

Behaviour and Wellbeing Policy

Rationale

Every member of the school community must play a part in ensuring a safe environment, where students have the opportunity to learn and teachers to teach. Schools are places where positive behaviour, responsibility, respect, active citizenship and academic excellence are expected.

Safe Schools Code of Behaviour, Northern Territory, April 2013

Rosebery Primary School beliefs about Behaviour and Wellbeing

The purpose of *The Rosebery Primary School Behaviour and Wellbeing Policy* is to support quality teaching and learning experiences for all staff and students. The school values that underpin our actions were collaboratively developed and outline that at Rosebery Primary School we will act with:

- Respect:** we will act with kindness, compassion and courtesy towards others and their property.
- Cooperation:** we will work together as a team to achieve our goals.
- Confidence:** we will trust in ourselves and give new things a try.
- Integrity:** we will be truthful in our words and actions and will honour our agreements.
- Resilience:** we will develop the strength to tackle problems and learn and grow positively from the obstacles we face.

Policy Statement

At Rosebery Primary School we strive to ensure that all teachers use a values based restorative practices approach to behaviour and wellbeing. At Rosebery Primary School we will:

- develop resilient learners with a strong focus on respect through Restorative Practices
- be innovative in teaching and learning to academically engage and challenge our students
- provide collaborative and cooperative learning opportunities for all
- activate a sense of creativity in our students through a major focus on the Performing Arts and the use of Information Communication Technology (ICT)

Restorative Practices underpins our Behaviour and Wellbeing Policy and it assists us to focus on the past, present and future when there is conflict. Traditional behaviour management strategies have a stronger focus on blame and punishment as a deterrent for poor behaviours, however this leaves us too focussed on the past and fails to involve students and their families in the solutions. When dealing with situations restoratively, our teachers will use a series of questions to help students come to fair and effective resolutions.

At Rosebery Primary School we are very excited about how *Restorative Practices* contributes to making our school one where community matters. We care for each other and the feelings generated by being a part of our school are ones that reflect a commitment to being positive, safe and friendly.



Aims

The selection of Restorative Practices as our underpinning philosophy for behaviour management and student wellbeing is an important one. The key aims of Restorative Practices are to:

- focus the students on the harm caused and relationships affected when poor behaviour choices are made
- act upon repairing this harm and these relationships, by taking full responsibility for our actions
- promote ways of caring for each other and using language in our school that develops morals and values in our students.

Accompanying Restorative Practices is the Australian Primary Schools Mental Health Initiative *KidsMatter* which links strongly to student wellbeing. *KidsMatter* Primary is a flexible, whole-school approach to improving children's mental health and wellbeing for primary schools. It can be tailored to schools' local needs.

KidsMatter Primary involves a two to three year cyclical process through which we our school develops an action plan to ensure we are a positive community that is founded on respectful relationships and has a sense of belonging and inclusion. In addition to this the *KidsMatter* approach promotes:

- social and emotional learning
- working authentically with parents, carers and families
- support for students who may be experiencing mental health difficulties

Implementation

Promoting Wellbeing and Positive Behaviour

Our school has implemented and developed many strategies for the recognition of positive and healthy behaviours. These include, but are not limited to:

- Cooperative Learning Structures are used to increase the amount of time students spend 'on task'. Structures minimise the opportunity for students to become distracted and disruptive by giving them the skills to work with others and to learn independently of the 'teacher'. Structures also enable students to acquire social skills in real-life situations as they are embedded in the structures. For example they are learning turn taking, active listening, empathy, tolerance, respect etc. all without taking any time away from teaching our existing curriculum.
- Class Circles to promote and explicitly teach open and safe communication using the language of our whole school programs/approaches.
- Ongoing communication and developing partnerships with families so that students and families can feel welcome in the school and can build healthy relationships with teachers and other school staff
- Parent Teacher Interviews - formal and informal as required.
- Student Led Conferences – twice per year where students share learning goals and achievement with parents in a semi-formal setting.
- Student Leadership - SLC students meet regularly for the purpose of developing their leadership skills and contributing to their school community and wider community.



Our school has implemented and developed many strategies for the acknowledging and rewarding exemplary and improving individual behaviour (See Appendix A):

- Merit Awards – awarded by classroom teachers, Senior teachers, AP culminating in presentations at assembly by the Principal and other notable community members.
- Values Awards - nomination from class teachers for students displaying exceptional examples of our school values that are presented at assemblies by the Assistant Principals.
- Gotcha Raffle Tickets – students obtain tickets for displaying our school values in the playground. A name is then drawn by Senior Teachers at each assembly with the winner receiving acknowledgement of their efforts and a prize
- Communication – regular parent/family communication through newsletters, class letters each term, email and phone contact and school website.
- Class-based acknowledgement strategies – including, but not limited to table points, class thermometers, working towards system and stickers

Consequences for unacceptable behaviour

Our school follows a restorative approach in addressing unacceptable behaviour. Teachers are encouraged to apply logical and natural consequences for both negative and positive student behaviours. The school responds to minor and major incidents as outlined below;

MINOR INCIDENTS:

A three-step process will be used in all classrooms for occasions when students exhibit negative behaviours: **REMIND – WARN – ACT.**

REMIND: Student is reminded of class/school expectations

WARN/ACT: Student is warned that unless they change their actions they will receive time out up to 10 minutes (age appropriate) in the classroom

ACT: Student attends time out in a buddy class for up to 1 hour (age appropriate with a reflection sheet if appropriate)

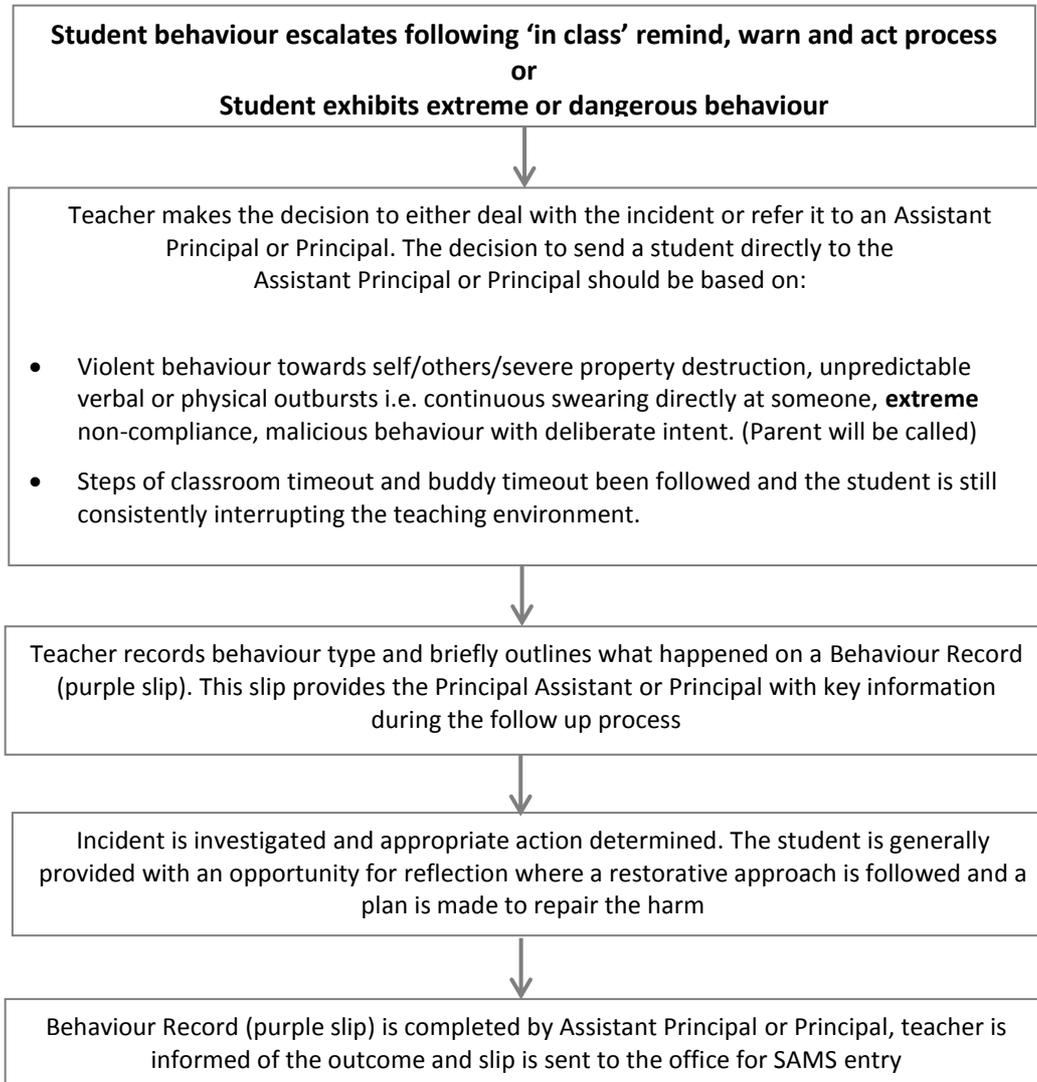
Important!

- There must be a defined time out area within the classroom
- In the first instance the time out should be within the classroom before a buddy neighbouring classroom is utilised with a reflection sheet (if appropriate)
- The student must know why he/she is being sent to time out
- Length of time out should be sufficient for the child to be able to re-enter the class program calmly and ready to learn
- A restorative process will follow time outs in the class and buddy class prior to the student re-joining the group.
- In the event of ongoing inappropriate/disruptive behaviour that results in buddy class time outs, the class teacher is to complete an electronic purple behaviour record and sends it to the front office for entering in SAMS.
- If a student refuses to attend time out/buddy time out the teacher is to restate the request, inform the student that they have x number of minutes to comply and then walk away. Ring an Assistant Principal to request removal of the student if the student does not comply with the second request.



MAJOR INCIDENTS:

Major Incidents Behaviour Flowchart



Important!

Some major incidents require immediate action from the Principal where parent/carer involvement is required. This action may include:

- Take home procedures – parents to take child home for cooling off/reflection period
- Suspension – internal or external
- Formal restorative conference involving all stakeholders
- External agencies contacted for further support/counselling



Students with high behavioural support needs

When students are identified as consistently demonstrating unacceptable behaviours, the process of developing either an Individual Behaviour Plan (IBP) or a Positive Behaviour Plan (PBP) commences (see Appendix C for PBP). The PBP is designed to build on student strengths and address specific behaviours of concern through targeted interventions and strategies. These are developed and reviewed regularly with parent involvement.

Student support networks

Our school provides a range of networks, processes and programs to further develop a supportive environment for students. These include:

- The use of Cooperative Learning to create inclusive classrooms through allowing all students to contribute in a way that can make them feel significant
- Behaviour focus days to promote tolerance and celebration of diversity such as Harmony Day
- Implementation of the whole-school *Kids Matter* approach to improving children's mental health and wellbeing for primary school students
- Referrals for further support to Support Services for students whose disorders/disabilities affect their social and emotional wellbeing or for students experiencing significant crisis in their lives
- Connection with a Youth Engagement Police Officer (YEPO), so that students feel an extended sense of safety from the school through the wider community
- Regularly meeting with parents and families through a variety of forums, including Back to School festivals and Parent/Teacher Interviews
- A strong focus on building solid relationships with students who require additional behavioural support by both the Leadership Team and other adults in the student's network
- Provision of Special Education Support Assistant (SESA) support for some identified students
- Development of targeted approaches and programs as a means of connecting students within their particular group so that they might support each other when additional self-control and self-discipline is required
- Referral to external counselling services for students experiencing crisis or social and/or emotional distress
- Development of Positive Behaviour Plans (PBP) for students identified to be consistently demonstrating unacceptable behaviours



Resources

Departmental

- Northern Territory Safe Schools Code of Behaviour, April 2013
- National Safe Schools Framework, SCSEEC
- safeschoolshub.edu.au
- Bullying No Way website

Restorative Practices

- <http://www.realschools.com.au/>
- Restorative Practices pocket book
- Restorative Circles in Schools\building Community and Enhancing Learning
- The Restorative Practices Handbook for Teachers, Disciplinarians and Administrators
- The Little Book of Restorative Justice
- Restorative Justice Conferencing
- Safer Saner Schools – Restorative Practices in Education

KidsMatter

- <https://www.kidsmatter.edu.au/primary/about-kidsmatter-primary>

Evaluation

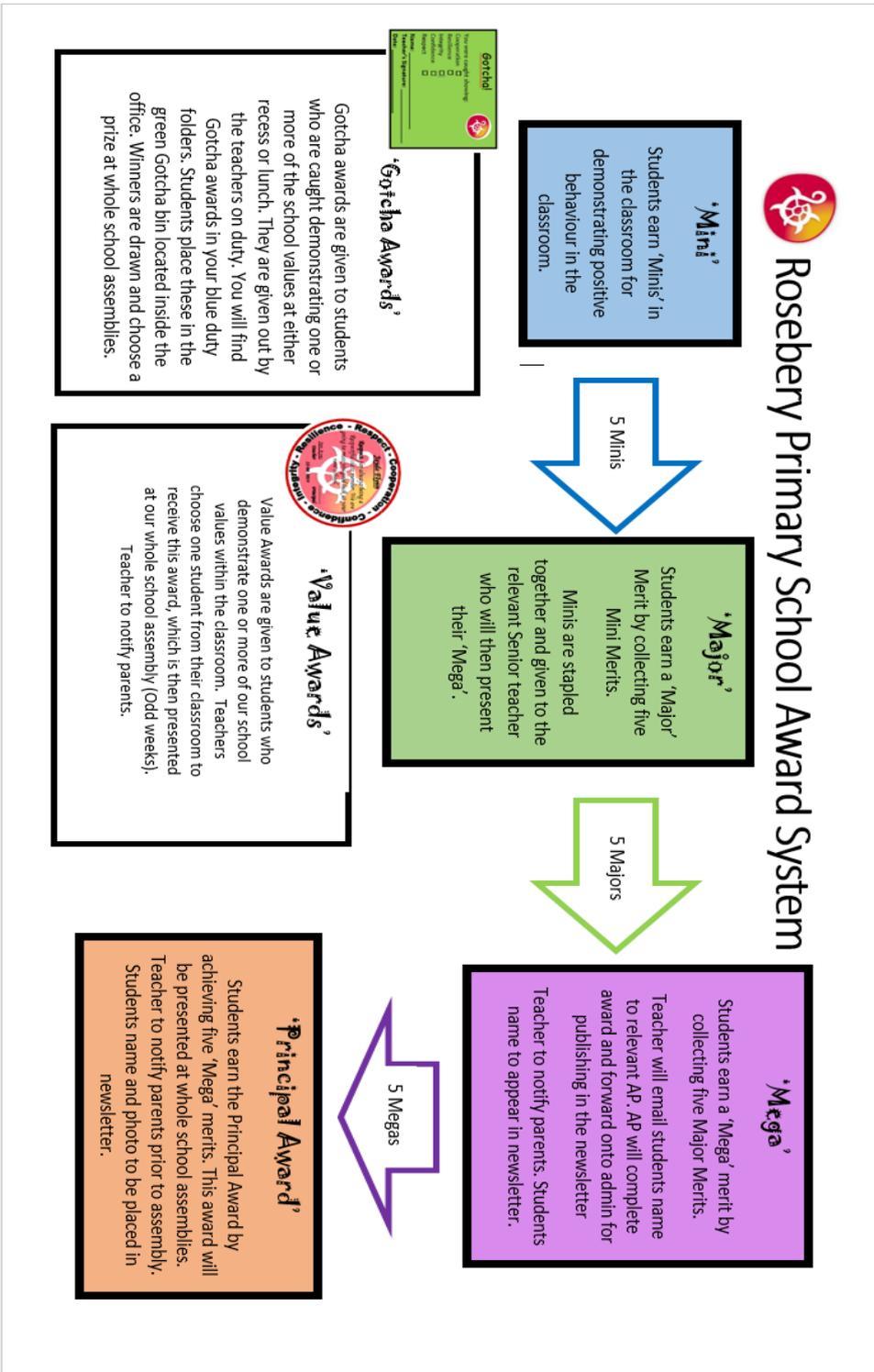
Effective: Term 2, 2017

Date of next Review: Term 2, 2019

Developed by: Leadership Team



Appendix A: Acknowledging and rewarding exemplary and improving individual behaviour
Merit Awards – Values Awards – Gotcha Raffle Tickets



Appendix B: Example of the electronic Behaviour Record (purple slip)



ROSEBERY PRIMARY SCHOOL

BEHAVIOUR RECORD	
Student Name:	Class:
Reporting Adult:	Date:
Class Teacher:	Time:

Positive Behaviours:	Negative Behaviours:
Achievement	Assault on staff
Leadership	Assault on student(s)
Neutral Behaviours:	Threatened Assault on Student(s)
Witness to positive behaviour	Bullying
Witness to negative behaviour (bystander behaviour)	Dangerous Act/ Endangering self
	Dangerous Act/ Endangering others
Other neutral behaviour	Verbal Abuse of Students
Non Compliance/Violation of Agreement	Verbal Abuse of Staff
School Rules Violation	Weapons Offence
Behaviour Plan/Contract Violation	

What happened? *(remember to include the location of the incident)*

Follow up by Principal or Assistant Principal YES / NO

Follow up Actions

Parent Contact	
Loss of privilege	
Restorative response	
Suspension	
Other	

Recorded In SAMS



Appendix C: Positive Behaviour Support Plan Process and Example

Process

1. Data Collection

Classroom Teacher

- Collect anecdotal observations over time
Record:
Inappropriate behaviours being displayed
Frequency of inappropriate behaviours
Strategies tried to date
Triggers for specific behaviours
- Ensure all major incidents are recorded through completion of a Behaviour Record (purple slip)
- Share concerns with parents

2. Conversations with Leadership Team Member

Classroom Teacher with a member of the Leadership Team

- Determine appropriate Leadership Team Member (knowledge of student, expertise with specific behaviours etc)
Discuss:
concerns and data collected with a member of the leadership team
future pathways (examples below)
 - Consultation with Special Education Teacher (suspected or identified special needs)
 - Behaviour management professional development/support for the teacher
 - IBP development

3. PBP Development

Classroom Teacher with identified member of the Leadership Team

- Classroom Teacher to draft PBP with assistance from member of the leadership team
- Share plan with parents and student for feedback and input

4. PBP Implementation

Classroom Teacher

- Classroom Teacher will then:
 - Send electronic copy of PBP to Senior Teacher Enrichment Team
 - Print out a copy of the PBP for student file
 - Ensure all stakeholders have copies of the PBP
 - Plan meetings to review the PBP once a term
 - Collect anecdotal evidence related to PBP
 - Ensure all major incidents are recorded on a Behaviour Record (purple slip)
 - Regularly inform parents of progress



Positive Behaviour Support Plan

Student Name:	Class:	Teacher:	Support Dates:
Autistic (Tiger students)	Behaviour Scale (to 100% preferred control)	Observable Behaviours (Student Access)	Function of the Behaviour (What is the student trying to communicate)
	Level 1 - Good Start (to 100% preferred control)	Chin / Responsive Writing Writes with one hand and glues with something else, fishes.	On task
	Level 2 - Good Start (to 80% preferred control)	Early Warning signs Making noises at his table, tapping with ruler, walking around the room, checking to see what others are doing.	Doesn't understand the task
	Level 3 - Good Start (to 60% preferred control)	When the classroom is noisy (less than 5 minutes), Frequently middle period and in some parts of the class process when music, moving around and pronounced reaction is triggered when he finds the task difficult and multi-step tasks.	Trying to fit in.
	Level 4 - Good Start (to 40% preferred control)	When R is given a task, he frequently reacts in a way that is disruptive to the class.	Doesn't understand the task
	Level 5 - Good Start (to 20% preferred control)	When R is given a task, he frequently reacts in a way that is disruptive to the class.	Doesn't understand the task
	Level 6 - Good Start (to 10% preferred control)	When R is given a task, he frequently reacts in a way that is disruptive to the class.	Doesn't understand the task
	Level 7 - Good Start (to 5% preferred control)	When R is given a task, he frequently reacts in a way that is disruptive to the class.	Doesn't understand the task
	Level 8 - Good Start (to 0% preferred control)	When R is given a task, he frequently reacts in a way that is disruptive to the class.	Doesn't understand the task
	Level 9 - Good Start (to 0% preferred control)	When R is given a task, he frequently reacts in a way that is disruptive to the class.	Doesn't understand the task
	Level 10 - Good Start (to 0% preferred control)	When R is given a task, he frequently reacts in a way that is disruptive to the class.	Doesn't understand the task

Completed by:

Learner Profile

<ul style="list-style-type: none"> He is sitting in a game, large school activities a game he currently targeted if something is taken from him. 	<p>Level 4 - Good Start</p> <p>High Intensity Behaviour Change</p>	<p>Impacting on Individual / Peer Learning</p> <p>Starts to dress up - wags with, level / jump, like assistant / cheerleader</p> <p>Trying to fit in, make eye contact, but not being successful.</p> <p>Very repetitive and detailed actions.</p>	<p>Doesn't know the routine</p>	<p>Doesn't like to be out of his seat</p>	<p>Sweating</p> <p>Scrub the desks and your hands don't like it when you sweat / it's not funny R</p> <p>Directing up:</p> <ul style="list-style-type: none"> Being prepped about changes in staff and routine. allowing him to go out to wash his hands / toothbrush him. remove him of a quiet spot / office if necessary during recess. <p>Tranquil past:</p> <ul style="list-style-type: none"> Call R on his behaviour and use calm and offer with his classmate. Using descriptive labels. <p>Aggression / Inj, punch, throw</p> <ul style="list-style-type: none"> Remove from situation Restorative justice, apology Phone call to parents
<ul style="list-style-type: none"> Something personal gets missing. someone teased him or so he perceives. If he is not feeling well, R has severe allergies and major changes in the routine. being confronted by a teacher / friend teacher who doesn't understand him. being confronted by new people and not being given space. 	<p>Level 5 - Good Start</p> <p>METHOD: Any Extreme Emotion</p>	<p>Impacting on Whole School Environment</p> <p>Aggression - hitting, punching, throwing a chair</p> <p>Intense sweating - sitting up and down and talking to himself.</p>	<p>Has a upset, something significant has gone wrong</p> <p>Self - alleges</p>	<p>Intense sweating</p> <p>He needs a significant time out - "Time Out" - pulling by known adult become more of a physical contact.</p>	

Risk Management Plan

