

Ellen Stirling Primary School

AN INDEPENDENT PUBLIC SCHOOL



Behaviour Management Policy

ELLEN STIRLING PRIMARY SCHOOL STUDENT BEHAVIOUR IN PUBLIC SCHOOLS POLICY

Rationale

Restorative practice is a whole school teaching and learning approach that encourages behaviour that is supportive and respectful. It puts the onus on individuals to be truly accountable for their behaviour and to repair any harm caused to others as a result of their actions. All ESPS staff are responsible for guiding and supporting the behaviour of all students, within a culturally responsive, safe, caring and secure learning environment where the needs of students, teachers and parents are valued and supported.

Ellen Stirling Primary School (ESPS) staff will **consistently provide positive incentives for appropriate and improved behaviours**, through classroom and whole-school rewards. Class reward programs will differ, but all teachers will focus on the provision of positive reinforcement to promote desired behaviours. Specialist teachers will hand out Specialist Superstar raffle tickets, which are drawn each Friday. Whole school incentives include merit certificates presented at assemblies, Stirling Rewards linked directly to our You Can Do It focus behaviours which earn end of term whole school rewards, good work to the office (including a certificate, raffle ticket for our Super Star Hall of Fame board and an email home to celebrate) and Pizza with the Principal raffle tickets, drawn each term.

Likewise, teachers will **consistently respond to inappropriate behaviours, assist students to reflect on those behaviours and implement consequences** to eliminate disruptive behaviour. Staff will support students to work through Reflection Questions so that students learn to recognise why they are making inappropriate choices, how those choices affect them and those around them, and ideas to assist them to make better choices in the future. The Reflection Questions link directly to the school's Social Emotional Wellbeing program, *You Can Do It*, which teaches students to develop personal attributes to be successful, and the *Zones of Regulation* program, which categorises the different ways we feel and the states of alertness we experience into four coloured zones. It is designed to help students develop skills to independently identify their emotions and provides strategies to support regulation. It provides a common language and compassionate framework to support positive mental health and skill development for all. Staff assist students to work through restorative approaches, so that feelings of safety are restored for all. All staff acknowledge that professional discretion is needed for each individual.



Reflection questions are used to support students' awareness and understanding of their behaviours, and the impact of their choices. The questions are:

- Which Zone are you in now?
- Which Zone were you in BEFORE you made the choice?
- What choice did you make while you were in that Zone?
- How did your choice hurt you?
- How did your choice hurt others?
- How can you help yourself and others to feel better?
- What is a better choice you can make next time you are in that Zone?
- Why do you want to make better choices?

Visual supports are provided to assist students to work through the Restorative process with a staff member.

The Classrooms First Strategy Objectives have been addressed by the staff to determine basic teacher organisation at a classroom level, in order to provide an environment and routines for students to engage productively and safely.

Guidelines

- The School and Classroom Rules are set for Upper and Lower Primary.
- The key to effective behaviour management is a *positive classroom with quality relationships* where teachers, parents and students share the role of effective behaviour management
- Emphasis is on *early intervention* to minimise behaviour issues. Staff need to employ *a range of preventative strategies* that will reduce the likelihood of inappropriate behaviour occurring
- Emphasis is also on *appropriate delivery of curriculum* at the students' level, via Explicit Direct Instruction.
- There should be clear links between Specialist Teachers' behaviour management and the class of which the student is normally a part. For example, positive rewards from the PE teacher could equal positive rewards by the classroom teacher
- In the spirit of ensuring positive relationships, as well as teaching the appropriate behaviours, *teachers are expected to follow up personally* with a student/class who acts inappropriately
- It is the classroom teacher's responsibility to keep *comprehensive behavioural records* of all students in their class using the ESPS Daily Behaviour Record and Integrus Activities
- Staff are expected to *keep parents informed* of behavioural issues and develop positive relationships with parents to assist in behaviour management of the student
- All staff will be *supported* by administrators in their management of students
- In addition, each classroom has two coloured circles with the classroom number on them. These can be sent to the office with a child. Green is for outstanding work or activities that are happening right now that the teacher would like the Principal or Associate Principal to witness immediately. Red indicates a severe or urgent problem that needs immediate attention
- *Playground behaviour is to be dealt with in the same way as is expected within the classroom.* That is, teachers take full responsibility for the behaviour of a student, follow-up with a student who acts inappropriately, and provide consequences where necessary. 'White Dots' can be used for break time 'timeout', but not for in-class issues
- *Suspensions/loss of Good Standing/ Detentions are only used as a last resort* by Administration only. The emphasis is always on changing behaviour not punishing the behaviour

Resources

The school will continually review the need for ongoing professional development to successfully implement sound behaviour management practices.

Evaluation and Monitoring – Assessment and Reporting

Evaluation of the success of the school's behaviour management program will centre on the school's Integrus System. All staff are required to use Integrus 'Activities' to record positive and negative student behaviour and or to record other important information pertaining to student welfare. Administration Staff will record using the Behaviour Module when appropriate.

Environment

The students from Years 4 – 6 worked collaboratively to brainstorm appropriate expectations for learning and behaviour. These expectations have been adopted across the school, in all classes.

What it looks like:

- An educational environment (Displays of books and posters)
- Desks are organised (Stationery and books out ready for the day)
- Students seated and quiet when the teacher is teaching (Eyes on the teacher and no fidgeting)
- Students working hard (Heads down and raise hand to ask for help/ask a question)
- Students will complete their work (Students must complete their work to an acceptable standard before having a break)
- Students will socialise with other students at an appropriate time
- Students will think before they act
- During mat sessions students sit cross legged, face the speaker and keep hands to themselves
- Students who are fidgeting will give items to the teacher for safe keeping
- Bags outside the class are kept tidy
- Lunch boxes and drink bottles inside the class are kept tidy in tubs
- Rubbish goes in the bin
- Student work is on display
- All equipment is labelled with student names

- Students will display kindness to others

During Break Times:

- When going out to play or sport, students will wear a school hat and sunscreen if necessary and take all the appropriate belongings with them (Lunch box, drink bottle and jumper. Students are not permitted to enter classrooms and wet areas during break times)
- Students will sit in the correct areas during eating time. When the hand bell rings, students wishing to go to play must raise their hand and wait until the duty teacher asks them to stand to check for rubbish
- Students are not permitted to stand or walk around during eating time
- Students see the duty teacher for all queries and or reporting other students who are not following the school rules
- Duty teachers will follow the ESPS Playground Behaviour Flowchart when dealing with behaviour incidents
- Students will look after all sports equipment
- Students will play respectfully and safely
- Students will engage in a lot of different activities in the playground. Some of these activities will be set up by the staff. (Dodge ball competitions)
- Students need to return to class immediately after the siren. No drink or toilet breaks before going to the line

What it feels like:

- Teachers are friendly
- Students feel comfortable to share/ask/question during discussion
- Students want to learn
- Students will have fun
- A happy environment with a lot of smiles and fun
- A friendly environment where everyone speaks respectfully to one another
- A safe environment. Everyone walks – not runs, hands and feet to yourself, respect for everyone
- Students can trust one another. (You can lend your belongings and know the other person will be respectful and return it promptly and in good condition)
- Students will work cooperatively and no one will feel lonely

What it sounds like:

- If students are working by themselves at their desks the classroom should be quiet
- When students are working in groups the students will speak quietly (Inside voices)
- Everyone uses their manners when speaking
- One person speaks at a time
- When the teacher asks a question, students raise their hand to answer – no calling out
- Everyone will use appropriate language
- Students will share ideas, complimenting and encouraging others
- Students will be given verbal reminders/name on the board to remind them about the class rules
- Teachers will praise/reward good behaviour and work often
- The students will be having fun with learning activities as teachers will ensure activities are engaging

Appropriate behaviour is noted by:

- Verbal or written praise
- Stickers
- Assembly awards
- Class reward system
- 'You Can Do It' certificates
- School based incentives/rewards
- Stirlings
- Pizza with the Principal tokens

Students who behave inappropriately will follow the following process if they continue to misbehave in class:



ESPS Daily Behaviour Record

T = Talking/ Calling out **O** = Off Task **NC**= Non-Compliant **X** = Other

TERM 1

WEEK 1

V - Verbal Warning
N - Name on board
T - Time out in class
O - Office

[illegible]

Notes:



Ellen Stirling Primary School

Playground Behaviour Incident Update

Student:

Class:

Date of Incident: / /

Recess Lunch

Follow up Required:

Yes No

Type: Physical Assault Swearing Teasing Running on Paths

Interfering with others play Playing in Toilets Other_____

Admin to record on Integris and inform parents and teachers.

Reported by _____

The following school rules are set for Ellen Stirling Primary School:

1) Follow the Instructions of all School Staff

- ALL staff is inclusive of teaching and non-teaching staff
- Student safety is everyone's responsibility, and we must all be vigilant and consistent in rewarding positive behaviour and identifying then dealing with inappropriate behaviour

2) Show courtesy, consideration and respect

- Everyone should respect and care for their own property, and that of others
- Everyone should try to display good manners
- Swearing and negative language is not tolerated in any form at the school
- All students line up outside their classroom immediately after the bell
- No person is permitted to disrupt the learning environment

3) No physical contact/intimidating behaviour that makes others unhappy.

- Fighting and bullying are unacceptable behaviours
- Rough play cannot be tolerated at the school – it often leads to fighting
- "Roasting" behaviours cannot be tolerated at the school

4) Act safely at all times.

- To protect from sunburn and skin cancer, there is a 'No Hat – No Play Outside' policy
- Children must wear appropriate footwear in the playground and at sport
- Punctuality – not too early not too late
- Children are not to use any wheeled transport (bikes/scooters/skateboards) in school grounds
- Walk only on the verandahs and around the buildings
- All rubbish in the bins provided

5) Stay in the correct areas.

- Children may not leave the school grounds during school hours without permission
- Children are not permitted in classrooms before school, at break times or after school unless supervised by a staff member
- Respect the school's 'out of bounds' areas, boundaries and appropriate play areas
- For safety reasons, children are not allowed in any school car park – unless with parents
- Each Block's covered area is the area whereby all food is eaten whilst children are seated

6) Keep expensive non-school items at home.

- Items such as iPods, mobile phones, MP3s, smart watches, jewellery, game consoles etc. are popular with students; however, they are not appropriate items for use at school
- If families are insistent that students use mobile phones as a personal safety item for travel to and from school, the phone must be checked in to the teacher before school and picked up at the end of the day
- If staff identify that students have expensive items at school be proactive and remove the item, house it safely, speak to the student concerned about the school rules and return item at the end of the day
- If students continue to bring inappropriate items make contact with the family, explain the school policy and rationale behind the rules and request their support

The PARENT'S / CARER'S role is:

- To be proactive in sharing with teachers, any home issues that have the potential to affect the behaviour of their children whilst at school and whilst in the class
- To read, sign and return any note or letter advising of their child's behaviour
- To contact the school and discuss the situation with their child's teacher if concerned about their child's behaviour (NOTE: Occasional misbehaviour is not a cause for concern, however consistent or repeated misbehaviour is)
- To make arrangements (if necessary) to collect their child from school in the case of suspension
- To attend a case-conference when requested, with the Administration and/or the teacher and their child, to assist in resolving their child's behaviour problems
- To provide support, encouragement and supervision for their child to complete any work missed as a result of misbehaviour and removal from class

The TEACHER'S role is:

- To develop safe and respectful relationships with students and families
- To develop a welcoming, safe and respectful classroom environment
- To outline the class agreement including:
 - discuss with all students, the class's Code of Behaviour, the positive and negative consequences of behaviour and fully explain behaviour management processes
 - discuss and teach ways to resolve conflict
- To design and implement a system of regular rewards for appropriate behaviour as well as separate consequences for poor behaviour. Poor behaviour consequences should not impact on positive consequences – this reflects that we are dealing with children who *do* make mistakes
- To implement the school behaviour management policy consistently and fairly
- To communicate effectively with parents about behaviour concerns **and improvements** – including via telephone calls, emails, Connect, parent interviews and case conferences
- To maintain noting of individual student behaviour in Integris Activities
- To communicate effectively with parents, colleagues and Administration regarding student behaviour problems
- To implement, where necessary, individual behaviour management plans for specific students
- To refer irate or unreasonable parents to the Administration

The ADMINISTRATION'S role is:

- To facilitate, where necessary, communication between teachers and parents, and to act as a liaison between parties in difficult situations
- To aid and support teachers in class management strategies in carrying out Behaviour Management Policy and intervene in cases of severe misbehaviour
- To ensure Behaviour Management Policy is implemented school wide and maintained consistently
- To participate in parent/teacher/child conference/s on return from suspension, and deal with and coordinate any in-school suspensions – and to discuss behaviours with students when at in-school suspension
- To oversee the proper maintenance of information on steps taken to resolve individual students' behaviour issues
- To arrange induction of relief teachers and new staff on classroom behaviour management plans
- To support teachers in awarding positive consequences

For the information of all staff, the following offences are according to the Regulations within the 1999 School Education Act as suspendable offences. This means that they should not be tolerated. If staff members are in doubt about an offence, they should see Administration who have made it clear to the school community that the highest expectations will be maintained by **all** students.

TYPE	DESCRIPTOR	TYPE	DESCRIPTOR
1	PHYSICAL AGGRESSION TOWARD STAFF	6	VIOLATION OF CODE OF CONDUCT OR SCHOOL/CLASSROOM RULES
2	ABUSE, THREATS, HARASSMENT OR INTIMIDATION OF STAFF	7	POSSESSION, USE OR SUPPLY OF SUBSTANCES WITH RESTRICTED SALE
3	PHYSICAL AGGRESSION TOWARD STUDENTS	8	POSSESSION, USE OR SUPPLY OF ILLEGAL SUBSTANCES OR OBJECTS
4	ABUSE, THREATS, HARASSMENT OR INTIMIDATION OF STUDENTS	9	NEGATIVE BEHAVIOUR - OTHER
5	DAMAGE TO OR THEFT OF PROPERTY		

In circumstances of the following significant inappropriate behaviours, please refer the offending student immediately to the Office for investigation and implementation where appropriate of consequences.

- Any harmful body contact by students to others
- Maliciously spitting or throwing objects
- Threatening of staff by object or body posture
- Significant threatening of students by object or body posture
- Demonstrable bullying of other students
- Threatening language towards a staff member including, 'Get; You're a; I will get you' etc.
- Any swearing at a staff member or student whatsoever including written swearing
- Refusing a staff member's instructions
- Bringing any illicit substances/ implements to school – ie vapes, alcohol, drugs, weapons, spray paint etc.
- Breaking your class behaviour management processes
- Repeatedly (3 times in a week) going to the severest part of the classroom negative consequence process
- Defacing or damaging school property even if it is accidental
- Maliciously breaching the School Rules

Suspensions/ loss of Good Standing/ Detentions are only to be used as a last resort, and by Administration only.

Our emphasis is always on changing the behaviour and teaching the skills to behave acceptably. Students are counselled through the Restorative Justice process to realise that the choices they make have a cause and effect (linked to the Zones of Regulation) and as a result, consequences for actions help students think of better ways of expressing their feelings in the future.

However, there are times when there is a need for us to utilise suspensions. Below, are the principles that we adhere to when considering suspension or detention. These are not to be considered as a license to do so – rather the thought process we follow. All suspensions are considered individually and on merit of each case.

- Suspensions/ loss of Good Standing will be used as a last resort only
- External suspension in most cases does not change the behaviour
- Suspension sometimes needs to occur as a result of making an example of highly inappropriate behaviour
- Suspension should not occur as a result of making school management practices easier
- Based on the four factors that make a successful student (i.e. quality of teaching and learning, quality of school climate, quality of support from home, quality of cooperation by student), if the support from home is not there, then we sometimes have no option except suspension based on lack of parent involvement

In terms of severe behaviour management cases, teachers need to be supported with these specific students especially when it seems that all avenues within the classroom have been exhausted. In each of the alternatives below, it is the teacher that will initiate the appropriate alternative.

Alternatives include

- The employment of preventative strategies before it gets to 'a point of no return'
- The implementation of the strict routines and procedures within structure
- Removal of student to another class or the office for short periods of time (corrective, not punitive)
- Personal phone contact between the Associate Principal, Principal and the parent
- Development of an Individual Behaviour Plan (Engagement Plan) with clear goals. Strategies will be implemented within the class that are very specific to the student. Parental involvement is integral to the success of this process. (An example of a specific strategy may be a modified school day)
- Collaborative case teams work as a team to cater for individuals across the school. In some cases, this may include the School Psychologist
- Referral to other agencies such as the Department of Community Development, North Metropolitan Education Regional Office Student Services, Child and Adolescent Mental Health, NMERO DEO Aboriginal Education Coordinator, etc.
- Mentoring options with relatives and influential members of the community
- Individual professional development to deal with a specific student
- Engagement of School of Special Education Needs: Behaviour Engagement (SSENBE) Team.

ELLEN STIRLING PRIMARY SCHOOL BEHAVIOUR MANAGEMENT FLOW CHART

Classroom Incidents

Classroom Incident



1. Verbal Reprimand
2. Name on Chart
3. Cross next to name on chart



4. Time out



5. Administration Visit – Detention



6. Administration visit – Suspension (in or out of school) or loss of Good Standing at the Principal's discretion based on circumstances and previous history.

Disruptive behaviours eg calling out, out of chair, silly noises, off-task, constantly going to toilet, rocking on chair, fidgeting, touching others

Repetition of any of the above behaviours

Ongoing repetition of the above behaviours after partner room.

Or sent immediately to office for the below behaviours:

Physical / verbal assault or intimidation of staff or students e.g. Swearing or hitting with body or objects.

Offence against property e.g. Scratching desks, cutting other student's work.

Substance abuse or misuse e.g. sniffing textas.

Ensure clear instructions are provided and ongoing positive reinforcement is present prior to reprimands.

Established routines.

Desired behaviours are explicitly taught.

Use a timer (no more than 10 minutes) and sit student away from distractions.

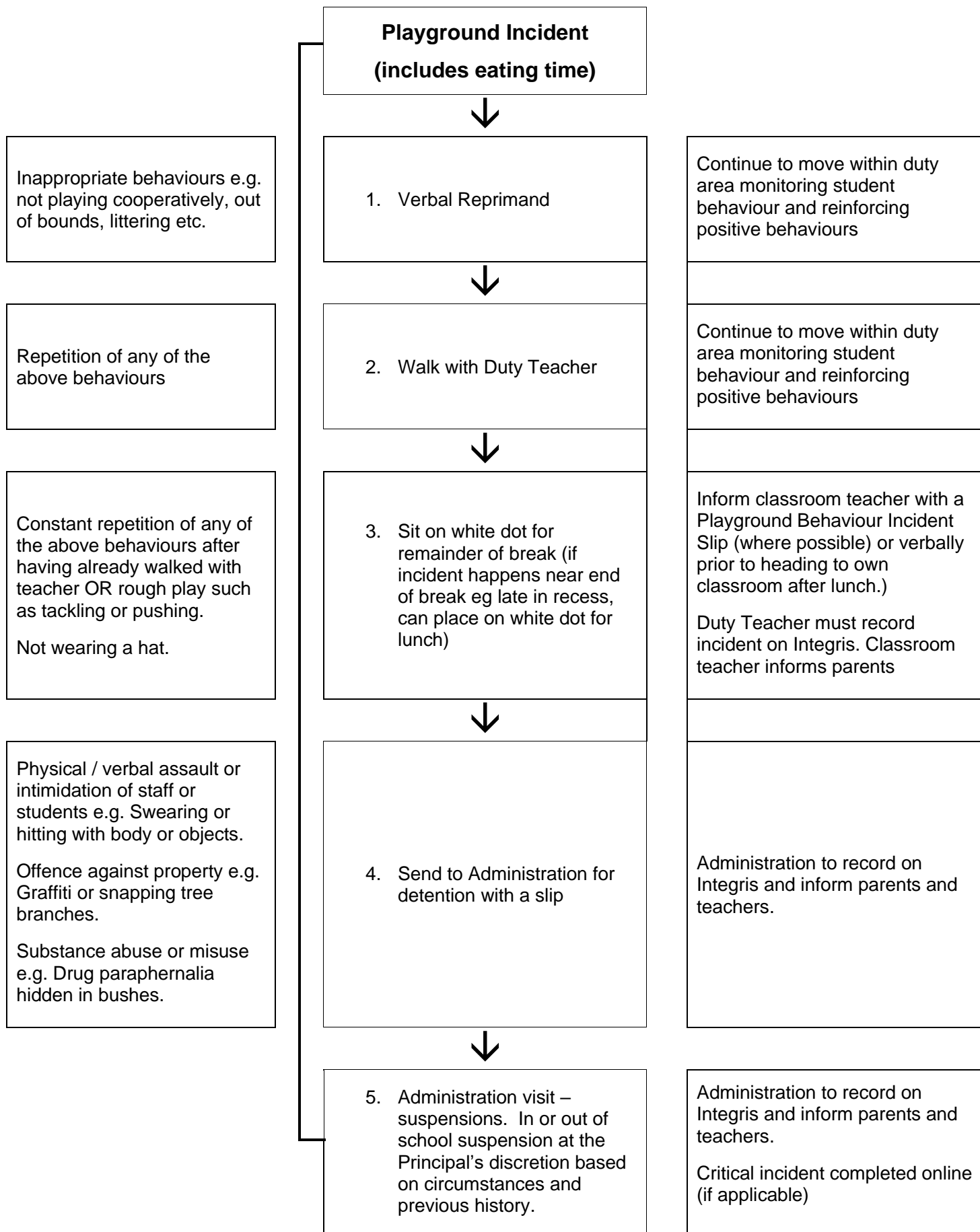
Administration to record on Integris and inform parents and teachers.

Administration to record on Integris and inform parents and teachers.

Critical incident completed online (if applicable)

ELLEN STIRLING PRIMARY SCHOOL BEHAVIOUR MANAGEMENT FLOW CHART

Playground Incidents



APPENDIX 1 To the ESPS BMIS Policy 2024

Our Good Standing Policy:

At Ellen Stirling Primary School, the **Good Standing Policy** supports our Moral Purpose of providing a safe, enriched learning and teaching environment driven by high expectations for success. By acknowledging and rewarding exemplary student behaviour, work ethic, attendance and standards of uniform we reinforce our 'You Can Do It' program which explicitly reinforces and teaches *persistence, getting along, confidence, organisation, manners* and *resilience* within the school as a whole. We believe that learning is enhanced in a welcoming, inclusive, collaborative and caring environment free from disruption and any form of violence. The Good Standing Policy emphasises the importance of students taking responsibility for the choices that they make on a daily basis, which impacts academically and socially on themselves and others. The Good Standing Policy is a part of and works in conjunction with the whole school Behaviour Management Policy. It aims to provide regular acknowledgement / recognition for the majority of students who consistently behave and act according to Ellen Stirling Primary School's policies.

To Maintain 'Good Standing' students must:

- Comply with the Ellen Stirling Primary School's Behaviour Management Policy;
- Adhere to the Ellen Stirling Primary School Rules, Classroom Policy & Procedures;
- Adhere to the Ellen Stirling Primary School Attendance Policy;
- Adhere to the Ellen Stirling Primary School Dress Code Policy.

'Good Standing' is a status all Ellen Stirling Primary School students are granted at the start of each five-week block:

- It is the responsibility of each student to maintain their **'Good Standing'**;
- Students with **'Good Standing'** are eligible to participate in all extra-curricular activities on and off site during school hours and after hours;
- Students who lose their **'Good Standing'** may lose the privilege to participate in various events throughout the school year. Examples: - excursions, camps, interschool sporting events, sports days and nominating for school leadership positions;
- Students may lose the privilege to participate in activities where the safety of other students is a concern.

A student's **'Good Standing'** status will be withdrawn following consultation with the Executive School Team and the Classroom Teacher for the following reasons:

- Three detentions for classroom referrals to Administration. This must be entered on Integris by the Executive Team with parents notified;
- Three detentions for playground referrals which have been entered on Integris by the Executive Team;
- Suspension;
- If a Student Leader loses their **'Good Standing'**, they will lose their badge and their right to represent the school for a five-week period. A Student Leader who loses their **'Good Standing'** three times in a year will forfeit their badge permanently and the student who rated the next highest in the voting will be awarded the position.

Parents and Guardians of students 'at risk' of losing their **'Good Standing'** will be contacted by Teachers or the Executive Administration Team. This will be through a phone call and then on loss of **'Good Standing'**, formally via letter.

Attendance:

Unauthorised and / or attendance below 90% in any five-week period. This means any unexplained absences or vacations that have not been authorised by the Administration. Medical evidence will be taken into consideration for absences below 90%.

Dress Code:

The correct school uniform is worn less than 90% in the five-week period. This will be recorded by the classroom teacher.

Severe Clause:

- Students may lose the privilege to participate in activities where the safety of other students is a concern. Any form of violence will result in the loss of 'Good Standing';
- Students who are involved in a 'one off' severe behaviour incident in the classroom or playground may automatically lose their '**Good Standing**'.
- Students who lose their '**Good Standing**' three times in a year may jeopardise their participation in sporting carnivals, camps, incursions and excursions etc.

Regaining 'Good Standing':

All students will regain '**Good Standing**' at the beginning of each 5-week period.

The **Good Standing Policy** is provided to maintain consistency in our decision making processes. It is important to note that these are guidelines and if:

- There are extenuating circumstances that have resulted in the negative behaviours;
- A student has special needs and / or;
- There is a significant period of positive behaviour since the previous negative behaviour.

Then, these factors will be taken into account and any decision to withdraw or maintain '**Good Standing**' will be at the discretion of the Principal.

Whole School Behaviour Management Policy

Ellen Stirling Primary School has a Whole School Behaviour Management Policy that is followed by all classes in the school. The main aim of the Classroom Management Policy is to create a teaching and learning environment that is consistent across the school, positive, non-threatening and safe for all students. The following behaviour expectations have been developed by students and has been adopted school wide.



What it looks like

- An educational environment. eg Books and posters
- Desks are organised. eg Stationery and books out ready for the day
- Students seated and quiet when the teacher is teaching. (Eyes on the teacher and no fidgeting)
- Students working hard. (Heads down and raise hand to ask for help/ask a question)
- Students will complete their work (Students must complete their work to an acceptable standard before having a break)
- Students will socialise with other students at an appropriate time
- Students will think before they act
- During mat sessions students sit cross legged, face the speaker and keep hands to themselves
- Students who are fidgeting will give items to the teacher for safe keeping
- Bags outside the class are kept tidy
- Lunch boxes and drink bottles inside the class are kept tidy in tubs
- Rubbish goes in the bin
- Student work is on display
- All equipment is labelled with student names
- Students will display kindness to others

During Break Times:

- When going out to play or sport, students will wear a school hat (and sunscreen if necessary) and take all the appropriate belongings with them. eg Lunch box, drink bottle and jumper. Students are not permitted to enter classrooms and wet areas during break times
- Students will sit in the correct areas during eating time. When the hand bell rings, students wishing to go to play must raise their hand and wait until the duty teacher asks them to stand to check for rubbish
- Students are not permitted to stand or walk around during eating time
- Students see the duty teacher for all queries and or reporting other students who are not following the school rules
- Duty teachers will follow the ESPS Playground Behaviour Flowchart when dealing with behaviour incidents
- Students will look after all sports equipment
- Students will play respectfully and safely.
- Students will engage in a lot of different activities in the playground. Some of these activities will be set up by the staff. eg Dodge Ball competitions
- Students need to return to class immediately after the siren. No drink or toilet breaks before going to the line

What it feels like

- Teachers are friendly
- Students feel comfortable to share/ask/question during discussion
- Students want to learn
- Students will have fun
- A happy environment with a lot of smiles and fun
- A friendly environment where everyone speaks respectfully to one another
- A safe environment. Everyone walks – not runs, hands and feet to yourself, respect for everyone
- Students can trust one another. eg You can lend your belongings and know the other

person will be respectful and return it promptly and in good condition

- Students will work cooperatively and no one will feel lonely.

What it sounds like

- If students are working by themselves at their desks the classroom should be quiet
- When students are working in groups the students will speak quietly (Inside voices)
- Everyone uses their manners when speaking
- One person speaks at a time.
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Appropriate behaviour is noted by:

Verbal/written praise
Stickers
Assembly awards
'Stirlings'
Pizza with the Principal Tokens
Class reward system
'You Can Do It' certificates
School based incentives/rewards



Students who behave inappropriately, will follow the following process if they continue to misbehave in class:

1. Verbal reprimand/reminder
↓
2. Name on the Board/Chart
↓
3. Time out in the classroom
↓
4. Sent to Admin – parents informed
↓
5. Serious offence – sent directly to Administration Parents informed.

Our Good Standing Policy:

At Ellen Stirling Primary School, the **Good Standing Policy** supports our Moral Purpose of providing a safe, enriched learning and teaching environment driven by high expectations for success

The Good Standing Policy emphasises the importance of students taking responsibility for the choices that they make on a daily basis, which impacts academically and socially on themselves and others.

To Maintain 'Good Standing' students must:

- Comply with the Ellen Stirling Primary School's Behaviour Management Policy;
- Adhere to the Ellen Stirling Primary School Rules, Classroom Policy & Procedures;
- Adhere to the Ellen Stirling Primary School Attendance Policy;
- Adhere to the Ellen Stirling Primary School Dress Code Policy.

'**Good Standing**' is a status all Ellen Stirling Primary School students are granted at the start of each five-week block:

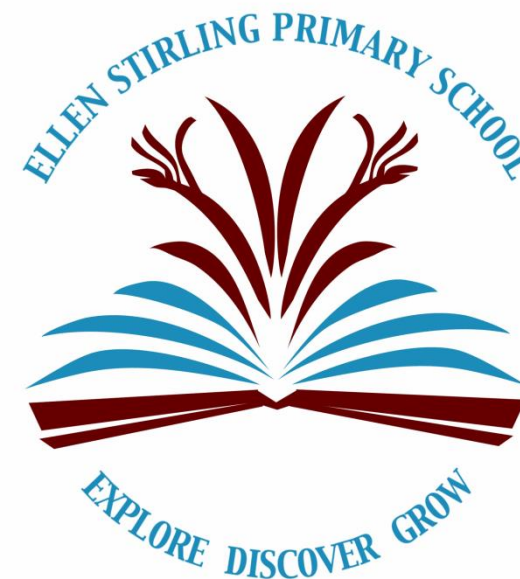
- It is the responsibility of each student to maintain their '**Good Standing**';
- Students with '**Good Standing**' are eligible to participate in all extra-curricular activities on and off site during school hours and after hours – including BDI, excursions and camp;
- Students who lose their '**Good Standing**' may lose the privilege to participate in various events throughout the school year. Examples:
 - excursions, camps, interschool sporting events, sports days and nominating for school leadership positions;
- Students may lose the privilege to participate in activities where the safety of other students is a concern.
- Loss of '**Good Standing**' can be at the Principal's discretion for up to a 5 week period.

The following school rules are set for Ellen Stirling Primary School:

- 7) Follow the Instructions of all School Staff
- 8) Show courtesy, consideration and respect
- 9) No physical contact/intimidating behaviour that makes others unhappy.
- 10) Act safely at all times.
- 11) Stay in the correct areas.
- 12) Keep expensive non-school items at home.

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Expectations for Learning and Behaviour



2024

"Ellen Stirling Primary School will provide a safe, enriched learning and teaching environment driven by high expectations for success"

Monday _____			
	Class	Comments	Teacher
8:45 – 11:00			
Recess			
11:20 – 1:20			
Lunch			
1:50 – 2:50			
Class Teacher Signature		Parent Signature	

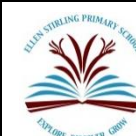
Wednesday _____			
	Class	Comments	Teacher
8:45 – 11:00			
Recess			
11:20 – 1:20			
Lunch			
1:50 – 2:50			
Class Teacher Signature		Parent Signature	

Tuesday _____			
	Class	Comments	Teacher
8:45 – 11:00			
Recess			
11:20 – 1:20			
Lunch			
1:50 – 2:50			
Class Teacher Signature		Parent Signature	

Thursday _____			
	Class	Comments	Teacher
8:45 – 11:00			
Recess			
11:20 – 1:20			
Lunch			
1:50 – 2:50			
Class Teacher Signature		Parent Signature	



Friday _____			
	Class	Comments	Teacher
8:45 – 11:00			
Recess			
11:20 – 1:20			
Lunch			
1:50 – 2:50			
Class Teacher Signature		Parent Signature	



Ellen Stirling Primary School

— An Independent Public School —

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Ellen Stirling Primary School aims to develop a safe, caring and secure learning environment where the needs of students, teachers and parents are valued and supported.

The guide lines of our Behaviour Management Policy clearly states the importance of:

- Staff consistently providing positive consequences for appropriate and improved behaviours. Likewise, they will consistently respond to inappropriate behaviours and implement consequences to eliminate disruptive behaviour.
- Staff employing a *range of preventative strategies* that will reduce the likelihood of inappropriate behaviour occurring.
- The links between Specialist Teachers' behaviour management and the class that the child is normally a part of.
- Staff *keeping parents informed* of behavioural issues and develop positive relationships with parents to assist in behaviour management of the student.
- Staff take full responsibility for the behaviour of a student, follow-up with a student who acts inappropriately, and provide consequences where necessary.

and

- Staff will be supported by Administrators, in their management of students.

Rules are everywhere in life. They are always necessary, especially when people belong to groups. The establishment of rules provides for social order and supports individual freedom. School rules are based upon everyone's right to feel safe at school, the need to be considerate of others and duty of care responsibilities.

The staff at Ellen Stirling Primary School employ behaviour management strategies as outlined in the school policy, supported by the philosophy and strategies of the *You Can Do It* social skills program.

I understand the rights of all students and staff at Ellen Stirling Primary School, and that it is my responsibility to uphold these rights.

I understand that I am to get this report signed by my teacher at the end of each class, and that I am to then show it to the Principal at the end of the school day.

Student Name: _____

Signed: _____ Date _____

Targets:

1. Complete all tasks to the best of my ability.
2. Bring all necessary equipment to class.
3. Behave appropriately in and outside of lessons.