



HOLLYWOOD
PRIMARY SCHOOL

Positive Behaviour Guidelines

Ratified by School Board: August 2021
Review February 2023



Rationale

All members of the Hollywood Primary School (HPS) community have the right to operate in an environment characterized by respect, consideration, safety and cooperation. This policy addresses the ways student engagement is managed at our school. It contains information for staff, parents/caregivers and students.

The HPS Positive Behaviour Guidelines conforms to the principles outlined in the Department of Education ***Managing Student Behaviour Policy*** and ***Student Behaviour Procedures***. This document is also informed by the ***Minister's Statement on School Violence***.

School Values

The decision-making and encouragement of positive behaviour choices outlined in these guidelines are consistent with the following school values which make up a Hollywood "kid":

- Kindness
- Innovation
- Discovery

Hollywood kids *ensure their words and actions make others feel safe in the classroom, playground and our online communities.*

Good standing

As required by the *Minister's Statement on School Violence*¹, good standing is incorporated into the school's Positive Behaviour Guidelines. Students who engage in severe behavioural transgressions will lose their 'good standing' for a period of time to be determined by the Principal or Associate Principal. In such cases, privileges will be removed for this time and students will not be permitted to participate in school social and non-curricula activities. Students who lose 'good standing' will be able to earn it back through positive and sustained improvements in behaviour.

Rewarding Positive Behaviour at HPS

Positive behaviour is encouraged through the ***Essential Agreement***, and rewarded in the following ways:

- Honour certificates at assemblies for academic achievement and social behaviour.
- Students visit the office to show the Deputy or Principal some excellent work.
- Students visit a buddy class or previous/special teacher to share excellent work.
- Teachers communicate excellent behaviour home to parents via a *Connect* message.
- Values Award presented at assemblies twice a term.
- Values faction tokens to be handed out in class and in the playground for demonstrating school values. The faction with the most tokens at the end of the value receives an appropriate reward.

¹ Let's Take a Stand Together: Minister's Statement on School Violence: <https://www.education.wa.edu.au/dl/69okxe>

In keeping with the Department of Education Policy, classroom prizes will not consist of sugary treats, such as lollies.

Our Essential Agreement

The following expected behaviour matrix forms the basis of our Positive Behaviour Guidelines:

	Respect	Responsibility	Resilience
Our School Community	<ul style="list-style-type: none"> • Wear your school uniform with pride • Walk quietly on paths and verandahs • Move with your class • Use quiet voices in working areas • Speak positively • Accept others differences 	<ul style="list-style-type: none"> • Be prepared and punctual • Bring and return required equipment • Pack resources away neatly • Remain seated on the verandah before 8:30am • Treat school equipment with care • Support others 	<ul style="list-style-type: none"> • Be positive • Come ready to learn • Be brave and bounce back • Encourage and include others
Our Learning Areas	<ul style="list-style-type: none"> • Listen to and follow all instructions • Work cooperatively with others • Take turns when talking with peers 	<ul style="list-style-type: none"> • Follow the Digital Citizenship agreement • Stay on task • Use equipment properly • Wait for teacher presence before entering classrooms • Take care of your belongings 	<ul style="list-style-type: none"> • Persevere with all tasks • Ask for help • Seek solutions • Set, work toward and reflect on goals
Our School Grounds	<ul style="list-style-type: none"> • Share the play space and equipment • Use a friendly tone of voice • Wait to be dismissed by the Duty Teacher or Student Leader at lunchtimes 	<ul style="list-style-type: none"> • Play inside the boundaries • Eat in designated areas • Ask permission before retrieving out-of-bounds equipment • Be sun smart – wear your hat • Line up quickly and quietly • Report unsafe behaviour • Use the toilet during break times • Keep toilet areas clean and tidy • Play safely • Use the recycling and litter bins 	<ul style="list-style-type: none"> • Seek help If you have a problem • Agree to and follow the Essential Agreements • Be a problem solver • Join in and have fun • Make safe choices

Rights and Responsibilities

Rights		Responsibilities	
STUDENTS	<ul style="list-style-type: none"> learn in a purposeful and supportive environment work and play in a safe, secure, friendly and clean environment be treated with respect, courtesy and honesty 	STUDENTS	<ul style="list-style-type: none"> treat others with respect and tolerance play in a way that is safe for themselves and others make sure that their behaviour is not disruptive to the learning of others help to keep school grounds clean and tidy show respect for the property of others and the property of the school
STAFF	<ul style="list-style-type: none"> be treated with respect, courtesy and honesty work in a safe, secure and clean environment work in a purposeful and non-disruptive environment receive co-operation and support from parents and other staff 	STAFF	<ul style="list-style-type: none"> model respectful, courteous and honest behaviour ensure that all students are provided with appropriate and positive learning opportunities establish positive relationships with students and support a harmonious classroom environment provide meaningful, regular feedback to students accurately and regularly report student progress to parents consistently implement school policy ensure the school environment is kept neat, tidy and clean maintain confidentiality and respect for all members of the School Community
PARENTS	<ul style="list-style-type: none"> be informed about curriculum material, behaviour management procedures and decisions affecting their child's health and welfare be accurately and regularly informed of their child's progress access a meaningful and adequate education for their child be heard in an appropriate forum on matters related to the rights of their child to an appropriate education be treated by school staff with respect, courtesy and honesty 	PARENTS	<ul style="list-style-type: none"> ensure that their child attends school ensure that their child is as physically and emotionally prepared for school as possible ensure that their child is provided with appropriate work materials and clothing for school activities support the school in providing a meaningful and adequate education for their children treat school staff with respect and courtesy and honesty maintain confidentiality and respect for other families

Managing Behaviour

Building strong relationships with students is an important step in managing student behaviour. Strong relationships can be built by greeting students at the door, smiling and the use of humour, being polite, being enthusiastic and demonstrating personal interest in the student. Strong and genuine relationships are built on mutual respect and students feeling that they have a voice within conflict resolution, teaching and learning processes and personal interactions with staff.

Low-level behaviour is managed in the classroom using low key responses. A low key response is designed to redirect the behaviour with minimal or no disruption to the teaching and learning. Examples of low key responses include the use of proximity, non-verbal signals – gesture, look, pause – use of student's name, planned ignore, signal to begin, winning over, be on the alert, and private dialogue.

Communication with parents should be established early with consistent approaches at home and school having the greatest impact. Regular occurrences of negative behaviours should be recorded and monitored and an IBP established with the help of the Associate Principal and School Psychologist, if these behaviours continue.

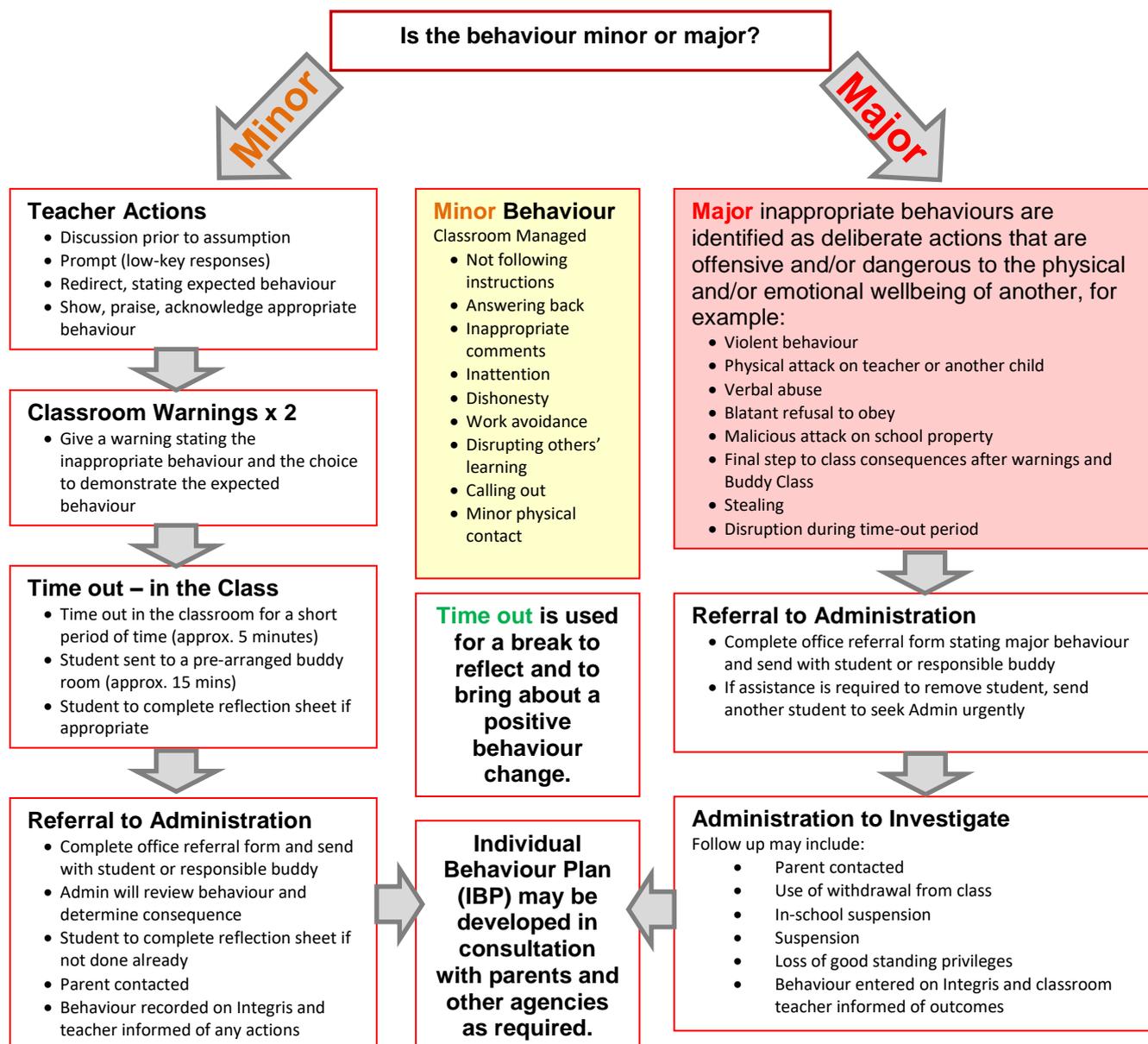
Strategies to manage inappropriate behaviours in the classroom:

- Students are made aware of the intended outcomes of each lesson through WALT and WILF
- Have well-planned lessons that incorporate a variety of strategies, groupings and resources
- Establish consistent classroom routines and reinforce these regularly
- Vary position in the classroom
- Incorporate movement and brain breaks into the daily routines and learning activities
- Ensure work provided is challenging but achievable for each student
- Student's work is scaffolded and supported as necessary
- Interactions with students are positive

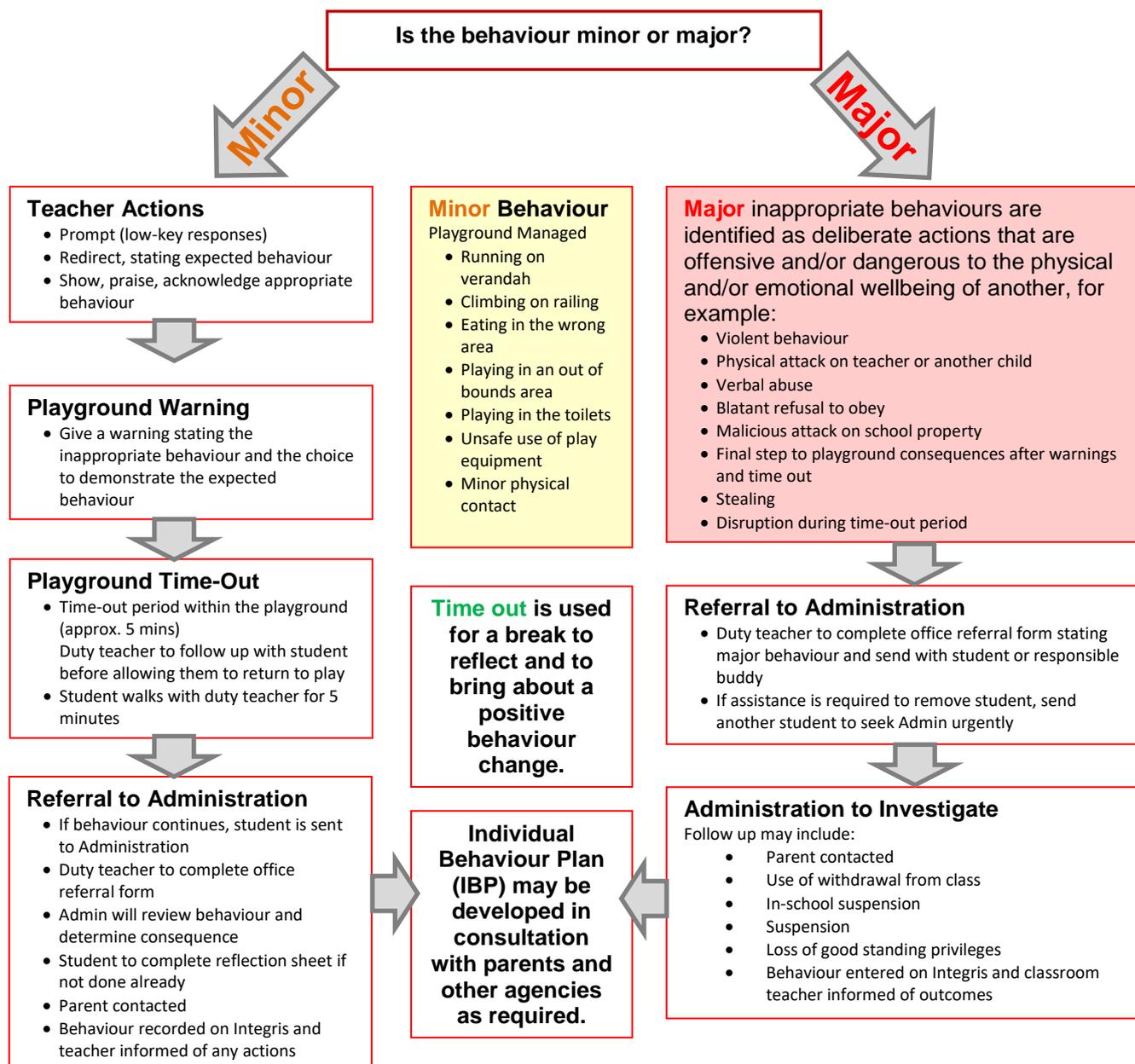
Strategies to manage inappropriate behaviours in the playground:

- Duty vests are worn by all staff whilst on duty
- Staff are prompt in moving to their designated duty areas
- Staff circulate proactively within their designated duty area
- Staff actively engage with students as they move through their area, rather than waiting for issues to be brought to them
- Duty teachers recognise and praise the demonstration of school values such as good sportsmanship, picking up rubbish, etc through the use of faction tokens and verbal praise
- Unsafe play is redirected with a clear explanation of how to adjust the play and feedback from any incidents provided to the class teacher as soon as possible
- Children who arrive before school wait on the Admin verandah until 8.30am when classrooms open

Process Flowchart for Addressing inappropriate Behaviours in the Classroom:



Process Flowchart for Addressing inappropriate Behaviours in the Playground:



Severe Behaviour

For incidences of severe behaviour, the Principal or Associate Principal will inform parents of the intention to suspend, or immediate suspension, and implement a period of suspension in line with the Department of Education Policy. From the start of Term 1, 2019, Principals have been directed to automatically suspend students who:

- Intentionally attack, or instigate a fight with, another student
- Video fighting between students
- Physically attack a school staff member

As part of the return from suspension process, a re-entry meeting occurs between the student, parents and a member of Administration where a restorative approach will be used.

Physical Guidance of a Student

Where students are identified as at risk of behaviours that might put themselves or others at risk, the Student Support Team meets with parents or caregivers to discuss, explain and agree strategies for the child's wellbeing in a formal, signed plan. Strategies might include those recommended by the Positive Partnerships Program.

The *Team Teach* approach, as recommended by DoE, is used by specially trained staff in the event of a child needing physical guidance in order to keep themselves and others safe. This is based upon careful planning of the child's schedule to maximise their engagement and compliance and with continued close communication with parents/carers.

Think Sheet K-2

Name _____ Date _____ Time: _____ Location: _____

How was I feeling?

BLUE ZONE:	GREEN ZONE:	YELLOW ZONE:	RED ZONE:
- Running Slow - Sad Tired Sick Bored	- Good to Go - Happy Calm Focused Ready to Learn	- Caution - Frustrated Worried Silly Loss of Some Control	- STOP - Angry Mad Yelling Being Unsafe

What happened?

I hurt Someone
 I yelled
 I didn't do my work
 I upset someone
 I took something
 I broke something
 I got upset/angry
 I refused to co-operate
 I didn't listen
 I used inappropriate Language

Who has been affected?

Students
 Teacher
 Others

How have others been affected?

hurt
 disappointed
 unsafe
 don't want to play
 upset/angry

What I should have done:

stop when friend says, "stop"
 Use nice words & voice
 Keep hands and feet to self
 follow instructions
 participate in class
 share
 ask for help
 say "stop, I don't like it!"

What should I do now:

Apologise
 talk to my friend
 Talk to my teacher
 Take a Break

Teacher comments: _____

Teacher Signature: _____

Parent Signature: _____

Reflection Sheet Year 3-6

Name _____ Date _____

Reflecting on my behaviour will help me make better choices next time.

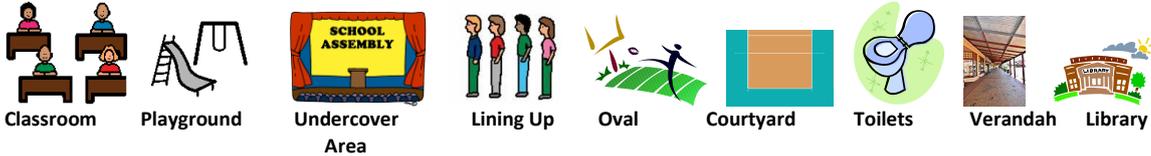
What happened?

Behaviour:

- I didn't Follow Directions I wasn't Listening I upset someone I refused to co-operate I shouted/ used inappropriate language
- I hurt Someone I didn't do my work I took something I broke something Other

Details:

Where were you?



Who has been affected?

How?

How can you make things better?

What will you do differently next time?

Student Signature: _____

Teacher Signature: _____

Parent Signature: _____