



Lathlain
Primary School

POSITIVE BEHAVIOUR GUIDELINES

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POSITIVE SCHOOL ENVIRONMENT

Lathlain Primary School members recognise the role that positive behaviour support plays in assisting students to make appropriate behavioural choices. The staff endeavour to create and support a safe and inclusive learning environment where everyone is respected.

In line with the National Safe Schools Network the staff support the following guiding principles that represent fundamental beliefs about safe, supportive and respectful school communities, a prerequisite for effective learning in all school settings.

Lathlain Primary School Staff:

- affirm the rights of all members of the school community to feel safe and be safe at school
- acknowledge that being safe and supported at school is essential for student wellbeing and effective learning
- accept responsibility for developing and sustaining safe and supportive learning and teaching communities that also fulfil the school's child protection responsibilities
- encourage the active participation of all school community members in developing and maintaining a safe school community where diversity is valued
- actively support young people to develop understanding and skills to keep themselves and others safe
- commit to developing a safe school community through a whole-school and evidence-based approach.

STUDENT CODE OF CONDUCT

Students at Lathlain are expected to:

1. Take responsibility
2. Follow instructions
3. Respect everyone
4. Respect belongings, resources and the environment
5. Participate and aim to do their best
6. Appreciate and include others

RIGHTS AND RESPONSIBILITIES-STUDENTS

All STUDENTS who are part of the school community have the RIGHT to:	All STUDENTS who are part of the school community have the RESPONSIBILITY to:
<ul style="list-style-type: none">• Feel safe at LPS.• Access the full curriculum.• Be included.• Be treated with respect.• Learn in a well maintained environment.	<ul style="list-style-type: none">• Follow the rules.• Work to the best of their ability.• Respect own and school property.• Respect themselves and each other.• Manage their daily responsibilities.

RIGHTS AND RESPONSIBILITIES STAFF

All staff at Lathlain primary School understand that:

1. behaviour is learned, and so with those students who regularly misbehave, all staff see their job is to help those students learn more productive and responsible behaviours.
2. behaviour is influenced by the situation in which it occurs, and so all staff act to change the student's behaviour by altering some aspects of the classroom situation.

All STAFF who are part of the school community have the RIGHT to:	All STAFF who are part of the school community have the RESPONSIBILITY to:
<ul style="list-style-type: none"> • Be safe from verbal and physical abuse • Feel supported, valued and empowered by administration and colleagues • Be well informed of and contribute to school processes, plans and policies • Be trusted and respected by students, parents and colleagues • Open and transparent communication with all stakeholders • Effective training/strategies to create a learning environment where students can achieve to their potential 	<ul style="list-style-type: none"> • Be proactive and preventative by modelling and teaching appropriate behaviour in a safe and inclusive environment. • Provide support to children, parents and colleagues. • Be consistent and fair with implementation of whole school policy and well informed of Department policies. • Maintain high expectations and provide valuable and constructive feedback to students. • Communicate in a respectful, open and clear manner with all stakeholders in a confidential manner. • Be punctual and provide observant duty of care. • Develop resilient students • Have their child attend school punctually and regularly. • Create an environment that encourages children to want to go to school. • Practise active engagement and active listening when dealing with children, other parents, teachers and administration. • Support and adhere to the school's processes and policies in words and action, not work against it. • Develop resilient children • Exercise common sense, practicality and reasonableness when dealing with day-today issues. • Resolve grievances through established processes, not unilaterally by confronting other children, teachers and / or parents. • Take responsibility and ownership for process as well as outcomes. • Support other parents to meaningfully engage with the school when there is an issue. • Project positive role modelling. • Support their child's learning • Be equipped to respond to their child's physical, psychological and emotional needs in the school environment.

ROLES AND RESPONSIBILITIES OF THE PRINCIPAL AND DEPUTY PRINCIPALS

:

- Provide a *link* between parents and staff;
- *Support* teachers with behaviour development and management;
- Ensure *consistency* in the implementation and *maintenance* of the behaviour management procedures throughout the school.
- Facilitate parent/teacher child *conferencing*;
- Implement and monitor *programs* for individual children with behaviour problems;
- Provide *relief* teachers with *guidelines* pertaining to behaviour development and management procedures; and,
- Ensure a review committee monitors student behaviour data and annually provides feedback to the School Council on the school's performance in behavioural support.

CLASSROOM EXPECTATIONS

The Class teacher at the beginning of the school year is expected to negotiate with students to set class expectations in line with the Student Code of Conduct and the Good Standing Agreement. Teachers are responsible for teaching what each expectation in the classroom means and these are refined and reviewed as needed to support a positive behavioural approach in each classroom context.

Class teachers are required to share Class expectations with parents so that they can support their child and the teacher.

POSITIVE CONSEQUENCES FOR STUDENTS

In both the classroom and across the school students will receive acknowledgement for positive behaviours.

This acknowledgement may involve some of the following strategies:

1. Positive recognition from staff or peers
2. Classroom Positive Behaviour awards, stickers, certificates or prizes.
3. Honour certificates
4. Virtues Awards
5. Seek, Strive and Learn Awards
6. Faction points
7. APLS patches
8. Recognition by Admin team members
9. Rewards offered by parents in collaboration with class teacher and an intervention plan.

RESTORATIVE PRACTICE

A restorative approach strongly supports teaching and practicing the skills of relational literacy. A fundamental principle of the restorative approach is that relationships are central to learning and development.

At Lathlain all adults model this principle in their interactions with students and each other. The restorative approach focuses on **how** we act in relationships, address problems, manage discipline and resolve conflict.

STAFF – WHEN REVIEWING CHALLENGING BEHAVIOURS, MAY ASK:

- What happened?
- What were you thinking at the time?
- What have you thought about it since it happened?
- Who has been affected by what you have done?
- In what way have they been affected?
- What do you think you may need to do to make things right?

To help those affected by someone else's behaviour:

- What did you think when you realised what had happened to you?
- What impact has this had on you?
- How do you feel?
- What has been the hardest thing for you?
- What needs to happen to make things right?

Students are encouraged to listen to each other and with support are guided through a restorative process.

CONSEQUENCES FOR INAPPROPRIATE BEHAVIOURS

Low Level	Stage 1	In Classroom- Low level teacher child interaction for unacceptable behaviour. E.g. The look of disapproval. WARNING: given by teacher (Teachers may use assertive discipline strategies- or Class Do Jo record)
		
	Stage 2	Time out may be issued if behaviour continues. (Thinking chair in some classes)
		
Escalation	Stage 3	BUDDY CLASSROOM Student works in isolation on prepared work. Teacher reports to parents that child attended buddy classroom. Teacher keeps record of this. Blue card issued SIS record. Detention at break times may be issued
		
	Stage 4	ADMINISTRATION INTERVENTION Student in admin area under supervision in Admin area. Parents are notified by administration. Detention at break times Student/Parent / Teacher/ Admin conference initiated. A red card may be issued by teacher or admin. Sis record
		
Extreme	Stage 5	IN SCHOOL SUSPENSION- RED CARD and SIS RECORD Decision made by Principal/ Deputy Principals.
		
	Stage 6	SUSPENSION FROM SCHOOL – RECORD ON SIS For up to 10 days as determined by Principal or delegated Deputies in Principal’s absence.
		
		EXCLUSION – An Exclusion Panel will determine whether a student is to be excluded. Recorded on SIS

PLAYGROUND PROCEDURES FOR POSITIVE BEHAVIOURS

	Behaviour	Consequence	Repeated or Extreme Behaviour Consequence
1.	Littering	Pick up 10 pieces	Blue card
2.	No hat	Sit in designated covered area	
3.	Entry into classrooms without approval	Immediate reprimand e.g. Remind them they are not allowed in classroom without supervision and direct them to another area Use discretion to notify class teacher of incident – Rooms should be locked during breaks and when no teacher present.	<i>Timeout</i> outside library for rest of break Possible Blue card
4.	Running on paved areas	Immediate reprimand <ul style="list-style-type: none"> • stop, go back and walk 	<i>Timeout</i> outside library for rest of break
5.	Not following explicit staff instruction	<i>Time out</i> in duty area	Escorted to front office
6.	Swearing	Immediate reprimand Time out for remaining break period	Extreme (abusive language) Red Card, Front office
7.	Inappropriate use of equipment	Removal of equipment or student from area for rest of play period	Extreme (using as weapon) Red Card, Front office
8.	Inappropriate physical behaviour – hitting, kicking, punching etc.	Time out in duty area or outside library. (Discretion of teacher) Follow up with DP Possible Red card	Extreme: Red Card Front office Possible IBP for Playground Positive Behaviour monitoring
9.	Inappropriate verbal/non verbal Intimidation and threats	Timeout in duty area or outside library (Discretion of teacher) Follow up with DP Possible Red card	Extreme: Red Card Front office Possible IBP for Positive Playground Behaviour monitoring

- Engagement with Deputy Principals will involve some restorative processes.
- Duty teachers are asked to instigate time out – think time during duty and in the area where teacher is located. Where behaviour warrants time out near the library please send child with a note.
- The majority of students behave well during play breaks. Staff are asked to reinforce positive behaviours both verbally and with faction tokens.

PLAYGROUND POSITIVE BEHAVIOUR SUPPORT PROCEDURES

Low Level	Stage 1	<p>Low level teacher child interaction for unacceptable behaviour. E.g. No Verbal cues given: <i>The look of disapproval.</i></p> <p>Teacher asks: What are you doing? What should you be doing? What can you do about this? What is the right choice to make?</p>
		
	Stage 2	<p>Short term withdrawal may occur when unsafe or unacceptable playground behaviour occurs. (Thinking time) Student's teacher to be informed.</p>
		
Escalation	Stage 3	<p>PLAYGROUND REFERRAL FORM INITIATED. Repeat offenders may be withdrawn from the playground and a record kept by Admin on SIS of detention times, reasons etc. Admin will determine the length of these detention periods. Parents will be notified by admin if a child does a formal detention. (This does not refer to the <i>Think Time</i> given during a particular break period)</p>
		
	Stage 4	<p>ADMINISTRATION INTERVENTION WITH PARENTS AND STUDENT Student/Parent / Teacher/ Admin conference initiated. An action plan will be determined. Sis record kept.</p>
		
Extreme	Stage 5	<p>SUSPENSION FROM SCHOOL – RECORD ON SIS For up to 10 days as determined by Principal or delegated Deputies in Principal's absence.</p>
		
	Stage 6	<p>EXCLUSION – An Exclusion Panel will determine whether a student is to be excluded. Recorded on SIS</p>

NOTES

1. Students at Lathlain are encouraged to walk on all brick pathways.
2. No Bikes, scooters or boards are to be used on school grounds. Students walk these into the school and out to the larger community pathways.

3. Students are not permitted to play on play equipment before or after school. Parents who remain at school with their children may supervise their children's in the junior playground outside the library area until 4pm.
4. Students are not to walk through parking areas but are to remain on designated paths. Parental modelling of appropriate safe behaviour is important for safety reasons.
5. Students are made aware of stranger danger and that visitors to school must wear a visitor's pass which is distributed at the front office.
6. Students are not permitted to use mobile phones at school. Students who carry them for safety reasons coming and going to school must drop them into the front office on arrival at school.
7. Students in years 4-6 are expected to comply with the school Good Standing Policy (See appendix section). This is important for students to be able to represent the school or to be eligible to attend out of school activities.
8. Seek Strive Learn awards presented annually to students are based on set criteria. *See staff folder on S drive*
9. Individual Behavioural plans are required for identified students. Escalation Profiles and Risk Management Plans may also be required. Teachers and administrators will work with the parents in such instances to support the student concerned.
10. The school uses the Kidsmatter Framework to support student health and well-being. Further Bounce Back strategies and Zones of Regulation are strategies employed in classrooms to support students.
11. The school offers extra pastoral care through the School Chaplain, who works three days a week at the school. Parents are able to access the Chaplain's services through the admin office.
12. The school also works with school Psychology Services, State Wide Services and Regional Office staff and other agencies to support students.
13. Matters of cyber bullying and safety are taught to students across the school.
14. The school SAER team takes referrals from parents and teachers for both cognitive and social and emotional wellbeing issues. Students considered at risk are referred to appropriate agencies for support and ongoing treatment. The SAER team works closely with parents in these instances and students are monitored closely.

Effective date of document April 2016.

This new set of procedures has been developed in response to the Student Behaviour Procedures endorsed by the Director General on 9 December 2015.

Review Date August 2017.



GOOD STANDING AT LATHLAIN

At Lathlain Primary School we hold values and virtues that aim at supporting students to develop into healthy, positive and contributing members of society.

Good standing is deemed to be attainable by all students who demonstrate socially acceptable behaviour and positive attitudes to others as well as their learning. Good standing requires application as well as timely completion of tasks.

Respect is the key to our values program. Respect for others, respect for property and respect for oneself are all a part of healthy, positive self-esteem and personal development. At Lathlain, we **Seek Strive and Learn** together, in order to reach our potential.

Keys to Good Standing

- I understand that my good standing as a student of Lathlain Primary School require me to demonstrate a willingness to work hard under the direction of my teachers.
- I have a responsibility to show respect to students, staff and visitors to the school.
- I understand that my teachers are here to assist me should I need help with any matter or concern.
- I understand that there are both classroom and playground rules in place across the school which are there to ensure the safety and well-being of students and staff.
- I understand that through my choices I can add to a positive and safe environment at school - a place where everyone is valued for their uniqueness and differing abilities.
- I know that there are both classroom and whole school rewards in place for students who demonstrate effort and make positive choices.
- I understand that my good standing as a student will be impacted should I breach classroom or school rules.
- Should my teacher have to issue me with three behavioural infringements which are referred to the office I will lose my good standing and I will be denied opportunity to attend incursions, excursion and/or represent the school at sporting or musical events (within a one term period).
- I can have my good standing reviewed and reinstated by improving and sustaining appropriate behaviours.
- I will endeavour to be the best student I can be.

I have read the 'Good Standing at Lathlain' document and understand that I am expected to follow the Keys to Good Standing so that I may make the most of the opportunities offered at school.

Print name: _____

Room: _____

Signed: _____

Date: _____



Lathlain
Primary School

Anti-Bullying Policy

At Lathlain Primary we believe that the environment for students, staff and parents should be safe and free from violence, victimisation, harassment and bullying of any kind.

We hold a zero tolerance approach to bullying activities of any kind as they infringe on our fundamental rights of safety and fair treatment.

Collaborative support from the whole community is vital in establishing and maintaining an environment in which everybody feels valued and safe, where differences are genuinely accepted and the esteem of individuals is promoted.

WHAT IS BULLYING

Bullying can be defined as repetitive, unprovoked incidents towards another person. It causes hurt, fear or distress and is characterised by an imbalance of power.

Forms of Bullying:

- **Physical:** such as hitting, shoving, kicking damaging belongings, pinching.
- **Verbal:** put downs, teasing, name calling, racial or religious taunts, mocking or spreading rumours.
- **Extortion:** forcing weaker students to hand over food, money, toys or other belongings.
- **Psychological:** such as exclusion or threatening gestures. (Using inappropriate body language like stares, nasty faces or rude gestures)
- **Cyber:** Bullying which is carried out through an internet service such as e-mail, chat room, discussion group (My Space/ Face book Twitter) or instant messaging. It can also include bullying through mobile phone technologies such as short messaging services. (SMS)

Lathlain Primary School Community is committed to making a safe environment by developing authentic relationships amongst staff, students and parents based on care, mutual respect and communication.

Bullying in any form will not be tolerated at Lathlain. Students at Lathlain have rights as individuals and are to be treated with kindness and respect. They also deserve to be in an environment where they feel safe and can freely engage in all aspects of school life.

Students, parents and staff have a responsibility to respect rights of others and to help make our school a friendly place by being thoughtful, respectful and courteous to others.

They have a responsibility to:

- Be observant to signs of bullying
- Report incidents of bullying
- Treat reports seriously and
- Follow the correct procedure in attempting to resolve conflict.

To address bullying at Lathlain Primary School, staff follow the 'shared concern approach'. The method includes four stages and encourages students involved to work from a negative situation to a positive solution

REPORTING INCIDENTS

When you hear of an incident try to establish:

- Where the incident took place
- When the incident occurred
- Who was involved
- Why it took place
- Is this the first time it has happened?

Pass on this information to the:

- class room teacher
- playground duty teacher
- administration staff

If you witness an incident

- before or after school report it to administration staff
- during morning or lunch breaks report it to the duty teacher.

HELPFUL PARENT RESPONSES

If your child tells you about being bullied:

- Believe your child because it is important that your child feels confident to talk to you about problems.
- Take the child's concerns seriously without being over protective
- Listen to your child. Show you understand that they are upset by the bullying.
- Encourage your child to talk about the situation
- Tell your child that bullying is wrong and remind them that they have the right to feel safe and happy.
- Keep in mind that there may be other factors impacting on the situation that you may not be aware of, such as other people that have been involved or other things that have happened in the past.
- Be aware of your own responses and react in a calm, helpful and supportive manner.
- Make sure your child knows how to get help and support at school.
- Help your child enhance their friendship skills. (Having more than one good friend has shown to reduce the likelihood or impact of bullying)
- Encourage your child to participate in activities other than those related to the school so they have other friendship groups.
- Help your child reflect on what has been done to resolve the situation so far.
- Help your child work out a plan of what they could do to help make the situation better.

The intent of many of the above strategies is to foster your child's resilience and interpersonal problem solving skills.

Some useful sites for further information and resources for teachers, students and parents.

<http://www.cybersmart.gov.au/>

<http://www.cybersmart.gov.au/Schools.aspx>

<http://www.thinkuknow.org.au/site/cyberbullying.asp>

<http://www.bullyingnoway.com.au/talkout/spotlight/cyberbullyingmain.shtml>

<http://amlib.det.wa.edu.au/webquery.dll?v1=pbMarc&v20=14&v27=119346>

<http://amlib.det.wa.edu.au/webquery.dll?v1=pbMarc&v20=14&v27=112355>

<http://amlib.det.wa.edu.au/webquery.dll?v20=MarList&v24=157271>



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