

Student Care and Support Policy

RATIONALE

Currambine Primary School's Care and Support Policy is focussed on building quality relationships between all members of the school community.

The school community will work collaboratively to achieve the above goal by providing a supportive, caring and inclusive learning environment, encouraging and reinforcing desirable behaviours and actively supporting children to develop self-regulation skills.

RIGHTS AND RESPONSIBILITIES

These rights and responsibilities apply to all member of our school community.

Our Rights	Our Responsibilities	Examples of Acceptable Behaviour
To be treated with courtesy and consideration	Practise courtesy, consideration and cooperation	<ul style="list-style-type: none"> • Respect others, i.e. No teasing or name-calling • Be honest and courteous in all situations. • Socialise in a friendly manner. • Respect the culture and diversity of all members of the school community.
To work in and enjoy a safe, secure and clean environment.	Keep our environment safe, secure and clean. Respect student, staff and school property.	<ul style="list-style-type: none"> • Take care of all property, furniture, buildings and grounds.

To teach and learn without disruption	Ensure that there is no disruption to another person's teaching-learning environment	<ul style="list-style-type: none"> • Follow classroom rules and directions from staff. • Arrive at all classes punctually.
To achieve our educational potential.	Develop my potential and assist others in doing the same.	<ul style="list-style-type: none"> • Do my best in all school activities. • Allow and encourage others to do the same.
To be proud of our achievements.	Acknowledge achievement in a positive manner.	<ul style="list-style-type: none"> • Display appreciative and considerate behaviour when recognition is being given.

CODE OF CONDUCT

Courtesy, consideration and co-operation between students and teachers are essential to maintaining a pleasant learning environment. Students and staff have a right to feel safe at school. Respect for other people's property and equipment is essential. This code of conduct has been agreed to by staff, students and parents.

The following conduct is necessary to preserve good order, site safety and the rights of all members of our school community.

1. Play in a safe, sensible way
2. Play in your area
3. Be courteous
4. Follow teacher directions

KEY UNDERSTANDINGS ABOUT BEHAVIOUR MANAGEMENT

- All behaviour is learned
- Behaviour is influenced by the situation in which it occurs
- All behaviour serves a purpose for the student
- The development of positive behaviour is a shared responsibility between the school and the home
- Early intervention increases the prospect of modifying behaviour
- Consistency is a key factor in effective behaviour management
- Individualised behaviour management programs may be required for students who persistently behave in disruptive behaviour
- It is desirable to incentivise desired behaviours
- Students taking responsibility for their behaviour is an important step towards restoring relationships and building a sense of belonging

GUIDELINES

- All teachers are expected to create a positive learning environment rich with praise and reward for desirable behaviour

- The school will manage community wide programs that reward and support positive behaviour including faction tokens, merit awards, assembly stars etc.
- All teaching staff are expected to:
 - Have a clear set of classroom expectations that are communicated to the students and positively re-enforced regularly
 - Build positive supportive relationships with students
 - Use low key responses to manage student behaviour (proximity, the look, win over, non-verbal cues, square off etc)
 - Maintain appropriate records of student behaviour, with staff recording behaviours in Integris Behaviour Module once an in-class time out has been used.
 - Manage student behaviour through the use of behaviour specific feedback, in class consequences, in-class time out arrangements and referrals to the School Executive.
 - Teachers in Kindergarten, Pre-Primary and Year One may use the buddy class strategy prior to a referral to the school executive,
 - When appropriate to support a student by participating in case management planning and the implementation of individualised behaviour management strategies
 - Ensure parents are informed promptly of behaviour issues involving their child, particularly once in class time out has been used.
 - 'Fast Track' a student to the School Executive if a severe breach of discipline occurs
- The School Executive are expected to:
 - Manage whole school positive behaviour strategies
 - Support teachers with behaviour management
 - Respond to referrals to the school office including appropriate documentation, teacher feedback and parental contacts
 - Facilitate the development and implementation of case management plans for students experiencing difficulty with self-regulation
 - Manage specialist behaviour management strategies such as partial attendance(Section 24), suspensions or exclusion
 - The authority to suspend a student is vested in the Principal. This authority is delegated to the Associate Principals of the school if the Principal is off the site and not contactable.
 - Manage, promote and monitor the school's mobile device policy.
 - Record behaviour data, analyse, plan and respond to behaviour data annually.

WEAPONS ON SCHOOL PREMISES

Incidents involving weapons should be dealt with as a serious breach of discipline and students suspended immediately as per the *School Education Regulations 2000 43(1(b))*.

The school community is reminded that under the Weapons Act 1999 'it is an offence to carry or possess a weapon; purchase, sell or supply a weapon; and/or manufacture a weapon.'

Where the weapon is deemed to be prohibited or controlled, the principal will contact police immediately. The incident must also be entered on the Department's incident notification system. Prohibited weapons are any item that has no other purpose other than as a weapon such as

firearms, spray weapons, flick knives or switch blades. Controlled weapons include those used in the practice of a martial art, sport, act or similar discipline such as swords, machete or spear guns.

DRUG AND ALCOHOL EDUCATION

All students participate in programs from kindergarten to year six which aim to develop their skills to manage their relationship with others, to self-manage and to make positive choices. The Western Australian health curriculum is delivered to all kindergarten to year six students and includes content on drug and alcohol education.

SUICIDE PREVENTION/RISK MANAGEMENT

Members of the school staff should refer concerns around suicide or suicidal ideation to the school principal. Risk assessments may be conducted by the school psychologist or an appropriately trained member of the staff. Further responses to support the child would be determined by the outcome of the risk assessment.

CHECKLIST FOR TEACHING STAFF. HAVE YOU....

- Discussed your classroom expectations with your class? With your parents?
- Clearly published your classroom rules and the rewards and consequences applying to your classroom?
- Checked to see when the misbehaviour occurs - morning, before lunch, afternoon, continually? Is there any pattern of misbehaviour?
- Checked to see what the student is actually doing to concern you? Be specific in describing the misbehaviour.
- Checked to see that the content being taught is appropriate to the student?
- Thought about modifying your programme?
- Considered whether your consequences are fair and reasonable and whether you are able to consistently enforce them?
- Considered positive reinforcements/rewards to promote success?
- Thought about modifying your behaviour?
- Considered cultural or other special factors?
- Isolated the students in class or moved them closer to you?
- Changed the physical seating arrangements of the students?
- Considered that a less pleasant activity is more likely to be completed when followed by a pleasant activity?
- Contacted Parents regarding unsatisfactory progress?
- Followed the Student Care and Support Policy correctly (note importance of parent contact.)
- Planned lessons to suit the time of day if possible i.e. "heavy" lessons in the morning?
- Planned for students to be successfully on task?
- Provided specific feedback regarding your students' behaviour?
- Considered presenting information through a variety of formats?

Date of last Review 23 March 2017.



CURRAMBINE PRIMARY SCHOOL

TOGETHER TOWARDS TOMORROW

CLASSROOM Behaviour Scale May 2017				
1	2	3	4	5
Classrooms				
eg. Calling out, answering back, distracting other students, interfering with other student's learning, ignoring a teacher	eg. Continuation of level 1 Using inappropriate language, cheating, not including others, incomplete work	eg. Continuation of level 2, Bullying, walking out of class without permission, disrespectful behaviour	eg. Destructive behaviour, defiance, using mobile phone, stealing, throwing objects, graffiti, swearing	eg. Stealing, property abuse, physical violence
<ul style="list-style-type: none"> 1 warning name on the board/behaviour book and parent sticker in diary 	<ul style="list-style-type: none"> Name on the board x = mins in class timeout (one minute per year age eg. 10 years old = 10 minutes) 	<ul style="list-style-type: none"> continued behaviours to administrators (K,P,1 may use buddy room timeout before sending to administrators) 	<ul style="list-style-type: none"> Administrators' discretion on consequences 	<ul style="list-style-type: none"> Criminal/suspension Administrators' discretion on consequences
	THREE parent behaviour stickers in one week - teacher contact parent via email, phone or direct contact. Enter parent contact into Integris.	Administrator enter into Integris – parent contact (letter/phone call)	Administrator enter into Integris – parent contact (letter/phone call)	Administrator enter into Integris – parent contact (letter/phone call)

PLAYGROUND Behaviour Scale				
1	2	3	4	5
Playground				
eg. Misuse of equipment, not packing away running on hard surface no hat still playing after the siren using inappropriate language not including others eating out of area/out of bounds littering	Continuation of level 1 eg. contact sport – tackling	Rough play causing injury Incident causing injury low level physical contact	eg. Repeated exclusion, hit, spit, punch, kick (physical violence) Physical contact with staff	eg. Physical assault of a teacher causing injury, possession of drugs, weapons, vandalism.
Warning	Playground timeout (one minute per year age eg. 10 years old = 10 minutes)	Continued behaviours to administrators	Administrators' discretion on consequences	Criminal/suspension Administrators' discretion on consequences
		Administrator enter into Integris – parent contact (letter/phone call)	Administrator enter into Integris – parent contact (letter/phone call)	Administrator enter into Integris – parent contact (letter/phone call)

* Behaviour Management Plan falls outside of this school plan.