

Positive Student Behaviour Policy



2021-2023

Review date: June 2023

Policy Statement

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

Rationale

Swanbourne Primary School has the belief that students and staff have the right to learn and work in a safe learning environment. There is a shared responsibility to create a supportive learning environment through managing positive student behaviour and clear expectations.

Our Vision

We work as a collaborative team to create a caring, inclusive and respectful school culture and a curriculum that values each child as an individual. We work together to teach and support our students to become learners for life, who will be happy, resilient, caring and respectful citizens who strive for personal excellence and contribute positively to society.

Values

At Swanbourne Primary School the actions of our staff, students and parents are guided by the following core values 'CARE': **C**ommunity, **A**chievement, **R**espect and **E**nvironmental Responsibility.

Responsibilities

Members of the school community have varying responsibilities in the management and implementation of the school's Positive Student Behaviour Support Policy:

Principal and Deputy Principals

- 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
- Help design and assist with programs for individual students with behaviour problems
- Ensure the school environment is kept safe

Teachers

- Develop and maintain a positive classroom environment
- Display and discuss school, classroom and playground expected behaviours
- Document student misbehaviour and implementation strategies
- Include administration staff, where appropriate, in discussions with parents regarding student behaviour management
- Model respectful, courteous and honest behaviour
- Establish positive relationships with students
- Ensure the school environment is kept safe

Parents

- Contact the school when an issue or concern arises. The order of contact should be the class teacher, Deputy Principal and Principal

School Psychologist

- Works collaboratively with teachers on individual behaviour management plans
- Supports students and families with social/emotional issues
- Works collaboratively with external support agencies

Defence Mentor

- Assists defence force students and families when changing schools
- Provides support during parental absences
- Suggests support mechanisms beyond what is available at the school

Management

Classroom management is consistent with school policy. Agreed whole school and classroom **Positive Expected Behaviours** (Appendix A) is displayed and reinforced. Whole school programs are implemented and the Dojo Point reward system is also used to encourage appropriate behaviours. All staff are to follow the **Swanbourne Dojo Flow chart** (Appendix B) which outlines responses to both positive and negative behaviours and the actions and consequences for those behaviours.

Whole School Positive Rewards

At Swanbourne Primary School, we like to acknowledge students who meet the expectations outlined in this policy, both in class and in the playground. A whole school approach of recognition and encouragement that may include:

- Merit Certificates/comments/stamps
- Dojo Points
- Dojo reward play
- Celebration Assemblies
- Mention in the newsletters
- Student reports
- Displays of work around the school
- Leadership opportunities
- Intrinsic reinforcement of learning and success
- Individual class incentives

Behaviour Issues

For students whose behaviour is unacceptable, it is understood that there will be a range of consequences for these behaviours, depending on the individual student and circumstances. These may include:

Dojo Reward Play

A student who has accumulated 3 or more red Dojo points by the Friday of each week for inappropriate behaviour will miss out on Friday Dojo Reward play.

Good Standing Withdrawal

Good Standing is a status all students are granted at the start of each school year. Students with Good Standing are eligible to participate in extra-curricula activities, including whole-school special days, incursions, excursions, class rewards, camps and interschool sporting events. It is the responsibility of each student to maintain their Good Standing. To maintain Good Standing, students will comply with the school's Positive Expected Behaviours. A student's Good Standing status may be withdrawn following consultation between administration and the class teacher for ongoing behaviour issues or for one-off severe behaviour incidents. Following loss of their Good Standing, students who make responsible behaviour choices will result in their Good Standing being reinstated.

Formal Withdrawal

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

- Calm down in circumstances where the student has become unable to self-regulate; and
- Reflect on and learn from the behaviour, 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
- Document details using the student electronic records

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 discuss the decision to suspend and/or the length of the suspension
- The suspension will be entered into SIS Behaviour 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

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
- For the minimum amount of time needed for the student to recover to 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.

Recording Reports

- *Behaviour Reflection Sheets* (Years 3-6: Appendix C) can be completed at a classroom level or administration level. Parents notified on a needs basis
- *Individual Behaviour Management Plans* - Behaviour modification plan designed in consultation with the parents, class teacher, administration and other personnel or agencies as appropriate to manage a student who displays repetitive disruptive behaviour
- Student Electronic Records
- *Behaviour Management section of SIS* (Administration use only)

Bullying Guidelines

Rationale

Swanbourne Primary School is committed to the provision of a safe environment for all students.

Definition

The national definition of bullying for Australian schools:

Bullying is an ongoing misuse of power in relationships through repeated verbal, physical and/or social behaviour that causes physical and/or psychological harm. It can involve an individual or a group misusing their power over one or more persons. Bullying can happen in person or online, and it can be obvious (overt) or hidden (covert). Bullying of any form or for any reason can have long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

Behaviours that do not constitute bullying include:

- Mutual arguments and disagreements (where there is no power imbalance)
- Not liking someone or a single act of social rejection
- One-off acts of meanness or spite
- Isolated incidents of aggression, intimidation or violence

However, these conflicts still need to be addressed and resolved.

Bullying has three main features:

- It involves a misuse of power in a relationship
- It is ongoing and repeated
- It involves behaviours that can cause harm

Types of Bullying

There are three types of bullying behaviour:

- *Verbal bullying* which includes name calling or insulting someone
- *Physical bullying* which includes hitting or otherwise hurting someone, shoving or intimidating another person, or damaging or stealing their belonging
- *Social bullying* which includes consistently excluding another person or sharing information or images that will have a harmful effect on the other person

Prevention Strategies

Explicit teaching, as developmentally appropriate, regarding safe and supportive environments, friendships and relationships, problem solving and conflict resolution skills, what constitutes bullying, role of bystanders and how to respond to bullying. Annually, the Digital Technology User Agreement is sent and acknowledged by all students and parents.

Responding

The aims for schools in responding to bullying are:

- To find a positive solution for everyone;
- To stop it happening again; and
- To restore the relationships between the students involved.

Good classroom management, explicit teaching, promoting positive bystander behaviour and developing peer support can reduce the number of bullying incidents. The method of responding will depend on the students involved, the situation and severity.

Related Department Documents

Student Behaviour in Public Schools Policy
Student Behaviour in Public Schools Procedures
Manage Appropriate Physical Contact with Students Guidelines
Duty of Care for Students in Public Schools
Child Protection in Public Schools
Dress Codes for Students in Public Schools
Emergency and Critical Incident Management
Students at Educational Risk in Public Schools

These documents can be found on the Department of Education website.

Name	Room
Teacher	Date

1. Explain what happened in your own words.

2. How did your actions affect others around you?

3. What were you feeling at the time?

4. What would you do next time in a similar situation?

5. Agreed Consequence. An adult will discuss this section with you. This will be the consequence for your inappropriate behaviour.

Teacher's comment

Parent Comment (if required)

Student signature	Date
Teacher signature	Date
Parent signature	Date
Administrator signature	Date

1. This form is to be completed by every student who has been requested to reflect upon his or her behaviour.
2. This form will replace the practice of sitting students on the bench at recess or lunchtime.
3. Completed forms are to be added to the student files.
4. The document must not be signed until an administrator is satisfied that the student has taken responsibility for their behaviour and is ready to re-enter the class or playground.

All behaviour incidents must be entered onto the student electronic records. This is a required part of school record keeping and will assist school / teacher accountability during parent interviews.

Positive Expected Behaviours

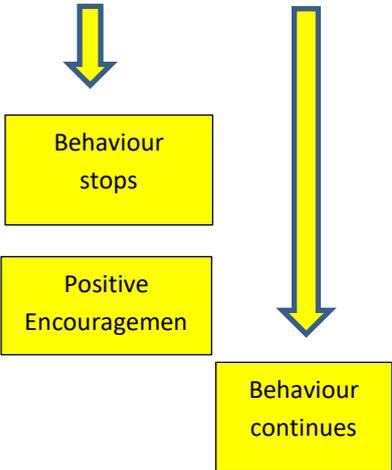
(Appendix B)



Protocol

Teacher Response

- Low Key Response
- Outline expectations
- Re-teach (tell, show, practise, encourage)



Consequence Matches Action

- Negative Dojo Point/s
- Classroom agreement
- Time-out
- Record behaviour in electronic student record
- Loss of Friday Reward Play

Success

- No Hat
- Littering
- Late to class
- Unprepared for class
- Distracting others
- Noisy transitions
- Not participating
- Chewing gum

Teamwork

- Playing dangerously
- Excluding others
- Pushing/cutting in line
- Negative sportsmanship
- Untidy bags
- Disorderly lining up
- Dobbing
- Not acting as a team member

Respect

- Disrespecting others
- Damaging gardens
- Negative language about or to others
- Disrupting class
- Not following instructions
- Not taking responsibility for own actions
- Impoliteness
- Misuse of iPads

Inclusive

- Lacking empathy
- Excluding others
- Not sharing communal items

Vision

- Encouraging poor behaviour
- Not participating in new experiences
- Not growing from previous

Success

- Physically hurting others
- Aggressive behaviour
- Bullying
- Mobile phone use
- Inappropriate internet use

Teamwork

- Swearing and degrading language towards others
- Stealing

Respect

- Damaging school property
- Vandalising other's work
- Intentionally disobeying a teacher/staff member
- Spitting
- Out of school bounds
- Inappropriate use of facilities

Inclusive

- Malicious exclusion of others

Vision

- Repeated dishonest responses

Excellence

- Deliberately rejecting school expectations
- Displaying very poor and ignorant behaviour during school excursions

Protocol

Teacher Response

- Explain rule violation to student
- Outline expectations
- Send student with a note to admin for further action

Administration Actions

- Review incident with student
- Determine and follow through on resolution/consequence
- Record Behaviour in student record
- Inform parent/guardian
- Provide teacher feedback

Consequence Matches Action

- Negative Dojo Point/s
- Behaviour reflection sheet
- Classroom agreement
- Restricted Play
- Record behaviour in electronic student record
- Loss of Friday Reward Play
- Managed behaviour plan with parent/guardian involvement
- Suspension

S	T	R	I	V	E
<ul style="list-style-type: none"> • We wear a hat outside at all times • We arrive to school on time • We are prepared for our lessons • We are ready to learn • We respond to the chimes/bell quickly • We leave our areas clean and rubbish free • We set <u>SMART</u> goals • We participate in all lessons and activities • We reach our destination quickly, quietly and respectfully • We walk on the red bricks 	<ul style="list-style-type: none"> • We play safely and appropriately with others • We work collaboratively • We remind others of expected behaviours • We wait patiently to have our turn • We acknowledge the ideas, opinions and feelings of others • We share ideas with others • We display positive sportsmanship • We ensure bags are displayed neat and tidy • We line up appropriately and promptly 	<ul style="list-style-type: none"> • We are respectful of other classes, students, teachers and staff • We respect our gardens and school property • We speak kindly to one another • We consider the safety of others at all times • We display whole body listening • We demonstrate our appreciation and gratefulness with manners • We respect ours and others' learning • We take responsibility for our behaviour, learning and work ethic • We care for ours, others and the school's property • We learn and engage in positive self-talk 	<ul style="list-style-type: none"> • We learn and display empathy • We acknowledge other people's cultures and traditions • We share playing areas with all year groups • We share classroom equipment with our peers 	<ul style="list-style-type: none"> • We strive to be a role model • We demonstrate sustainable practises • We aim to achieve the 'Straight Silver' award • We aim to achieve the 'Golden Broom' award • We reflect on our decisions and grow from them • We demonstrate honesty, kindness, and consideration to everyone • We aren't afraid to fail • We strive to experience new things and ideas 	<ul style="list-style-type: none"> • We celebrate everyone's achievements • We always act in a safe manner • We always show appreciation • We always display and maintain teacher and school expectations • We aim to achieve efficient and successful transitions