



POSITIVE STUDENT BEHAVIOUR POLICY 2024-2026



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 Associate Principal

- 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; and
- 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; and
- 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, Associate 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 ADF 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 upon 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-curricular 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 and maintain attendance of 85% and above. A student's Good Standing status may be withdrawn following consultation between administration and the class teacher for ongoing behaviour or attendance 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 Principals 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; and
- 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; and
- 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; and
- 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; and
- 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; and
- 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 belongings; and
- *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.

MOBILE PHONES & ELECTRONIC DEVICES

Where it has been agreed that it is necessary for a student to bring a mobile phone to school, the phone should be switched off and kept in the student's bag during school hours. Mobile phones are **NOT** to be used by students during the day, either inside or outside the classroom.

Consequences for non-compliance by students:

- 1st instance – phone confiscated for remainder of day (Reg 71 – School Education Regulations 2000) – parents notified
- 2nd instance – phone confiscated for remainder of day – banned from school for one week – parents notified and meeting arranged to discuss situation
- 3rd instance – phone confiscated for remainder of day – parents notified that next instance will result in ban – consequences for further breaches to be negotiated with parents

Under no circumstances will the school accept responsibility for the loss, theft or damage to a student's mobile phone. Parents will be contacted if issues arise on this matter.

RELATED DEPARTMENT OF EDUCATION 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.