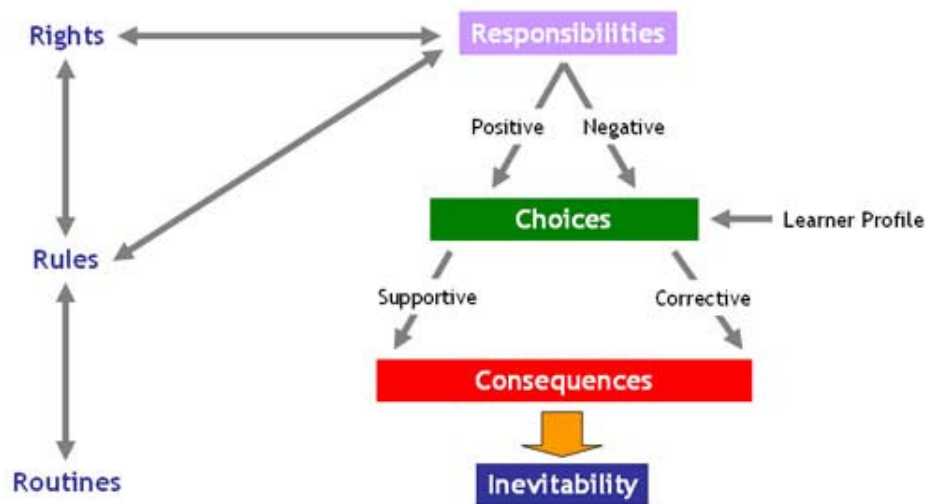


1 INTRODUCTION: A framework for positive behaviour

At Clearwater Bay School we have established a common framework for managing students' behaviour. We believe that this framework is important as it helps us to determine our success in implementing strategies for positive behaviour, sets the daily climate for learning and social development and helps us to develop students' sense of empowerment in dealing with their own and others' behaviour at school. Importantly, the framework is one that the children have been involved in developing – ensuring they can understand it and buy into it.



2 CHOICES

Our primary focus is upon enabling our students to be responsible for their own actions by making positive choices. As a school community, we use the language of choice with children and recognise the need to encourage children to 'choose' the correct behaviour.

2.1 Using the language of choice

School staff are required to use the language of choice as this is our key to empowerment when managing student behaviour. Within the framework, it directly underpins responsibilities. For example, "Joanne, that's a really exciting choice of words." ; "Chris, I like the way you are choosing to walk sensibly in the corridor."; "Howard, if you choose to talk when I'm teaching, you will be choosing a warning." We teach students to be responsible and at the same time reduce conflict in our school by using the language of choice.

2.2 Using the Learner Profile

We illustrate and model positive choices by using the Learner Profile and build on these attributes within units of inquiry. We highlight the positive and negative consequences of our behaviour and develop a sense of inevitability, ie. that consequences will be followed through.

3 OUR RIGHTS

Everybody in school has rights. Our rights help us to live and work together happily and successfully at school. Discussing rights with students gives us a rationale to share and helps us to answer the question 'why' or 'why not' when challenging the behaviour of others. Rights and responsibilities are inseparable. When discussing student's rights, we also discuss responsibilities and the actions that lead to positive or negative choice and consequences.

Our rights are as follows:



- *Students have a right to learn*
- *Teachers have a right to teach*
- *Everybody has a right to safety (physical and psychological)*
- *Everybody has a right to dignity and respect*

4 OUR RULES

Having rules at school helps us to ensure safety, equality and fairness. Rules also help to protect our rights. Our rules are deliberately few in number as we want students to be able to recall these easily. We incorporate our four school rules in to our daily teaching. School staff are required to teach these rules to students and all members of the school community are encouraged to remind students of these regularly. Our school rules are not negotiated with students.

Our rules are as follows:



- *Always follow the directions of adults working in school*
- *Keep your hands, feet and objects to yourself*
- *Always speak politely, calmly and positively to one another*
- *Take care of school property and the property of others*

5 OUR ROUTINES

Routines are essential to the smooth running of the school and classroom. We are very clear about the routines we need in order to help the students be successful learners and responsible members of the community. All school staff should actively teach our agreed routines. All members of the school community are encouraged to remind students of the need to follow our routines.

Our routines are as follows:



- *Move around school safely and sensibly*
- *Show courtesy to everyone in the school community*
- *Return resources and equipment to the correct place*
- *Complete all tasks including home learning on time*

6 CONSEQUENCES

The consistent application of consequences is essential in supporting positive behaviour. Simply reminding a student that he has a choice about his behaviour will not guarantee that he will choose appropriate behaviour. Therefore, if a student makes an appropriate choice about his behaviour, we ensure an appropriate supportive consequence. If a student makes an inappropriate choice about his behaviour, we ensure a negative or corrective consequence.

6.1 Supportive actions

House System

Clearwater Bay School has developed a house system where points are awarded when students display positive behaviours. School staff are required to help students understand how house points can be earned and why they have been awarded. House points should only be awarded; not taken away.

Use of praise

We acknowledge that recognition for positive contributions is an emotionally uplifting experience. We provide students with specific praise it provides students with informative feedback about what they are doing and how they are doing it. This allows students to reflect on their behaviour and learning and use it to guide future actions.

6.2 Corrective actions

Warning System

Our school culture is not one of punishment but we organise our more formal corrective interventions in the form of a hierarchy (the warning system). This allows students opportunities to modify their behaviour before progressing to the next level. We always encourage students to 'stop, think and make a good choice' before their behaviour leads to negative consequences.

The structure of the warning system is as follows:

Class based issues

- Step 1: Formal Warning from class teacher
- Step 2: 5 minutes aside in class
- Step 3: 10 minutes out of class / reflection activity
- Step 4: Sent to Vice Principal

Out of class issues / more serious incidents

- Step 5: Sent to Vice Principal
- Step 6: 15 minutes out of class / reflection activity
- Step 7: Formal contact with parents



Our warning system contains a provision for dealing with students who are seriously and / or persistently infringing the rights of others and whose behaviour it would be appropriate to deal with by working through the hierarchy – this would normally be the infringements of the rights to physical or psychological safety. The most severe behaviours, as determined by the Principal/Vice Principal result in moving directly to step 7 – formal contact with parents.

Should a student's behavior not improve or if a critical incident occurs which seriously infringes the rights of other students and teachers, the school will consult and adhere to the ESF exclusions policy.

Reflection Activities

Reflection activities are built into the warning system as a way of focusing students on the consequences of their actions. Once completed, these reflections should be sent home to be signed and returned by parents.

7 ESSENTIAL AGREEMENT

In implementing our behaviour framework, school staff have made the following 'essential agreement'.

- Create a safe and pleasant learning environment which encourages and reinforces good behaviour - foster caring attitudes where achievements are acknowledged and valued by everyone.
- Ensure that the school's expectations and strategies for behaviour management are well known – make clear and consistent reference to the framework when discussing behaviour.
- Be consistent in our response to behaviour in school – always follow through positive and negative behaviours by using the house system and warning system.
- Incorporate the framework in to Units of Inquiry and PSE programme where appropriate – use the Learner Profile to model and develop good citizenship.
- Develop positive relationships with everyone in school - actively build self-esteem with the children and catch them in the act of being good.
- Incorporate the framework in to our daily teaching routines - display the behaviour framework materials prominently in the classroom and around the school.
- Ensure new members of the school community are made aware of our behavior framework and the expectations we have of each other.