



Behaviour Management Plan

Revised 2020

Rationale

The Chapman Valley Primary School Behaviour Management Plan emphasises a whole school approach to pastoral care and behaviour management with an emphasis on Positive Behaviour Support. All teachers have the right to teach and all students have the right to learn in a safe, orderly and positive environment,

At Chapman Valley Primary School we believe that a strong positive working relationship between all members of the school community are of vital importance. Positive relationships allow everyone to develop and achieve to their maximum potential. We believe that school is a happy, safe and secure place where everybody has their needs met and is given the opportunity to succeed and achieve to their potential.

At Chapman Valley Primary School effective behaviour management aims to foster and develop responsibility for student's own actions by rewarding positive behaviour.. Our behaviour management plan seeks to administer fair and consistent consequences for those students who choose inappropriate or disruptive behaviours.

POSITIVE BEHAVIOUR SUPPORT FRAMEWORK PBS

PBS provides an operational framework for achieving improved student academic and behaviour outcomes to ensure all students have equal access to quality education in order to STRIVE TO ACHIEVE

Aims

At Chapman Valley Primary School we aim to establish a positive, safe and supportive learning environment so that all students have the opportunities to be successful students. The Chapman Valley Primary School Behaviour Management Plan aims to achieve this by:

1. Create a caring, positive learning environment so that all students are able to have maximum access to all learning experiences and rights and responsibilities are recognised and respected.
2. Maintain and teach the school expectations and clear boundaries/consequences that protect the rights of all students.
3. Encouraging students to use appropriate strategies and techniques to solve difficult social situations;
4. Encourage students to be assertive and resilient;
5. Developing students interpersonal skills and self awareness;
6. Ensuring effective processes are in place to support and manage students identified at risk due to poor attendance or misbehaviour.
7. Recognise students whose exemplary behaviour promotes a positive and caring environment.
8. Teach, model and refer to the PBS matrix for common language and behaviour expectations

Positive Behaviour Support Framework

At Chapman Valley Primary School we follow the Positive Behaviour Support (PBS) Framework in order to teach, model and maintain behaviour expectations to achieve higher educational outcomes. The purpose of PBS (Positive Behaviour Support) is to establish a school climate in which appropriate behaviour is the norm for all students. It provides school communities with an effective evidence based approach to creating positive and engaging school environments

Our school has three school-wide behaviour expectations that enable our school to Strive to Achieve. Our school wide behaviours are Kindness to Ourselves, Kindness to Others and Kindness to the Environment Everyday.

The behaviour expectation matrix describes the KOOEE expectations in all settings of the school. Classroom teachers will create a positive learning environment where the behaviour expectations described in the matrix are taught, recognised and corrected when necessary..

Each fortnight a behaviour expectation is identified, communicated to the school community, modelled and taught by teachers and rewarded through the use of our Kindness raindrops, given out by staff across the school when displaying the appropriate behaviours.

KOOEE Values



KINDNESS TO
OURSELVES



KINDNESS TO
OTHERS



KINDNESS TO
THE
ENVIRONMENT

Everyday.....

Behaviour Expectations

AREAS	KINDNESS TO OURSELVES	KINDNESS TO OTHERS	KINDNESS TO THE ENVIRONMENT
WHOLE SCHOOL	<ul style="list-style-type: none"> • We wear our school uniform and appropriate footwear • We are responsible for our own actions • We use five star active listening • We cooperate with others • Attend school • Be punctual • Be organised, bring back forms • We use technology appropriately and carefully • Follow adult instruction straight away • Ask for help when its needed 	<ul style="list-style-type: none"> • We move politely through work spaces • We respect other people's property • We line up and wait for the teacher to enter a classroom • We interact positively with others • Be a good sport • Use manners; please and thank you, excuse me, sorry I'm late, knocking on the door • Return borrowed items • Use kind words • Respond appropriately when spoken to • Pick up lost property • Celebrate others successes • Accept differences 	<ul style="list-style-type: none"> •We use resources, like paper and water, wisely •We use the snake procedure •We complete our jobs •Return equipment and leave area tidy •We are responsible for our own rubbish
CLASSROOM	<ul style="list-style-type: none"> •We are organised and ready to learn •Strive to achieve to the best of your ability •Stay on task, finish work 	<ul style="list-style-type: none"> *Push your chair in when you leave the table • Help others keep their workspace tidy • Put your hand up to speak • We respectfully avoid touching others and being in their personal space 	<ul style="list-style-type: none"> • Put your own rubbish in the bin • Be respectful to school equipment
OUTSIDE AREAS	<ul style="list-style-type: none"> • We wear our hats to be sun smart • When climbing we use 3 points of contact • We get prepared for class on the 3 minute whistle • We stay inside our school's safe boundaries • Sit to eat our own food • Ask to leave before playing 	<ul style="list-style-type: none"> • We walk along walkways and around corners • We play on grassed areas with running games • We play safely and consider others • We help others when they are hurt or need assistance • Take turns with equipment 	<ul style="list-style-type: none"> • Put rubbish in the correct bins • We care for our flora and fauna • We pick up rubbish if we see it

Behaviour Expectations

AREAS	KINDNESS TO OURSELVES	KINDNESS TO OTHERS	KINDNESS TO THE ENVIRONMENT
TRANSITIONS	<ul style="list-style-type: none"> • We have our equipment ready for our next class 	<ul style="list-style-type: none"> • We walk to the next class quietly • We line up and wait for the teacher to enter a classroom 	<ul style="list-style-type: none"> • We carry our rubbish to the provided bins • We eat our lunch in the lunch area and ask to leave
TOILETS	<ul style="list-style-type: none"> • We wash our hands after toileting • We close the door to the toilet when using 	<ul style="list-style-type: none"> • We use the toilets appropriately • We use the toilet paper and hand towels responsibly 	<ul style="list-style-type: none"> • We respectfully use the toilet areas and leave it tidy • We leave doors unlocked after use • We swiftly leave the toileting areas after use • The entrance door stays open
SPECIAL EVENTS/ EXCURSIONS/ COMMUNITY/ ASSEMBLY	<ul style="list-style-type: none"> • We stay with our group • We act with pride to represent our school • We actively participate 	<ul style="list-style-type: none"> • We sit in our seat with our seatbelt on • We support our peers • We show respect to our school guests • Celebrate others successes • Board bus safely • Follow venues rules and expectations • Demonstrate appropriate behaviour on the bus • Be a good audience • We immediately respond to muster signal / whistle 	<ul style="list-style-type: none"> • Take our rubbish when we leave • We are responsible for our own equipment

Rights and Responsibilities

Rights	Responsibilities
<p>Parents have the right to:</p>	<p>Parents have the responsibility:</p>
<ul style="list-style-type: none"> *Be treated with respect and courtesy and feel welcomed at school.. *Be informed on all procedures affecting their child's health, progress and welfare. *Be informed of their child's academic and social progress. *Be heard in appropriate forums on matters relating to your child. 	<ul style="list-style-type: none"> *Ensure your child attends school everyday *Meet your child's basic needs and ensure wellbeing is conducive to learning. *Regularly communicate with your child's teacher/school. *Support the schools policies including dress code and behaviour management.
<p>Students have the right to:</p>	<p>Students have the responsibility:</p>
<ul style="list-style-type: none"> *Be treated with respect and courtesy. *Learn and play in a safe and supportive environment. *Be heard *Travel in a safe environment 	<ul style="list-style-type: none"> *Follow school behaviour expectations *Ensure the school environment is kept clean and orderly *Participate in all learning experiences *Strive to Achieve to the best of their ability
<p>Staff have the right to:</p>	<p>Staff have the responsibility:</p>
<ul style="list-style-type: none"> *Be treated with respect and courtesy *Work in a safe and supportive environment *Open communication and support from staff,parents and community members *Supported in professional development 	<ul style="list-style-type: none"> *Teach, model and reward school behaviour expectations *Ensure all students' learning needs are being met, catering for individual differences *Teach in accordance with the WA Curriculum *Ensure good organisation and well planned learning programs. *Comply with Code of Conduct, school and DOE policies *Acknowledge students achievements and progress *Establish positive relationships with the school community *

Whole School Strategies to support positive learning environment

CLASSROOM MANAGEMENT STRATEGIES

The Classroom Management Strategies low key responses focus on prevention of inappropriate behaviours and keeping students engaged and on task displaying appropriate behaviours. The low key responses are strategies such as

- Proximity
- Quiet talking to a student
- Using the students name
- A gesture
- The look
- A deliberate pause
- Ignoring inappropriate behaviour
- Praising appropriate behaviour
- Rewarding appropriate behaviour
- Signal for attention

ZONES OF REGULATION

The Zones of Regulation is a program that is implemented from Kindy to Year 6 at Chapman Valley Primary School. It supports the children in learning to self regulate their emotions and understand their behaviours. The lessons and learning activities are designed to help the students recognise when they are in the different zones and learn how to use strategies to change zones or stay in the green zone.

The **Red Zone** is used to describe extremely heightened states of alertness and intense emotions. A person may be elated or experiencing anger, rage, devastation, or terror when in the Red Zone.

The **Yellow Zone** is also used to describe a heightened state of alertness and elevated emotions, however one has more control when they are in the Yellow Zone. A person may be experiencing stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness when in the Yellow Zone.

The **Green Zone** is used to describe a calm state of alertness. A person may be described as happy, focused, content, or ready to learn when in the Green Zone. This is the zone where optimal learning occurs.

The **Blue Zone** is used to describe low states of alertness and down feelings such as when one feels sad, tired, sick, or bored.

Positive Behaviour Rewards and Incentives

KINDNESS RAINDROPS

At Chapman Valley Primary School students earn KINDNESS raindrops for displaying expected and appropriate behaviours. The raindrops are given out by any staff member.

Each fortnight to coincide with BEARS club, raindrops are collected, tallied for each individual and counted. The raindrops are transferred to pom poms that are collected in our HAPPY CHAPPY bucket. At BEARS club a draw is conducted and the winners of each of the 3 different KINDNESS raindrop draw wins a prize from the prize box.

Students earn an extra KINDNESS raindrop for reading 5 nights per week.

Students earn an extra KINDNESS raindrop for attending school 5 days in the week.

HAPPY CHAPPY DAY

The KINDNESS RAINDROPS are counted and exchanged for pom-poms that are put into the HAPPY CHAPPY bucket. When the bucket is filled we have a whole school reward of HAPPY CHAPPY DAY. This days activities are decided in consultation with staff and students. Ideas may include dress up day, shared luncheon, excursion or incursion.

EFFECTIVE VERBAL PRAISE

At Chapman Valley Primary School students will receive immediate and specific verbal praise. to reinforce the appropriate behaviour choice. For example Great job for putting your hand up to speak.

PARENT COMMUNICATION

At Chapman Valley Primary School we promote and encourage open and consistent communication with our parents and caregiver. Teachers can share positive feedback through:

- face to face conversation
- phone call
- seesaw
- School star
- parent meetings
- letter or note home
- use of diary/reading log to write positive feedback

Behaviour Management Flow Chart

Each case will be considered on individual basis.



Playground Procedures

EATING

At Chapman Valley Primary School students wash hands before proceeding to the undercover area to eat at recess and lunch. They must ask the duty teacher to leave the area ensuring all rubbish is put in the correct bin and their lunchbox is put away in their bag before they leave the area. At lunch time students must remain seated until at least 10 minutes past the beginning of the lunch break.

NO HAT, NO PLAY

At Chapman Valley Primary School students must have their hat on at all times when outside. Students who do not have a hat must stay in the undercover area.

SPORTS EQUIPMENT

At Chapman Valley Primary School students who are on the sports room duty will hand out equipment from the sports room. Other students must refrain from entering the sports room.

BEHAVIOUR

Staff are able to reward with KINDNESS raindrops during play ground time at every opportunity.

*If a student is displaying inappropriate behaviour use low key responses

*If a student continues to display inappropriate behaviour or displays level 2 behaviour ask them to sit on bench and complete reflection sheet. ALWAYS communicate this issue to class teacher and/or admin at completion of duty.

*Be positive and prevent inappropriate behaviour where possible.

JUNIOR PRIMARY SHED

Staff are asked to open the junior primary shed. Junior primary students can ask for equipment they would like to use. Students are preferred to stay out of the shed unless given permission by an adult to enter the shed. At the end of play time students are encouraged to assist with packing away. Bikes are only be ridden by Junior primary students on any pathway but NOT verandahs.

TOILET BLOCKS

Toilets are to be used appropriately: use the toilet, wash hands, dry hands and leave in an orderly fashion.

Mobile Phone

At Chapman Valley Primary School students are not permitted to bring mobile phones or electronic devices to school. Any student who requires emergency contact with parents after school hours can make arrangements with the Principal to have the phone on the bus and how to store it at school.

Students will sign a use of IT and digital devices at school in the classroom for educational purposes at the beginning of each year. Teachers will teach students how to use technology appropriately and safely.

Attendance Strategies

At Chapman Valley Primary School regular attendance is vital. Every day counts. Students who attend school 5 days in the week receive a KINDNESS raindrop for that week.

Parents are asked to advise the school by telephone, email or school star message when their child is absent.

Staff will follow up with the parent with a phone call or email when a child is absent and the school has not received notification.

Attendance rates for the three weeks prior to the publication of the newsletter will be published along with Importance of Attendance information.



Good Standing Policy

At Chapman Valley Primary School we Strive to Achieve everyday. At Chapman Valley Primary School our **Good Standing** Policy supports our Behaviour Expectations and Values. We reward exemplary behaviour, work ethic, attendance and the ability to display the behaviour expectations of our school.

We believe that learning is enhanced in a welcoming, inclusive, caring and collaborative environment free from any form of distraction, intimidation or violence. Our **Good Standing** Policy emphasises the importance of students taking responsibility for the choices that they make on a daily basis, which impacts academically and socially on themselves and others.

Our **Good Standing** Policy is part of and works in conjunction with our whole school Behaviour Management Plan and the Department of Education's Keeping our Workplace Safe initiative. It aims to provide regular acknowledgement and recognition for the majority of students who consistently behave and act according to Chapman Valley's plans and policies

'Good Standing' is a status at Chapman Valley that all students are granted at the beginning of each term.

To maintain Good Standing students must:

- Demonstrate our Behaviour Expectations consistently
- Comply with Chapman Valley's Behaviour Management Plan
- Comply with classroom procedures
- Follow the dress code policy
- Contribute to the Happy Chappy bucket with raindrops

Students who maintain their **'Good Standing'** are eligible to participate in Happy Chappy days and all other special events.

Student may lose their Good Standing as a consequence of:

- Three referrals to the Principal for classroom behaviours, recorded on SIS, parents notified
- Three referrals to the Principal for playground behaviours, recorded on SIS, parents notified
- Three 'time on bench' episodes, recorded on SIS and parents notified
- Suspension

Students who lose their **'Good Standing'** may lose the privilege to participate in special events in that term, such as Happy Chappy Day, incursions, excursions or camps.

Responsibility

- It is the responsibility of each student to maintain their **'Good Standing'**.
- Parents and carers will be informed when their child is at risk of losing their **Good Standing**.
- All decisions relating to **'Good Standing'** will be at the discretion of the Principal after consultation with the classroom teacher.