physical Assault or intimidation of staff or students
- Verbal abuse or harassment of staff or students
- Wilful offence against school property
- Serious breach of school rules

If a student's demonstrates severe behaviours, the teacher completes a behaviour slip and send red card to the office.

Playground Behaviour Slip

Please hand to classroom teacher

Student Name: _____ Room: _____

Duty Teacher: _____ Date: _____ Time: _____

Straight to Thinking Space or Next Stage on Classroom Behaviour Slip	
No hat	
Running on the concrete and hard surfaces	
Not caring for our school (<i>e.g. intentional damage to school property- not permanent, littering etc.</i>)	
Inappropriate use of play equipment	
Inappropriate behaviour in toilets	
Not following instructions	
Talking/ answering back to the teacher	
Riding bikes or scooters in school grounds	
Inside a classroom without permission	
Out of bounds	
Straight to Reflection Stage on Classroom Behaviour Slip	
Teasing other students/ Inappropriate language (<i>e.g. name calling, rude and racist remarks or gestures</i>)	
Stealing	
Verbal intimidation (<i>e.g. threatening other students</i>)	
Physical intimidation (<i>e.g. following others after being asked not to, approaching others in a threatening way, invading someone's space in an aggressive way</i>)	
Not keeping hands, feet, or objects to self (<i>e.g. low-level pushing/hitting, kicking, or throwing objects</i>)	
Straight to Office Stage on Classroom Behaviour Slip	
Intentional and permanent damage to school property (e.g. permanent vandalism, graffiti)	
Verbal abuse towards adult / student (e.g. swearing, threats)	
Physical assault towards adult / student (e.g. targeted and intentional high-level hitting/ punching, kicking, throwing objects, or fights between students)	

Playground Behaviour Slip

Please hand to classroom teacher

Student Name: _____ Room: _____

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Inappropriate use of play equipment	
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Not following instructions	
Talking/ answering back to the teacher	
Riding bikes or scooters in school grounds	
Inside a classroom without permission	
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Verbal intimidation (<i>e.g. threatening other students</i>)	
Physical intimidation (<i>e.g. following others after being asked not to, approaching others in a threatening way, invading someone's space in an aggressive way</i>)	
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Straight to Office Stage on Classroom Behaviour Slip	
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Verbal abuse towards adult / student (e.g. swearing, threats)	
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~ Playground Process ~

Teachers will guide students to deal with conflict and rebuild relationships using restorative practice conversations to teach them how to become resilient problem solvers.

