

WAIKERIE PRIMARY SCHOOL



Behaviour Education and Self-Management (BESM) Agreement

The WPS Behaviour Education and Self-Management (BESM) Agreement promotes:

- a safe, caring, orderly school community where all members take responsibility for their behaviour
- the rights of all members of the community to work collaboratively and productively are supported and protected. Students have the right to learn and teachers have the right to teach.

Values

To support behaviour education and self-management, we emphasise the following school values:

- Respect** Treat others as you would like them to treat you; politely and fairly.
- Responsibility** Make strong choices and be accountable for your own actions.
- Care** Being kind and friendly. Help and encourage others. Care for property and the environment.
- Confidence** Be brave: participate to progress. Take risks and 'have a go'.
- Honesty** Be truthful regardless of the circumstances. Be honest with yourself and have reasons for the things you say and do.
- Persistence** Stay focussed to achieve your best. Pursue your personal best, no matter who you work with. Deal with challenges you face.

Positive Education Programs

At Waikerie Primary School we promote positive behaviour through:

- The *Kids Matter* Framework
- *Play is the Way*
- *Value It!* A 2-week whole-school program
- Buddy classes
- 'No Bullying' philosophy
- The Wheel of Choice/*Kelso's Choice*

Opportunities and Incentives

To encourage responsible student behaviour the school provides many opportunities and uses a range of incentives that vary from year to year. They may include:

Whole School Incentives

- Assembly Awards
 - Values/Growth Mind-set
 - Academic Achievement
 - Assembly Angels - best behaved
 - Environmental Awards
 - Attendance
- House Cup
- Newsletter acknowledgements
- School publicity via newspapers or social media
- Discos
- Fun Run

Individual Class Incentives

- Goal setting and reflection
- Ladder of success
- *Purple Slip* sent home
- Special activities

- Certificates
- Class rewards (eg. prize boxes, stickers)
- Camps and excursions
- House tokens
- Class dojos
- Class monitors/helpers

Leadership opportunities

- Student Representative Council (SRC)
- School Leaders
- Sporting House Captains
- Youth Environment Team (YET)
- SAPSASA representation
- Disco Committee
- Choir Leader(s)
- Assembly organisers and supporters

Responsibilities

Each member of our school community has responsibilities for ensuring a positive and successful educational experience for all participants.

Students

Students accept responsibility for their own behaviour. They apply the school's values at all times and understand that they are part of a wider community.

Parents / Caregivers

Parents / Caregivers are an important part of the school community. They complement and support our school and its values by:

- Informing class teacher of any concerns or issues at an early stage
- Ensuring the school has up to date information and contact details
- Attending meetings with regard to their child's learning and behaviour
- Working with the school on behaviour issues
- Working in partnership with teachers and the school to ensure 'at-home' learning is completed as required

Teachers

Teachers support the whole-school approach to implementing this agreement by:

- Encouraging students to develop independence and self-mastery
- Building strong relationships with students and families in their class
- Developing an appropriate and engaging learning program relevant to student needs
- Focussing on specific behaviours, not the student
- Being positive, consistent (calm, fair but firm) and inclusive in their approach
- Encouraging students to seek support
- Informing parents early of concerns

Leadership

The Principal, other senior leaders and the Counsellor support the whole school community in the implementation of this agreement through:

- Reinforcing the positive feedback that staff give to students
- Being available for consultation about student behaviour and positive education
- Accessing support agencies to assist with student behaviour education
- Supporting teachers in the development of Behaviour Learning Plans
- Assisting families in outside agency referrals
- Keeping staff informed about contemporary behaviour education and learning strategies through Training and Development programs

Support Staff and Volunteers

Support staff and volunteers provide critical assistance to our positive school community by:

- Having high expectations of student behaviour and performance
- Highlighting successes
- Keeping teachers and the leadership team informed of any student and/or family successes that can be shared
- Being knowledgeable of the behaviour education agreement
- Informing teachers or the leadership team of any concerns
- Developing personalised incentive strategies to support student learning
- Consistently role-modelling the school values
- Encouraging students to follow school values

School Counsellor

The school community includes a Counsellor. This role provides a support service to students, teachers and parents/caregivers relating to educational and behavioural issues. They also assist in referrals to community agencies (eg. CAMHS, DECD Student Support). All members of the school community are encouraged to utilise this resource.

Wheel of Choice/Kelso's Choice

The *Wheel of Choice* supports students to become independent in their ability to solve small problems on their own. These include conflicts that cause annoyance, embarrassment, boredom, etc.

The *Wheel of Choice* has a range of options for the student to choose from. These include:

- Go to another game
- Talk it out
- Share and take turns
- Ignore it / Walk away
- Tell them to stop
- Apologise
- Make a deal
- Wait and cool off

When a child comes to a WPS staff member to solve their small problem, they are asked to try one or two options from the *Wheel of Choice*. If that doesn't work, then an adult can intervene. Big problems always need to be taken to an adult. These are situations that are scary, dangerous or illegal. Students are educated about how to ask an adult for help in the event of a big problem.

Responses to Inappropriate Behaviour

In a moment of weakness, some students may choose behaviours that contravene or do not reflect the school's values and expectations. When this occurs, a consequence is required, and *one or more* of the following responses may occur:

In the Classroom

Reminder

Warning

Sit out, time out or 'chill out' time

Support class time out / *Pink Slip*

Office time-out / *White Report slip*

In the Yard

Reminder

Warning

Walking with the yard duty teacher

'Yellow spot' / sit-out

White Report Slip or directed play

Support class time out

For repeated behaviour that does not reflect the school values or rules, students may be asked to undertake a short time-out from their classroom in a support class. This gives students time to reflect on their choices, the rest of the class is able to refocus on their learning, and teachers can complete required teaching activities. On these occasions, a *Pink Slip* is issued and goes with students to the support class. The *Pink Slip* may be sent home and/or parents/caregivers may be contacted.

White Report Slip

For serious or repeated class and yard behaviour a *White Report Slip* may be issued to a student. The process for this is summarised below:

- The student misses one lunch play break in the consequence room discussing their behaviour with the staff member on duty. Parents are contacted by the classroom teacher or leadership via a phone call or a copy of the report slip is sent home for the parent to sign and return to school.
- If a student receives two *White Report Slips* in one term parents/caregivers are contacted and invited to a meeting to discuss the behaviour. The consequence teacher will let the class teacher know when a student has received two *White Report Slips*. If the Parent/Caregiver does not make contact, the teacher will follow up with them.
- Three slips in any one term may result in the student being excluded from school events (eg. Disco, SAPSASA, school leadership, SRC, YET, excursions and camps). This will occur in consultation with school Leadership.

Take Home, Suspension, Exclusion

As a part of Department of Education and Child Development (DECD) School Discipline Policy, serious, wilful, violent or unlawful student behaviour may result in one or more of the following:

- **Take Home:** Used as an emergency response to inappropriate behaviour. Parent/caregivers will be contacted to collect the student. A meeting between all parties, including the student. Will follow.
- **Internal Suspension:** In exceptional circumstances an internal suspension may occur. The student will work in a supervised area and have supervised breaks at alternative times to the rest of the students. This is in consultation with school leadership. A *Student Development Plan* will be developed and meeting between all relevant parties will occur.

- **Suspension:** Suspension occurs when:

- The right of other members of the school community to learn and be safe needs to be protected.
- Violence has occurred.
- The right of the teacher to teach needs to be protected.
- A student's behaviour is unacceptable within the school community

The student is required to stay at home for a number of days (1 to 5) as determined by the school. A *Student Development Plan* is negotiated and commitment sought with the student and parents/caregivers to positively change the student's behaviour and improve their learning outcomes.

- **Exclusion**

- Exclusion will be used if the Leadership team believes the student's behaviour is severe or frequent enough for a stronger response to be used. This is done in consultation with DECD Interagency Behaviour Support Coordinator.

Important: The more serious responses listed above may change according to the individual circumstances of each situation.

Throughout the various forms of consequence, students are encouraged to:

- take responsibility for their actions
- reflect on their behaviour choices
- review what they did and why they did it
- offer restoration (a 'fix') to victims, if there were any
- commit to an improvement in their choices and behaviour.

Supporting Documents

There are a range of complementary and underlying documents that provide further depth to this agreement. They include, but are not limited to:

- WPS Behaviour: Community Information Brochure
- WPS Values and Rules Matrix
- WPS Classroom Behaviour Rubric
- WPS Classroom Behaviour Management Flow Chart
- WPS Yard Consequence levels
- No Bullying Policy