

POSITIVE STUDENT BEHAVIOUR SUPPORT POLICY

POLICY STATEMENT

Department of Education schools provide every student with the educational support the student needs to learn and maintain positive behaviour.

RATIONALE

Willetton Primary School aims to provide a positive school environment in which each child is respected and their right to learn is encouraged and protected. The school aims to ensure behaviour management that is developmentally based and integral to the Teaching and Learning program. The main objective is for students to accept responsibility and consequences for their behaviour.

VALUES

Resilience - we have the strength to learn, grow and develop.

Respect – we treat ourselves and our environment with care and consideration.

Perseverance – we pursue excellence in everything we do.

Success – we challenge ourselves to achieve our potential.

OUR SCHOOL RULES

Be kind to others, Be kind to yourself, Be kind to the environment.

RIGHTS

All members of the school community have rights.

Students have the right to:

- Learn in a purposeful, supportive and non-disruptive environment;
- Work and play in a safe, secure, friendly and clean environment; and
- Respect, courtesy, honesty and have possessions respected;
- Demonstrate and promote pride in the school.

Staff have the right to:

- Respect, courtesy and honesty;
- Teach in a safe, secure, inclusive, friendly and clean environment;
- Teach in a purposeful and supportive environment;
- Co-operation and support from the school community in assisting to provide an appropriate education for all students; and
- Demonstrate and promote pride in the school.

Parents have the right to:

- Access a meaningful and appropriate education for their child;
- Be heard in an appropriate forum on matters related to the rights of their child to an appropriate education;

- Be informed of behaviour management policy and procedure;
- Access to information about their child's education and progress (academically, behaviourally and socially); and
- Respect, courtesy and honesty.

RESPONSIBILITIES

Members of the school community have varying responsibilities.

Principal and Deputy Principals agree to the best of their ability to:

- Provide a link between parents and staff;
- Support teachers with behaviour development and management;
- Ensure consistency in the implementation and maintenance of the behaviour management procedures throughout the school; and
- Help design and assist with programs for individual students with behaviour problems

Teachers agree to the best of their ability to:

- Develop and maintain a positive classroom environment;
- Display and discuss school, classroom and playground rules;
- Document student misbehaviour and implementation strategies;
- Include administration staff, where appropriate, in discussions with parents regarding student behaviour management;
- Be consistent in the implementation of the school's positive student behaviour support policy;
- Model respectful, courteous and honest behaviour;
- Establish positive relationships with students and parents; and
- Ensure the school environment is kept safe.

Parents agree to the best of their ability to:

- Contact the school when an issue or concern arises. Matters will be dealt with in confidence. The order of contact should be the class teacher, Deputy Principal and Principal.

Chaplain agrees to the best of their ability to:

- Be a supportive presence in the playground, to make particular observations where he/she considers it necessary and to respond, when appropriate, to requests from students, staff and parents;
- Liaise with staff about playground behaviours and take appropriate action when necessary;
- Support students, staff and parents and offer confidential counselling if requested; and
- Liaise closely with staff about students who experience difficulties with their own or peers' behaviour.

Students agree to the best of their ability to:

- Obey school, class and playground rules;
- Treat others with respect;
- Allow others to work without interruption; and
- Represent Willetton Primary School with pride.

Interactions with students

Relationships with students that are responsive and respectful will promote student's sense of security and wellbeing. Interactions with students will involve staff:

- Maintaining the dignity and rights of each student when interacting with them;
- Supporting each student to develop warm, trusting, respectful relationships with other students and with adults; and
- Encouraging students to express themselves and their opinions, engaging them in conversations about things that interest them and incorporating student's strengths, abilities and interests when making curriculum decisions.

MANAGEMENT OF INCIDENTS

There is a four-phase approach:

Primary prevention

- All classroom teachers have a classroom management policy consistent with school policy. The policy includes clearly defined class rules and consequences which is displayed. The policy is executed fairly and consistently.
- School rules are reinforced.
- Teachers inform students as to what is defined as inappropriate behaviour. Various programs operate across the school to assist in this area. These programs promote resilience, life and social skills, assertiveness, conflict resolution, anger management and problem solving.
- Professional development for staff related to behaviour management is provided as required.
- There is a focus on raising community awareness on the school's programs as appropriate.
- Information is gathered from students and staff regarding bullying and social interaction to direct planning for improvement.
- Positive reward systems are implemented, maintained and supported such as Certificates of Merit, Values awards, Faction points with a focus on our school Values- Respect, Resilience, Perseverance and Success.
- Students receive positive incentives for appropriate behaviour which reflect the developmental age and interests of the students.

Early intervention

- Promotion of the need and responsibility of students to report bullying incidents involving themselves or others.
- Classroom teachers regularly remind students to report incidents and to promote the differences between telling (when your aim is to stop a problem) and dobbing (where your aim is to create a problem).
- Information on types of behaviours that may be indicative of bullying is available for the school community as appropriate.

Intervention

- When a student approaches a staff member and reports possible bullying or a behaviour incident, the staff member responds by asking questions to clarify situation... (Refer to Appendix 2 for sample questions)
- Serious incidents are investigated and documented. Follow-up is both immediate and ongoing. If the incident occurs out of class, the classroom teacher/s of students involved is informed.

- Students demonstrating inappropriate behaviour, the targeted student and by-standees (if appropriate) are offered counselling and support when appropriate. If bullying/inappropriate behaviour is ongoing, parents will be contacted and consequences implemented.
- Consequences may include detention at recess or lunch. Parents will be informed if students are placed on detention. (Refer to Appendix 5 for Willetton Primary School Bullying Plan)
- Restricted area: The Restricted Area is conducted in the designated area of the courtyard outside the staffroom and Deputy Principal's office which can be more easily monitored by staff members during recess and lunch. The area is defined and shown to the student and the student is expected to sit quietly in the restricted area. The student is made aware of the rules, boundaries and the consequences of inappropriate behaviour while in the area. A student who displays inappropriate, aggressive or bullying type behaviour towards another student may be placed in the restricted area for a predetermined period of time. The administration team in consultation with the class teacher will decide how long the student will remain in the restricted area. If at a later date the student begins to display the same inappropriate behaviour then they will receive detention followed by a return to the restricted play area for a predetermined length of time. The process is repeated as long as the inappropriate pattern of behaviour continues.
- Incidents are recorded in various ways. For example:
 - Classroom (blue) and Playground (yellow) Incident Reports;
 - Using Student Activity section of SIS; and
 - Using Behaviour Management section of SIS.

Monitoring/Follow Up

- Rewards for positive behaviour (ie Stickers, free time, Principal's Award, teacher helper, Values certificate, Merit certificate).
- Continue promotion of students' responsibilities and sense of caring/concern.
- Ongoing monitoring of identified students who demonstrate bullying behaviour, the targeted student and bystanders (if appropriate).
- Consequences may involve sanctions as described in the classroom management policy, withdrawal of privileges, restricted play, detention, school suspension, and exclusion.
- Inform parents of on-going behaviour incidents and consequences. Parents are encouraged to contact the school if they have any concerns or require additional information.

As part of the Positive Student Behaviour Support policy Willetton Primary has measures to address:

- All forms of bullying; and
- Risks of suicidal behaviour and/or non-suicidal self-injury, including risks associated with cumulative harm from child maltreatment.

Consequences

Level 1	Action
<ul style="list-style-type: none"> • Behaviours which need correction but which occur because of over-enthusiasm or misunderstanding rather than wilful behaviour eg. running around corners. • Behaviours/actions that cause a degree of danger to the students themselves or to others eg. rough play. 	Verbal warning or Incident Report (Appendix 6 & 7). Consequences will be determined according to the incident, its seriousness/frequency
Level 2	
Examples may include: <ul style="list-style-type: none"> • Fighting – causing injury • Bullying • Swearing – offensive • Breach of school rules, established protocols • Insolence • Stealing • Damaging property (wilfully) • Moving out of school grounds 	Incident Report –usually requiring the student to reflect on his/her behaviour Refer to Administration Contact with parents – as needed Loss of “Good Standing” (Appendix 9)

CLASSROOM INCIDENT REPORT

A **Classroom Incident Report** form (see Appendix 5) is available for teachers to use with students as needed. This form may be used for the student to reflect on his/her behaviour and may or may not involve admin. intervention. The incident to be recorded onto School Information System (SIS) program as deemed necessary.

Students on Individual Behaviour Plans

From time to time individual students may have a specific Individual Behaviour Plans designed through consultation with the parents, class teacher, administration and other personnel or agencies as appropriate.

WITHDRAWAL OF A STUDENT FROM CLASSES, BREAKS OR OTHER SCHOOL ACTIVITIES

The Principal or Deputy Principals may withdraw a student from classes, breaks or other school activities for the purpose of providing an opportunity to:

- Calm in circumstances where the student has become unable to self-regulate; and
- Reflect on and learn from the incident, including where appropriate engaging in restorative processes.

When a student is withdrawn, the school will:

- Inform parents
- Ensure that location and supervision arrangements account for duty of care at all times;
- Ensure that the student is provided the opportunity to complete school work
- Details will be documented using SIS and/or parent signed incident slips.

GUIDELINES SCHOOL SUSPENSION

The placing of students on suspension will be authorised by the Principal or Deputy Principals where the Principal is unable to exercise the suspension.

Parents will be contacted and notified before a decision of suspension is made, except in exceptional circumstances. Parents will be provided with the opportunity to give reasons against the decision to suspend and/or the length of the suspension.

The suspension will be entered into details into SIS and the Online Incident Notification System.

The student will be provided with learning activity to complete where the period is for 3 or more consecutive days or totals more than 5 days in the school year.

The Principal will notify parents or guardians of the need for a re-entry meeting with the student and themselves to ensure that their behaviour is appropriate upon their return to school.

PHYSICAL RESTRAINT OF A STUDENT

The Principal will ensure that physical restraint of a student is only used:

- In circumstances where a student's emotional or behavioural state prevents other strategies to maintain the good order of the learning environment from being successful;
- Where that emotional or behavioural state poses imminent risk of harm to self or others or risks significant damage to property; and
- For the minimum amount of time needed for the student to recover an emotional or behavioural state whereby less restrictive strategies may be successful.

The Principal will only authorise a plan to apply physical restraint as an ongoing strategy for a student when it has been developed in consultation with and agreed by the parents/carers and written in the documented plan.

PLAYGROUND BEHAVIOUR

Inappropriate playground behaviour will be managed in accordance with Level 1 & 2 consequences. Attention must be given to:

- Students play in areas designated for specific year levels.
- No Hat – No Play policy is in place. Students without hats will be seated in the undercover area.
- Food and/or drinks are to be consumed in designated eating areas only. Food is not to be taken onto oval or in play areas. Chewing gum / bubble gum is not to be consumed on school grounds.
- Lollies are discouraged as per our Healthy Eating Policy.
- Students arriving at school prior to 8:30 who are not attending a before school activity, must wait, seated, in the undercover area.
- Students leaving the school grounds during school hours must be accompanied by a parent or registered carer, after "signing out" at the school office.
- Students are to walk on paved areas.
- Students are not to enter a classroom unless a teacher is present.
- Play equipment that goes out of bounds is to be reported to the duty teacher for retrieval.

- Bicycles and scooters must not be ridden in the school grounds and bicycle racks are out of bounds during school hours.
- Games played must be sensible and anything physically dangerous (e.g. climbing walls or trees) or harmful to clothing (rough play) is not permitted.
- Movement to and from Parklands is via the cross walks only.
- 'Hands Off' Policy applies at all times.
- Eat only in the covered assembly areas and remain seated while eating.

The Principal and/or Deputy Principals will monitor repeat offenders and follow-up incidents with individual students, meeting with them as required to ensure incidents do not continue to re-occur.

This policy was endorsed by the School Board Term 2, 2019.