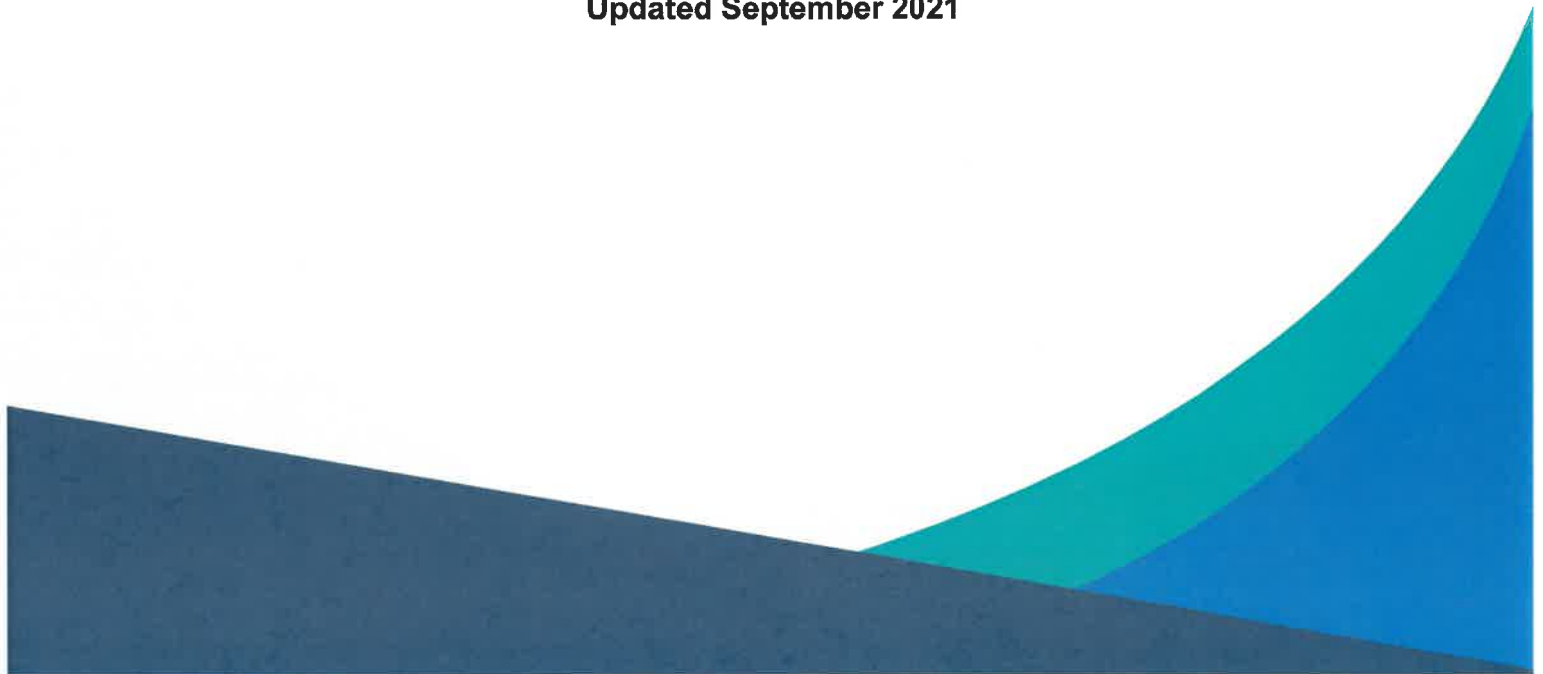




Ellenbrook Primary School

Behaviour Management Policy

Updated September 2021





The Ellenbrook Primary School Behaviour Management Policy is proudly endorsed by

Dr Neil MacNeill

Principal

Date 13.9.21

Nicole Golding

EPS School Board Chair

Date 13-9-2021

Related Policies:

Department of Education Student Behaviour in Public Schools Policy – February 2021

Ellenbrook Primary School Good Standing Policy – August 2019

Ellenbrook Primary School Student Mobile Phones in Schools Policy – May 2021

Ellenbrook Primary School Students at Educational Risk Policy – February 2021





Rationale

Ellenbrook Primary School is committed to providing a supportive school environment where all members feel safe and are valued; where social and academic learning outcomes are maximised for all through a quality curriculum, interpersonal relationships and school organisation; where school practices are proactive rather than reactive and where appropriate and non-discriminatory language and behaviours are defined, modelled and reinforced. The Behaviour Management Policy is a way of ensuring that this supportive school environment is established and maintained.

Ellenbrook Primary School Creed

As a member of Ellenbrook Community school I will strive to perform to the best of my ability and aspire to be a loyal, cooperative, polite and caring person who will always try to respect myself, others and my surroundings.

Our Values

Belonging	We value every member of the school community
Integrity	We are honest and fair
Respect	We are courteous and considerate
Resilience	We bounce back and grow through challenges

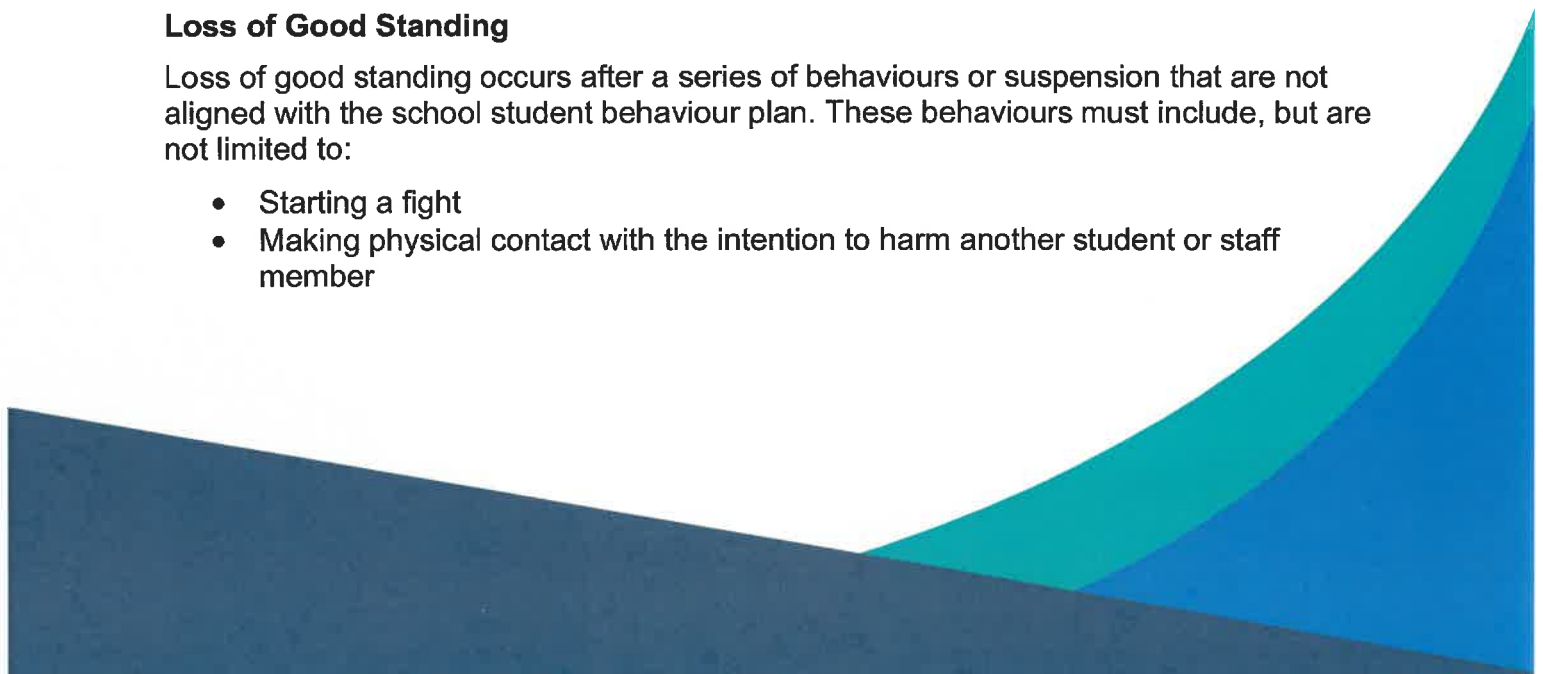
Good Standing

The Good Standing Policy emphasises the importance of students taking responsibility of the choices they make on a daily basis, which impacts academically and socially on themselves and others. All students commence with and retain good standing while exhibiting behaviours that align with the school's values and beliefs as articulated in the school's behaviour plan and student code of conduct.

Loss of Good Standing

Loss of good standing occurs after a series of behaviours or suspension that are not aligned with the school student behaviour plan. These behaviours must include, but are not limited to:

- Starting a fight
- Making physical contact with the intention to harm another student or staff member





- Videoing a fight in the grounds of the school or off-site where there is reasonable nexus between the incident and the school, with the intention of publishing on social media.
- Students who breach the school student behaviour plan will have privileges removed such as being banned from school activities
- At the discretion of admin.

This should involve a discussion with the students and/or their parent/carer to highlight the issues that led to the loss of good standing.

Whole School Expectations

In line with our school values all members of the Ellenbrook Primary School community work together to maintain a learning environment that is safe, respectful, tolerant, inclusive and which promotes academic excellence. As such, we have developed a framework where all students are STARS:

Strive for success

Take responsibility

Always inclusive

Respectful

Stay Safe

These five elements are embedded across the whole school and govern the behaviour expectations of all students.





Ellenbrook Primary School Behaviour Expectations					
	Whole School	Learning Areas	Outside Areas	Use of Technology	Before and After School
Strive for success	<ul style="list-style-type: none"> We wear the Ellenbrook PS uniform with pride We always have a go and always do our best We complete all task to the best of our ability We don't give up 	<ul style="list-style-type: none"> We are prepared for all lessons We always do our very best We have high expectations We set challenging goals for our own learning We display pride in our work We persevere 	<ul style="list-style-type: none"> We display great sportsmanship 	<ul style="list-style-type: none"> We are cyber smart We follow the usage agreement that we have signed 	<ul style="list-style-type: none"> We arrive at school on time
Take responsibility	<ul style="list-style-type: none"> We own our behaviour and the choices we make We ensure we arrive at school on time We care for and are responsible for our own belongings We are always honest We manage our feelings and emotions in a positive way 	<ul style="list-style-type: none"> We help each other We are honest We have the necessary equipment for each lesson We are prepared for learning 	<ul style="list-style-type: none"> We put all rubbish in the bin We pick up any rubbish we see We report problems to the duty teacher We zip up our bags and store them neatly 	<ul style="list-style-type: none"> We keep all devices in our bags before and after school We keep our personal password private We sit down when using electronic devices We are careful when handling devices 	<ul style="list-style-type: none"> We sit outside the office if we arrive at school before 8:15am in the morning
Always inclusive	<ul style="list-style-type: none"> We are aware of people's needs We accept others' differences We encourage each other We are caring and sharing We use kind words 	<ul style="list-style-type: none"> We work with everyone in our class We include others We participate in "buddy class" activities We take turns 	<ul style="list-style-type: none"> We invite others to play/join in We share the play equipment with others We play fairly We help each other pack away play equipment 	<ul style="list-style-type: none"> We share equipment/devices 	<ul style="list-style-type: none"> We greet others and help those in need We always use respectful language We watch out for others We are mindful of our surroundings We treat everyone with respect
Respectful	<ul style="list-style-type: none"> We are polite and use our manners We use people's names We use appropriate and respectful language We keep our hands and feet to ourselves 	<ul style="list-style-type: none"> We take our hats off inside We walk around the school and transition between lessons quickly and quietly We respect our own, others and school property 	<ul style="list-style-type: none"> We agree on game rules before starting We keep common areas clean We take care of the school environment We listen to and follow the duty teacher's instructions 	<ul style="list-style-type: none"> We respect all devices and equipment We use technology as the teacher instructs We use technology appropriately We return equipment to where we got it from 	<ul style="list-style-type: none"> We are friendly, say hello and greet people
Stay Safe	<ul style="list-style-type: none"> We walk on the paved areas We stay on the school grounds 	<ul style="list-style-type: none"> We walk around our classrooms We sit on our chairs correctly 	<ul style="list-style-type: none"> We wear a broad brimmed hat We walk on paved areas We eat our own recess and lunch 	<ul style="list-style-type: none"> We keep our passwords safe We complete safe searches We report any inappropriate use of devices 	<ul style="list-style-type: none"> We stay off the playground equipment before and after school We walk our bikes and scooters through the school We wear a helmet We cross the road with care



Rights and Responsibilities

It is the right of all members of the school community to experience a safe and supportive learning and teaching environment.

<p>STUDENTS HAVE A RIGHT TO:</p> <ul style="list-style-type: none"> • Learn in a purposeful and supportive environment. • Work and play in a safe, secure, friendly and clean environment. • Respect, courtesy and honesty. • Equal treatment regardless of status, race, gender or physical ability. • Interact with others in an atmosphere free from harassment and bullying. 	<p>STUDENTS HAVE A RESPONSIBILITY TO:</p> <ul style="list-style-type: none"> • Ensure that their behaviour does not intimidate others. • Ensure that their behaviour is not disruptive to the learning of others. • Ensure that the learning environment is kept neat, tidy and safe. • Ensure that they are punctual, polite and prepared. • Behave in a way that protects the rights, safety and well-being of others.
<p>STAFF HAVE A RIGHT TO:</p> <ul style="list-style-type: none"> • Respect, courtesy and honesty. • Teach in a safe, secure and clean environment. • Teach in a purposeful and non-disruptive environment. • Cooperation and support from parents in matters relating to their children's education. 	<p>STAFF HAVE A RESPONSIBILITY TO:</p> <ul style="list-style-type: none"> • Be vigilant about bullying. • Make students and parents aware of these policies. • Model respectful, courteous and honest behaviour. • Ensure that the learning environment is kept neat, tidy and safe. • Establish positive relationships with students, staff and parents. • Ensure good organisation and planning. • Report students' progress to parents.
<p>PARENTS HAVE A RIGHT TO:</p> <ul style="list-style-type: none"> • Expect that bullying will be countered and dealt with. • Be informed of course and curriculum material, behaviour management procedures and decisions affecting their child's health and welfare. • Be informed of their child's progress. • Be heard in an appropriate forum on matters related to the rights of their child to an appropriate education. • Cooperation and support from teachers in matters relating to their child's education. 	<p>PARENTS HAVE A RESPONSIBILITY TO:</p> <ul style="list-style-type: none"> • Inform the school about bullying when appropriate. • Ensure that their child attends school regularly. • Ensure that the physical and emotional condition of their child is appropriate for effective learning. • Ensure that their child is provided with the correct materials to make effective use of the learning environment. • Support the school in providing an appropriate education for their children. • At all times behave respectfully and cooperatively when a visitor on the school grounds. • Use social media appropriately and be a positive role model for online behaviour



Positive Behaviour

At Ellenbrook Primary school, we aim to prevent misbehaviour through the creation and maintenance of a learning environment where all students feel they belong. Teachers and administrative staff will acknowledge positive behaviours as they occur.

The following are examples of activities and procedures used by the school to foster a positive whole school environment and an individual feeling of school pride. Promoting the positive aspect of student behaviour at every opportunity is paramount.

- Verbal praise
- Merit awards at assemblies
- Aussie of the month award
- Junior and senior Wow Award at assembly
- Peer selection of Year Six School Captains and Faction captains.
- Recognition of students' work and achievements in the school newsletter.
- Honesty awards
- Students sent to Principal or Deputies with good examples of class work.
- Participation in Talented Extension Programs and Advanced Placement Programs.
- Recognition of out of school achievements at Assemblies, e.g., Trophies, Selections for teams, Awards of Achievement, Scouts awards.
- Use of Connect, emails, phone calls and formal letters to notify parents of positive behaviour.
- Faction grabs to be given by teachers to recognise positive behaviour and adherence to behaviour expectations.
- Luncheon awards

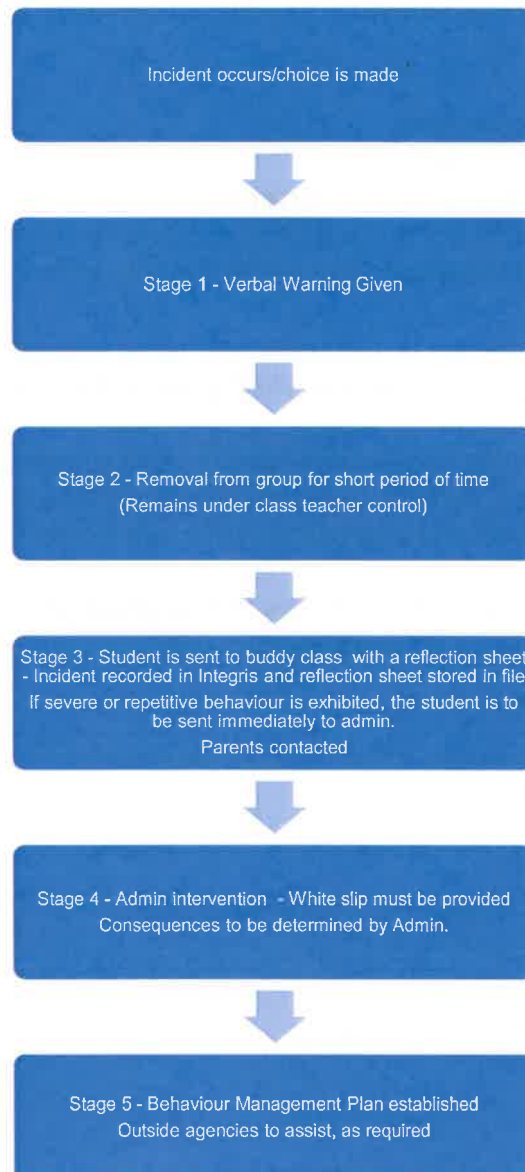




Whole school classroom management

Teachers are encouraged to establish individual classroom rules which align with the school's values and behaviour expectations.

The following process will take place when students are seen not following classroom rules or whole school behaviour expectations:





Teachers are to ensure accurate and timely recording of student behaviours are maintained in Integris.

Red Card Emergency Assistance

All classrooms must have a Red Emergency Card which is used to request immediate assistance from Administration. An alarm can also be located in all learning block wet areas.

Students may be fast tracked to 'Stage 4' if physically harming self or others, if they are swearing directly at staff or other students, or if it is an emergency that requires immediate assistance. The Red Card is sent to the office with an EA/student who is able to briefly explain the situation. Admin staff will assist.

Classroom teachers and specialist teachers are to follow the Whole School Behaviour Management flow chart will enable teachers to monitor student behaviour throughout the day and across classes.

At Ellenbrook Primary School it is an expectation that teachers will communicate Stage 2 and 3 behavioural instances to parents. At Stage 4 or upon an earlier stage where admin intervention was sought, the teacher is to provide details to administrative staff explaining the student's progression through each stage and the behaviour management strategies used. Administrative staff should relay this information to the student's parents.

Admin. Intervention – Severe behaviours

Admin. interventions will occur for frequent and severe student behaviours and serve to:

1. Protect staff and students
2. Prevent future negative behaviours





Behaviours requiring Admin. support and potential intervention strategies, whilst not exhaustive, are:

Description (SIS Behaviours)	Intervention
Physical Assault or Intimidation of Staff, including spitting and/or threatening behaviour, even if no direct intention to injure .	Extreme: Police presence Suspension, exclusion
Verbal Abuse of Staff, including threatening language or swearing towards a teacher.	Extreme: Police presence and or suspension Time Out: inappropriate comment
Physical Assault or Intimidation of Students.	Extreme: Police presence Suspension: closed fist, intent, exclusion Time Out: push, slap
Verbal Abuse of Other Students.	Extreme: Police presence Suspension: swearing, harassment, racial Time Out: inappropriate comment
Wilful Damage to Property.	Suspension: severe, intent Time Out: other
Violation of Classroom or School Rules, including refusing to follow instructions and being out-of-bounds.	Suspension: persistent, inhibiting class learning Time Out: lack of remorse, persistent Reprimand: other
Other - Negative Behaviour	Suspension, Time Out or Reprimand dependant on severity, frequency and effect on others

*Suspension/Time Out: typically, 1 day leading to 2 or more for persistent and more severe offences.
Exclusion process to be instigated as applicable for the most severe or frequent behaviours.*

Duty Teacher Behaviour Management

Playground Behaviour

An incident which occurs at recess or lunch must be recorded and dealt with by the Duty Teacher. The Duty Teacher has a Duty of Care in their allocated area and must complete a White slip (located in the duty folder) describing the behavioural issue and listing the students involved in the incident. Classroom Teachers must liaise with the Administrative Staff to ensure parents are contacted and informed of the incident and the Student's behaviour.



In the event of an emergency or an incident occurs which requires assistance, duty teachers are to press the duty buzzer and a member of admin will respond immediately.

An example list of minor offences to be dealt with by the duty teacher are:

- Running on Paving and other designated non-running areas.
- Ball games in inappropriate areas
- Throwing things
- Rough or over-zealous play
- Playing in non-designated areas

Examples of possible consequences:

- Verbal warning
- Sit with/near duty teacher
- Walk with the duty teacher for part of or remainder of break
- Send off the oval or equipment for rough play

Severe offences requiring students to be sent to the office with a white slip:

- Abusive language
- Repeated breaking of minor offences/behaviour expectations
- Interfering with other people's property
- Fighting
- Endangering self or others
- Leaving school premises without permission
- Wilful disobedience
- Malicious and harmful behaviour towards others
- Deliberate damage
- Theft
- Abusive or threatening behaviour towards a staff member
- Possession or use of illicit substances

