



Darlington Primary School

Positive Behaviour and Engagement Plan

**Last Reviewed
2016**

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Department of Education schools provide every student with the educational support the student needs to learn and maintain positive behaviour.

At Darlington Primary School we aim to:

- Make the best interests of the child our primary consideration
- Maintain a positive approach to behaviour and learning
- Build consistency and cohesion in supporting student behaviour
- Utilise developmentally and culturally appropriate practices
- Incorporate personalised adjustments based on student needs

School Motto

Initiative, Trust, Tolerance

At Darlington Primary School we Value:

- High Expectations
- A Strong Sense of Community
- Our Environment
- Respecting Ourselves, Each Other and Belongings
- Rights, Responsibility and Resilience
- Health and Well-Being

Rights

All staff, students and community members have rights within our School Community.

Students have the right to:

- Respect, courtesy, honesty and fair treatment;
- Learn in a safe, secure, friendly and clean environment;
- Learn in a purposeful, supportive and non-disruptive environment; and
- Access a meaningful and nationally recognised standard of education.

Staff have the right to:

- Respect, courtesy, honesty and fair treatment;
- Work and teach in a safe, secure, friendly and clean environment;
- Work and Teach in a purposeful, supportive and non-disruptive environment; and
- Cooperation and support from parents and the school community.

Parents have the right to:

- respect, courtesy and honesty;
- be informed of course and curriculum material, behaviour management procedures, and decisions affecting their child's safety, health and wellbeing; and
- be informed of their child's progress.

Responsibilities

Members of Our School Community have varied responsibilities, and aspire to uphold the following agreements.

Principal and Deputies agree to the best of their ability to:

- Support the communication between teachers and parents/guardians
- Consistently adhere to the positive behaviour policy and procedures of the school
- Support teachers to implement the positive behaviour and engagement policy
- Support teachers in developing and implementing effective behaviour plans
- Document and communicate actions taken to support student behaviour to teachers as appropriate

Teachers agree to the best of their ability to:

- Model respectful, courteous and honest behaviour
- Communicate behaviour concerns and support to the administration team
- Be aware of and consistently adhere to the positive behaviour policy and procedures of the school
- Actively supervise students and provide a purposeful and engaging educational program for students
- Communicate proactively with parents to promote positive relationships to support student learning and behaviour
- Display and discuss student agreements for learning and behaviour in the classroom and playground in a developmentally appropriate manner
- Explicitly teach school values, positive social skills and positive behaviours; and
- Provide a positive, safe, secure and orderly environment

Teacher Assistants agree to the best of their ability to:

- Model respectful, courteous and honest behaviour
- Communicate behaviour concerns and support to the classroom teacher
- Be aware of and consistently adhere to the positive behaviour policy and procedures of the school

Parents agree to the best of their ability to:

- Ensure their child regularly attends school (unless unwell)
- Ensure the physical, psychological and emotional needs are met to enable them to learn effectively at school
- Contact the school when an issue or concern arises that affects their child (order of contact: 1st Teacher, 2nd Deputy Principal, 3rd Principal – our aim is to support first at a classroom level)

School Psychologist and School Chaplain agree to the best of their ability to:

Support Students and Staff as per the Service agreement established with the School Principal

School Office Staff Agree to the best of their ability to :

- Model respectful, courteous and honest behaviour
- Communicate information regarding students to the classroom teacher and/or administration



The school community has agreed that students at Darlington Primary School are required to learn and maintain the following Code of Conduct:

Student Code of Conduct

Students agree to Represent Darlington Primary School with Pride, and to the best of their ability show:

- Initiative
- Trust - Honesty
- Tolerance – Respect, Courtesy, Kindness

Agreed Expected Behaviours

At the beginning of each year, teachers will work with their classes to outline what the agreements would look like in action and in the playground/ school community. This allows for age appropriate descriptions to be created based on the agreements (above) and their descriptions (below).

What this will look like in the Classroom:

Students agree to:

- take care of equipment and use it for its intended purpose
- wear the school uniform
- move safely around the classroom
- share classroom equipment
- be lined up quietly by the second siren
- use their skills to resolve conflict and ask for help when needed
- use manners, courtesy and kindness when speaking to others
- be seated and ready to learn as soon as the morning siren sounds
- make all students, parents and teachers feel welcome
- work independently when we are asked to
- follow teacher instructions and classroom routines

NB Teachers (Please cover these areas at an age appropriate level with your class)

School Community

What this will look like in the Playground and School Community

Students agree to:

- Walk on the designated pathways within the school grounds
- Remain within the school grounds until permission is granted to leave
- place litter in the bin and recycle our vegetable scraps to keep our school litter free
- wear school uniform and follow the sun smart policy;
- to play in the designated areas if they do not have a hat (Junior-Green Mat in Shade; Senior – Verandah
- give way to the left (stand clear) and use manners for visitors and staff walking around the school
- use their skills to resolve conflict and ask for help when needed
- use equipment for its designated purpose, and return any borrowed equipment
- line up by the second siren after breaks in a quiet and orderly fashion
- use manners; when entering classrooms - knock and wait and speak politely;
- to wait politely at the front desk and use manners in the office
- respond to sirens quickly
- respect the personal space of others
- only run on the grassed areas and courts
- take care of the natural and built environment; and help to foster growth in our gardens and grounds
- follow and abide by the school code of conduct whenever we are in our school uniform (wherever that may be)
- only use sticks, nuts and other plant materials in the Nature Play Areas in a sensible and creative manner

In the Nature Play Areas

Students agree to:

- use natural materials in a safe manner
- only use fallen and gathered materials
- check/ gain permission before picking live plant materials (eg. Herbs and flowers)
- respect animals' personal space (we will observe them in their natural environment)
- only climb trees to their own personal height

At the Loop

Students agree to:

- sit quietly within the designated areas, keeping off the rocks
- listen to the teacher on duty
- only enter cars that are still and in the first 3 places when signalled to do so

***To Be Displayed in the Classroom**

Response to Intervention

At Darlington Primary School we aim to utilise the least restrictive approach to promote positive behaviour and de-escalate inappropriate behaviours. We use the response to intervention model (RTI) to proactively promote positive Behaviour.



Tier 3 – Intensive Support
Detailed Individual Education Plan
Behaviour Assessment
Interagency Support

Tier 2 - Targeted Support
Alternative Group Based Programs
Targeted Social Skills Instruction
Individual Behaviour Plan
Some Interagency Support (eg. School Psychologist, OT)

Tier 1 – Universal Support
Active Supervision
Explicit Teaching of Positive Behaviours, Social and emotional Skills, Protective Behaviours
Evidence based approaches to managing Whole School Behaviour
Promotion and Recognition of Positive Behaviours

Whole School Positive Behaviour Promotion:

Incentives are used to maximize student engagement at Darlington Primary School. All teachers will implement the following whole school incentives:

- Honour Certificates – 2 per class at each given assembly, 2 per specialist area (1 Junior 1 Senior)
- Letters of Commendation – As deemed appropriate
- Dibbler Stamps/ Dibbler Tokens– Handed out in Specialist Classes and in the Playground (These provide points toward the Dibbler Shield)
- School Spirit Award – Presented to highest nominated student for demonstrating community values at Nominated Assemblies; Students to be provided with a certificate and a chance to win the annual Community Spirit Award
- Deputy Principal and Principal Stickers – Outstanding work and improvement will be sent to the office for positive feedback
- Good Standing – Class, Year Based, Whole School Incursion/Excursions will be provided equitably across the school as part of the Good Standing Approach to encourage positive behaviours, in collaboration with the Admin Team. Each term students will have the opportunity to attend either a whole class term reward or a school based reward; and the opportunity for regular random good standing rewards. (example of whole school reward eg. Tech day, Scooters and Bikes, Incursions, Excursions Example Regular random eg. Extra play, movie in the classroom) Classroom Based excursions will be part of the Australian Curriculum and separate to school rewards.

Classroom Based Positive Behaviour Incentives

Each classroom teacher at Darlington Primary School will also employ other simple incentives, such as:

- Encouragement and Praise
- Comments and feedback on student work
- Prizes, stickers and stamps
- Dojo Points

*NB – As per National Quality Standards, the use of food as a reward is **not** part of Darlington Primary School's Positive Behaviour Plan*

Managing Inappropriate Behaviour

The following procedures are utilised at Darlington to address and change inappropriate behavior and actions. Consequences will be chosen as appropriate, and students will be asked to reflect upon their own behaviour (either verbally or in a written format as appropriate to the individual student.) At all times teachers will engage in processes requiring the lowest level of intervention.

CLASSROOM

1. Student Shows inappropriate/ low level behaviour

Teacher Response:

- Proximity, Non-Verbal cues

2. Inappropriate behaviour continues – 2nd Occasion

Teacher response:

- Verbal reminder using positive language eg. We sit quietly when a person is speaking

3. Inappropriate Behaviour Continues:

Teacher Response:

- Reminder of expectation
- Child provided with a **choice** to adjust behaviour or move to a 'time out/thinking place'

4. Inappropriate Behaviour Continues:

Teacher Response:

- Move child to thinking spot within the classroom/ area (time appropriate to age group)
- Engage student in: Verbal or Written Reflection; (if required Complete a Reflection Sheet)
- Provide student with a choice to reenter the classroom
- Engage student in reflection and agreement about future behaviour

*Teacher to make parent contact each time a reflection sheet, or teacher scribed reflection sheet is required, (phonecall or request to parent for phonecall; **Teacher Records on SIS**)

5. Inappropriate Behaviour Continues:

Teacher response:

- Student referred to Withdrawal Class – staff member to fill out appropriate paperwork for Withdrawal class teacher, student completes reflection sheet with withdrawal class teacher
- Student to spend age appropriate time in withdrawal – the aim is to redirect and regulate behavior

Teacher in charge of the student (Specialist or Classroom Teacher to make parent contact – phonecall or request to parent for phonecall behaviour **recorded on SIS; Reflection Sheet Placed in Student's Classroom File.*

6. Inappropriate Behaviour Continues after Withdrawal Class/ And or Severe Behaviour
Eg. Swearing, Physical Altercation, Damage of Property

Teacher Response:

- Admin Referral – staff member to fill out appropriate paper work; **Admin to Record on SIS** (School Information System)
- Engage student in reflection and agreement about future behavior
*Admin/ Teacher to make parent contact – phone call or request to parent for phone call

URGENT ASSISTANCE

If a teacher requires **URGENT admin intervention**, the teacher should use the RED card.

An URGENT assistance card is required when: **the safety of children or staff is compromised; and the supervising staff member is unable to return order to the classroom.**

Individual Behaviour Support

If a student is experiencing difficulties in regulating their behaviour, an Individual Behaviour Support Plan will be created to support the student in making positive choices; and support the development of the student's skills in regulating behavior. The classroom teacher will liaise with the Student Services Team to engage external service providers if appropriate and if additional support is required. The Student Services team will document all actions taken as per Student Services procedures.

Specialist /Support Staff

Classroom teachers and support/specialist staff will collaborate to support consistent positive behaviour support strategies for all students. It is the role of the classroom teacher to ensure specialist staff are informed and consulted on all student behaviour plans and/or any behaviour or events that may impact on the student's learning in specialist time. Specialist Teachers will forward all paperwork related to individual students to the classroom teacher for filing.

PLAYGROUND & SCHOOL COMMUNITY

Step 1:

Low Level Response: Verbal or Non-Verbal

Eg. Proximity, Name Reference

Step 2:

Warning, reminder of positive behaviour/code of conduct.

Teacher redirects the student, provides a choice to reengage.

Step 3:

Second Warning

Student is reminded of positive behaviour and offered a choice to reengage, or to go to the thinking spot.

Step 4:

Continued Inappropriate Behaviour

*Time Out/Thinking Spot within the playground area.

Incident Recorded (social/behavioural) on Minor Incident slip

Step 5:

Continued Inappropriate Behaviour and/or Serious Misconduct

Refer to Admin (Staff must fill in referral section of Reflection Sheet)

Parent Contact – Phone/Face to Face

Reflection Sheet – Admin/or Class teacher to make parent contact.

*Time Out Duration should be determined by the age of the child, and the severity of the behaviour.

Recorded on SIS by admin team.

SERIOUS MISCONDUCT – Referred Directly to Admin

Includes behaviours such as, but not limited to: Physical Assault of another student, Swearing at a teacher, Placing the safety of others at serious risk, Physical Fighting

Good Standing

Students who maintain positive behaviours, as outlined by the Code of Conduct will maintain Good Standing.

NOTE:

Students Year 3-6

Who have received **3 Reflection Sheets** in a term will receive an in school-suspension and will need to be placed on an Individual Behaviour Support Plan to reinstate Good Standing with the Admin Team; Parent Contact to be made by Teacher/Admin. Whilst the student does not have good standing they may not participate in Whole School Rewards. If representing the school in any capacity, the student's Behaviour Plan will be consulted before the child attends events.

Students in Years K-2

Will be placed on a positive behaviour support plan to enable participation in Positive Rewards if they have received **3 Reflection Sheets** in a term; this plan is to be created in liaison with the Admin Team and Parent/Guardian. It is important to acknowledge the developmental appropriateness of strategies applied to reward self-regulating behaviour.

Data Collection and Review Processes

Classroom Reflection Sheets – to be placed in student file in classroom and filed in buff folder as part of end of year filing.

Interview/Phonecall Record Sheet - to be placed in student file in classroom and filed in buff folder as part of end of year filing.

SIS Records – Reflection Sheets are to be recorded on SIS Behaviour Management Model, if making the 3rd Record within one term alert administration team.

Individual Behaviour Support Plans - to be placed in student file in classroom and filed in buff folder as part of end of year filing.

Merit Award, Letters of Commendation – SIS Record, Behaviour Description

Dibbler Awards – Maintained by Deputy Principal Student Services (or delegate) on Shared Drive; Levels attained recorded on SIS

Playground Behaviour Reflection Sheets/ Minor Incident Slips - Slip placed in Green Trays in Front Office - Deputy/Principal to record and communicate with Classroom Teacher; Any students requiring a reflection sheet referred to Admin Team Directly; Deputy Student Services to monitor trends in behaviour incidents.

Class Profiles - to ensure **ALL** staff are informed on all student behaviour and/or circumstances that may impact on the student's learning these are to be completed by **Week 4** of each semester and updated accordingly . These are to be placed on the shared drive/Admin Shared/All Staff/Student Services/ Class Profiles

SCHOOL POLICY ON BULLYING



At Darlington Primary School

We expect people to respect others.

We will not tolerate bullying.

We can do something about it.

We will do something about it.

WHAT IS BULLYING?

Bullying is the continual and repetitive wilful conscious desire to hurt, threaten or embarrass someone.

For example, when a person continually:

- is called hurtful or racist names
- is hit, punched or kicked
- is threatened
- is locked up
- is sent nasty notes
- is ignored or excluded
- is teased repeatedly in a nasty way
- is singled out for unfair treatment
- is picked on
- has their property interfered with
- has rumours spread about them.

RIGHT

Everyone should feel safe and valued at Darlington Primary School.

RESPONSIBILITY

It is everyone's responsibility to ensure this happens.

WHAT CAN YOU DO?

Students can:

- Tell the bully to stop. State quite clearly that the behaviour is unwelcome and offensive.
- Seek help. Talk about it to someone you trust. There is nothing so awful that we can't talk about it with someone.
- Report it to a teacher. The school does not tolerate bullying. Feel confident that any incident can be resolved satisfactorily.

Bystanders can:

- Care enough to do something about it, whether it affects you personally or not.
- Early intervention can defuse a situation before it gets out of hand.
- Report it to a teacher.

Staff will:

- Adopt positive classroom management strategies and incorporate anti-bullying messages in the curriculum.
- Provide positive role models for students.
- Actively counteract bullying behaviour
- Respond appropriately to any reported incidents of bullying
- Be obviously present during recess and lunchtimes when they are on duty, as a deterrent to possible incidents of bullying in the playgrounds.

Parents can:

- Be aware of signs of distress in your child.
- Assist your child to discuss the problem with a teacher.
- Discourage any planned retaliation, either physical or verbal, if your child is bullied.
- Contact the school if you believe your child is being bullied.

Reference: Griffiths,C. (1997) What Can You Do About Bullying? – A Guide for Parents. Available from Merrilinga.



Guidelines for Suspension

The Principal may authorise the suspension of pupils in cases of either repeated misbehaviour or of serious misbehaviour.

Parents will be contacted and notified if a suspension is to be made.

The following documentation will be completed when a child is suspended:

- A A copy of the reason for suspension and the duration of suspension will be forwarded to:
 - i The child(if appropriate);
 - ii The parent or guardian;
 - iii The school Psychologist (if applicable);
 - iv The District Office; and
 - v A copy on file.

The Principal will notify parents/guardians of the need for a re-entry meeting if required, to ensure that behaviour is appropriate upon their return to school.



The Dibbler – Valuing Our Community

The dibbler is the main part of the school's emblem, where it appears looking over the top of a banksia flower. It was chosen as our emblem because it once lived in the hills around the school. There is a picture of a real dibbler in the school office.

When we look at our emblem, it reminds us to be proud of our school, determined to show initiative, trust and tolerance, and work to protect our native flora and fauna.

Little Dibblers K/P

Students in the **Early Learning Centre** are learning Darlington Values. Students receiving a 'Little Dibbler' award will receive a small certificate and a point towards their faction (Students post their token into the designated faction box). These points will be added to the Dibbler Shield totals at the end of each term.

Dibbler Points 1-6

Students displaying positive behaviours as outlined by Darlington Values and Code of Conduct will receive Dibbler Stamps and Tokens for their Dibbler Record Sheet. Dibbler dollars go towards the individual student's progress and are added to the faction total for the Dibbler Shield.

Dibbler Tokens/Stamps

Students will receive stamps for displaying positive behaviours, awarded stamps in the classroom. In the playground, and in specialist lessons, children can receive Dibbler Tokens which can be traded in the classroom for personal stamps on the Dibble record sheet.

Dibbler Awards

- Bronze - 100 Dibbler Points – Certificate
- Silver - 250 Dibbler Points – Lapel Pin
- Gold - 500 Dibbler Dollars – Lapel Pin
- Platinum - 1000 dibbler Points – Lapel Pin
- Diamond - 2000 dibbler Points – Special Lapel Pin (Name on Dibbler Honour Board)

Students will receive Dibbler Pins to wear on their clothing every day. This is a great honour and badges will be awarded at the end of Term Assembly, parents will be contacted prior to the receipt of these awards.

Dibbler Shield

The Dibbler shield will be awarded at the end of each term to the Faction with the greatest number of Dibbler Dollars. The winning faction will be treated to a special lunch time reward with their representative teachers.

At the end of the Year the Faction with the Greatest Number of Dibbler Points will be awarded the Annual Shield which will then be engraved with the Winning Faction.