



Thornlie Primary School Behaviour Management Policy

Code of Conduct

Thornlie Primary School's Behaviour Management Policy aims to provide a fair, consistent and manageable process for staff, students, and parents. We aim to provide a positive environment where each student is supported to learn and demonstrate respect for self, respect for others and respect for the school environment.

Thornlie Primary School Staff celebrate and reward student success throughout all areas of their development, including Academic, Behavioural, Social and Emotional development.

OUR VALUES *Growth · Respect · Opportunity · Worth*

Respect yourself.

Respect

Respect others.

Respect your environment.



Thornlie PS maintains a safe and supportive learning environment for all students.

TPS's behaviour management strategy is underpinned by our school motto respect. Respect yourself, respect others and respect your environment. It is a whole school prosocial approach where the focus is on prevention first, not punishment.

Growth · Respect · Opportunity · Worth

Social and Emotional Wellbeing Programs

At Thornlie PS, all students, Kindergarten to Year 6, participate in a range of age appropriate prosocial programs that promote social and emotional wellbeing.

We endorse **positive behavioural interventions** that promote positive behaviour and the making of positive choices. We support students to understand the school's behavioural expectations and the consequences for not making positive choices.

We engage students in a range of social, emotional, health and wellbeing programs to develop and foster student's respect for self, others and the environment within the school and the wider community.

<p>Protective Behaviours Education program</p> <p>All classes K-6.</p>	<p>Protective Behaviours Education program</p> <p>Protective Behaviours education focuses on developing the skills of empowerment, communication, self-esteem, resilience, social skills and other life skills to prevent abuse, reduce violence and promote life-enriching rather than life-depleting experiences.</p> <p>It encourages students to:</p> <ul style="list-style-type: none"> • assert their right to feel safe, • listen to what their body tells them, • follow up by taking action to either solve problems on their own or to seek assistance from other people.
<p>Zones of Regulation</p> <p>All classes K-6.</p>	<p>The Zones of Regulation</p> <p>The Zones of Regulation framework and curriculum teaches students scaffolded skills toward developing a metacognitive pathway to build awareness of their feelings/internal state and utilize a variety of tools and strategies for regulation, prosocial skills, self-care, and overall wellness.</p>
<p>Aussie Optimism</p> <p>All classes K-6.</p>	<p>Aussie Optimism</p> <p>Aussie Optimism is a health promotion program for children in primary school. It takes a positive psychology approach, helping to build core competencies in students, such as how to:</p> <ul style="list-style-type: none"> • Identify and manage feelings, • Make and maintain friends, • Solve social problems, • Think optimistically to promote self-esteem and bounce back from difficulties.
<p>BUZ Build Up Zone</p> <p>Mainstream K-6.</p>	<p>BUZ Build Up Zone</p> <p>BUZ is a pro-active approach that teaches children age appropriate prosocial skills to develop emotional and social intelligence. It helps students to develop a common language around such topics as friendship, handling emotions, resolving conflict and becoming bully-proof.</p>

Acknowledgement of Positive Behaviour

Whole School Strategies

Term Reward to Acknowledge Positive Behaviour

To encourage and reward positive student behaviour, a once a term acknowledgment of student's positive behaviour occurs.

To be eligible, students will have:

- No more than 3 Yellow behaviour incidents recorded on SIS per term.
- No more than 1 Red, behaviour incident recorded on SIS per term.
- No suspensions.

Cut-off date for reward will be up to and including the day of the reward.

Bronze, Silver, Gold and Double Gold Certificate / Badge Awards

A student demonstrating positive behaviour and a positive approach to learning is recognised by teachers through the allocation of reward points.

The reward points accumulate throughout the year as students work towards the Bronze, Silver, Gold and Double Gold certificate / badge awards. The award badge and certificates are presented at school assemblies.

Reward Points Badge Allocation			
PP – Year 2		Year 3 - 6	
Bronze	50 reward points	Bronze	100 reward points
Silver	100 reward points	Silver	200 reward points
Gold	150 reward points	Gold	300 reward points
Double Gold	200 reward points	Double Gold	500 reward points

Merit Certificate Award

Students receive at least one Merit Certificate Award per year. This award acknowledges a student's personal endeavour, academic achievement and progress. On the certificate is a statement, personalising the achievement.

Aussie of the Month

The Aussie of the Month Award acknowledges a student who displays citizenship qualities: leadership, positive attitude to learning, respect for self, peers, staff and the school environment and appropriate behaviour in line with Thornlie PS values and school's motto GROW, Growth, Respect, Opportunity and Worth.

Individual Class Based: Class teacher / Specialist Teacher: Behaviour Management Strategy

Each classroom teacher and specialist teacher has a documented positive classroom reward strategy. This strategy is used to acknowledge positive student behaviour and encourage and support students to make positive behaviour choices.

Teachers will differentiate their Behaviour Management Strategy so that it is appropriate to the range of student's learning needs within the student group: e.g. age, SAE language proficiency, SaER, Special Needs students.

Classroom Positive Reward Strategies Should Include a Range of the Following Rewards:

- Verbal praise,
- Stamps, Stickers,
- Prize Box,
- Rewards (verbal / stickers) from the administration,
- Individual Behaviour Charts,
- Merit Certificates,
- Aussie of the Month,
- Bronze, Silver, Gold and Double Gold Certificates,
- Whole School Reward (each term).

Good Standing Strategy

The **Good Standing** strategy is part of the school's Behaviour Management Policy. It is a strategy that encourages students to consistently demonstrate respect for the school's values and rules.

Students with Good Standing status are eligible to participate in a range of identified extra-curricular activities.

The following are extra-curricular activities identified as **Good Standing Activities and Roles**

- Year 6 Camp (*See further explanation below),
- Student Leadership roles (**See further explanation below),
- Choir,
- Interschool Sports,
- Homework Club,
- Identified lunchtime clubs,
- Identified incursions and excursions.

The excursion and incursion letter to parents / carers, will clearly state if the event is a Good Standing event.

Note: *excursions and incursions that are linked to key curriculum areas will NOT be Good Standing activities.*

In certain circumstances e.g. Risk Management / behaviour, consultation with Admin and parent/carer will determine a student's attendance.

Good Standing Status

All students are automatically granted **Good Standing** status at the start of the school year.

A student's **Good Standing** status will be withdrawn if a student receives:

- a suspension, or
- **3 Red Cards** in a term, '**Red Card**' High Level Behaviour/s on the Management of Behaviour Record

Communication

The student and parent/caregiver/s will be informed if **Good Standing** status is withdrawn.

A student who has Good Standing status withdrawn will not be able to attend identified Good Standing activities until such times as their Good Standing status is reinstated.

Camp and Good Standing

If a Year 6 student has their Good Standing status withdrawn three times within the school year prior to camp, the student will not attend Year 6 Camp.

If a student does not have Good Standing status at the time of camp, and it is the first or second incidence, attendance at camp will be the Principal's decision, this decision will be made on a case-by-case basis.

Student Leadership and Good Standing

Year 6 Student Leader or a student in a leadership role, who has their Good Standing withdrawn, will not perform their leadership role and the badge will be withdrawn. When the student's Good Standing status is reinstated, the student will resume their leadership role. A Student Leader will permanently have their leadership role and badge withdrawn, if Good Standing status is withdrawn three times.

Regaining Good Standing

Good Standing status is reinstated after a ten-week period in which the student does not receive a '**Red Card**' High Level Behaviour/s or demonstrates consistently improved behaviour, this decision will be made in consultation with class teacher and admin.

Principal's Discretion

Individual student circumstances will be considered when applying the Good Standing policy, the Principal will use their discretion and consider each student's individual needs and other mitigating factors such as:

- extenuating circumstances that have resulted in the negative behaviour(s),
- the student's diagnosed disability,
- the student's personal circumstances,
- if there has been a significant period of positive behaviour since the negative behaviour,
- other circumstances that need to be taken into consideration by the Administration.

Classroom and Specialist Teachers Management of Behaviour

Note: The following Classroom Behaviour Management flow chart applies to the general management of students within a class.

For students with an Individual Behaviour Management Plan and / or a Risk Management Plan, the strategies and procedures contained within these plans are to be used to manage the individual student's behaviour.

If clarification is required see Admin and / or class teacher.

Low Level Behaviour

Behaviours that are listed in the yellow section of the 'Management of Behaviour Record' (MBR) form.

First behaviour:

Teacher uses low key responses to manage the behaviour/s (i.e. CMS strategies): proximity, body language / signal to attend, eye contact, referred to by name, or given clear choice.

Second behaviour:

Teacher reminds the student of the expected behaviour, uses low key response to redirect / de-escalate, 'refers' to the MBR form and consequences.

Third behaviour:

Teacher directs student to 'time out' in a designated classroom space.

Outside activities: This will be a designated space near the teacher or EA/SNEA.

Teacher records the behaviour on yellow section of MBR form.

Continued low level behaviour by student.

Student sent for 20-minute 'Time Out' in a buddy class.

Class peer, EA/SNEA or Admin accompanies student to buddy class.

Behaviour entered on MBR form in Red section as blatant disobedience.

MBR form given to receiving teacher.

Class teacher / specialist teacher records behaviour incident on SIS. Parent receives the completed MBR form.

Parent contacted by teacher, if parent doesn't read English or student unlikely to give MBR form to parent.

Parent returns signed MBR form to class teacher.

Teacher to follow up if not received.

Continued low level behaviour or refusal to comply with direction to move to 'Time out' in buddy class:

Admin is called to manage student.

Behaviour entered on MBR form in Red section as blatant disobedience and other behaviours where applicable.

Admin informs parent of behaviours and consequence.

Admin records behaviour incident on SIS.

Parent receives the completed MBR form.

Parent returns signed MBR form to Admin.

Admin to follow up if not received.

High Level Behaviour

If a student's first behaviour demonstrates any high-level behaviour listed in the red section of the MBR form or other serious behaviours:

- telephone for Admin support,
- or send a 'Emergency Assistance Needed' card for Admin support,
- Admin will manage the student.
- Admin record behaviour on MBR form,
- Admin records behaviour incident on SIS, in consultation with class tchr determines the consequence.

Admin informs parent/carer of the behaviour incident and consequence.

Parent/carer receives the MBR form.

Parent/carer returns signed MBR form to Admin.

Admin to follow up if form not received.

Note: Admin and class tchr review the behaviour incident, and student's past behaviour / incidents, determine actions needed, if any i.e., SaER DP involvement, BMP, further follow up with parent/carer.

Admin have the authority to deviate from procedure in specific cases.

Playground Behaviour Management

Note: The following Playground Behaviour Management flow chart applies to the general management of students outside the classroom.

For students with an Individual Behaviour Management Plan and / or a Risk Management Plan, the strategies and procedures contained within these plans are to be used to manage the individual student's behaviour.

If clarification is required see Admin and / or class teacher.

Low Level Behaviour

First low-level behaviour:

Teacher reminds student of expected behaviour.

Teacher uses a low-key response to manage / de-escalate behaviour/s (CMS strategies) e.g. proximity, body language / signal to attend, eye contact, referred to by name.

Teacher uses the language of '**make a good choice**' to redirect student / if required give support to resolve problem.

Second or continued low level behaviour:

Teacher gives student second verbal reminder of the expected behaviour. Tchr reminds student of Behaviour Management form and possible consequences if behaviour continues and / or teacher direction is not followed.

Third low level behaviour: continued behaviour / not acting on teacher direction.

Teacher notes behaviour on Behaviour Management form, and gives to class teacher.

If student behaviour continues, and escalates call for Admin support, use '**Emergency Assistance Needed**' card.

Admin will then manage student's behaviour and further actions required

High Level Behaviour

Student demonstrates one high level behaviour or other serious behaviour:

Tchr to de-escalate uses a verbal low key response to re-direct student to stop negative behaviour/s.

If student complies, inform class teacher of incident, admin consulted if needed, to decide on actions / consequences needed.

If behaviour continues, call for Admin support, use '**Emergency Assistance Needed**' card.

Admin will then manage the student.

Admin record **behaviour on MBR form**, in consultation with class tchr decide on consequence.

Admin records behaviour incident on SIS.

Admin and Class tchr contact parent/carer.

Severe Behaviour

If, at any time, a teacher considers that a student's behaviour is a severe behaviour incident, an '**Emergency Assistance Needed**' card is to be sent to the office alerting Admin that support is needed to respond to a severe behaviour incident.

Admin, based on the nature and severity of the behaviour, will determine further action and consequence.

Note: Admin and class tchr review the behaviour incident, and student's past behaviour / incidents, determine actions needed, if any i.e., SaER DP involvement, BMP, further follow up with parent/carer.

Recess / Lunchtime detention

A student receiving 3 low level or 1 High level behaviour report, will receive a recess/lunchtime detention.

Teacher on duty / Admin will:

- record behaviour/s incident/s on SIS,
- records the behaviours on yellow and / or red section of **MBR** form,
- parent/carer to receive the completed MBR form,
- parent/carer contacted by teacher, informed about behaviour/s and asked to sign and return MBR form,
- teacher to follow up if form not received.

Admin have the authority to deviate from procedure in specific cases.

Thornlie Primary School Management of Behaviour Record



Name _____	Date: _____
Teacher: _____	Room: _____
Location: _____	Time: _____

<p>Low Level Behaviours: (tick box)</p> <ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Talking constantly, <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Walking around room, getting out of their chair, <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Calling out, shouting, <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Distracting others from work, <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Making annoying noises, <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Deliberately inattentive, or off task, <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Regularly late without reason (break times), <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Low level verbal threats towards peer e.g. <i>'I'm going rip your page.'</i> <i>'I'm going to throw your lunch in the bin.'</i> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Rude tone or manner to teacher and / or peer, <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Not keeping hands/feet to self, <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Answering back, <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Not following instructions, <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Leaving class without permission, <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Teasing, <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Using swear words, <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Other _____ 	<ul style="list-style-type: none"> <input type="checkbox"/> Class Time-Out <input type="checkbox"/> Buddy Class Time-Out <input type="checkbox"/> Office Time-Out <p>Time: _____</p> <p>Staff Signature: _____</p> <p>Staff name. _____</p>
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<p>High Level Behaviours: (tick box)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Blatant disobedience / 3 Low Level behaviours, <input type="checkbox"/> Verbal abuse toward staff or students, <input type="checkbox"/> Directly swearing at others, <input type="checkbox"/> Major verbal threats toward staff or students, <input type="checkbox"/> Gender/racist remarks, <input type="checkbox"/> Spitting at others, <input type="checkbox"/> Throwing/breaking objects, <input type="checkbox"/> Fighting, <input type="checkbox"/> Physical abuse to staff or students, <input type="checkbox"/> Vandalism/graffiti, <input type="checkbox"/> Stealing, <input type="checkbox"/> Other _____ 	<ul style="list-style-type: none"> <input type="checkbox"/> Detention <input type="checkbox"/> Office Time-Out <p>Time: _____</p> <p>Staff Signature: _____</p> <p>Staff name _____</p>
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Additional Comments: _____

Do you wish to discuss the behaviour incident as indicated on this form with your child's teacher? YES / NO

Parent Comment/s: _____

Parent/Guardian signature _____ Date ____/____/2022

Parent / Guardian name: _____



Playground Behaviour Management Record

Student _____ Class: _____

Teacher: _____ Date: ___/___/22

Behaviour Incident

Low level	High level behaviour
<input type="checkbox"/> Running on the path	<input type="checkbox"/> Deliberate Defiance
<input type="checkbox"/> No hat	<input type="checkbox"/> Fighting
<input type="checkbox"/> Inappropriate language	<input type="checkbox"/> Physical contact
<input type="checkbox"/> Uninvited physical contact	<input type="checkbox"/> Abusive language
<input type="checkbox"/> Out of bounds	<input type="checkbox"/> Intentional damage of property
<input type="checkbox"/> Other	<input type="checkbox"/> Other

Teacher notes / comments:

Signed:



Playground Behaviour Management Record

Student _____ Class: _____

Teacher: _____ Date: ___/___/22

Behaviour Incident

Low level	High level behaviour
<input type="checkbox"/> Running on the path	<input type="checkbox"/> Deliberate Defiance
<input type="checkbox"/> No hat	<input type="checkbox"/> Fighting
<input type="checkbox"/> Inappropriate language	<input type="checkbox"/> Physical contact
<input type="checkbox"/> Uninvited physical contact	<input type="checkbox"/> Abusive language
<input type="checkbox"/> Out of bounds	<input type="checkbox"/> Intentional damage of property
<input type="checkbox"/> Other	<input type="checkbox"/> Other

Teacher notes / comments:

Signed:



Playground Behaviour Management Record

Student _____ Class: _____

Teacher: _____ Date: ___/___/22

Behaviour Incident

Low level	High level behaviour
<input type="checkbox"/> Running on the path	<input type="checkbox"/> Deliberate Defiance
<input type="checkbox"/> No hat	<input type="checkbox"/> Fighting
<input type="checkbox"/> Inappropriate language	<input type="checkbox"/> Physical contact
<input type="checkbox"/> Uninvited physical contact	<input type="checkbox"/> Abusive language
<input type="checkbox"/> Out of bounds	<input type="checkbox"/> Intentional damage of property
<input type="checkbox"/> Other	<input type="checkbox"/> Other

Teacher notes / comments:

Signed:



Playground Behaviour Management Record

Student _____ Class: _____

Teacher: _____ Date: ___/___/22

Behaviour Incident

Low level	High level behaviour
<input type="checkbox"/> Running on the path	<input type="checkbox"/> Deliberate Defiance
<input type="checkbox"/> No hat	<input type="checkbox"/> Fighting
<input type="checkbox"/> Inappropriate language	<input type="checkbox"/> Physical contact
<input type="checkbox"/> Uninvited physical contact	<input type="checkbox"/> Abusive language
<input type="checkbox"/> Out of bounds	<input type="checkbox"/> Intentional damage of property
<input type="checkbox"/> Other	<input type="checkbox"/> Other

Teacher notes / comments:

Signed:



Playground Behaviour Management Record

Student _____ Class: _____

Teacher: _____ Date: ___/___/22

Behaviour Incident

Low level	High level behaviour
<input type="checkbox"/> Running on the path	<input type="checkbox"/> Deliberate Defiance
<input type="checkbox"/> No hat	<input type="checkbox"/> Fighting
<input type="checkbox"/> Inappropriate language	<input type="checkbox"/> Physical contact
<input type="checkbox"/> Uninvited physical contact	<input type="checkbox"/> Abusive language
<input type="checkbox"/> Out of bounds	<input type="checkbox"/> Intentional damage of property
<input type="checkbox"/> Other	<input type="checkbox"/> Other

Teacher notes / comments:

Signed:



Playground Behaviour Management Record

Student _____ Class: _____

Teacher: _____ Date: ___/___/22

Behaviour Incident

Low level	High level behaviour
<input type="checkbox"/> Running on the path	<input type="checkbox"/> Deliberate Defiance
<input type="checkbox"/> No hat	<input type="checkbox"/> Fighting
<input type="checkbox"/> Inappropriate language	<input type="checkbox"/> Physical contact
<input type="checkbox"/> Uninvited physical contact	<input type="checkbox"/> Abusive language
<input type="checkbox"/> Out of bounds	<input type="checkbox"/> Intentional damage of property
<input type="checkbox"/> Other	<input type="checkbox"/> Other

Teacher notes / comments:

Signed:

