



**Poseidon**  
*Primary*  
Creating Opportunities Together

## **STUDENT WELLBEING AND ENGAGEMENT POLICY**

**“A Whole School Community Approach”**

*‘All Australian Schools are safe, supportive and respectful teaching and learning communities that promote student wellbeing.’*

### **Document History**

Name of document: Wellbeing and Engagement Policy  
Authors: Mike Wright / Melissa Guy  
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# WELLBEING AND ENGAGEMENT POLICY

The National Safe Schools Framework's over-arching vision is: *'All Australian Schools are safe, supportive and respectful teaching and learning communities that promote student wellbeing.'*

**GUIDING PRINCIPLES** that enable the school to achieve a whole school approach:

- Everyone has the right to be safe and to feel safe
- Everyone in our school community is treated with respect
- Everyone feels part of the whole-school community and is included in its vision
- Common goals are clearly articulated and prioritised
- Written documentation provides the school community with a consistent approach to support wellbeing and engagement of our school community
- A well-defined and agreed understanding of acceptable behaviour for all members of the school community, both online and offline is promoted
- Families and students are provided with clear information about strategies that promote appropriate behaviour and the consequences for inappropriate behaviour.

## OUR VALUES

### **Teachers will....**

- Nurture strong relationships – with children, parents and the wider community.
- Create environmental awareness for future generations.
- Aspire to and maintain the highest of standards and expectations.
- Develop and maintain an environment of cohesiveness, collaboration, and support for our children and their specific learning needs.
- Model inclusive practices to ensure that differences and ideas are respected.
- Ensure that they are well informed and current practitioners.
- Practice current pedagogy which includes instructional intelligences and accuracy in reporting.
- Provide purposeful opportunities for students to learn.

## OUR MISSION

### **Children**

- All endeavours at Poseidon are child centred and given the highest priority.
- All children will be nurtured in an environment that engenders confidence and maintains an expectation of respect.
- All children will be encouraged to achieve positive results.
- All children will work at developmentally appropriate levels, designed to achieve their full potential.
- Programmes will aim to develop the 'whole child'.

### **Learning environment**

- Poseidon will provide a positive, fun environment that is a safe and supportive work space for all.
- Poseidon will pride itself on excellent communication between staff, parents and students.
- Poseidon values: positive relationships, respect, integrity, loyalty, perseverance, compassion, diversity, inclusivity, equality and honesty.
- Poseidon will be a professional learning community in which students, teachers and parents are constantly endeavouring to improve their skills and knowledge in a positive environment built on trust and support.
- Poseidon will provide strong leadership to uphold the school's reputation as a school of excellence.

## COMMUNITY

- Poseidon will be involved and work with all parents and the local community to achieve our guiding principles and values.
- Poseidon will involve parents as positive partners in ensuring that children's behaviour aligns with the school's code of conduct.
- Poseidon will engage the services of outside agencies and community members when and as appropriate.

## RIGHTS AND RESPONSIBILITIES

	Have the right to...	Have the Responsibility to...
<b>STUDENTS</b>	<ul style="list-style-type: none"> <li>Learn in a purposeful and supportive environment.</li> <li>Work and play in a safe, secure, friendly and clean environment.</li> <li>Respect, courtesy and honesty.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure their behaviour is not disruptive to the learning of others.</li> <li>Ensure they are punctual, polite, prepared and display a positive manner.</li> <li>Behaviour in a way that protects the safety and well-being of others.</li> </ul>
<b>TEACHERS</b>	<ul style="list-style-type: none"> <li>Respect, courtesy and honesty.</li> <li>Work in a safe, secure and clean environment.</li> <li>Cooperation and support from parents and colleagues.</li> <li>Teach in a purposeful and non-disruptive environment.</li> </ul>	<ul style="list-style-type: none"> <li>Model respectful, courteous and honest behaviour.</li> <li>Ensure the school environment is kept neat, tidy and secure.</li> <li>Establish positive relationships with students and parents.</li> <li>Ensure good organisation and planning.</li> <li>Report student progress to parents.</li> <li>Support colleagues.</li> <li>Develop Individual Behaviour Plans for students with specific behavioural needs.</li> <li>Ensure consistency in implementation and maintenance in behavioural procedures (Procedural Fairness)</li> <li>Work collaboratively to ensure guidelines pertaining to behaviour development procedures are followed.</li> </ul>
<b>PARENTS</b>	<ul style="list-style-type: none"> <li>Be informed of curriculum material, behaviour procedures and decisions affecting their child's health and welfare.</li> <li>Be informed of their child's progress.</li> <li>Access a meaningful and adequate education for their child.</li> <li>Be heard in an appropriate forum on matters related to the rights of their child to an appropriate education.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure their child attends school.</li> <li>Ensure the physical and emotional condition of their child is at an optimum for effective learning.</li> <li>Ensure their child is provided with appropriate materials to make effective use of the learning environment.</li> <li>Support the school in providing a meaningful and adequate education for their children</li> <li>Work cooperatively with the school to manage their child's behaviour</li> <li>Participate in the development of the school BMIS Policy</li> <li>Support the school by ensuring their children engage in teaching and learning programs organised by the school.</li> </ul>

### STUDENT CODE OF CONDUCT

#### ***Respect People, Property***

- Care for your own, others and school property.
- Speak kindly and use your manners.
- Follow instructions from staff at all times.
- Wear the school uniform.

#### ***Safety***

- Enter the classroom only when the teacher is present.
- Only run on the oval / grassed areas.- Walk on the concrete.
- Eat and drink sitting in the designated areas.
- Be on time and sit down when lining up.
- Keep your hands, feet and objects to yourself.
- Wear your hat outside. No hat- play in Covered Area.
- Place all rubbish in the bins provided at school.
- Report problems to the teacher / duty teacher
- Bicycles and scooters to be walked on school grounds
- Follow Playground rules.

## RESTORATIVE PRACTICES

It is our belief that the most successful approach to building our children's wellbeing and ensuring that they are engaged in the whole process of learning, with particular emphasis on social and emotional learning, is through a whole-school approach.

We have chosen **Friendly Schools** to guide us in achieving this aim. This approach is grounded in Western Australia and is the result of exhaustive research conducted through our country. This is particularly pleasing as there are several programs in WA schools that have been researched overseas with children from those countries.

The Friendly Schools approach therefore is:

- Australian Evidence based
- Includes the whole school – children K-6, staff, families and communities
- Has a systematic approach to implementation
- Provides adequate and consistent support for teachers to ensure successful and sustainable implementation
- Helps our children to make good choices about their wellbeing and the wellbeing of others
- Has strong links to the Australian Curriculum: Personal and Social Capability & Health Education.

There are five key areas:

- **Self-awareness** - recognising and understanding our feelings, while valuing our strengths and abilities
- **Self-management**- controlling and directing our emotions in appropriate ways
- **Social awareness** - being aware and respectful of the feelings and perspective of others
- **Relationship skills** - dealing positively with relationship problems and social conflicts
- **Social decision - making** - considering consequences and making thoughtful sensible decisions.

Friendly Schools used findings from eleven major research projects to strengthen whole school approaches to reduce all forms of bullying and childhood aggression.

### **AT POSEIDON PRIMARY SCHOOL, BULLYING IN ANY FORM WILL NOT BE TOLERATED.**

*“Bullying is a repeated behaviour; that may be physical, verbal, and/or psychological; where there is intent to cause fear, distress, or harm to another; that is conducted by a more powerful individual or group; against a less powerful individual or group of individuals who are unable to stop this from happening.”* Friendly Schools 2014

Embedded in Friendly Schools is **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?

Our staff are trained in Restorative Practices and the Friendly Schools approach and it is our belief that in our school we will all enjoy the benefits of the positive and self-reflective approach this will develop.

The Restorative Practices Process is extremely fair as it allows;

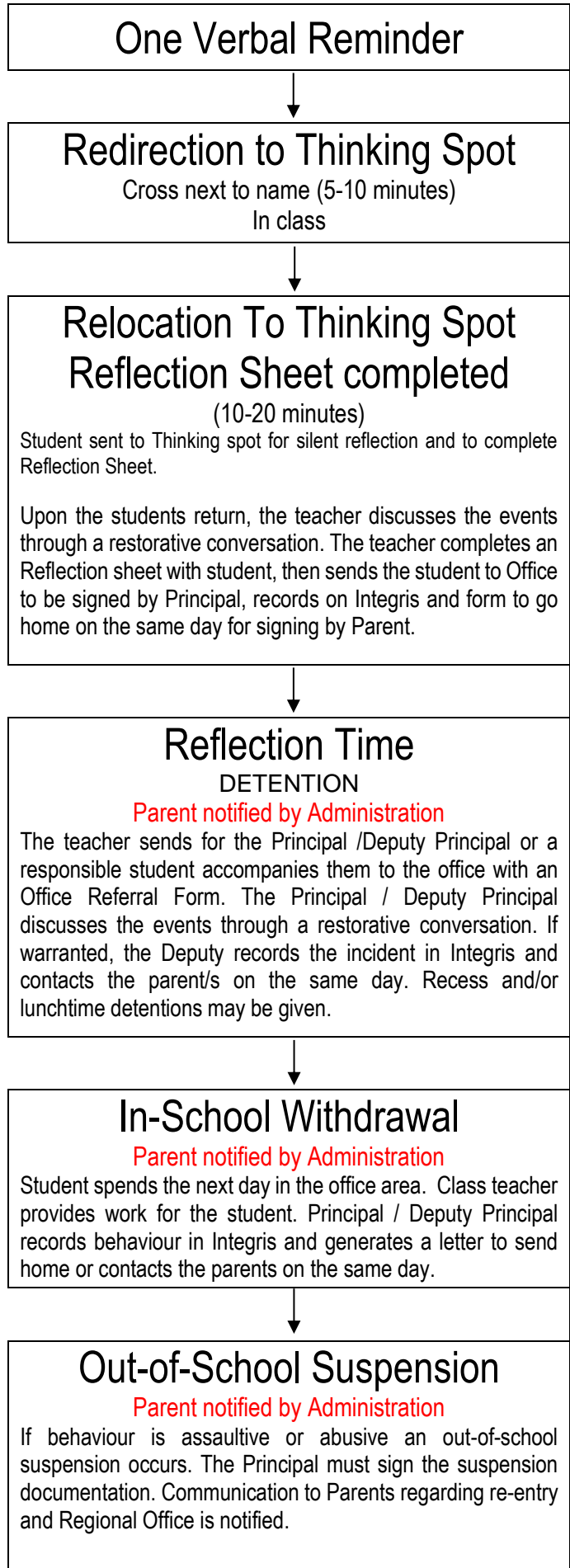
1. Engagement-opportunity to have a say
2. Explanation-understand the reasons for the decision
3. Expectation clarity-shared understanding on what is expected in terms of behaviour and rules.

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.

# IN-CLASS SELF-REFLECTION PROCESS

CONTINUING AND INCREASING SEVERITY



## POSITIVE CLASSROOMS

- All teachers will create a positive, safe, learning environment focussed on the use of regular praise, low key responses, feedback and reward systems. Classroom rewards or rewards from Administration.
- Teachers will guide children to deal with conflict and rebuild relationships through the use of restorative practice conversations to teach them how to become problem solvers and to focus on what is fair and just in a school community.
- Severity Clause: Teachers can fast track a student if necessary.

### FAST TRACK for behaviours that lead straight to:

- Reflection Time (Detention)
- In-School Suspension/ Withdrawal from class
- Out-of-School Suspension

### Department of Education Suspension Categories:

1. Physical assault or intimidation of staff
2. Verbal abuse or harassment of staff
3. Physical assault or intimidation of students
4. Verbal abuse or harassment of students
5. Wilful offence against property
6. Violation of school Code of Conduct, behaviour plan, classroom or school rules.

# PLAYGROUND SELF-REFLECTION PROCESS

CONTINUING AND INCREASING SEVERITY

## One Verbal Reminder

Minor Incident



## Redirection-Sit Spot or Shadow me

(5-10 minutes)

Bench in teachers duty zone, or walk with me.



## Relocation to Reflection area

Frog pond area until the bell goes or directed by Principal / Deputy

**Parent notified by Administration**

Playground Detention Form Completed by duty teacher and given to the Deputy Principal/ Principal

The Principal / Deputy Principal discusses the events through a restorative conversation. If warranted, record the incident in Integris and contact the parent/s on the same day. Recess and/or lunchtime detentions may be given.



## In-School Suspension/ Withdrawal from class

**Parent notified by Administration**

Student spends the next day in the In-school suspension room. Class teacher provides work for the student. Principal Deputy Principal records behaviour in Integris and generates a letter to send home or contacts the parents on the same day.



## Out-of-School Suspension

**Parent notified by Administration**

If behaviour is assaultive or abusive an out-of-school suspension occurs. The Principal must sign the suspension documentation. Parent must come in for a re-entry interview and Regional Office is notified.

### POSITIVE PLAYGROUNDS

- Teachers will guide children to deal with conflict and rebuild relationships through the use of restorative practice conversations to teach them how to become problem solvers and to focus on what is fair and just in a school community.
- Severity Clause: Teachers can fast track a student if necessary.

### FAST TRACK for behaviours that lead straight to

- Relocation to Reflection Bench
- In-School Suspension
- Out-of-School Suspension

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5. Wilful offence against property
6. Violation of school Code of Conduct, behaviour plan, classroom or school rules.

OUTCOME-Restoring Relationships

## THE GOLDEN RULES OF SUCCESSFUL STUDENT ENGAGEMENT AT POSEIDON PRIMARY SCHOOL

*A positive school community must be developed through building a culture that values and promotes;*

- *respectful and responsive relationships*
  - *a sense of belonging and inclusion*
  - *opportunities for involvement and contribution.*
1. Display the Poseidon Student Code of Conduct inside the classroom and refer to it regularly.
  2. Create simple and clear classroom rules that reflect the schools expectations of behaviour with your class. Send a copy of these rules to Principal to keep in office, to assist with reflection with student referred for a negative classroom incident.
  3. Set consistent, high but achievable standards for student work and behaviour.
  4. Promote a positive working environment. Give consideration to students seating and classroom arrangements.
  5. Discuss the Zones of Regulations with students to foster self-regulation and emotional control.
  6. Prepare each learning session thoroughly. The students must;
    - know what they wish to achieve
    - know the content
    - have the necessary resources prepared
    - be punctual.
  7. During the lesson;
    - give clear instructions
    - teach at the student's level
    - choose the time for the lesson carefully
    - use motivation techniques
    - cater for a variety of interests
    - be flexible and adaptable in approach.
  8. Use positive reinforcement for appropriate behaviour;
    - positive incentives must be earned rather than given
    - verbal encouragement should be the most used incentive
    - a variety of positive incentives should be used
    - change incentives regularly to maintain enthusiasm
    - desired behaviour should be rewarded
    - use low-key responses prior to reminders that lead to the 'thinking spot'.
  9. Be alert to disruptive students and be prepared to use the In-Class Self-Reflection Process to assist and remind students to manage their own behaviour.


<b>BUILDING A POSITIVE SCHOOL COMMUNITY</b> Proactive and Preventative Actions	<b>LOW KEY REPOSES</b> Bump One (CMS)
<b>Qualities</b>	<b>“Non’ or “Minimal Verbal” responses</b>
Welcoming	Proximity
Friendly	Students name
Safe	Gesture
Opportunities for participation & inclusion	The look
Celebrating achievements & special events	The pause
A sense of excitement	Planned Ignore
Respectful language	Signal to begin/Signal for attention
Positive relationships	<b>Remember...</b>
Fairness	Deal with the problem not the student.
A sense of belonging	Keep the flow of the lesson
<b>Remember...</b>	Give a response that does not invite escalation- ‘low emotional content’.
Social/Interpersonal experiences are carried into adulthood-make positive memories!	Get the transition sequence right!
You remember people who make you feel special, safe and that you belong.	Set the rules and monitor them consistently.
Embrace ALL diversity.	Deal with allies – deal with the children around the perimeter
All this is possible. It is your MINDSET.	Win the student over- it is <b>always</b> about relationships.

### ZONES OF REGULATION - SOCIAL EMOTIONAL LEARNING FRAMEWORK AND PATHWAY TO REGULATION

The Zones of Regulation is the original framework and curriculum (Kuypers, 2011) that develops awareness of feelings, energy and alertness levels while exploring a variety of tools and strategies for regulation, prosocial skills, self-care, and overall wellness.

This curriculum provides us an easy way to think and talk about how we feel on the inside and sort these feelings into four coloured Zones, all of which are expected in life. Once we understand our feelings and zones, we can learn to use tools/strategies to manage our different Zones in order to meet goals like doing schoolwork or other tasks, managing big feelings, and healthy relationships with others. The simple, common language and visual structure of The Zones of Regulation helps make the complex skill of regulation more concrete for learners and those who support them. Our schoolwide focus showcases the following positive impacts:

## The ZONES of Regulation



Blue Zone	Green Zone	Yellow Zone	Red Zone
Sad	Happy	Worried	overjoyed/Elated
Bored	Focused	Frustrated	Panicked
Tired	Calm	Silly	Angry
Sick	Proud	Excited	Terrified

- Common Language for students and staff
- Student self awareness of emotions/using language to identify emotions
- Students are able to use tools/strategies to help with regulation
- Increased staff skills/mindset
- Decrease in our disciplinary referrals



# POSITIVE INCENTIVES FOR STUDENT BEHAVIOUR MANAGEMENT

## POSITIVE CLASSROOM INCENTIVES PROGRAMS

- Verbal encouragement, praise and specific positive feedback. Used often and appropriately, is the most important instrument to bring about positive behaviours. Links should be made to reinforce Core Shared Values of the Curriculum.
- Restorative Practices
- Group points
- Stickers
- Star Charts
- Honour Certificates
- Commendation notes home
- Referral to Principal/Deputies to show off good work or describe positive behaviours
- Other classroom rewards appropriate to developmental phases

## POSITIVE WHOLE SCHOOL INCENTIVE PROGRAM

The inclusion to star box winners for exemplary behaviour and achievement.

Criteria

- Improved work standards
- Improved behaviour
- Outstanding achievement
- Outstanding behaviour
- Excellent collaboration
- Politeness and exemplary manners
- Helping adults
- Respecting the environment

## CARE – REWARD SYSTEM (Cooperate / Achieve / Respect / Engage)

Students may receive CARE Token cards for positive behaviour in the playground or the classroom. The awards are placed in the box in frog pond area. At assembly the student councillors will draw five cards from the box towards the Star Box Winners.

## HONOUR CERTIFICATES

Honour Awards are given to students for encouragement and achievement. The awards are presented at each assembly.

## AUSSIE OF THE MONTH CERTIFICATES

Students will be selected by staff members to receive a prestigious Aussie of the Month certificate, badge and gift. Aussie of the Month Awards recognises personal endeavour, achievement, and contribution to the community, also reflection on Virtues and Values we share as Australians.

## RECOGNITION OF ACHIEVEMENTS

Students will be publically recognised for their achievements outside of the school community through both mentions at assemblies and in the school newsletters.

Student \_\_\_\_\_ Duty Teacher \_\_\_\_\_

Year \_\_\_\_\_ Room \_\_\_\_\_ Date \_\_\_\_\_

Physical assault or intimidation of staff	Verbal abuse or harassment of staff	Physical assault or intimidation of students	Verbal abuse or harassment of students	Wilful offence against property	Violation of school Code of Conduct, behaviour management plan or school rules.
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**Description**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Directions to teachers:**  
**Playground Withdrawal**  
 Playground Incident Form completed by duty teacher for the above categories . Form sent with student to Reflection Bench Frog Pond Area  
 Student to remain on the bench until Principal /Deputy conducts a restorative conversation.  
 If warranted, detention, Integris, letter home and or phone call Form to office for filing in student file. Behaviour notification sent to Teacher with student or placed in pigeon hole

Teacher Name \_\_\_\_\_

Student Name \_\_\_\_\_ Room \_\_\_\_\_ is at the office.

Student \_\_\_\_\_ Duty Teacher \_\_\_\_\_

Year \_\_\_\_\_ Room \_\_\_\_\_ Date \_\_\_\_\_

Physical assault or intimidation of staff	Verbal abuse or harassment of staff	Physical assault or intimidation of students	Verbal abuse or harassment of students	Wilful offence against property	Violation of school Code of Conduct, behaviour management plan or school rules.
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**Description**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Directions to teachers:**  
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 If warranted, detention, Integris, letter home and or phone call. Behaviour notification sent to Teacher with student or placed in pigeon hole

Teacher Name \_\_\_\_\_

Student Name \_\_\_\_\_ Room \_\_\_\_\_ is at the office.

# Classroom Behaviour Reflection Sheet

Name: \_\_\_\_\_ Year: \_\_\_\_\_ Date: \_\_\_\_\_ Teacher: \_\_\_\_\_

Teacher Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

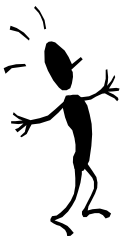
Teacher Signature \_\_\_\_\_

What Did I do?



\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What Should I have done?



\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Consequence: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Admin Signature \_\_\_\_\_ Date \_\_\_\_\_ Student's Signature \_\_\_\_\_

**Dear Parent(s)**

Today your child was spoken to by the teacher for inappropriate behaviour in the classroom at school. Please read this sheet, discuss it with your child, sign it and return it to your child's teacher on the following school day. Please make any comments you feel relevant or ring the School's Admin Team if you wish to discuss this further.

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**The Golden Rule**

**Treat others how you would like to be treated**

The People Rule

Care for yourself and others, be polite and kind

The Safety Rule

Always work and play safely

The Property Rule

Take care of your things and take care of other people's things

**Age appropriate behaviour reflection sheet** can be found on S drive/Teaching Staff / 003 Students / 865 Student behaviour / Behaviour Documents Master.

## Classroom Incident Form – Office Referral

Name: \_\_\_\_\_ Year: \_\_\_\_\_ Date: \_\_\_\_\_ Teacher: \_\_\_\_\_  
\_\_\_\_\_

### High Order Behaviours (Admin Withdrawal)

Violence – Physical	
Violence – Verbal - Putdowns	
Throwing objects – intent to damage / harm	
Racist remarks or gestures	
Damage or destroy school property	
Bullying behaviours	
Stealing	
Other	

### Admin (for Admin Use Only) Behaviour Incident Notification will be attached

Restorative Conversation	
Reflection Sheet	
Detention	
Withdrawal	
Suspension – out of school	
Inform parent - Phone	
Inform parent - letter	
Other	

### Comments

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## SEN BEHAVIOUR PLANS

### Developing and Implementing an SEN Behaviour Plans (SEN:BP)

- SEN Behaviour Plans are established when a student requires additional support to meet their individual needs or to modify their behaviour.
- SENBP's must be documented to make clear the behavioural issues that are being addressed, desired outcomes, strategies to be used and the effectiveness of the strategies.
- SENBP's need to be developed in collaboration with parents, teachers, administration, other agencies and where possible the student.
- Updating the Classroom Overview sheet and a selection of Short Term Behaviour goals added to SEN Plan Outcomes and Strategies. This SEN plan printed and sent home to parents to sign.

### Components of an adding Behaviour short term goals to SEN Plan

- **Initial Data Collection** – observing actual behaviour, frequency, environment, and people.
- **Target Behaviour** – Decide on one behaviour that needs to be changed, with no more than three behaviours at any one time. Target Behaviour needs to be written in clear observable terms, e.g.: "X will sit on the mat during story time", "X will keep his/her hands to him/herself"
- **Strategies** – List strategies to be implemented to support target behaviours e.g. seating location, reward diary.
- **Positive Reinforcement and Consequences/Reflection** – Clearly state types of reinforcement, both positive and negative. Include the language to be used, e.g. "X you need to keep your hands to yourself or you will be choosing ...consequence", "X you sat on the mat for the whole story and have earned..."
- **Severe Clause** – Used when a child harms self, others or damages property
- **Ongoing Data Collection and Review** – Set timelines to review progress
- **Signatures**- Signature of teacher and parent confirming support of the Individual Behaviour Plan.

**REMINDER**-All meeting notes and any other communication details **MUST** be entered in INTEGRIS-student activities.

### Points to Consider

- Where and in what activity did the incident occur?
- What early warning signs did you observe?
- What did the student actually do?
- What did you do to deal with the situation/s?
- What happened to the lesson/activity?
- How did the other students react?
- With hindsight, would you do anything different?
- How did you feel before and after?

### Support Personnel

- Deputy Principal
- Principal

### Department of Education

- Referral to the School Psychologist
- School Nurse
- Classroom Management Strategies CMS
- School Of Special Educational Needs – Behaviour SSEN-B
- Disability Services and Support

### Department of Education Policies

- *Student Behaviour Policy v2.0: DoE 4 January 2016*
- *Student Behaviour Procedures v2.0: DoE 4 January 2016*

### Other

- Child Development Centre
- Princess Margaret Hospital
- Child and Mental Health Service

<b>Student:</b>	<b>Year Level</b>	
<b>Teacher:</b>	<b>Week Beginning:</b>	<b>Term:</b>

	Monday	Tuesday	Wednesday	Thursday	Friday
08.40-09.00					
09.00-09.30					
09.30-10.00					
10.00-10.40					
Recess					
11.00-11.30					
11.30-12.00					
12.00-12.40					
Lunch					
01.00-01.30					
01.30-02.00					
02.00-02.30					
02.30-03.00					

✓	On task behaviour	5	Yelling	11	Throwing objects
--	Out of room (Reason i.e. arrived late)	6	Swearing	12	Damage to property (own or others)
1	Refusing to follow instruction	7	Threats of violence	13	Time out
2	Refusal to work	8	Sexual references	14	Detention
3	Out of seat displaying disruptive behaviour	9	Physical assault of students	15	Restrained by staff member
4	Leaving the room without permission	10	Physical assault of staff	16	Other (please specify)

## BEHAVIOUR FREQUENCY RECORDING SHEET

The behaviour frequency record sheet will be informative to analyse a student's behaviour and target an appropriate program that will address the individual and school needs. It is important that the sheet is completed accurately and at the end of each session. Where the student is not displaying any inappropriate behaviour he is to be given a tick. Where there is an inappropriate behaviour record the corresponding number in the box. Record all behaviours displayed. If the behaviour is repeated within the half hour session it is not necessary to record it a second time unless it continues into the next half hour. The information gained will:-

- Provide pre and post data as to changes in behaviour.
- Identify behaviours of concern.
- Identify times throughout the day and week where the student's behaviour may be more of a concern. This will allow staff to focus their attention where it is going to be most effective.
- Results will show changes in behaviour over time.

**COOPERATE:** The school community cooperating and collaborating to create purposeful classroom environments. We will collaborate to maximise learning.

**ACHIEVE:** We will provide the opportunity for all to reach their potential in all areas of development. We will be motivated to always try our hardest and do our best work.

**RESPECT:** We will respect individual differences. We will teach children self-respect and respect for peers, teachers, the environment and wider community.

**ENGAGE:** We will actively participate in all learning opportunities.

### COOPERATE

- Listen to others
- Look at the person who is speaking
- Follow instructions
- Work as a team to support each other

### ACHIEVE

- Try your hardest in all work
- Set and achieve your goals
- Finish your work on time
- Do your own personal best and challenge yourself
- Have a go

### RESPECT

- Help others in need
- Take care of yourself, others the environment, equipment and property
- Respect others' opinions and beliefs
- Accept others' for who they are
- Treat others as you want to be treated
- Keep your hands, feet and objects to yourself

### ENGAGE

- Join in all activities
- Encourage others to join in
- Participate
- Be a good sport
- Never give up

## SUPPORT AGENCIES

### SCHOOL PSYCHOLOGIST

The school psychologist helps the school meet the social, emotional, learning and behaviour needs of students. They work closely with school administrators, teachers, students and parents to help make improvements in outcomes for individual students.

### SCHOOL CHAPLAIN

The school Chaplain from Youth Care is available for two days each week for the well being of students, parents and teachers in the school community. Their role is varied and can involve being a listener, facilitator, helper and promote the CARE program within the school.

Some of the programs that can be run are BUZ – Build Up Zone and Aussie Optimism. Both these programs work on looking at issues that face students and how to deal with situations. Students, parents and teachers can request referrals.

### VISITING TEACHER SERVICES

- Consulting Teacher (Disability)

We have access to a consulting teacher from the School of Special Educational Needs: Disability (SSEND). This teacher supports the staff who teach students with special needs.

- Learning Difficulties Team (Primary North)

The learning difficulties teacher is able to support staff who teach students with learning difficulties who don't come under the umbrella of students with special needs. This support requires a referral.

### SCHOOL NURSE

- Provides awareness to early intervention for hearing, speech and sight in the early years.
- Growth and development in the later years of primary school.
- Any medical concerns that may arise.



# CLASSROOM BEHAVIOUR MANAGEMENT:

## The Basics

Much has been written on behaviour management theory and we all have our own educational values and teaching styles, however, there are certain principles which we could call "the basics". I like the following ten principles as offered by McDaniel (1), as good basic guidelines for teachers to effectively manage student behaviour in the classroom.

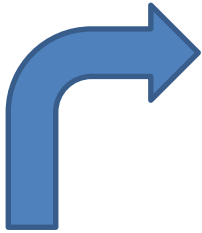
1. **The focussing principle:** in effect, get everyone's attention before beginning the lesson. This may require a louder voice, a raised hand, or a bell; then the instruction can begin in a calm quiet voice.
2. **The principle of direct instruction:** this means getting the students on task quickly and keeping them on task consistently. One technique is to clearly state the assignment, the directions and the time constraints.
3. **The monitoring principle:** keeping a constant check on student performance and behaviour. This means the teacher circulates among students and makes frequent personal contacts.
4. **The modelling principle:** good teachers set an example for their students. Teachers who are courteous, well organised, enthusiastic and patient tend to encourage similar characteristics in students.
5. **The cueing principle:** non verbal reminders about behavioural expectations, such as a raised hand for silence, index finger to lips for a group of gigglers, or hands on hips for attention.
6. **The principle of environmental control:** a teacher can enrich, restrict, enlarge or simplify the classroom environment, according to the student's needs. A bored class may need enrichment; overstimulated students may need a simplified environment.
7. **The principle of low profile intervention:** student behaviour should be managed as discreetly and as unobtrusively as possible, avoiding direct confrontation and public encounters with disruptive students.
8. **The principle of assertive discipline:** this means higher profile but non-hostile intervention. Assertive discipline is a combination of praise and limit setting.
9. **The I-message principle:** this results in clear communication between teacher and students, either by making specific requests as in "I want you to..." or by communicating feelings as in "I feel frustrated."
10. **The principle of positive reinforcement:** this means "catch 'em being good"; ignoring minor misbehaviour while praising good behaviour."

(1) Thomas R McDaniel, A Primer on Classroom Discipline: Principles Old and New. Converse

## MANAGING STUDENT BEHAVIOUR

- Stage One**  
Positive Environment
- Teachers establish a positive, welcoming, inclusive classroom environment
  - Teachers refer to the CARE values and model positive behaviours
  - Rules, rewards and consequences are clearly explained to the students and parents
  - Teachers provide lots of constructive, positive feedback to students
- Stage Two**  
Disruption
- Rules are reiterated
  - Expectations for behaviour are clarified
- Stage Three**  
2nd Disruption
- Name is recorded on the whiteboard / orange traffic light
- Stage Four**  
Child escalates behaviour
- Cross next to name / moved to red traffic light
  - Child placed in quiet zone in the classroom or moved to a buddy class to complete work
  - Child completes a Think Sheet / Reflection Sheet
  - Child counselled by teacher upon return
  - Three Think Sheets / Reflection Sheets a term – classroom teacher organises a meeting with parent
- Stage Five**  
Admin Time  
**\*\*SEVERE CLAUSE\*\***
- Child sent to the office with Think Sheet / Reflection sheet if completed and Red Card
  - Admin records behaviours on Integris
  - Recess or Lunch time detention or Stage Six consequences, dependent on behavioural concern.
- Stage Six**  
Loss of Privileges
- Parent contacted
  - Student removed from activity such as interschool sport, Friday sport, school excursion etc.
- Stage Seven**  
In school suspension
- No contact with other students
  - Parent interview requested
  - Student to complete work in isolation in the office.
- Stage 8**  
Suspension
- Child suspended from school

## POSEIDON PRIMARY SCHOOL GOOD STANDING PROCESS



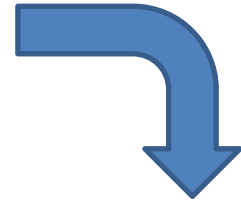
Good standing can be earned back by:

- Complying with the Individual Behaviour Plan for a minimum of ten consecutive school days
- Complying with all classroom and playground rules

**Good Standing**  
**Good Standing is a status that all students are granted at the start of each year.**

Students who maintain Good Standing are eligible for school wide privileges and rewards:

- Honour Certificates
- Star Box Prizes
- Incursion/Excursions
- Leadership positions and clubs
- Factions Carnivals and Interschool Events
- Summer and Winter sports events



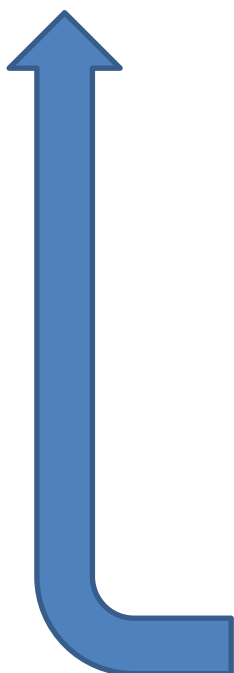
Students will lose their Good Standing for breaking the school rules consistently resulting in:

- Three Office Referrals for either classroom /playground negative behaviour forms sent by Teacher to Parents which has to be signed by Principal
- Referrals to office for playground behaviour incidents
- In-School Withdrawal from class / Out-School Suspension.



### **Loss of Good Standing**

Students who lose their Good Standing will not be eligible for school wide privileges and rewards listed above  
Parents will be notified



Teachers must implement an Individual Behaviour plan for students who lose their Good Standing

Good standing can be lost or reinstated by the Principal, on a case by case basis

