

Positive Behaviour in Schools



Rapids **LANDING**
PRIMARY SCHOOL

K-6 Policy

Reviewed 2019

creating *excellence* together

1. POLICY STATEMENT

Our vision is to *create excellence together* with every student through the provision of a high-quality education in a safe and inclusive learning community. Students are equipped with the skills and understandings to become engaged resilient, life-long learners and active global citizens in the 21st century. As a result, Rapids Landing Primary School develops a safe and positive learning environment through the implementation of whole school processes for the effective management of student behaviour.

Rapids Landing Primary School uses approaches which:

- are preventative,
- promote positive behaviour, student wellbeing and the development of self-regulation,
- focus on early intervention, and
- clearly outline procedures for the management of ongoing or serious misbehaviour.

BACKGROUND

Our positive and restorative approach towards behaviour management is embedded in our school culture and the teaching and learning process. Our students are supported to self-regulate their behaviour and accept responsibility for their choices. In an inclusive, safe and supportive environment, students will be given the opportunities to develop appropriate behaviours, self-control and resiliency and the skills and strategies to resolve and work through issues with others.

Our inclusive, safe and supportive environment:

- promotes positive behaviour choices and interactions amongst staff, students and the wider community,
- provides opportunities for students to learn and practise appropriate social behaviours and self-discipline, and
- encourages appropriate, fair and natural consequences for negative behaviour choices.

2. BELIEFS

The Behaviour Management Policy is based on the following beliefs:

- Everyone has the right to learn, teach and feel safe.
- Students can learn, develop and practise skills needed to make positive behaviour choices and regulate their own behaviour.

3. WHOLE SCHOOL BELIEFS

TRIBES

Tribes (Teaching and Learning Community) underpins the school's belief system and culture. The Tribes Agreements have become the norms of the school community. Embedded in every classroom, Tribes processes and the Agreements motivate staff and students to work together as an inclusive learning community, ensuring everyone belongs.

Mutual Respect We treat people the way we want to be treated, valuing and respecting other opinions, beliefs and values.

Appreciations/No Put Downs We speak kindly to others and think of their feelings. We encourage each other's talents, beliefs and values.

The Right to Participate/ The Right to Pass We have the right to pass in certain activities, but know that the more we participate, the more we gain. We actively participate in all learning activities.

Attentive Listening We listen with our eyes, ears, hearts and minds.

Personal Best/ Personal Responsibility We always do the best we can, setting personal goals for achievement and reflect on our learning. We take responsibility for ourselves, others and things.

BELIEFS ABOUT TEACHING AND LEARNING

WHOLE SCHOOL PEDAGOGY

(SCIENCE OF TEACHING -THE FUNCTION, WORK, METHOD OR ART OF A TEACHER)

BELIEFS ABOUT TEACHING AND LEARNING

(Students learn best when....) (Teachers teach best when...)

Curriculum

...learning programs build on the existing knowledge of students, are culturally and developmentally appropriate and have real life applications.

...they are engaged in a challenging, purposeful and inclusive curriculum that motivates and supports them to achieve their personal best and become resilient life long learners.

Learning Environment

...they have a safe, supportive, engaging and inclusive learning environment that fosters a sense of belonging, connection and curiosity.

Relationships

... strong, positive relationships within and across the whole school community are valued, encouraged, nurtured and maintained through shared expectations, common goals and mutual respect.

School Community

...students

- take ownership of their learning and accept personal responsibility to be active, resilient and engaged life long learners,
- accept and appreciate others for who they are, and
- are good neighbours and active citizens.

...staff

- are motivated, professional, engaged and compassionate,
- value each child, and
- provide opportunities for students to take responsibility for their own learning.

...parents/carers

- are partners in their child's learning and share common understandings of a child's development.
- develop relationships with our school community to support teaching and learning.

...wider community

- works in partnership to support and enhance teaching and learning.
- enable partnerships that enhance student learning, global connections and global citizenship.

4. SCHOOL RULE

Rapids Landing Primary School has one school rule:

STUDENTS RESPECTFULLY MOVE AND PLAY SAFELY IN SUPERVISED AREAS.

This rule, combined with the Tribes Agreements, encompasses all learning contexts and supports the school's motto, **creating excellence together**. Class teachers and staff regularly support students in developing an understanding of the school rule and Tribes Agreements.

5. POSITIVE REINFORCEMENT

Rapids Landing Primary School frequently recognises and acknowledges positive behaviour. A wide variety of positive reinforcement is used.

6. PROCEDURES FOR MANAGING CLASSROOM BEHAVIOUR

1. **Classroom Management:** use of low key responses
2. **Warning:** Verbal warning – formal identification of child and behaviour
3. **In Class Withdrawal:** Relocation of student in class – continuing learning activity
4. **Out of Learning Area Withdrawal:** Student relocated to another supervised learning area with work provided (continuing learning activity). Administration informed and parents/carers contacted.
5. **Administration Team Intervention:** Parent/Carers contacted by Administration Team and/or teacher

* **Severe Clause – a threat to the safety of self or others: Immediate Administration Team Intervention**

7. PROCEDURES FOR PLAYGROUND BEHAVIOUR MANAGEMENT

1. **Warning:** Verbal warning – formal identification of child and behaviour
2. **Play Withdrawal:** ‘Walk with me’, sit out or redirect to another area/activity
3. **Playground Withdrawal:** Student to sit outside Administration Office
4. **Administration Team intervention**

* **Severe Clause – a threat to the safety of self or others: Immediate Administration Team Intervention**

8. PREVENTING AND MANAGING BULLYING

Rapids Landing Primary School is proactive in developing a positive school culture that values every individual. It promotes strong relationships within the whole school community that are valued, nurtured and maintained through shared expectations, common goals and mutual respect.

DEFINITION

Bullying is when an individual or group misuses power to target another individual or group to intentionally threaten or harm them on more than one occasion. This may involve verbal, physical, relational and psychological forms of bullying. Teasing or fighting between peers is not necessarily bullying. (*Behaviour Management in Schools policy, Department of Education*)

CLASSROOM EVIDENCE BASED STRATEGIES:

Strategies to prevent bullying are embedded in the culture, teaching and learning of Rapids Landing Primary School. Strategies include:

- ↳ Sharing circles
- ↳ Tribes Agreements
- ↳ Health education programs, eg Challenges and Choices
- ↳ Teacher modelling positive relationships and mutual respect
- ↳ Positive rapport/relationships between staff and students
- ↳ Restorative practice education
- ↳ Bullying awareness

WHOLE SCHOOL EVIDENCE BASED STRATEGIES

- ↳ Tribes
- ↳ Restorative Practices
- ↳ Whole school approach to behaviour management
- ↳ School rule
- ↳ Positive reward programs
- ↳ Ongoing preventative education about bullying

9. CYBER BULLYING

To equip students with the skills and understanding to be active global citizens in the 21st century, Rapids Landing Primary School supports students to use digital technologies safely, appropriately and respectfully and embeds preventative strategies in teaching and learning programs.

DEFINITION

Cyber bullying involves the use of information and communication technologies such as email, text messages, instant messaging and websites to engage in the bullying of other individuals or groups. This technology provides an alternative means for verbal, relational and psychological forms of bullying. (*Behaviour Management in Schools policy, Department of Education*)

PREVENTION STRATEGIES

- ↘ Annual code of conduct online consent form (Appendix 7) signed by K-2, 3-4 and 5-6 students in Term 1 or on enrolment. This is collated by the Associate Principal and Class Teachers.
- ↘ Educative approach: cyber bullying programs implemented by class and specialist teachers
- ↘ Environmental print
- ↘ Teacher professional learning on cyber bullying
- ↘ Effective monitoring of ICT use
- ↘ Promotion of cyber safety to wider school community

MANAGEMENT

***ON IDENTIFICATION – IMMEDIATE ADMINISTRATION TEAM INTERVENTION**

1. Restorative Practice conferencing
2. Parent/Carer conference
3. Individual Behaviour Management Plan
4. Recess/Lunch withdrawal
5. Suspension
6. School psychologist
7. External agencies

MOBILE ELECTRONIC DEVICES

Mobile Electronic Devices include a range of devices such as smartphones, tablets and laptops. Mobile Electronic Devices are to be used for educational purposes only and as a result, mobile phones are banned for use by students during school hours. Should it be necessary for a student to bring a mobile phone to school, Rapids Landing Primary School states that the phone is switched off and stored in the student's bag or with classroom teacher. Urgent messages can always be communicated to the Administration Office during school hours.

- ↘ All mobile phones are to be switched off and not used at school or on excursions, including camps.
- ↘ All mobile electronic devices should also be switched off and stored in student bags unless part of the learning program and initiated/directed by staff.
- ↘ Staff: mobile electronic devices are only to be used for the purpose of instruction and/or risk management during lesson times.

10. CODE OF CONDUCT

The code of conduct describes the school community's expectations of student behaviour and management procedures. The code is formulated in consultation with the School Board.

STUDENTS RESPECTFULLY MOVE AND PLAY SAFELY IN SUPERVISED AREAS.

PROCEDURES

ACCESS

- Students enter and exit the school through the access gates.
- Students are encouraged to arrive at school at 8.35am.
- Students arriving prior to 8.35am must sit in the courtyard.
- At 8.35am when the chimes are played over the school P.A. students are encouraged to prepare for their day in their classrooms.
- Bikes, skateboards, scooters and other forms of wheel transport must be walked on the school grounds. Bikes are stored in the bike racks during school hours.
- During school hours students may only leave school grounds with parent/carer or authorised person permission.
- Students must be signed out through PassTab in the Administration by parent/carer or authorised person.

YEAR 1-6 RECESS AND LUNCH

- Students must be in supervised in learning spaces at all times.
- Students must be supervised at all times when performing roles and responsibilities in all learning spaces.
- Food is to be consumed only while seated in the Courtyard.
- Students are to remain seated until dismissed (lunch only).
- Students are to place rubbish in bins prior to play.
- Wet weather arrangements exist for recess and lunch.
- Students follow the *Have hat, will play in the sun* policy.

12. SUSPENSION FOR BREACH OF SCHOOL DISCIPLINE

If the principal proposes to suspend a student for a breach of school discipline, other than a serious breach of school discipline, the student must be afforded procedural fairness before a decision is made.

The principal will:

- inform the student and their parent (unless the student is an adult student or an independent minor) of the reason for the proposed suspension and the intended duration of the suspension; and
- provide the student and their parent (unless the student is an adult student or an independent minor) a reasonable opportunity to respond. If the principal cannot contact the parent by phone then they must send a letter outlining the intent to suspend and provide the parent with the opportunity to respond.

If after considering all of the relevant evidence including explanations from the student and their parent, the principal decides that there are sufficient grounds for the student to be suspended, the principal must notify the student and their parent in writing of the suspension.

Conditions that are attached to a period of suspension must specify:

- any permission granted for the student to attend school during their period of suspension;
- the school response to a student entering school property without specific permission being given by the principal;
- that the parent is responsible for the student during the period of suspension from school; and
- any other specific conditions considered to be necessary by the principal.

SUSPENSION FOR SERIOUS BREACH OF SCHOOL DISCIPLINE

The Principal is able to suspend a student immediately for a serious breach of school discipline.

As soon as practicable after the suspension takes effect, the student must be afforded procedural fairness.

The principal must:

- inform the student and their parent (unless the student is an adult student or an independent minor) in writing of the reason for, and the intended duration of, the suspension; and
- provide the student and their parent (unless the student is an adult student or an independent minor) a reasonable opportunity to show that the student should not have been suspended or that the suspension should not continue.

EDUCATION INSTRUCTION FOR A STUDENT SUSPENDED FROM SCHOOL

Staff must provide any student who is suspended from school for three or more consecutive school days or has accumulated five days suspension within the year with educational instruction during the period of suspension. Staff must provide a student suspended from school every opportunity to continue with their education program and fulfil course requirements, including the opportunity to complete assignments or assessments conducted during the period of suspension.

The Principal or Associate Principals may authorise the suspension of pupils in cases of either repeated misbehaviour or of serious misbehaviour.

Parents/carers will be contacted and notified when a suspension is imposed.

The following documentation will be completed when a child is suspended.

Using SIS Behaviour electronic software package - letters detailing the suspension will be forwarded to:

- ◆ Letter - to the parent or guardian.
- ◆ Notification to Regional Office.

SUSPENSION RE-ENTRY

On return to school the suspended student must meet with the Principal or an Associate Principal before returning to class. At this meeting procedures will be outlined for the student's return to school.

If a student has been repeatedly suspended, a case conference will be arranged to develop an Individual Behaviour Modification Plan (IBMP). The case conference must occur before the student can return to school. This conference will include the Principal or Associate Principal, the School Psychologist or representative, classroom teacher, the student and one or both parents/carers.

13. GOOD STANDING

GOOD STANDING

Good standing recognises and reinforces Rapids Landing Primary School's values, whole school beliefs and Code of Conduct. It aims to support students to take responsibility for their behaviour, make positive choices and encourages them to achieve their Personal Best. All students commence the school year with good standing.

Good standing requires students to demonstrate the five Tribes Agreements:

- Appreciations/No Put Downs
- Mutual Respect
- Attentive Listening
- Right to Participate/Right to Pass
- Personal Best/Personal Responsibility

LOSS OF GOOD STANDING

Loss of good standing may occur after a suspension or series of behaviours that are not aligned with our Positive Behaviour in Schools policy. These behaviours must include, but are not limited to:

- starting a fight and/or fighting
- making physical contact with the intention to harm
- videoing a fight in the grounds of the school or off-site where there is reasonable nexus between the incident and the school, with the intention of publishing on social media.

Students who breach the school's *Positive Behaviour in School Policy* will have privileges removed such as being banned from school social activities and representing the school.

RE-INSTATING GOOD STANDING

In order to re-instate good standing, a restorative and educative return to school will be implemented to re-establish positive behaviour. This will be supported by a re-entry and/or individual behaviour plan that focuses on identified areas for improvement and will clearly identify strategies, milestones and desired outcomes. Good standing can be re-instated after such period, as decided by the Principal.