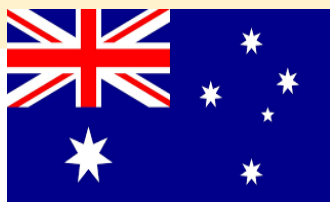


# Coorow Primary School

## Behaviour Policy 2023 – 2025



*Ensuring a safe, respectful and inclusive learning environment.*



**Policy:**

Coorow Primary School is committed to practices that promote positive student behaviour and ensure an engaging working and learning environment for students and staff.

**Objectives of this Policy**

This policy aims to ensure that all members of the Coorow Primary School community:

- Care, respect and cooperate with others
- Respect the property of others
- Play safely and sensibly at all times
- Work in an environment that is safe, respectful, inclusive and encourages learning

**Who is covered by this policy**

All members of the school community are included under the terms of this policy.

For those students who require additional behaviour support, an Individual Behaviour Plan (IBP) will be put in place. The terms of the IBP will be within the broad scope of this policy.

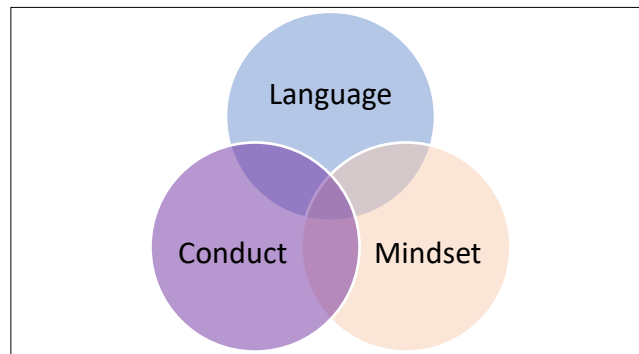
## Our Beliefs

**At Coorow Primary School, our shared beliefs help to facilitate and encourage positive student behaviour.**

- **Effective relationships support behaviour:** We believe that effective relationships between people lead to a sense of belonging which encourages positive behaviour.
- **Behaviour is learned:** We understand that all behaviours are shaped through reinforcement (reaction given by others) and that all behaviours have a purpose. The five main purposes of behaviour are:
  - to obtain attention
  - to access an item or activity
  - to fulfil sensory needs
  - to avoid or escape a situation, an expectation, or a consequence
  - to demonstrate control
- **Positive behaviours can be taught:** We should explicitly teach positive behaviours and emotional regulation.
- **Behaviour is a shared responsibility:** Student behaviour is the responsibility of both the home, school and community. Working together provides the best opportunities for success.
- **Values drive behaviour:** By teaching positive values, and behaviour related to each of these values, we make it more likely that students will demonstrate appropriate behaviours.
- **A supportive environment is essential:** A safe, calm and predictable environment provides the best opportunity for optimal behaviour.

## Language, Conduct And Mindset

**We believe that behaviour is the result of the interaction between 3 areas: language, conduct and mindset.** Every interaction between an adult and a student has the potential of increasing the likelihood of positive behaviour in the future.



### Language

It is through language that we interact with the world around us. Language shapes our ideas of others and reflects our own attitudes. It determines how we think and behave. Thoughts come from words, words that we hear from others and our own self talk, and these thoughts result in behaviours.

Developing language skills helps children to learn emotional regulation, to understand expected behaviours, to calmly express different opinions, to disagree respectfully, and to negotiate.

Developing an understanding of non-verbal communication helps them to understand others how others may be feeling and to be aware of their own body language and expressions.

We will:

- frame all behaviour expectations in a positive way, stating how we want students to behave
- explicitly teach and model appropriate verbal and non-verbal language for positive communication and negotiation
- explicitly teach students the language to name and explain their emotions
- explicitly teach socially appropriate language to respond to frustration and other strong emotions
- explicitly teach students to recognise the emotions of others through verbal and non-verbal cues, to describe those emotions, to suggest reasons for them, and to demonstrate simple, age-appropriate responses to them

## Conduct

Conduct is the way we approach disagreement, conflict and wrongdoing.

Appropriate conduct requires emotional control, understanding of the other person's actions and motivations, and a range of skills for seeking resolution. By teaching these things, we make it more likely that students will respond in appropriate ways.

When adults model appropriate conduct to respond to inappropriate behaviour, they make it more likely that the student will learn from the incident, and less likely that the student will feel shame and resentment.

We will:

- explicitly teach skills to help students develop emotional regulation
- provide students with opportunities, both planned and incidental, to develop empathy
- explicitly teach and model a range of appropriate skills for dealing with conflict
- provide a process that encourages students to reflect and discuss their conduct, consider alternative responses, and plan and rehearse positive conduct for future interactions

## Mindset

Each person sees their life through their own unique lens. This is their mindset - the set of beliefs that shape how they make sense of the world and themselves. It influences how they think, feel and behave in any given situation.

People with a fixed mindset tend to have negative self-talk, avoid challenges that may cause them to make a mistake, and often feel that others are judging them and seeing them in a negative way.

On the other hand, people with a growth mindset view challenges as opportunities to learn and grow. They tend to enjoy learning, work hard, and try to discover new things.

We will:

- Model making mistakes and trying again
- develop and reinforce the understanding that learning is a continuous, life-long process

- explicitly teach and model restorative practices which provide the foundation to build, maintain and repair relationships
- teach, model and reinforce a growth mindset outlook in the classroom. Students who say, 'I can't control my emotions,' will be told, 'You are learning to control your emotions. You just need to work harder, so you get better at it.'
- respond to inappropriate behaviour in respectful ways that limit the times between the behaviour, our response, and the conclusion of the episode
- engage in day-to-day practices that develop resilience and foster each student's independence and sense of agency

## Our values

### **Life-long learners are responsible, brave, and resourceful,**

Being **responsible** means do the right thing even when no-one is watching. It means being honest, thinking about others, looking after everyone's property and the environment.

Being **brave** means making good choices even when it's hard. It means having the confidence and courage to stand up for what's right, learn from your mistakes, and try new things.

Being **resourceful** means being a problem-solver and thinking for yourself. It means knowing where and when to seek help. It means looking after our world and using resources wisely.

Being **a learner** means striving to improve and always doing your best. It means thinking hard and persisting, even when the work is difficult. It means accepting that people learn differently and helping everyone to do their best.

## Positive behaviour matrix

### **Our matrix (page 8) provides examples of positive behaviours driven by our values in a range of contexts.**

These behaviour expectations will be explicitly taught. The resources that will be utilised to do this are described on p. 9. Teachers will also use opportunities such as excursions to teach the positive behaviours expected in other places.

The Behaviour Classification and Response table on page 10 and accompanying flowchart on page 11 describe how we will respond to a range of student behaviours.



## Positive behaviour matrix

	I am a learner	I am Responsible	I am Brave	I am Resourceful
<b>All Areas</b>	<p>Follow teacher's instructions immediately</p> <p>Think about what you are doing - check it is fair and safe</p> <p>Work together to decide fair rules for games</p> <p>Celebrate your own and others' success</p>	<p>Keep hands, feet and objects to yourself</p> <p>Speak respectfully to others</p> <p>Communicate positively using appropriate school language</p> <p>Respect other people's personal space and belongings</p> <p>Walk on stairs and verandahs</p> <p>Walk your wheels to and from the bike rack</p> <p>Devices stay in schoolbags at all times</p>	<p>Greet other people with a smile</p> <p>Model expected behaviours to others</p> <p>Show empathy towards others</p> <p>Bounce back from difficult situations</p> <p>Initiate cooperative games</p> <p>Invite others to play</p> <p>Be willing to share your feelings, emotions and thoughts</p>	<p>Have your name on all your property</p> <p>Leave personal property in your zipped-up bag</p> <p>Use equipment appropriately and safely</p> <p>Share and take turns</p> <p>Wear your school uniform with pride</p> <p>Express gratitude</p> <p>Keep school gates shut</p> <p>Report any damage to school and property</p>
<b>Classrooms</b>	<p>Do your best at all times</p> <p>Participate actively in all lessons</p> <p>Follow the online services policy</p> <p>Use the school internet for learning purposes</p> <p>Allow others to learn without interruption</p>	<p>Be on time</p> <p>Line up in quiet lines facing the front</p> <p>Wait for a teacher before entering</p> <p>Walk when moving around</p> <p>Deliver messages using our school protocol</p>	<p>Accept a challenge</p> <p>Answer questions with your group or in front of the class</p> <p>Have a go at all work</p> <p>Persist with difficult tasks</p>	<p>Be organised and prepared for lessons</p> <p>Keep all equipment safe and tidy</p> <p>Demonstrate skills of attention, focus and active listening</p> <p>Ask for help if you need it</p>
<b>Playground</b>	<p>Think about your own safety and other people's safety</p> <p>Ask if you are not sure about the rules</p>	<p>Enter and exit the cubby safely</p> <p>Stay within the school boundaries</p> <p>Ask a teacher if the ball goes over the fence</p> <p>Stop games immediately when the bell rings</p> <p>Play fairly</p> <p>Show kindness</p>	<p>Remind people about playing fairly and safely</p> <p>Adjust the game to suit all ages and abilities</p> <p>Be a good winner and a good loser</p> <p>Help others learn the rules</p>	<p>Wear your hat to play then put it away</p> <p>Use sports equipment for its intended purpose</p> <p>Return sports equipment safely to the shed</p> <p>Play chasing games at ground level</p>
<b>Eating areas</b>		<p>Make a line to access the fridge or taps</p> <p>Sit to eat at picnic tables, in the undercover area, or the bushtucker garden</p> <p>Put hand up and wait before moving</p> <p>Put rubbish in the bin</p> <p>Knock on the staff room door and wait</p>	<p>Accept that everyone likes different foods</p> <p>Tell someone if you need something e.g. food, spoon</p>	<p>Put lunch boxes in the fridge</p> <p>Shut the fridge door</p> <p>Use a drink bottle, or drink from fountains without splashing or squirting</p> <p>Wash your hands before eating</p> <p>Sit at picnic tables, in the undercover area, or the bushtucker garden</p>
<b>Library</b>	<p>Choose books that interest you</p>	<p>Return books correctly after browsing</p>		<p>Use a library bag to keep your books safe</p> <p>Return your books on time</p>
<b>Toilets</b>	<p>Only leave the classroom if you actually need to go</p>	<p>Flush after use</p> <p>Wash your hands</p>	<p>Tell the teacher when you need to go to the toilet</p>	<p>Use the toilet then leave quickly</p> <p>Leave the toilets clean and tidy</p>



## Resources

1. Teachers will use every interaction with students to model appropriate language, conduct and mindset, remembering that modelling is fundamental in helping students to internalise these skills.
2. The positive behaviour matrix and the code of conduct (Appendix 1, p. 20) will be displayed in each classroom and in other appropriate places throughout the school.
3. Signage with selected parts of the behaviour matrix, and other materials to support positive behaviour choices, will be clearly displayed in relevant places.
4. All teachers will use timetabled and incidental opportunities teach behaviour expectations explicitly during the week. Short videos of students modelling appropriate behaviours will be produced.
5. 30 minutes per week (Pre-Primary to Yr 2) and 55 minutes per week (Years 3-6) will be dedicated to Health Education lessons that will be conducted in phase-of-learning groups (PP-2, Yr 3-4, Yr 5-6)
  - Health Education lessons will follow the SDERA Challenges and Choices Curriculum
  - Protective Behaviours will be taught to all students
  - other mandated curricula, such as bushfire education
6. A further 30 minutes per week (Pre-Primary to Yr 2) and 55 minutes per week (Years 3-6) in phase-of-learning groups will be set aside for wellbeing lessons
  - Wellbeing lessons following the Friendly Schools+social-emotional learning program
  - Teachers will also use this time to develop lessons about growth mindset, based on resources of their choice.
7. Whole-school incursions that teach the principles of educational neuro-science, involving staff, students and parents, will be held biannually.
8. All teachers will receive professional learning in classroom management strategies, trauma informed practice, and restorative practices. If a student displays behaviours that may place themselves or others at risk of physical harm, the principal and class teacher will undertake professional learning in restraint. The need for the use of such restraint will be set out in the student's behaviour plan.
9. Only teachers who have received professional learning in restraint (eg Team Teach) will use physical restraint techniques, and only in circumstances where the restrained student or another student is at risk of physical harm and other techniques of de-escalation have failed.
10. The Reflection Sheets (Appendices 2, 3) will be used to help students reflect on their behaviour and provide a platform for discussion and guidance.

## Behaviour classification

This chart informs the behaviour response flowchart (over) that describes how we will respond to undesirable behaviours.

Minor Behaviours	Major Behaviours
Inappropriate language/disrespectful behaviour	Repeated minor behaviours (3 or more times in quick succession)
Cheeky remarks or answering back	Arguing with staff
Arguing with other students	Ongoing swearing or insulting actions
Late/failure to return to class	Racist remarks or other verbal abuse
Not completing work	Verbal threat with intent
Disrupting others from working	Physical assault or intimidation of staff or students
Repeated interrupting/calling out	Substance misuse/abuse
Not following instructions	Having a weapon at school
Technology misuse (minor)	Recording, distributing, or uploading inappropriate images or videos
Property damage/misuse (minor)	Other inappropriate sexualised behaviour
Not following matrix behaviours in the classroom or playground	Damage to property
Inappropriate sexualised behaviour (minor)	Ongoing bullying
Bullying or verbal threats (minor, first instance)	Leaving school grounds without permission
Minor physical contact in response to anger/frustration	
Intentionally interrupting play of other students	
Splashing water at fountains, pump, or sinks	
Deliberate rough play	
Swearing (first instance)	
Jumping from or chasing in the cubby	

# Behaviour Response Flowchart

## Positive Behaviours

- **Frequent and immediate verbal acknowledgement of positive behaviours**
- In-class rewards
- Public acknowledgement recorded in Integris (eg at mini assemblies, honour certificates, referral to the office, notes or phone calls home)

## Minor Behaviours

- **Immediate response at classroom level - calm, consistent, brief, respectful and private**
- Prompt appropriate behaviour using CMS low key responses - see over
- If low key responses are ineffective and behaviour is repeated 3 times, warn student that they will be referred to the office
- If behaviour continues, refer student immediately to the office. Enter classroom incident into Integris
- Student behaviour conferenced by principal, reflective process, possible loss of Good Standing point, student may be withdrawn to buddy class, parents may be informed, Principal to enter additional information into Integris

## Major Behaviours

- **Student referred immediately to the office**
- Review incident, reflective process, determine consequences, which may include working in the office and/or temporary separate playtimes, and appropriate restorative resolution
- Parents informed via a letter or phone call
- Loss of good standing point. Complete loss of good standing if behaviour invokes Department of Education policies.
- Behaviours dealt with under Department of Education policies, including suspension for acts of violence
- Referring teacher to enter original incident into Integris, Principal to enter additional information

## Playground Process

- **Refer to matrix of expected behaviours when redirecting student**
- If behaviour continues, provide warning for behaviour and offer an effective choice
- Mindful break at a place of the teacher's choice (within line of sight)
- Refer student to office if behaviour is repeated after mindful break
- Student behaviour conferenced by principal, reflective process, possible loss of good standing point, parents may be informed, referring teacher to enter original incident into Integris, Principal to enter additional information

## CMS Low Key Responses to Minor classroom behaviours

These behaviours are largely attention seeking & annoying, and they disrupt other students. It is important that teachers aim to minimise this disruption. Minimal verbal acknowledgement should be given, so that the behaviours are not reinforced and valuable learning time is not wasted.

Pre-empt	Ensure regular teaching of expected behaviours Winning over and setting a positive tone Use students' names and demonstrate personal interest Frequent appropriate responses to positive behaviours Teach and practise routines Ensure appropriate management of transitions
Prompt expected behaviours	Verbal or visual cue through: <i>Planned ignore</i> <i>Eye contact</i> <i>The Look</i> <i>Gesture</i> <i>Proximity</i> <i>Minimal Verbal</i> <i>Deal with the problem, not the student</i> , <i>Private dialogue</i> <i>Deal with the allies first</i>
Remind	Responding to appropriate behaviour of another student
Re-direct	Restate the expected behaviour
Re-teach	State and demonstrate the matrix behaviour Have student demonstrate the behaviour Provide immediate feedback
Provide choice	Give the student a choice to accomplish task: <ul style="list-style-type: none"> <li>• In a different location</li> <li>• In a different order</li> <li>• Using alternative materials</li> <li>• In a different activity with the same objectives</li> </ul>
Conference	Meet privately with the student and: <ul style="list-style-type: none"> <li>• Describe the problem</li> <li>• Describe the alternative behaviour</li> <li>• Explain why the alternative is better</li> <li>• Practise</li> <li>• Provide feedback</li> </ul> <b>Record in Integris</b>
Refer	Refer student to office <ul style="list-style-type: none"> <li>• Reflective process (see appendix 2, page 21)</li> </ul>

## Other Responses to Specific Behaviours

### **Intoxication or under the influence of other drugs**

- remain calm, speak respectfully to student, explain to the student what is happening
- move student to office/sick bay if possible; if not possible, move other students out of sight and earshot
- monitor health of student and call ambulance if required, or if the student's behaviour is a risk to self or others
- contact parents for immediate pick-up
- do not leave student alone - continue to monitor student's health and behaviour, and respond as appropriate until parents or ambulance arrive
- record all actions taken
- complete an online incident report and implement critical incident plan
- meet with student's parents before return to school to negotiate an agreed safety management plan, consider any breach of discipline, and discuss any requirement for suspension

### **Weapons in schools**

Where there is reasonable suspicion that a student is in possession of a weapon:

- two staff members should be present at all times
- remain calm, speak respectfully to student, explain to the student what is happening
- move student to office/sick bay if possible; if not possible, move other students out of sight and earshot
- complete an online incident report as soon as possible
- request student to hand over the weapon to the principal or nominee
  - label it with the date and time, and the names of all school personnel who have had contact with it
  - store it securely in the presence of a witness
- if the student will not surrender the weapon, inform the student's parent, and give them the opportunity to speak with the student
- if student continues to decline to surrender the weapon, inform the police
- implement critical incident plan
- meet with student's parents before return to school to negotiate an agreed safety management plan, consider any breach of discipline, and discuss any requirement for suspension

## Good Standing Policy

**For major behaviours, and for minor behaviours that result in referral to the office, the *Good Standing* policy will be invoked.**

The purpose of this policy is to encourage good behaviour. Students will be able to self-monitor their behaviour through their maintenance or loss of *Good Standing* points and those who repeatedly show a high level of inappropriate behaviour will lose privileges for a short time.

1. This policy applies only to students from Years 3 – 6.  

If teaching staff believe that participation in a Good Standing program would benefit a child in Year 1 or 2, then this may be implemented on an individual basis. Good Standing will not be used for children in Kindergarten or Pre-Primary.
2. All students will begin each term with Good Standing, holding three Good Standing points.
3. Students with Good Standing have the right to participate in all school activities.
  - a. A student who has lost all 3 good-standing points will lose their Good Standing. (Students will not be penalised if they have lost one or two of their points.)
  - b. Students who lose their Good Standing may not participate in school excursions, incursions, or camps.
4. Single Good Standing points may be lost for:
  - a. referral to the office for repeated minor behaviours.
  - b. major behaviours that do not invoke Department of Education policies.
5. Three Good Standing points will be lost simultaneously for behaviours that invoke Department of Education policies.
6. Only the principal (or the teacher in charge if the principal is not on site) may debit a Good Standing point from a student.
  - a. The principal will interview the individual, or both parties if others are involved, and make an incident report on Integris.
  - b. Parent/s will be contacted immediately by the principal and informed about the student's behaviour and the loss of Good Standing.



7. Loss of Good Standing is considered to be a severe consequence. A student who loses a Good Standing point will not receive another punishment for the same offence. However,
  - a. In the event of sexual assault, mandatory reporting procedures will be followed.
  - b. Appropriate procedures will be followed if the behaviour triggers Department of Education policies.
  - c. In cases where outside agencies are involved such as sexual assaults or the consumption of drugs or alcohol, an agreed Safety Management Plan will be negotiated and implemented immediately
8. If a student loses a Good Standing point, they will regain that point after two weeks, unless they lose a further point within that time.
  - a. If they have lost a further point, after two weeks from the date of the second loss, they will regain one point. Two weeks after that, they may regain full points.
  - b. Students will be provided with a behaviour support record that will help them monitor their progress towards regaining their point/points.
9. When a student has lost two Good Standing points, they will be formally warned that they are at risk of losing their Good Standing.
  - a. The principal will ensure that the student's parents are aware that the student is at risk of losing their Good Standing, and that they understand what has brought this about.
  - b. The student will be placed on a behaviour management plan written by the principal in collaboration with the class teacher.
  - c. The behaviour management plan will remain in place for as long as is considered necessary by the school and / or the parent.
10. A student who has lost three good standing points during a term, but has not lost good standing because the points have not been accrued at the same time, will be placed on a behaviour management plan written by the principal in collaboration with the class teacher.
  - a. The behaviour management plan will remain in place for as long as is considered necessary by the school and / or the parent.

(Continued over)

11. A student who has lost all three points, and consequently has lost their Good Standing, will not have Good Standing for two weeks.
  - a. At that point, the student must meet with the principal to discuss behaviour expectations of the school. Following that meeting, they may regain one point and will be entitled to participate in all activities again.
  - b. After another two weeks they may regain their second point, and after another two weeks, they may regain full points.
12. A student who has lost Good Standing and loses another point before two weeks have elapsed must meet with his/her parents, class teacher and principal. The behaviour management plan will be reviewed to ensure that it is fully understood by the student and that that the school is providing an environment that adequately supports the student.
  - Students cannot have 'negative' Good Standing points. Therefore, the student will be considered to have zero points. As long as the required meeting has taken place, and two weeks have elapsed since the most recent incidence of unacceptable behaviour, the student will be entitled to earn back one point, and to earn back the other two points at two week intervals.
13. When a student has lost their Good Standing and continues to contravene the school's behaviour policy following a review of their behaviour management plan, the actions that may be taken by the principal include, but are not limited to:
  - Engagement of the school psychologist or SSEN:B (School of Special Educational Needs: Behaviour)
  - In school suspension
  - Exclusion & suspension. These will be the final option and any decision with regards to these consequences will be made by the principal with advice from the Department of Education
14. The principal will be responsible for maintaining a record of Good Standing points and will inform all staff members of changes to a student's Good Standing.

## Targets and Monitoring

### Targets

1. Zero suspensions per calendar year.
2. The loss of no more than two (total) Good Standing points per term.
3. No individual student to have more than two Integris records for negative behaviour per term.
4. The policy will be fully implemented by the end of 2023.

### Monitoring

1. Major positive recognition (honour certificate, good work to the office) will be recorded on Integris.
2. Major behaviour infringements will be recorded on Integris by the principal, who may delegate this responsibility to the reporting teacher.
3. Minor behaviours which reach the 'conference' stage of the flowchart will be recorded by the teacher who is responding to the behaviour. If this is not the classroom teacher, the recording teacher will inform the classroom teacher of the behaviours and the fact that they have been recorded on Integris.
4. Suspensions, Good Standing points, and Integris reports will be tallied and reviewed termly.
5. This policy will be discussed and approved by the School Board at the Term 4 meeting, 2022.
6. The policy will be reviewed during Term 3, 2025.

## Appendix 1: Code of Conduct

All students have the right to:	All students have the responsibility to:
<ul style="list-style-type: none"> <li>• Be treated with Respect and Courtesy</li> <li>• Learn without disruption in a purposeful and supportive environment</li> <li>• Have their property respected</li> <li>• Work and play in a safe, secure and friendly environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure that they behave in a manner which is not disruptive to others</li> <li>• Ensure that they display good manners and a positive attitude</li> <li>• Ensure that they protect the safety and well-being of others</li> <li>• Keep our school environment clean, neat and tidy.</li> </ul>
All staff have the right to:	All staff have the responsibility to:
<ul style="list-style-type: none"> <li>• Be treated with Respect and Courtesy</li> <li>• Work without disruption</li> <li>• Work in a safe, secure and clean environment</li> <li>• Receive cooperation and support from parents.</li> </ul>	<ul style="list-style-type: none"> <li>• Model respectful and courteous behaviour</li> <li>• Establish positive staff-student relationships</li> <li>• Keep our school environment clean, neat and tidy</li> <li>• Ensure good organisation and planning</li> <li>• Report student progress to parents.</li> </ul>
All parents have the right to:	All parents have the responsibility to:
<ul style="list-style-type: none"> <li>• Be informed of behaviour management procedures and all other procedures affecting their child's health and welfare</li> <li>• Be informed of their child's progress</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 the physical and emotional condition of their child is at an optimum for effective learning</li> <li>• Ensure that their child is provided with the materials necessary to make effective use of the learning environment</li> <li>• Support the school in providing a meaningful education for their child.</li> <li>• Be respectful and courteous</li> </ul>



## Appendix 2: In-Class Reflection Sheet

Name \_\_\_\_\_ Date \_\_\_\_\_

**How do you feel?**



**What has happened?**

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**What did you want?** *(Put a tick next to the most suitable statement.)*

\_\_\_ I wanted attention from others.

\_\_\_ I wanted to be in control.

\_\_\_ I wanted to avoid doing my work

\_\_\_ I wanted to cause problems because I am sad/angry.

\_\_\_ I wanted to cause problems because they don't like me.

\_\_\_ I wanted \_\_\_\_\_

**What could you do differently next time?**

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Student signature \_\_\_\_\_ Teacher signature \_\_\_\_\_



### Appendix 3: Office Reflection Sheet

Name \_\_\_\_\_ Date \_\_\_\_\_

**How do you feel?**



**What happened?**

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**What did you want?** *(Put a tick next to the most suitable statement.)*

I wanted attention from others.

I wanted to be in control.

I wanted to avoid doing my work

I wanted to cause problems because I am sad/angry.

I wanted to cause problems because they don't like me.

I wanted \_\_\_\_\_

**What could you do differently next time?**

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Student signature \_\_\_\_\_ Teacher signature \_\_\_\_\_



## Appendix 4: Implementation guidelines

1. The matrix will be introduced in the following sequence during Term 1, 2023 and revised each subsequent year:
  - Week 1/2 - be responsible in the classroom
  - Week 3 - be responsible in the playground
  - Week 4 - be brave in the classroom
  - Week 5 - be brave in the playground
  - Week 6 - be a learner in the classroom
  - Week 7 - be a learner in the playground
  - Week 8 - Be resourceful in the classroom
  - Week 9 - Be resourceful in the playground
  - Week 10 - Revision
2. **By the end of Term 1, all students should be able to state the following:**
  - Being **responsible** means doing the right thing, even when no-one is watching.
  - Being **brave** means having the confidence and courage to make good choices even when it's hard.
  - Being **resourceful** means being a problem-solver and thinking for yourself.
  - Being **a learner** means striving to improve and always doing your best.
3. During Term 1, each classroom, the office, staffroom and library will all display large white posters stating 'We are learning to be \_\_\_\_.' The appropriate value will be added each week. Appropriate signage for areas around the school will be designed during the term.
4. The matrix will be displayed in each classroom and the office. This is for teacher reference. The students should understand what it represents but they are not expected to be able to read it.
5. Further implementation for 2023 will be planned by the end of term 1.

<b>Document History</b>		
<b>Date</b>	<b>Name</b>	<b>Notes</b>
17 Nov 2022	School board	Policy approved
22 Nov 2022	J Whyte	Minor updates to behaviour matrix and response flow chart
9 Dec 2022	J Whyte	Devices brought to school because they are being used on the bus are to remain in bags at all times - added to matrix
4 Feb 2022	J Whyte	Amendments to 'Language' section to include non-verbal communication (p.4), order of values in matrix changed, colours added to matrix (p. 8), page 8 and 9 reversed, in class reflection sheet added (p.20), implementation plan added (p.23), minor typos and grammatical corrections
2 March 2023	J Whyte	<ol style="list-style-type: none"> <li>1. Change Values statement from "BE..." to "I AM..."</li> <li>2. Good standing policy, pg 16, point 8b - add Students will be provided with a behaviour support record that will help them monitor their progress towards regaining their point/points.</li> </ol>
20 March 2023	J Whyte	Good standing policy – points 10 & 10a added – behaviour plan to be in place for students who lose 3 points but don't trigger loss of good standing
29 March 2023	J Whyte	To the commitment that we will teach and model growth mindset, add the response 'You are learning to control your emotions. You just need to work harder, so you get better at it.'  Removal of word 'withdrawal' from Flowchart – major behaviours and insertion of word 'restorative'.
11 Aug 2023	J Whyte	Guidelines around protective isolation removed as protective isolation is not to be used as per updated DoE guidelines  Final sentence, Resources- point 8. The need for and use of physical restraint will be detailed in a student's documented behaviour plan.
17 Sept 2023	J Whyte	The words 'Show kindness' added to matrix: I am responsible / Playground
17 Nov 2024	J Whyte	Behaviour referral flowchart modified to show who has responsibility for entering information into Integris.