School Mission Statement

Dalyellup Primary School, in partnership with the Community, will provide an environment that is:

- Inclusive and nurturing
- Educative and challenging
- Encouraging and affirming;

To facilitate the development of life long learners able to participate successfully in our changing world.
Encouragement

An educator's most important task, one might almost say is a holy duty, is to see that no child is discouraged at school, and that a child who enters school already discouraged regains his self-confidence through his school and his teacher (Alder, 1930 p.84)

How to encourage children:
- Place value on children as they are
- Show faith in children to enable them to have faith in themselves
- Have faith in children's abilities
- Win children's confidence while building self-respect
- Recognise a job 'well done'
- Utilise the group to facilitate & enhance the development of children
- Constantly reinforce the positives with students.
- Highlight the safe and respectful way in which others are interacting.
- Use tangible rewards at every opportunity.

How to develop self confidence:
"The basic motivation is the wish to belong ... to feel accepted" (Balson 1988, p.88)
- Accept and have faith in children as they are and who they can become
- Expect children to handle their tasks and show this by your actions
- Separate the deed from the doer, when handling misbehaviour
- Confirm the fact that mistakes, defeat or failures are part of life and is important to demonstrate forgiveness
- Emphasise the joy of doing and the satisfaction of accomplishing rather than how children are doing
- Recognise progress and provide ample encouragement for genuine effort.
- Be a trustworthy adult

The Language of Encouragement through the virtues:

| Acceptance                        | "I like the way you handled that" |
|                                  | "It looks as if you enjoyed that"  |
|                                  | "I'm glad you enjoy learning"      |
|                                  | "So you made a mistake; now what can you learn from that?" |

| Confidence                        | "Knowing you, I am sure you will do just fine" |
|                                  | "I have confidence in your judgement"          |
|                                  | "Keep trying, don't give up"                   |
|                                  | "Let's try this together"                      |

| Appreciation                      | "It was thoughtful for you to ..."             |
|                                  | "I need your help on ..."                      |
|                                  | "We like you, but we don't like what you do"   |

| Effort                            | "It looks as if you worked really hard on that" |
|                                  | "Look at the progress you made"                |
|                                  | "You have improved in ..."                     |

| Explanation                       | "I feel angry when you call me names, because they upset me. Please stop it" |
|                                  | "I get mad when you push me because it hurts. Please be more careful"      |
|                                  | "I get sad when you scribble on my work, because I put a lot of effort into it. Please don't do it" |
**Positive Reinforcements for Appropriate Behaviour**

**CLASSROOM:**

**Daily/Weekly:**
- Own classroom systems particular to the needs of the group (e.g. raffle, group points, growth charts, etc)

**Assemblies:**
- Merit certificates given out at assemblies by teachers & specialists (1-2 per class,) Gold slip draw
- Aussie of the Month Award (presented @ assemblies)

**Break Time:**

**Daily/Weekly:**
- Gold slips to be given out by the duty teachers as a positive reinforcement. Students will record their name, class and faction on the slip and place it in the box in the front office. These will count towards their faction points at the end of the year.

**Fortnightly:**
- Gold slips (10) drawn at assemblies by admin. Winners to receive a prize sponsored by the Canteen.

**Our Teachers are encouraged to reward their class for positive behaviour both in the classroom and in the Break Time**
A Guide to Managing Student Behaviour

The Prevention/Problem-Solving Framework

PREVENTION
STEP 1: Positive Effective Learning & Social Environment:
All Students Need:
- Good relationships, mutual respect between students & staff  
  (Establishment of a positive rapport)
- Appropriate curriculum & teaching method
- Focus on positive interactions
- Positive school climate
- Effective classroom management
- Effective school BMIS Policy
- Positive Leadership
- Positive school-community relations

PREVENTION
STEP 2: Effective Curriculum Components:
Need to include:
- Effective self-esteem programs
- Effective social & emotional learning programs
- Life skills training

PROBLEM SOLVING
STEP 3: Skilful Problem Solving Staff:
Involves:
- Assertiveness training for staff
- Constant review of school BMIS
- Confrontation & negotiation skills
- Counselling skills
- Staff training in Classroom Management Strategies including cooperate learning skills

PROBLEM SOLVING
STEP 4: Skilful Problem Solving Student:
Involves:
- Assertiveness training for student
- Constant review of school BMIS
- Confrontation & negotiation skills
- Counselling skills
- Cooperate learning skills

PROBLEM SOLVING
STEP 4: Corrective Procedures for in class
- Refer to the following overview for Managing Inappropriate Classroom Behaviours
Procedures for Preventing and Managing Inappropriate Classroom Behaviours - An Overview

- Clearly articulated and displayed agreed Class Code of Conduct.
- Positive & Inappropriate behaviour responded to according to the Class Code of Conduct
- Parent Contact for both positive behaviour & ongoing/ concerning negative behaviour.
- Parent Contact records kept by teacher and recorded on SIS.
- Administration involved, if needed, after Parent Contact or Significant Incident.

Positive Classroom
- Develop relevant and engaging curriculum
- Building relationships
- Class reward & Consequence system, clearly stated & documented
- Explicit discussion of School Virtues & display of fortnightly virtue
- Gold Slip raffle whole school system
- Safe and Respectful Ethos

Low Key in-class incident
- Behaviour examples include:
  - Non-compliance
  - Insolence/rudeness
  - Mistreatment of school or others property
  - Persistent and deliberate lateness
  - Poor work ethic or attitude

Repeated in-class incidents
- Behaviour examples include:
  - Defiance of teacher
  - Truancy
  - Harassment/Low level bullying
  - Inappropriate use of language
  - Other anti-social behaviour

Significant Incident (Admin Involved)
- Examples could include:
  - Physical assault/intimidation of staff/student
  - Wilful damage of property
  - Serious Bullying

(Teacher) Consequences (Refer to CMS Level 1 Strategies)
- In-Class Isolation:
  - Can include seating plan
  - Moving Students away from peers
- Parent Contact:
  - Utilise phone or letter to contact parent
  - Record on School Database
- Class Withdrawal:
  - Establish own buddy class system
  - Student is accompanied by a peer to the buddy class. They must have a class withdrawal slip

(Admin) Consequences
- Will be implemented after teacher has used the above strategies, including Parent contact
  - Monitoring Card/Behaviour Contract
  - Resolution meeting
  - Extended classroom withdrawal up to 5 periods
  - Recorded on School Database

(Admin) Consequences
- Student is escorted to admin to be dealt with by Deputy.
- Likely outcomes might include:
  - Detention
  - Monitoring Card/Behaviour Contract
  - Suspension
- Incident is dealt with, recorded in School Database and parent contact made
Break Time Procedures

A variety of teachers interact with students in the Break Times over the week. Therefore, it is important that all staff are as consistent as possible in implementing the Playground Plan.

General
- No hat no play in the sun. Students with no hat must sit in a covered area.
- A group of nominated primary students will, at the end of lunch, monitor the return of sports equipment.

Eating Areas:
- During 1st Lunch all students sit in or directly outside block Undercover Areas.
- The first 15 minutes of lunchtime is a compulsory sitting period and will finish when the siren is sounded.
- After this time, students can be dismissed when all rubbish has been removed from their area.
- Students must sit down to consume food and drink. Food and drink must not be taken into play areas.

Duty:
- Students will be released by the duty teacher.
- All duty staff must wear an orange fluoro vest supplied by Admin.

Procedures for Preventing and Managing Inappropriate Break Time Behaviours

Positive Environment
- Look for opportunities to interact with students
- Encourage co-operation
- Provision of sports equipment
- Gold Slip raffle system
- Safe and Respectful Ethos

Minor Incident
(Deal with as appropriate; by discussing incident and/or making student accompany you on duty)
- Examples could include:
  - Rough play
  - Being disrespectful
  - Harassment/Low level bullying
  - Antisocial behaviour
- Speak to the student about what they have done
- Repetitive incidents are to be reported to a Deputy
- Recorded Parent Contact if behaviour is ongoing.

Significant Incident
- Examples could include:
  - Gross disobedience
  - Verbal abuse
  - Vandalism
  - Fighting
  - Serious Bullying
- Student is escorted to admin to be dealt with by Deputy.
- Likely outcomes might include:
  - Detention
  - Yard Monitoring with Duty Teacher
  - Suspension
- Incident is dealt with, recorded, and parent contact made.