Clarkson Primary School Behaviour Management Procedures and Guidelines

Clarkson Primary School encompasses meeting the social, emotional, physical, and academic needs of students, staff, and the wider school community.

Staff at Clarkson PS are committed to providing quality educational opportunities for all students. We aim to establish and maintain a safe and engaging learning environment, through consistent approaches to practice, common language, and the explicit teaching of expected behaviours, that will embrace the knowledge, understandings, and values of Clarkson PS.

This Behaviour Management document aims to support students, staff, and families to maintain positive and respectful relationships, so all members of the community can work in harmony.

Clarkson PS promotes a school culture where students and community:

- *are welcomed, safe and experience a sense of belonging.*
- *feel their unique strengths and talents are understood, valued, and nurtured.*
- *have a voice in decisions that affect them.*
- *learn to take responsibility for their actions and behaviour.*
- *feel a strong sense of purpose as learners and connection to the wider school community.*
- *are not discriminated against based on behaviour as a manifestation of disability.*

(Student Behaviour in Public Schools Procedures – Version 3.0)

At Clarkson PS, we believe students need the following from staff:

- Predictability – students need to know what to expect.
- Consistency – when to expect it.
- Safety – consistent contact with safe, reliable adults.
- Boundaries – need to feel safe and held firm amongst chaos.
- Relationships – trusting, respectful and reliable relationships.
- Adults to guide them – emotionally competent adults to help them make sense of the world.
- Strategies – to help them co-regulate and/or regulate.
- Assistance – to identify and express emotions pro-socially.
- Clear expectations – co-create classroom expectations to build ownership, consistency, fairness and trust and
- Belief – build a sense of belonging that shows belief that all students can achieve.

Restorative Principles, Systems and Approaches

Restorative approaches contribute to building a culture of positive behaviour and the safety of all members of the community.

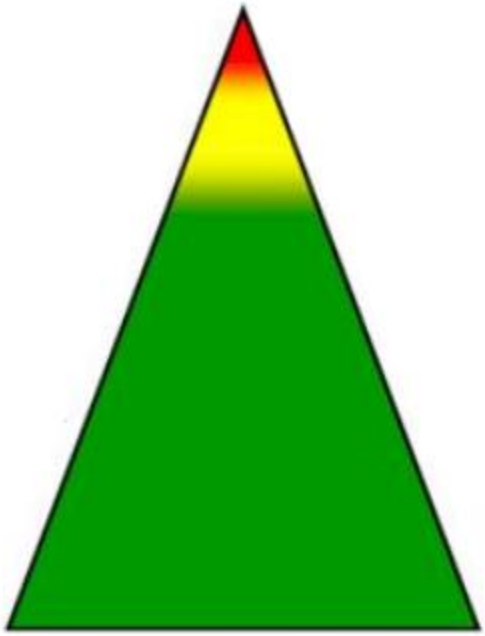
Restorative approaches:

- *are a way of being, thinking, interacting, teaching, and learning – with building and restoring relationships at the centre of decisions and actions.*
- *create a sense of community in the school environment.*
- *meet the needs of students.*
- *view conflict as learning opportunity at all levels.*
- *focus on the need to repair harm that has occurred.*
- *develop empathy and*
- *reinforce self-regulation.*

Tiers of Intervention

Positive Behaviour Support involves three tiers of intervention (see figure below).

The tiers represent **levels of intervention**. They do **not** represent students.



Tier 3 Interventions 1% - 5%
- Individual students
- Assessment based
- Intense, durable procedures

Tier 2 Interventions 5% - 15%
- Some students (at risk)
- High efficiency
- Rapid response
- Small group intervention
- Some individualising

Tier 1 Interventions 80% - 90%
- All settings, all students
- Preventative, proactive

Tier 1 Practices and systems for all students and staff implemented across all school settings.

Tier 2 Specialised practices and systems for stduents whose behaviours have been ndocumented as not responsive at Tier 1. Generally provided in a standardised manner in small groupings.

Tier 3 Intensive practices and systems for students whose behaviours have been documented as not responsive at Tiers 1 and 2. Individualised to the specific needs and strengths of the student.

School Rules (Appendix A)

Behaviour Matrix (Appendix B)

The following table outlines the expected behaviours that students will demonstrate across the school.

CPS Behaviour Matrix

		Whole school / Classroom	Cyber	Outdoors
EXPECTATIONS	Be Safe	• Walk indoors • Hands/Feet/Objects to yourself • Ask permission • Use positive actions and caring questions • Students use the toilets at recess and lunch times, and in class with permission from teachers. • Privacy • Hygiene	• Use websites approved by teachers / staff. • Sign phones into the office. • Use technology as per the School Internet Agreement and Third Part Services Agreement.	• Wear appropriate clothing as per the school dress code. • Walk on paths and stairs • Play in designated areas • Walk bikes, scooters etc inside school grounds.
EXPECTATIONS	Be Responsible	• Be on time • Everyone is responsible for our school environment • Be organised • Be honest and do the right thing • Report graffiti or inappropriate toilet use.	• Use equipment responsibly • Complete work assigned to you. • Acknowledge and use reliable sources. • Sign out at the end of each session. • Choose a Healthy / Balanced lifestyle.	• Use equipment for its purpose. • Make smart choices. • Ask for appropriate help from other students and teachers.
EXPECTATIONS	Be Respectful	• Wear correct uniform with pride • Whole body listening • Speak kindly and use your manners • Follow teacher / staff instructions • Look after property / equipment and each other • Use correct toilet etiquette.	• Think before you post. • Be mindful of others.	• Include others. • Play fairly. • Show respect for yourself and others during eating times. • Join in and take safe risks.
	Be a Learner	← Practise using the Dispositions →		

COOPERATION RESILIENT PERSISTENT & NEVER GIVE UP
GREAT COMMUNICATORS HAPPY TO TAKE RISKS WITH THEIR LEARNING

Behaviour Curriculum Matrix (Appendix C)

Staff will explicitly teacher the Expected Behaviours through the following Behaviour Curriculum Matrixes.

CPS Behaviour Curriculum

		Whole school / Classroom							
EXPECTATIONS	Be Safe	**Walk indoors** Walk on your feet Move safely around indoor spaces Be aware of others as you move	**Hands/Feet/Objects to yourself** Stay in your own personal space / bubble Use furniture and equipment safely, as intended Keep legs / hands away from others	**Ask permission** Talk to an adult if you are leaving the room Speak to your friends or an adult if you are borrowing something, and return it afterwards	**Use positive actions and caring questions** Ask your friends - Are you OK? Can I help you? Tell others that bullying / mean behaviour is not welcome	**Lining Up** Stand still with hands by your side in 1-2 lines as directed by teachers. Walk behind the person in front of you without touching. Be aware of poles / verandas as you are walking. Transitions between classes are quiet and sensible.	**Students use the toilets at recess and lunch times, and in class with permission from teachers** Use appropriate toilets for blocks / play areas. During class times, students accompany each other in pairs.	**Privacy** Privacy is respected for all students. Toilets are used as intended.	**Hygiene** Flush toilets after every use. Wash hands with soap and water. Use soap dispenser and hand dryer appropriately.
EXPECTATIONS	Be Responsible	**Be on time** Talk to an adult if you are leaving the room Speak to your friends or an adult if you are borrowing something, and return it afterwards Use your time wisely.	**Everyone is responsible for our school environment** Place rubbish in the bin – even if it's not yours Walk on the paths and around the gardens Care for our flora and fauna	**Be organised** Bring bag, hat, lunch, drink bottle everyday Be ready to learn Give friendly reminders to your friends if they need help	**Be honest and do the right thing** Speak truthfully to everyone all of the time Stand up for the rights of others and yourself. Be proactive – don't be a bystander if something isn't right – help where you can	**Concentrate and cooperate** Consider the ideas and perspectives of others Be in control of your own concentration. Work together to achieve goals	**Report graffiti or inappropriate toilet use** Don't be a bystander – report any writing or drawing on school buildings, school property, or in the toilets.		
EXPECTATIONS	Be Respectful	**Wear correct uniform with pride** Wear school shirt, shorts, skirt as per school dress code A broad brim hat is required for outdoor play and sport School uniform should reflect the weather.	**Whole body listening** Eyes on speaker (where appropriate), ears open, mouth quiet, body still, positive posture	**Speak kindly and use your manners** Think before you speak and use kind words Use a friendly tone of voice Give positive feedback and think how others might feel Wait your turn to speak or use 'excuse me' Use appropriate volume when speaking inside, in small groups or to a partner	**Follow teacher / staff instructions** Give adults your attention when giving instructions – look in their direction. Listen carefully to what you are asked to do. Complete the instructions to the best of your ability. Ask the teacher to repeat the instructions if you don't understand what to do. Ask for help from your peers or ask an adult to help.	**Look after property / equipment and each other** Use equipment as it is meant to be used. Show respect for yourself and other students.	**Use correct toilet etiquette** Use the toilet quickly and return to class / play Ensure other's privacy and personal business is respected. Toilets are out of bounds in games. Quiet voices are expected in toilet areas. Respect the rights of others to use the toilets independently.	
	Be a Learner	← Practise using our Learning Dispositions →							

COOPERATION RESILIENT PERSISTENT & NEVER GIVE UP
GREAT COMMUNICATORS HAPPY TO TAKE RISKS WITH THEIR LEARNING

CPS Behaviour Curriculum

Outdoors

EXPECTATIONS	Be Safe	**Wear appropriate clothing as per the school dress code.** School logo or plain navy-blue jumpers are acceptable in cooler weather. School logo or plain navy-blue jumpers are acceptable in cooler weather. Broad brim School logo or navy-blue hats are required outdoors all year round.	**Walk on paths and stairs** Keep left and give way on paths and stairs. Walk behind the person in front of you. Walk in straight lines Keep hands and feet to yourself while moving around the school	• **Play in designated areas** Play in areas as instructed by teachers Use the play equipment safely and keep others safe. Return play equipment and sports equipment to its designated place.	• **Walk bikes, scooters etc. inside school grounds** Walk beside your bike or scooter on paths Ensure your helmet is on before you leave school grounds. Only touch your own bike / scooter. E-scooters are not recommended in wet weather.
	Be Responsible	• **Use equipment for its purpose** Borrowed sports equipment is returned immediately after play times to the sports bin it came from. The student who borrows the equipment must return the equipment.	• **Make smart choices** Look out for your friends and teammates when playing games. Follow school behaviour expectations when playing games. Choose games that are fun, active, and positive. Be a role model for others. Kind words are used when interacting with others Finish the game as soon as the siren goes or when	• **Ask for appropriate help from other students and teachers** Solve Problems – by yourself, with a friend, with a teacher Communicate with others with kindness. Cooperate with others when playing together. Use friendly reminders when helping others.	
	Be Respectful	• **Include others** Invite others to join in your games Ensure no-one is left out of games or conversations. Encourage active participation.	• **Play fairly** Respect the rules of the game and ensure everyone playing knows the rules and expectations. Make sure everyone has a turn. Rule changes in the game should be agreed by all players. Help others when winning and losing. .	• **Show respect for yourself and others while eating** Sit down in the appropriate area while eating Raise your hand and wait to be dismissed by a teacher. Place rubbish in the bin, even if it's not yours. Remind others of expected behaviour when eating. .	• **Join in and take safe risks** Always ask to participate in games or conversations Watch and wait for appropriate times to join others. Have a go at new things. Challenge yourself to be your best. Persevere and keep trying.
	Be a Learner	← **Practise using our Learning Dispositions** → **COOPERATION** **RESILIENT** **PERSISTENT & NEVER GIVE UP** **GREAT COMMUNICATORS** **HAPPY TO TAKE RISKS WITH THEIR LEARNING**			

CPS Behaviour Curriculum

Cyber

EXPECTATIONS	Be Safe	**Use websites approved by teachers / staff** Stay on the website allocated by staff during the learning activity. Close the window or browser immediately if inappropriate material is accidentally found. Tell a teacher if you see others using a device or accessing websites inappropriately.		**Sign phones into the office** All student phones are signed into the front office on arrival at school and signed out when leaving the school.		**Use technology as per the Internet Agreement and Third Party Services Agreement** Technology accessed only by students who have Third Party permission.
	Be Responsible	**Use equipment responsibly** Look after all technology devices and equipment Always return the equipment in the same condition and place you borrowed it.	**Complete work assigned to you** Stay on task and complete the learning given. Stay on the websites allocated by the teacher.	**Acknowledge and use reliable sources** Always reference websites, blogs and pictures appropriately. Stay on the websites allocated by the teacher. Use reputable websites only.	**Sign out at the end of each session** All devices are to be signed out and charged at the end of your learning session.	**Choose a Healthy / Balanced lifestyle** Balance your time between using technology and being active. Take regular breaks when using technology.
	Be Respectful	**Think before you post** Be polite and use kind words online. Only say things online that you would be happy to say face to face. Personal details are private and not to be shared online. Think about the consequences to yourself and others that could arise from things you post online		**Be mindful of others** Be aware of how someone else may interpret your online messages, emojis and videos. Cyber school expectations are as important as regular school behaviour expectations. Be considerate of others' rights and beliefs. Be aware of content regarding truth and reality.		
	Be a Learner	← **Practise using our Learning Dispositions** → **COOPERATION** **RESILIENT** **PERSISTENT & NEVER GIVE UP** **GREAT COMMUNICATORS** **HAPPY TO TAKE RISKS WITH THEIR LEARNING**				

Whole School Programs and Strategies

Other strategies and programs may include, but are not limited to;

- WA Positive Behaviour Support.
- Zones of Regulation – explicit teaching of individualized toolkit.
- Friendly Schools Plus.
- Classroom Management Strategies (CMS) – Low Key Skills.
- Brain breaks/Mindfulness/Calm Down or Chill Out opportunities.
- Whole school and class-based rewards.
- Good Standing activities.
- Developing "Charters" where necessary, for example, Soccer.
- Merit Certificates, individual and class presented at assemblies.
- Buddy Class ('Positive' and 'Time In').
- Four card system for School Leadership support.

School and Family Communication

Effective communication between students, staff, families, and the school community forms the foundation for developing and maintaining partnerships. To have a significant impact on student outcomes, communication should be focused on student learning and wellbeing.

Communication should always be pro-active, meaning that concerns or queries should be communicated to families as early as possible, to avoid 'surprises or miscommunication. Families should be aware of the school's approach to behaviour management. To ensure this occurs, the following will be implemented:

- A brochure will be distributed to all parents outlining the Behaviour Management at the beginning of the school year. This brochure will also be added to Enrolment Packs, as new students enroll.
- Changes will be outlined in the Newsletter and updates will be a regular feature

Following through on recording behaviour incidents and relevant information on SIS. Changes and reviews to Individual Behaviour Management Plans, including documenting and communicating amendments, must be made known to all involved.

Communication of expected behaviours for students is essential. Expectations must be explicit, as are the reasons why consequences are imposed.

Whole School Card Communication System

Colour	Meaning
Red	School Leadership to attend urgently
Yellow	School Leadership to support or take class while teacher deals with a problem
Green	School Leadership to attend class to celebrate great work or learning
Teal	School Leadership required for urgent student mental health support

CPS Behaviour Management – for Staff

School rules, 'Rights and Responsibilities', CPS Behaviour Management Summary should be clearly displayed in classrooms – each party should be made aware of what it means to them and be reminded of this regularly.
Ensure you set consistent and achievable standards. Whenever possible, promote a positive working environment, giving consideration to student seating and classroom arrangements.
Prepare each lesson thoroughly. Teachers must:

- Know what they wish to achieve. This should be communicated to students via the learning intentions and success criteria as outlined in Visible Learning.
- Know their content.
- Have a meaningful introduction and conclusion to lessons.
- Have prepared the necessary resources.
- Be punctual for the commencement of all lessons. Staff should move to designated areas at the sound of the music via the PA after recess and lunch breaks. Students must line up to ensure smooth transitions.

During the lesson:

- Give clear instructions.
- Ensure transitions and movement around the class is done in a way to minimise disruptions.
- Differentiate curriculum for individual students.
- Carefully choose the time for lessons.
- Use motivational techniques, with whole class and Individualised reward systems.
- Cater for a variety of interests.
- Be flexible and adaptable in approach and mindset.
- Use positive reinforcement for appropriate behaviour.

Note that:

- positive incentives should be provided for demonstration of expected behaviours. This cannot be removed if behaviours change (punitive).
- verbal encouragement should be the most used incentive.
- a variety of positive incentives should be used – change incentives regularly to maintain enthusiasm.
- every child should be given the opportunity to earn and receive acknowledgement of their worth.

- Know your students. Be careful when giving public praise as it could cause embarrassment, shame, or ridicule from others. Private acknowledgement / reprimand may be more effective than public.
- Speak with a student privately about their unexpected behaviour. Withdraw to a quiet area and talk to the student one to one explaining what is and what is not acceptable behaviour.
- Yelling or shouting will only increase your stress levels as well as the student's.

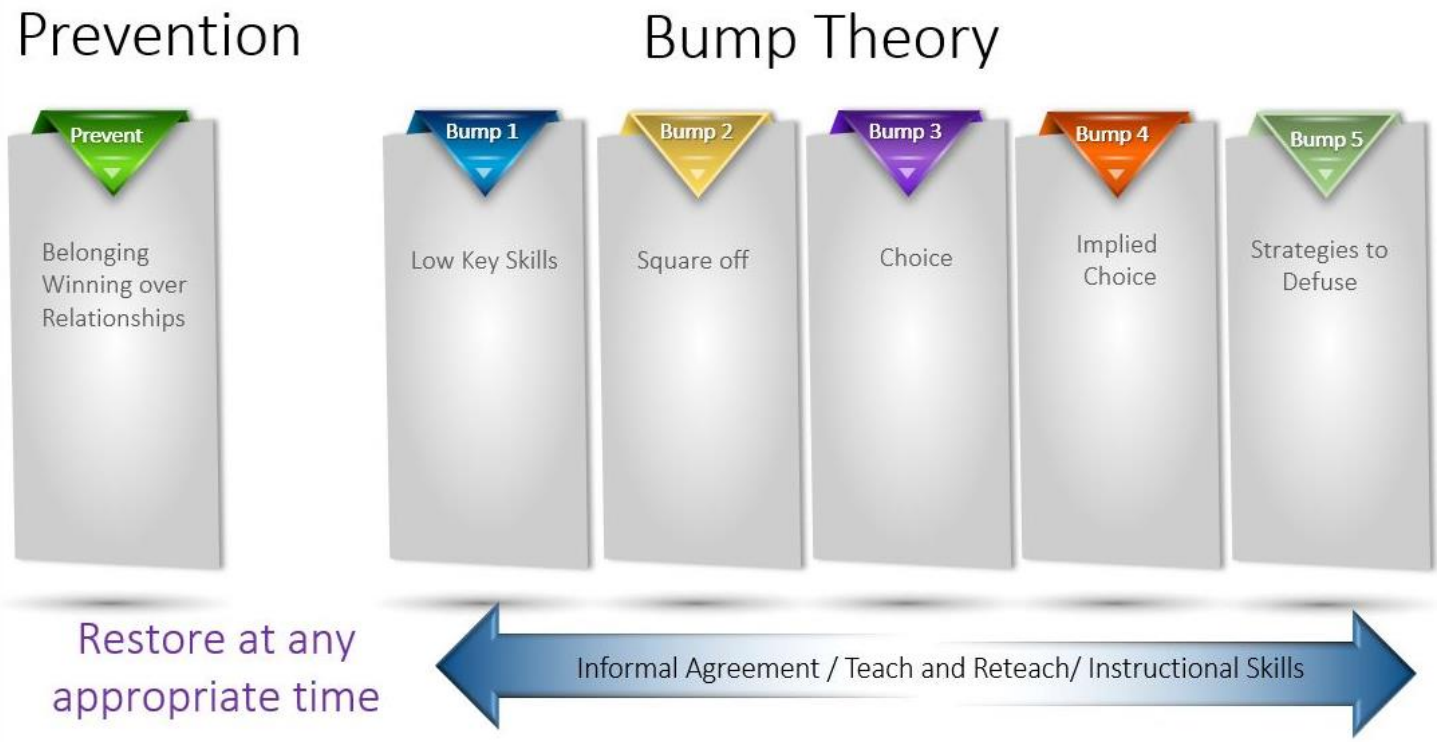
The overall aim of these behaviour management practices is to ensure the establishment of high-quality positive relationships between staff and students.

For additional information, please refer to Clarkson PS Preventing and Managing Bullying and Clarkson PS Good Standing Policy

CMS Strategies

Staff at Clarkson PS will create an environment where everyone belongs through the following.

- **Building belonging/Winning Over** refers to the skills employed to encourage students to bond positively with the teacher. Winning over includes what teachers say and do to maintain and enhance their social relationship with students so that students are more inclined to work with teachers rather than against them. The primary method of winning kids over is the day-in and day-out demonstration of teacher interest in the academic and personal life of the students. *E.g., Meet students at the door, demonstrate personal interest, smiling, humour, enthusiasm, politeness, remembering and using students' names.* This is continuous.
- **Positive Cohesive Bonding** refers to the strength of the relationship between students, as well as, between teachers and students. Although it might occur naturally between some students, its initiation, maintenance, and enhancement are largely determined by teachers' actions and responses to students.
- **Inclusiveness** means that all children, including those with disabilities and learning difficulties, are educated in supportive and appropriate environments. It refers to what a teacher does to ensure that all students feel a sense of belonging – it means the teacher encourages students to inspect and strive to overcome their biases related to the factors that impede equity in learning (racial, gender, socio-economic, special needs etc.).
- **Safe Environment** refers to the extent to which a student and teacher feel that their sense of self is not at risk. It is the net result of teacher and staff actions related to the previous three concepts in conjunction with the teacher's skills of responding to student behaviour.



Low Key Skills

These are skills used to prevent and/or respond to unproductive behaviours. At this level the teacher takes responsibility for managing behaviour whilst continuing to teach. They are used to quickly and effectively control or defuse a problem with a minimum of fuss and without interrupting the flow of the lesson.

Active Scan

Definition: When an educator overtly monitors student behaviour

Rationale: By positioning to achieve maximum visual overview of the students you can be continually aware of student behaviour. This allows you to pick up unproductive behaviour before it builds to obvious levels.

Nuance: Use continuously

The Look

Definition: The deliberate use of extended eye contact towards a specific student

Rationale: Eye contact with a student that conveys your awareness of their behaviour and a message to stop. Can be combined with a nonverbal gesture to enhance communication.

Nuance: Use as soon as an unproductive behaviour occurs. May be used with different levels of intent. Avoid the stare.

Proximity

Definition: Moving around the room during a task to prevent or respond to unproductive behaviour.

Rationale: Moving near students increases the chances that they will participate. Position yourself near the students likely to demonstrate unproductive behaviour OR move towards the students who are demonstrating off-task behaviour.

Nuance: Use calm and neutral body language. It is often combined with scanning. Be aware of personal space.

Non-Verbal

Definition: Use of gestures to communicate that a behaviour is unproductive.

Rationale: Use a gesture to communicate to a student that the behaviour is unproductive or required behaviour in a way that causes minimal disruption to the lesson. It does not encourage the student to verbally respond and avoids confrontation.

Nuance: Use as soon as an unproductive behaviour occurs. Student needs to be looking at the educator.

Minimal Verbal

Definition: As few words as possible communicating that a behaviour is unproductive.

Rationale: Select no more than three words to say to the student to bring the students attention to their behaviour. Can be used with The Look and a Non-Verbal to enhance communication.

Nuance: Use as soon as an unproductive behaviour occurs. Be aware of the power of intonation and syllable emphasis.

Pause

Definition: An intentional pause during verbal instructions or discussion.

Rationale: The pause signals to the student the educator is aware of unproductive or disruptive behaviour. It also communicates the appropriate behaviour to listen attentively. It does not encourage the student to verbally respond and avoids confrontation.

Nuance: Use as soon as an unproductive behaviour occurs. Can be used in combination with another Low-Key Skill for emphasis.

Planned Ignore

Definition: Withholding visual and verbal cues to intentionally ignore low level unproductive behaviour.

Rationale: The educator intentionally ignores a behaviour which is not impacting on the lesson to maintain the lesson flow. The educator actively responds to appropriate behaviour when the student is being productive.

Nuance: Only useful if the behaviour is not interfering with the learning of others.

Responding to Appropriate Behaviour

Definition: The public or private positive acknowledgement of a specific appropriate behaviour to reinforce that behaviour.

Rationale: Use a friendly and encouraging tone, let the student know that they are displaying appropriate behaviours.

Nuance: Especially useful if a student rarely demonstrates the appropriate behaviour.

Modelling Appropriate Behaviour

Definition: The public, positive acknowledgement of a specific appropriate behaviour of a student or group of students to influence the behaviours of others.

How to use it: e.g., *"This group is ready to start."*

When: When groups of students are off task.

Critical Elements: Friendly and encouraging tone. Overt use of voice so that other students hear it.

Deal with the Problem not Student

Definition: The educator focuses on the student behaviour rather than on student intentions or student personality traits.

Rationale: Usually an action or minimal verbal request responding to a physical behaviour e.g., *"Phone please."*

Nuance: As soon as the unproductive behaviour occurs.

Deal with Allies

Definition: The use of a Low-Key Skill with one or more students who become involved in an intervention with another student.

Rationale: Neutralise the involvement of other students who seek to prolong or escalate an initial disruption. It reduces the chance that the situation will spread or escalate and helps maintain positive cohesion.

Nuance: Use Low Key Skills to reduce interference before continuing with the original student. Say thank you once the ally has stopped and return to the original student.

Type of Response

Definition: The ability to indicate to students how they should respond during discussions or question and answer times.

Rationale: To prevent callouts from happening.

When: Prior to asking a question.

Critical Elements: Clear indication as to how a student should respond e.g., Put your hand up please, talk to your neighbour.

RESTORE
Come on Back

Definition: An intentional action of the educator to promote positive participation of a student who has been prompted in response to unproductive behaviour.

Rationale: It resets a positive tone and focuses on appropriate behaviour:

Examples:
* Positive encouragement
* A question (focus on learning)
* Non-verbal (thumbs up)
* Minimal verbal (thank you)
* Respond to Appropriate Behaviour

Nuance: Acknowledge positive behaviour as soon as it occurs to restore positive cohesion.

RESTORE
Private Dialogue

Definition: The educator having a quiet conversation with a student at their level, while the other students are working

Rationale: Addresses a behaviour in a quiet, dignified manner without drawing attention of peers.

Nuance: Ensure all other students are focused on an activity first. May also be used for positive encouragement and restore positive relationships after a Low-Key Skill has been used.

Signal to Begin

Definition: A routine sequence of educators' behaviours that results in whole class attention on the educator.

1. The Cue
2. Pause
3. Active Scan
4. Low Key Skills
5. 100% Attention
6. Thank you!

Rationale: By efficiently bringing a class to quiet the educator is reducing the opportunity unproductive student behaviour.

Nuance: May be used at the start of an instruction or whenever the class is off task and needs to be refocused.

Transitions throughout the school will be implemented with the following CMS process;

Transition

Definition: A sequence of educator behaviours that increase the chance that student behaviour is orderly and efficient. It usually involves three components.

Rationale: Anytime student movement is required.

Nuance: When – Who – what.

Transition Sequence

1. A Signal to Begin
2. Statement of when the students will move.
3. Statement of what actions are expected of them.
4. Statement of who will move.
5. The statement to move.
6. Monitor movement and use proximity.
7. Provide specific and positive feedback.

(Note: A check for understanding usually happens at a relevant time)

When → What → Who

Behaviour Management Summary

Stage 1
In addition to whole school positive behaviour incentives (OWL cards and playground OWL tokens), all teachers will have their own incentive plan, for encouraging and rewarding appropriate behaviours. Staff will use Low Key Skills for managing behaviour. If students are struggling to demonstrate expected and appropriate behaviours, the following will be implemented.

Classroom	Playground

Bump 1 Low Key Skills | **Bump 2** Square Off | **Bump 3** Choice | **Bump 4** Implied Choice | **Bump 5** Strategies to defuse

Stage 2
Zones of Regulation Check In.
Access toolkit.

Did the student demonstrate expected behaviour? YES / NO

Stage 3
Ask self 4 questions.
Life Space Interview
(Guided reflection - Allied Professional, Teacher, or School Leadership).

Seek support if necessary
(in Block or from Office - Yellow Card).

Did the student demonstrate expected behaviour? YES / NO

Stage 4
Ask self 4 questions.

Find a support staff member who can create space for student.

Send Teal Card.

Student to complete Reflection Sheet (Appendix E).

Did the student demonstrate expected behaviour? YES / NO

Stage 2
Zones of Regulation Check In.
Access toolkit.

Did the student demonstrate expected behaviour? YES / NO

Stage 3
Ask self 4 questions.
Life Space Interview
(Guided reflection – Allied Professional or Teacher).

Walk and talk with Duty teacher.

Did the student demonstrate expected behaviour? YES / NO

Stage 4
Ask self 4 questions.

Find a support staff member who can create space for student.

Send Yellow Card.

Teacher to complete yellow sheet after break
(Appendix D).
Student to complete Reflection Sheet (Appendix E).

Did the student demonstrate expected behaviour? YES / NO

Stage 5
Students will be referred to School Leadership for serious breach of Code of Conduct and/or School rules.
Strategies at this stage may include loss of privilege and/or Good Standing. Suspension will be a final resort.
Families will be contacted at this point. This will be negotiated between teacher and School Leadership as to whom makes contact.

Interactions in response to behaviour should be seen as opportunities to educate, reflect and restore against the continuum.

Playground Behaviour Management

Stage 1

- Students demonstrating expected behaviours and appropriate interactions with their peers will be recognised with OWL tokens.

Stage 2

- Students who demonstrate unproductive or inappropriate behaviour will be asked by the Duty Teacher or Allied Professional to complete a Zones of Regulations Check in and access to the toolkit within the Duty Bags.
- Once student has regulated and identified that they are in the Green Zone, they can re-engage in appropriate play.

Stage 3

- Students who are still dysregulated and demonstrating inappropriate behaviours will engage in a Life Space Interview.
- Staff must check in with themselves and ask the 4 questions before engaging in the Life Skills Interview.
- At this point, students should "Walk and Talk" with the Duty teacher or Allied Professional until they are regulated and able to engage in appropriate play.
- Behaviour at this level may not need to be formally recorded on a Yellow Slip.
- It is suggested that the Duty Teacher informs the Class Teacher, for future reference and monitoring of behaviour.

Stage 4

- Students who are still dysregulated and demonstrating inappropriate behaviours will engage in a Life Space Interview.
- Staff must check in with themselves and ask the 4 questions before engaging in the Life Skills Interview.
- The Duty Teacher should send a Yellow Card to the Office for support from School Leadership.
- Any consequences that need to be administered, will be done by School Leadership. These may include removal from break time, time spent with a Duty Teacher or play in a different supervised area.
- Families and Class Teacher will be informed at this stage. School Leadership will record behaviours and family contact on SIS.
- Students who are repeatedly referred with a Yellow Slip will need to have a Behaviour Management Plan. This will be created by the Class Teacher, with support of School Leadership.

Stage 5

- Students who have seriously breached the Code of Conduct and/or School rules will be referred to School Leadership.
- Consequences may include extended exclusion from break times, loss of privilege and/or Good Standing.
- Students will complete a Reflection Sheet.
- In-school and out of school suspensions will be a final resort.
- School leadership will enter behaviours on SIS and will inform Class Teachers of any consequences imposed. This may be in person or via email.

Managing Playground Behaviour Considerations

Duty
It is imperative that when on duty, staff are punctual and actively engaged. Break times often provide opportunities for relationship building in a more relaxed, informal environment.

Staff who are not on duty are reminded to be prompt to return to class following breaks. The music that plays prior to the end of break siren is to signal to staff when it is time to return to class. This is very important, as transition times and lining up are often when students demonstrate unexpected behaviours. Active supervision be staff will alleviate these situations.

Teachers on duty are required to carry the play area Duty Bag. This contains a Duty File and items that may be necessary whilst on duty, including OWL tokens, Students with Medical Conditions or students on Risk Management Plans, Band-aids, pens etc. These will be monitored by School Leadership.

All staff must wear a vest, broad brimmed hat and carry your any behaviour management supports.

Student Hats
Clarkson PS requires students to wear a broad brimmed hat to play outside (endorsed by the School Board 2022). Students without hats are to remain in designated areas, so that they can be supervised whilst in the shade.

Play Areas
Students of differing year groups are assigned to different play areas. Please ensure you and your students know where these areas are. Teachers should familiarise their students at the beginning of the school year to eating areas, bathrooms, where to get a drink and play and where to go if they do not have a hat.

Play areas may be subject to change. School Leadership will update staff of any changes.

Yellow Slips
- Minor breaches (Stages 2 and 3) are to be dealt with in line with CMS Low Key Skills and dealt with at the time.
- Friendly, verbal reminders should be given, providing a teachable moment for the Behaviour Curriculum Matrix.
- Duty teachers will use the Yellow Slip to record the details of students who get to Stage 4 of the Behaviour Management Summary during recess and lunch breaks.
- These will be referred to School Leadership and dealt with accordingly. Incidents which have been submitted by Yellow Slip will ideally be addressed during the following break time. Students should not be missing out on learning time, dealing with playground behaviours.

Emergency and Critical Incident Guidelines and Policy
This makes provision for action to be taken should a critical incident or emergency occur during recess or lunch times:
- Siren will sound to indicate end of playtime. Duty staff blow 3 whistles.
- Students and staff to meet at classroom/line up location. If students are already on the oval, the Duty Teacher will direct them to **stay, and stay with them.** A colleague will bring the Duty Teacher's class to the oval.
- If evacuation is required, proceed to the oval via the safest route. Follow evacuation procedures.
- If lockdown is required, enter classroom or closest building. Follow lockdown procedures.

Please refer to the Emergency and Critical Incident Guidelines and Policy for further information.

Appendices

Appendix A

SCHOOL
RULES
AT CLARKSON PS,
STUDENTS ARE EXPECTED TO:
1 BE SAFE
2 BE RESPECTFUL
3 BE RESPONSIBLE
4 BE A LEARNER

Clarkson
PRIMARY SCHOOL
BRANCHING OUT

RIGHTS AND RESPONSIBILITIES

FOR ALL MEMBERS OF THE SCHOOL COMMUNITY

I have the right to:

- Be safe and supported in the school environment
- Be treated with respect
- Work, learn and play in a secure, clean, and friendly environment.
- Be provided with support to manage behaviour

I have the responsibility to:

- Respect and accept others
- Follow school rules
- Be responsible for my own behaviour
- Make sure I help to keep our school clean and tiidy.

Appendix B

CPS Behaviour Matrix

EXPECTATIONS	Whole school / Classroom	Cyber	Outdoors
Be Safe	• Walk indoors • Hands/Feet/Objects to yourself • Ask permission • Use positive actions and caring questions • Students use the toilets at recess and lunch times, and in class with permission from teachers. • Privacy • Hygiene	• Use websites approved by teachers / staff. • Sign phones into the office. • Use technology as per the School Internet Agreement and Third Part Services Agreement.	• Wear appropriate clothing as per the school dress code. • Walk on paths and stairs • Play in designated areas • Walk bikes, scooters etc inside school grounds.
Be Responsible	• Be on time • Everyone is responsible for our school environment • Be organised • Be honest and do the right thing Report graffiti or inappropriate toilet use.	• Use equipment responsibly • Complete work assigned to you. • Acknowledge and use reliable sources. • Sign out at the end of each session. • Choose a Healthy / Balanced lifestyle.	• Use equipment for its purpose. • Make smart choices. • Ask for appropriate help from other students and teachers.
Be Respectful	• Wear correct uniform with pride • Whole body listening • Speak kindly and use your manners • Follow teacher / staff instructions • Look after property / equipment and each other Use correct toilet etiquette.	• Think before you post. • Be mindful of others.	• Include others. • Play fairly. • Show respect for yourself and others during eating times. • Join in and take safe risks.
Be a Learner	**Practise using the Dispositions** COOPERATION RESILIENT PERSISTENT & NEVER GIVE UP GREAT COMMUNICATORS HAPPY TO TAKE RISKS WITH THEIR LEARNING		

Appendix C

CPS Behaviour Curriculum

Whole school / Classroom

EXPECTATIONS

Be Safe

Walk indoors
Walk on your feet
Move safely around indoor spaces
Be aware of others as you move

Hands/Feet/Objects to yourself
Stay in your own personal space / bubble
Use furniture and equipment safely, as intended
Keep legs / hands away from others

Ask permission
Talk to an adult if you are leaving the room
Speak to your friends or an adult if you are borrowing something, and return it afterwards

Use positive actions and caring questions
Ask your friends - Are you OK? Can I help you?
Tell others that bullying / mean behaviour is not welcome

Lining Up
Stand still with hands by your side in 1-2 lines as directed by teachers.
Walk behind the person in front of you without touching.
Be aware of poles / verandas as you are walking.
Transitions between classes are quiet and sensible.

Students use the toilets at recess and lunch times, and in class with permission from teachers
Use appropriate toilets for blocks / play areas.
During class times, students accompany each other in pairs.

Privacy
Privacy is respected for all students.
Toilets are used as intended.

Hygiene
Flush toilets after every use.
Wash hands with soap and water.
Use soap dispenser and hand dryer appropriately.

Be Responsible

Be on time
Talk to an adult if you are leaving the room
Speak to your friends or an adult if you are borrowing something, and return it afterwards
Use your time wisely.

Everyone is responsible for our school environment
Place rubbish in the bin – even if it's not yours
Walk on the paths and around the gardens
Care for our flora and fauna

Be organised
Bring bag, hat, lunch, drink bottle everyday Be ready to learn
Give friendly reminders to your friends if they need help

Be honest and do the right thing
Speak truthfully to everyone all of the time
Stand up for the rights of others and yourself.
Be proactive – don't be a bystander if something isn't right – help where you can

Concentrate and cooperate
Consider the ideas and perspectives of others
Be in control of your own concentration.
Work together to achieve goals

Report graffiti or inappropriate toilet use
Don't be a bystander – report any writing or drawing on school buildings, school property, or in the toilets.

Be Respectful

Wear correct uniform with pride
Wear school shirt, shorts, skirt as per school dress code
A broad brim hat is required for outdoor play and sport
School uniform should reflect the weather.

Whole body listening
Eyes on speaker (where appropriate), ears open, mouth quiet, body still, positive posture

Speak kindly and use your manners
Think before you speak and use kind words
Use a friendly tone of voice
Give positive feedback and think how others might feel Wait your turn to speak or use 'excuse me'
Use appropriate volume when speaking inside, in small groups or to a partner

Follow teacher / staff instructions
Give adults your attention when giving instructions – look in their direction.
Listen carefully to what you are asked to do.
Complete the instructions to the best of your ability.
Ask the teacher to repeat the instructions if you don't understand what to do.
Ask for help from your peers or ask an adult to help.

Look after property / equipment and each other
Use equipment as it is meant to be used.
Show respect for yourself and other students.

Use correct toilet etiquette
Use the toilet quickly and return to class / play
Ensure other's privacy and personal business is respected.
Toilets are out of bounds in games.
Quiet voices are expected in toilet areas.
Respect the rights of others to use the toilets independently.

Be a Learner

Practise using the Dispositions

COOPERATION RESILIENT
PERSISTENT & NEVER GIVE UP
GREAT COMMUNICATORS
HAPPY TO TAKE RISKS WITH THEIR LEARNING

CPS Behaviour Curriculum

EXPECTATIONS	Outdoors			
Be Safe	**Wear appropriate clothing as per the school dress code.** School logo or plain navy-blue jumpers are acceptable in cooler weather. School logo or plain navy-blue jumpers are acceptable in cooler weather. Broad brim School logo or navy-blue hats are required outdoors all year round.	**Walk on paths and stairs** Keep left and give way on paths and stairs. Walk behind the person in front of you. Walk in straight lines Keep hands and feet to yourself while moving around the school	**Play in designated areas** Play in areas as instructed by teachers Use the play equipment safely and keep others safe. Return play equipment and sports equipment to its designated place.	**Walk bikes, scooters etc. inside school grounds** Walk beside your bike or scooter on paths Ensure your helmet is on before you leave school grounds. Only touch your own bike / scooter. E-scooters are not recommended in wet weather.
Be Responsible	**Use equipment for its purpose** Borrowed sports equipment is returned immediately after play times to the sports bin it came from. The student who borrows the equipment must return the equipment.	**Make smart choices** Look out for your friends and teammates when playing games. Follow school behaviour expectations when playing games. Choose games that are fun, active, and positive. Be a role model for others. Kind words are used when interacting with others Finish the game as soon as the siren goes or when	**Ask for appropriate help from other students and teachers** Solve Problems – by yourself, with a friend, with a teacher Communicate with others with kindness. Cooperate with others when playing together. Use friendly reminders when helping others.	
Be Respectful	**Include others** Invite others to join in your games Ensure no-one is left out of games or conversations. Encourage active participation.	**Play fairly** Respect the rules of the game and ensure everyone playing knows the rules and expectations. Make sure everyone has a turn. Rule changes in the game should be agreed by all players. Help others when winning and losing. -	**Show respect for yourself and others while eating** Sit down in the appropriate area while eating Raise your hand and wait to be dismissed by a teacher. Place rubbish in the bin, even if it's not yours. Remind others of expected behaviour when eating. -	**Join in and take safe risks** Always ask to participate in games or conversations Watch and wait for appropriate times to join others. Have a go at new things. Challenge yourself to be your best. Persevere and keep trying.
Be a Learner	**Practise using the Dispositions** COOPERATION RESILIENT PERSISTENT & NEVER GIVE UP GREAT COMMUNICATORS HAPPY TO TAKE RISKS WITH THEIR LEARNING			

CPS Behaviour Curriculum

Cyber

EXPECTATIONS						
Be Safe	**Use websites approved by teachers / staff** Stay on the website allocated by staff during the learning activity. Close the window or browser immediately if inappropriate material is accidentally found. Tell a teacher if you see others using a device or accessing websites inappropriately.	**Sign phones into the office** All student phones are signed into the front office on arrival at school and signed out when leaving the school.	**Use technology as per the Internet Agreement and Third Party Services Agreement** Technology accessed only by students who have Third Party permission.			
Be Responsible	**Use equipment responsibly** Look after all technology devices and equipment Always return the equipment in the same condition and place you borrowed it.	**Complete work assigned to you** Stay on task and complete the learning given. Stay on the websites allocated by the teacher.	**Acknowledge and use reliable sources** Always reference websites, blogs and pictures appropriately. Stay on the websites allocated by the teacher. Use reputable websites only.	**Sign out at the end of each session** All devices are to be signed out and charged at the end of your learning session.	**Choose a Healthy / Balanced lifestyle** Balance your time between using technology and being active. Take regular breaks when using technology.	
Be Respectful	**Think before you post** Be polite and use kind words online. Only say things online that you would be happy to say face to face. Personal details are private and not to be shared online. Think about the consequences to yourself and others that could arise from things you post online	**Be mindful of others** Be aware of how someone else may interpret your online messages, emojis and videos. Cyber school expectations are as important as regular school behaviour expectations. Be considerate of others' rights and beliefs. Be aware of content regarding truth and reality.				
Be a Learner	**Practise using the Dispositions** COOPERATION RESILIENT PERSISTENT & NEVER GIVE UP GREAT COMMUNICATORS HAPPY TO TAKE RISKS WITH THEIR LEARNING					

These Matrix are available to be downloaded and printed for Classroom use here S:\AdminShared\Teaching Staff\850 Student Management\865 Managing Student Behaviour (MSB)\Resources

Appendix D

Clarkson Primary School

PLAYGROUND BEHAVIOUR RECORD SHEET
(to be sent to School Leadership)

Name: _____

Room:_____ Year:_____ Date:_____

Level 1 behaviours such as below, do not need a referral with a yellow slip
(Stage 3 or 4)

• In buildings without permission.	• Play fighting.
• Eating in the wrong area.	• Running on the path.
• Leaving eating area early.	• Using inappropriate language.
• Playing in the wrong area.	• Being cheeky/answering back.
• Playing in the toilets.	• Being cheeky/answering back.
• Playing in the garden.	• Out of bounds.

*At teacher discretion, a verbal warning or minor consequence can be given. If behaviour continues, then escalate to Level 2 if necessary.

Level 2
(Stage 4 or 5)

- Physical assault or intimidation of staff.
- Verbal abuse of staff.
- Physical assault or intimidation of students.
- Verbal abuse of other students.
- Willful damage to property.
- Violation of School Rules.
- Illegal substance offences.
- Other _____

**Send student to the Room 9 with the completed behaviour sheet.
***If student does not bring the sheet, send it to School Leadership as soon as practicable

Add further information on the back if required

Referring Duty Teacher: _____

Appendix E

Clarkson Primary School

INCIDENT DESCRIPTION FORM

Name: _____ Room: _____ Date: _____

In your own words describe what happened: _____

_____

_____

_____

_____

_____

Who would be the best witness/s to what happened: _____

_____

_____

_____

Did you tell an adult: YES NO

Who? _____

What school rules were broken?

BE SAFE BE RESPECTFUL BE RESPONSIBLE BE A LEARNER

Who broke them? _____

_____

What do you think should happen now? _____

_____

_____

_____

Appendix F

Clarkson Primary School
REFLECTION SHEET

Name: _____Room:_____Year:_____ Date:_____

SCHOOL RULES

BE SAFE BE RESPECTFUL BE RESPONSIBLE BE A LEARNER

WORKING IT OUT

1. Circle the School Rules that have been broken

2. What happened? _____

3. How did I feel in this situation? _____

4. What could or can I do next time?_____

5. What do we need to do now? (making amends) _____

Student Sign: _____ Resolved: YES NO

Class Teacher Sign: _____ Family informed: _____

School Leadership Sign: _____

Appendix G

Clarkson PRIMARY SCHOOL

BRANCHING OUT

Aldersea Circle CLARKSON WA 6030 PO Box 2023 CLARKSON WA 6030
Phone: (08) 6207 5200

LETTER OF CONCERN

Date: _____

Dear Family,

Student name: _____ Room: _____

Lesson/Learning Area: _____

I would like to bring your attention to the following are/s of concern:

Class work not completed	☐	Lateness to class	☐
Homework not completed	☐	Incorrect school uniform	☐
Concerns with time management	☐	Not prepared for class	☐
Concerns with work standards	☐	Other	☐

Comment:
_____
_____
_____
_____

Communication between home and school is very important to us here at Clarkson PS.
Please email me directly or contact the school on 6207 5200 if you would like to make an appointment to discuss this further.

Teacher: _____ School Leader:_____

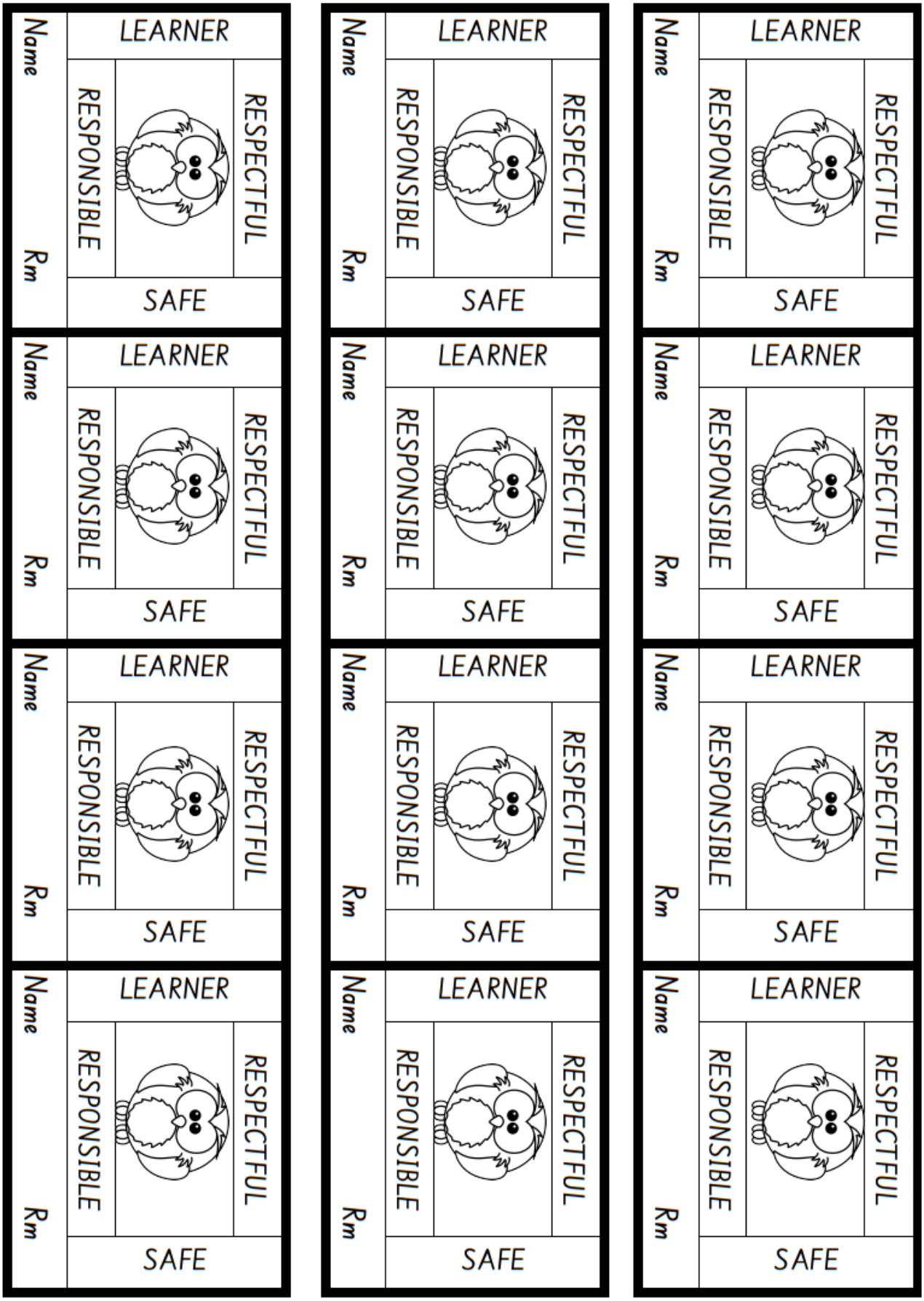
Please cut and return this slip to: _____

Student's name: _____

Parent/Caregiver signature: _____

Comment:
_____
_____

Appendix H



Appendix I

Positive phone call home

Student Name: _____

Room: _____

Teacher: _____

Date: _____

Reason: _____

_____

_____

_____

School Leader: _____ Entered on SIS: _____

Positive phone call home

Student Name: _____

Room: _____

Teacher: _____

Date: _____

Reason: _____

_____

_____

_____

School Leader: _____ Entered on SIS: _____