



ASHFIELD PRIMARY SCHOOL



Margaret Street, Ashfield WA 6054
Telephone: (08) 6216 1300

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CLASSROOM BEHAVIOUR MANAGEMENT PROCEDURES

Ashfield Primary School firmly supports the right of both staff and students to work and learn without being impeded by disruptive behaviour. No one has the right to hinder the learning process of others. To achieve this, staff will adopt a consistent approach in managing disruptive behaviour. Staff will employ a variety of preventative strategies that will reduce the likelihood of inappropriate behaviour occurring. Positive feedback and rewarding students when behaving appropriately, is vital.

STAGE 1: STUDENT BEHAVING INAPPROPRIATELY

Low Key responses used 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 2: VERBAL WARNING

- Teacher gives a verbal warning – remind students of school rules.

STAGE 3: STUDENT CONTINUES WITH INAPPROPRIATE BEHAVIOUR

- Tell the student they have chosen to move to the orange traffic light.
- Teacher moves the students name to the orange traffic light and asks the student to move to the in class timeout spot.
- Teacher sets a timer for 5 minutes and the student sits quietly in the timeout spot.
- Teacher completes the first stage of the Behaviour Sheet, which is attached to the clipboard.
- Teacher asks student to re-join the class at the completion of in class timeout.

**If a child has demonstrated appropriate behaviour and turned their behaviour around they can move back to Green.*

STAGE 4: STUDENT CONTINUES WITH INAPPROPRIATE BEHAVIOUR

- If the student continues to behave inappropriately the teacher tells the student they have chosen to move to the red traffic light.
- Teacher moves the students name to the red traffic light.
- Teacher completes the second stage of the Behaviour Sheet, which is attached to the clipboard.
- The teacher asks a responsible student to accompany the student to buddy class, and hands the behaviour sheet to the classroom teacher.
- The teacher asks the student to sit in the buddy class spot and sets a timer for 15 minutes.
- At the conclusion of the 15 minutes, the teacher signs the behaviour sheet and asks a responsible student to accompany the student to back class.
- As soon as practicable, the teacher has a reflective conversation with the student to reflect on their behaviours and to restore relationships.
- Teacher places behaviour sheet back on the clipboard.

NB: If a student continues to misbehave whilst completing buddy class, the teacher completes the third stage of the behaviour sheet and asks a responsible student to accompany the student to the office.

STAGE 5: STUDENT CONTINUES WITH INAPPROPRIATE BEHAVIOUR

- If the student returns from Buddy Class and continues to behave inappropriately the teacher tells the student that they have chosen to move to the second red traffic light.
- The teacher will complete the third stage of the behaviour sheet describing the inappropriate behaviours.
- The teacher asks a responsible student to accompany the student to the front office, and hands the behaviour

sheet to the Administration staff.

- The student completes a 15 minute time out in the Principal or Deputy Principal's office.
- The Principal or Deputy Principal will enter the behaviour details into integris.
- The Principal or Deputy Principal will discuss the student's behaviours before taking them back to class.
- The student will complete detention which is to be completed during lunchtime, supervised by Principal or Deputy Principal.
- The student will lose their Good Standing (see Good Standing Framework).
- The teacher creates the students Good Standing Chart – ensuring the student, parent and teacher sign.
- The teacher will inform the students' parents when their child has lost their Good Standing.

STAGE 6: STUDENT CONTINUES WITH INAPPROPRIATE BEHAVIOUR

- If the student returns from the office and continues to behave inappropriately the teacher tells the student that they have chosen to move to the third red traffic light.
- The teacher will complete the fourth stage of the behaviour sheet describing the inappropriate behaviours.
- The teacher asks a responsible student to accompany the student to the front office, and hands the behaviour sheet to the Administration staff.
- The student will be withdrawn from the classroom for a period of time as determined appropriate by the Principal or Deputy Principal.
- The Principal or Deputy Principal will enter the behaviour details into integris.
- The Principal or Deputy Principal will discuss the student's behaviours and contact the students' parents.
- The Principal or Deputy Principal will collect work from the classroom for the student to complete.

Severe Clause

- For severe behaviours the classroom teacher will contact the Principal or Deputy Principal.

RESPONSIBILITIES

Students have the responsibility to:

- Behave appropriately in class, specialist classrooms, the playground and when representing the school.
- Follow the school rules.

Parent/Carers have the responsibility to:

- Attend interviews as required.

Classroom Teachers have the responsibility to:

- Develop and maintain a positive classroom environment.
- Reward students for demonstrating appropriate behaviours with superstars, dojos and faction points.
- Add specialist teachers to class dojo system.
- Consistently implement whole school behaviour management plan into their classrooms with all students.
- Have a 5minute time out stop in the classroom.
- Have a timer accessible.
- Have a buddy class spot.
- Maintain behaviour records on the clipboard.
- At the end of the day, the behaviour sheets are filed in the student's individual SAER file.
- Implement the Good Standing Framework.

Specialist Teachers have the responsibility to:

- Collect the behaviour sheet clipboard from the classroom teacher.
- Add students to behaviour chart in classroom.
- Implement the next stage of the behaviour system where appropriate.
- Reward students for demonstrating appropriate behaviours with superstars, dojos and faction points.
- Implement whole school behaviour management plan into their classrooms.
- Provide feedback to classroom teacher regarding any behaviours.
- Implement the Good Standing Framework.

Administration have the responsibility to:

- Enter behaviour details into integris.

- Support staff in the implementation of whole school behaviour management procedures and processes.



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PLAYGROUND BEHAVIOUR MANAGEMENT PROCEDURES

STAGE 1:

- Duty teacher resolves any minor playground behaviours and completes playground slip if deemed appropriate.

STAGE 2:

- Duty teacher returns playground slip to student's classroom teacher at the end of recess/lunch.

STAGE 3:

- Classroom teacher staples playground slip to the back of behaviour sheet and enters behaviour details in the next stage on the behaviour sheet.
- Classroom teacher continues and implement the next stage of the behaviour system.

Severe Clause

- Duty teacher will attract the attention of Administration by using mobile phone or sending a child to the office with the playground assistance card for severe playground incidents.

RESPONSIBILITIES

Students have the responsibility to:

- Behave appropriately in class, specialist classrooms, the playground and when representing the school.
- Follow the school rules.

Duty Teachers have the responsibility to:

- Be on time for duty.
- Wear high viz. vest and take duty bag out on duty.
- Actively monitoring student's playground behaviour.
- Reward students for demonstrating appropriate behaviours with superstars, dojos and faction points.
- Resolve any minor playground behaviours and complete playground slip if deemed appropriate.
- Return playground slip to student's classroom teacher at the commencement of recess/lunchtime.
- Issue first aid card if necessary.
- Attracting the attention of Administration by using mobile phone or sending a child to the office with the playground assistance card for severe playground incidents.

Classroom Teachers have the responsibility to:

- Staple playground slip to the behaviour sheet and implement the next stage to the behaviour process.

Administration have the responsibility to:

- Follow up and investigate severe playground incidents.
- Support staff in the implementation of whole school behaviour management procedures and processes.



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GOOD STANDING FRAMEWORK

Rationale

At Ashfield Primary School, the Good Standing Framework is designed to support our core values of Responsibility, Perseverance, Respect and Resilience to reward students for displaying positive behaviour and attendance. These core values assist to build the foundation in which we develop strong academic, social and emotional skills to build lifelong learners. Good standing emphasises the importance of students taking responsibility for the choices they make on a daily basis, which impacts academically and socially on themselves and others.

What is Good Standing?

Good Standing is a status all Ashfield Primary School students are granted at the beginning of each term. Students with Good Standing are eligible to participate in school social and non-curricula activities. It is the responsibility of each student to maintain their Good Standing.

Good Standing Procedures

Stage 1

- A student may be sent to the office for constant inappropriate behaviour (working their way through the school's behaviour system) or a serious breach of the school behaviour system.
- The student will complete 15 minutes time out in the Principal / Deputy Principal's office.
- Principal / Deputy Principal will record the behaviour incident on to Integris and makes a note of the loss of Good Standing.
- Principal / Deputy Principal will discuss the behaviours with the student and return the student to class.

Stage 2

- Classroom teacher to arrange a Good Standing redemption chart (Appendix D) with the student and discuss the target behaviours.
- Classroom teacher discusses an appropriate place in the classroom to keep the Good Standing chart.
- Classroom teacher contacts the parent / carer to notify that their child has lost their Good Standing. If the classroom teacher is unable to make contact with the parent / carer then the Loss of Good Standing letter is sent home (APPENDIX E).
- The classroom teacher, student and parent all sign the Good Standing redemption chart.

Stage 3

- Teacher monitors the student' behaviour and reward stamps/stickers when the student demonstrates appropriate target behaviours for that day.

Reinstatement of Good Standing

- During the loss of Good Standing the student will be placed on a Good Standing redemption chart for a period of five days or until the student has earned the right to reinstatement.
- When the student has been reinstated with their Good Standing the student will be sent to the office to see the Principal / Deputy Principal.
- Principal / Deputy Principal reinstates the students Good Standing on the system.
- Classroom teacher notifies the student's parent that their child has regained their Good Standing.
- Classroom teacher files the Good Standing chart in the student's individual SAER file.
- Once Good Standing is reinstated, the student is eligible to participate in school social and non-curricula activities. If the child loses their Good Standing twice throughout the term they will be ineligible to attend the end of term

reward.

Good Standing Rewards

- Each week the classroom teacher will plan for an exciting Good Standing activity with their class, negotiated with their class.
- Weekly Good Standing reward will be held every Friday at 12:10 – 12:30pm.
- Students who do not have their Good Standing will be ineligible to participate.
- At the end of the term Admin will plan a Whole School Good Standing reward. If a child has lost their Good Standing during this week they will be ineligible to participate, at the discretion of Admin.
- If a child has lost their Good Standing twice throughout the term they will be ineligible to attend.

Responsibilities

Students have the responsibility to:

- Maintain their Good Standing through displaying positive behaviour and maintaining 90% attendance.
- Behave appropriately in class, specialist classrooms, the playground and when representing the school.
- Ensure they get their teacher to stamp their Good Standing Chart at the end of each day.

Parent/Carers have the responsibility to:

- Encourage students to maintain their Good Standing.
- Attend interviews as required.
- Ensure their child attends school.
- Sign the child's Good Standing Chart and/or Good Standing letters.

Classroom Teachers have the responsibility to:

- Implement whole school behaviour management plan into their classrooms.
- Create students Good Standing Chart.
- Inform parents when their child has lost their Good Standing.
- Inform parents when their child has regained their Good Standing.
- Ensure they stamp the students Good Standing Chart at the end of each day.
- Ensure the parents, the students and teacher has signed the Good Standing Chart.
- Send the student up to the office, with their chart, once the student has regained their Good Standing.
- File the Good Standing Chart in the student's individual SAER file.

Administration have the responsibility to:

- Enter behaviour details into integris.
- Support staff in the implementation of Good Standing procedures and processes.
- Monitor the students for reinstatement of Good Standing.
- Organise Good Standing Rewards.
- Monitor and review the implementation of Good Standing within the school.

****Good Standing Framework aligns with the 10 point action plan Violence in Schools.***