

POSITIVE BEHAVIOURS MANAGEMENT POLICY

VISION STATEMENT: Geraldton Grammar School will provide outstanding education and a strong sense of community, cultivating people of integrity, independence of mind and a love of learning.

MANAGING STUDENT BEHAVIOUR

Geraldton Grammar School's Positive Behaviour Support (PBS) plan supports the school's purpose and represents a whole school approach towards the achievement of a safe and supportive school. The aim of this document is to provide a clear and transparent plan for the Geraldton Grammar School community that details how we are developing and sustaining a culture of high performance and high care, where students can learn and are encouraged to take responsibility for their own behaviour.

At Geraldton Grammar School a culture of high expectations exists, and our students are encouraged to "Achieve, Inspire, Motivate". Geraldton Grammar School is a learning community founded on traditional values of care, concern, honesty and respect. Each interaction in our community will be carried out with the expectation that these values underpin the dialogue and actions of every individual.

School staff strive to develop positive and genuine working relationships with students and will actively promote positive behaviours. All members of our School community share the responsibility for the maintenance of good order and personal safety. Our students will demonstrate an understanding that everyone has the right *to feel valued, safe and to learn*. As a School community, we adhere to the principles of natural and restorative justice. We will follow procedural fairness; that is, all parties will have an opportunity to be heard. We will act fairly and independently and give reasons for our decisions. Students are counselled with respect and dignity and in a way which promotes learning.

POSITIVE BEHAVIOUR SUPPORT POLICY REVIEW PROCEDURES

1. The School's Positive Behaviours Policy will be reviewed on an annual basis. The review will involve staff, students and parents.
2. Time will be allocated for the professional development of staff.
3. As part of the induction process new staff will engage in professional learning of the School's Positive Behaviour Management Policy.
4. Regular behaviour management discussions will occur at all school levels.

Positive Behaviour

Staff will record positive notes on SEQTA. Heads of School will recognise students who receive these notes with an email or letter of commendation to parents/guardians and the student.

Key Principles:

- A whole school approach to behaviour management.
- All members of the school community have the right to feel safe at school and while participating in school activities.
- Diversity and cultural differences will be acknowledged and considered when responding to student behaviour.
- Staff have professional learning opportunities to examine and consider evidence-based strategies for managing student behaviour.
- Resiliency and wellbeing of staff and students will be promoted.
- Relationships within the school community will be built on a basis of respect and responsibility.
- Bullying in any form will not be tolerated.
- Restorative practices will be used as the vehicle in discharging this policy.

In all situations, the school explicitly forbids child abuse, corporal and degrading punishment.

Child Abuse - Four forms of child abuse are covered by Western Australian law:

- 1) *Physical abuse occurs when a child is severely and/or persistently hurt or injured by an adult or a child's caregiver.*
- 2) *Sexual abuse, in relation to a child, includes sexual behaviour in circumstances where:*
 - (a) *the child is the subject of bribery, coercion, a threat, exploitation or violence;*
 - (b) *the child has less power than another person involved in the behaviour; or*
 - (c) *there is a significant disparity in the developmental function or maturity of the child and another person involved in the behavior.*
- 3) *Emotional abuse includes:*
 - (a) *psychological abuse; and*
 - (b) *being exposed to an act of family and domestic violence.*
- 4) *Neglect includes failure by a child's parents to provide, arrange or allow the provision of:*
 - (a) *adequate care for the child; or*
 - (b) *effective medical, therapeutic or remedial treatment for the child.*

Corporal punishment is 'any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light; typically involving hitting the child with the hand or with an implement; can also include, for example, forcing the child to stay in an uncomfortable position. It does not include the use of reasonable physical restraint to protect the child or others from harm.

Degrading punishment is 'any punishment which is incompatible with respect for human dignity, including corporal punishment and non-physical punishment which belittles, humiliates, denigrates, scapegoats, threatens, scares or ridicules the child

Students:

- Students aim to reach their potential as learners.
- Students commit to participating in lessons and completing assigned work.
- Students respect the rights of other learners and teachers to work without disruption.
- Students treat all others with courtesy and respect and are accepting of individual difference.
- Students show respect to their environment and the possessions of others.
- Students always follow instructions given by any staff member
- Students wear the school uniform in its entirety is compulsory.

The primary and secondary Student Code of Conduct Policy provides students with guidelines for the effective development of positive relationships and behaviour while at school, engaged in activities that are school related or when representing the School.

APPENDIX 1:

SECONDARY SCHOOL POSITIVE BEHAVIOURS PROCEDURES

BACKGROUND:

This procedure should be read in conjunction with the Student Code of Conduct Policy.

STEPS IN THE BEHAVIOUR MANAGEMENT PROCESS

Students and adherence to school standards:

ISSUE	ACTION
<p>Student</p> <p>1. Uniform Standards:</p> <p>Students should show pride in their uniform and dress as a mark of self-respect.</p> <ul style="list-style-type: none">• Jewellery - Is to be limited to a watch and one small pair of matching plain studs. Earrings are to be worn in the lowest hole in the ear lobes only. Silver, gold, blue, pearls, diamond studs and small sleepers are acceptable. Transparent plastic earrings / nose studs are not permitted.• A discrete silver or gold religious medallion may also be worn.• No makeup is to be worn	<p>Staff Member</p> <p>Stage 1: Staff Member</p> <p>It is the responsibility of all teaching staff to monitor and act on inappropriate uniform standards.</p> <p>Homegroup teachers are the linchpin of effective uniform management and as such should enable positive behaviours through daily checks.</p> <p>Staff member takes direct action, e.g. asks student to do up top button, remove earrings, wear hat, change into correct uniform. Staff member to record infringement on SEQTA. Inform student verbally that this action has been taken.</p> <p>If Staff member observes uniform infringements outside the classroom, (On duty) record immediately, follow up with infringement on SEQTA when timing permits. Same day.</p> <p>A uniform notification will be issued to a student who has a uniform emergency/note from home.</p>

<ul style="list-style-type: none"> • No nail polish or acrylic nails to be worn • No extreme hair colour or styles to be worn • Longer than shoulder length hair must be tied up • Girls may use hair ribbons, hair clips or scrunchies in the school colours of white, blue or teal. Head bands are to be royal blue or teal. Hair bands can be black. <ul style="list-style-type: none"> • Uniform must be in good condition: clean with no buttons missing. • Male students are to be clean shaven • Hemlines at or near the knee. It is acceptable to wear plain navy discreet shorts under dresses on windy days. • Students need to only wear hats when in the sun. For example, if walking across to get to a building that requires going through a sunny spot, you need to wear your hat. Students must always have their hat with them. • Shirts must be worn neatly and tucked in. • Mobile phones must not be carried in a student's shirt/ blouse pocket. • Students must not walk through the school with head phones in their ears or dangling around their neck. • Students must not mix and match uniform types. E.G Mix sports uniform with summer or winter uniform. 	<p>This must be completed by the students Homegroup teacher the morning of the incident. (Recorded and sent to staff on SEQTA).</p> <p>Secondary School Reception to keep a cumulative record of student uniform infringements. Report printed at the end of each week and sent to homegroup teacher/ Year coordinator and Head of school. Year Coordinator and Head of school to review each week, track and implement appropriate procedure.</p> <ul style="list-style-type: none"> • First infringement recorded only (Homegroup teacher to speak with student, the following morning regarding uniform infringement, promote positive change in approach. • Second infringement recorded and incurring a yard duty. Home group teacher notified and asked to monitor student. • Third infringement recorded incurs a Friday afternoon detention. Student to be notified of location and supervising teacher. Homegroup teacher and parents notified.
<p>2. Adherence to School Policy:</p> <p>In matters relating to;</p>	<p>Stage 1: STAFF MEMBER</p> <p>In relation to truancy the staff member will act on information gained from students, parents</p>

<ul style="list-style-type: none"> • Truancy • Damage to School Property • Theft • Alcohol and Drug Related Activities 	<p>and on personal judgement by referring their concerns to the Year Coordinator or Head of school.</p> <p>In relation to theft, damage to personal or school property, alcohol or drug related activities, the staff member will act on information gained from students, parents and on personal judgement by referring their concerns to the Year Coordinator or Head of school.</p> <p>Stage 2: YEAR COORDINATOR / HEAD OF SCHOOL</p> <p>The Year Coordinator / Head of School will then consult with appropriate team members (Deputy Principal, Wellbeing Officer, Homegroup teacher) to determine the most appropriate course of action. This may be:</p> <ul style="list-style-type: none"> • Student/s interviewed • Parents contacted • Student Contract • Detention • Suspension <p>Action to be documented in SEQTA. Principal/ Deputy principal to be briefed.</p> <p>Stage 3: DEPUTY PRINCIPAL / PRINCIPAL</p> <p>In the event of an action which is deemed to be serious the Principal will discuss the issue with parents and the contractual agreement they signed upon enrolling their child at the School. Principal to determine the final course of action. Principal to provide feedback to staff.</p>
<p>3. Inappropriate out of class behaviour toward an Operational Services Staff member or Teaching Staff:</p> <p>4. Inappropriate classroom behaviour:</p> <ul style="list-style-type: none"> • Calling out • Interrupting the teacher • Inappropriate language 	<p>Report the incident immediately to the relevant Line Manager. This will then be dealt with by the relevant Year Coordinator/ Head of School and Homegroup Teacher will be advised.</p> <p>Stage 1: STAFF MEMBER</p> <p>Staff member to initiate classroom strategies and document procedure carried out on SEQTA. Advice of the Head of Department may be sought</p>

<ul style="list-style-type: none"> • Disruptive behaviour • Offensive behaviour • Inappropriate use of technology Lack of engagement 	<p>for assistance.</p> <ul style="list-style-type: none"> • Identify inappropriate behaviour with the student. • If the behaviour of student is at a level where the classroom learning is being interrupted. Student removed from classroom to a colleague's class. • Donated time with the teacher during recess/lunch (Not to exceed 50% of recess or lunchtime), Staff member to discuss inappropriate behaviour with the student, promote examples of positive behaviour, refer to Student Code of Conduct. Build relationship with the student. • Student removed from classroom to a colleague's class. • Head of Department/ Homegroup teacher/ Year Coordinator/ Head of school informed. • Parents notified if appropriate. Only after consultation with the Head of Learning Area may parents be notified. Emails must be proofread however in all cases a phone call is preferred. <p>Automatic Removal from Class, Recess or Lunchtime Breach of safety, E.g. Throwing an object, not following safety guidelines, Physical abuse E.G punching another student, threatening intimidating behaviour. Verbal abuse, E.G swearing at the teacher or administration staff. Incident fast tracked, student should be accompanied and sent directly to Year Coordinator / Head of School or Deputy Principal.</p> <p>Stage 2: HEAD OF LEARNING AREA</p> <p>Should the actions taken in Stage 1 not bring about the desired change in student behaviour, then the HOLA will be contacted to assist. HOLA to discuss concerns and meet with the student personally and reinforce school expectations. HOLA to discuss ways to support the teacher. This may include</p> <ul style="list-style-type: none"> • Student Contract to target specific behaviours • Detention (Recess / lunchtime or Friday afterschool (If appropriate)). • Parents must be notified <p>Action to be documented in SEQTA.</p>
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	<p>Stage 3: YEAR COORDINATOR/ HEAD OF SCHOOL</p> <p>Should the actions taken in Stage 2 not bring about the desired change in student behaviour, then the Year Coordinator/ Head of School will be referred to determine the best course of action. This may include;</p> <ul style="list-style-type: none"> • Interview with parents to discuss reasons for the behaviours, school expectations, strategies to be implemented, consequences of no change to demonstrated behaviour. This may include removal of privileges, suspension • Deputy Principal /Principal to be briefed <p>Stage 4: DEPUTY PRINCIPAL/ PRINCIPAL</p> <p>If the issue remains unresolved, the Deputy Principal/ Principle will discuss the issue with the parents and child. The Principal to determine the final course of action. Staff to be informed on course of action. Principal/ Deputy Principal to feedback to staff.</p>
<p>5. Inappropriate Peer Relationships:</p> <p>Inappropriate written, verbal or physical behaviour towards another student which is of an unpleasant or serious nature and may involve an imbalance of power and causes distress to the recipient. This behaviour may be within or out of school hours.</p> <p>Such behaviours include:</p> <ul style="list-style-type: none"> • Bullying-Non-Physical ie verbal/intimidatory gestures/exclusion • Bullying-Physical ie throwing things at someone/physical contact/damage to or theft of someone's property • Cyberbullying ie via social networking 	<p>Stage 1. CONTACT</p> <p>Student, parent, staff member or concerned community member contacts a member of the School staff. This person then refers on to the Year Coordinator or Head of School</p> <p>Stage 2: YEAR COORDINATOR / HEAD OF SCHOOL</p> <p>The Year Coordinator will liaise with the Head of School to determine the most appropriate course of action which will include:</p> <ul style="list-style-type: none"> • Speak personally to all students involved. Geraldton Grammar School utilises the "Restorative Practice Approach" Head of School or Year Coordinator, involved in implementing this strategy with the students involved. <p>A restorative approach emphasises the importance of healthy relationships between all members of the school community. Restorative strategies seek to develop empathy and repair relationships. The process shares a common goal of enhancing or restoring a sense connection and wellbeing through respectful dialogue.</p>

	<ul style="list-style-type: none"> • Parents contacted • Appropriate consequences determined • Action to be documented in SEQTA <p>Stage 3: HEAD OF SCHOOL</p> <p>Should a student be involved in a repeat incident, then the Head of School will liaise with the Deputy Principal to determine the most appropriate course of action.</p> <p>Interview to be requested with parents to discuss reasons for behaviour, school expectations, strategies to be implemented, consequences of no change in demonstrated behaviours, this may include a contract to target specific behaviours, removal of privileges, suspension</p> <ul style="list-style-type: none"> • Situation will be closely monitored over a period of weeks • Principal to be briefed <p>Stage 4: DEPUTY PRINCIPAL / PRINCIPAL</p> <p>If the issue remains ongoing and the action taken in Stage 3 does not result in the desired behaviour change, The Head of School will refer the issue to the Deputy Principal/ Principal with recommendations.</p> <p>The Deputy Principal/ Principal will discuss the issue with parents and the contractual agreement they entered upon enrolling their child in the School. The final course of action rests with the Principal. Deputy /Principal to provide feedback to Staff.</p>
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FLOW CHART:

Managing Student Behaviour – Process

	IN CLASS	OUT OF CLASS
STAGE 1	Staff Member	Staff Member

STAGE 2	Head of Learning Area	Year Coordinator/ Head of School
STAGE 3	Year Coordinator/ Head of School	
STAGE 4	Deputy Principal / Principal	Deputy Principal / Principal

SECONDARY STUDENT CODE OF CONDUCT

Students are at the centre of all that we do. We are committed to providing the best possible learning, wellbeing and social environments for our students. Each student has a reciprocal duty, in partnership with all members of the Geraldton Grammar School community, to actively contribute to this undertaking.

Geraldton Grammar School aims to support the ethos and values that encourage self-discipline and consideration of others in a safe environment.

The Code of Conduct Policy provides students with guidelines for the effective development of positive relationships and behaviour while at school, engaged in activities that are school related or when representing the School.

STUDENT INDUCTION

Students will be guided through this policy at the start of each year. Students new to the School during the year will be provided with an awareness of this policy. An opportunity will be provided for students to discuss and ask questions for clarification.

WHAT HAPPENS IF A STUDENT BREACHES THIS CODE OF CONDUCT?

As a member of Geraldton Grammar School, students hold a representative position of trust and are accountable for their actions. The consequences for a student breaching this Code of Conduct will be determined at the discretion of the Principal, Deputy Principal, and Heads of School. This may result in a student receiving a sanction such as a written warning, detention, suspension, probationary enrolment, removal of leadership position/office, exclusion (i.e., activity, program, excursion, trip, camp, tour) and/or termination of enrolment. Other relevant policies may be referred to in such cases.

REQUIRED REPORTING

If a breach of the Student Code of Conduct is deemed to be of a serious criminal nature, Geraldton Grammar School reserves the right to seek legal advice, report the matter to police and/or other external agencies. Please note that teachers and some other employees have mandatory reporting obligations under the Children and Community Services Act 2004 (WA) where they have reasonable grounds to suspect a child is at risk of sexual harm and have current concerns about the wellbeing of the child.

COMPLAINTS AND PROCEDURES

Students with a complaint or grievance are expected to follow the procedures and processes outlined in the Student Complaints and Grievances document.

ACKNOWLEDGEMENT

Acknowledgement of this Code of Conduct forms a part of the condition of a student's enrolment.

WHAT IS EXPECTED OF SECONDARY STUDENTS?

All students at Geraldton Grammar School are expected to:

- a) Uphold and actively demonstrate the right of every individual to be free from harassment, bullying, intimidation, discrimination or aggressive behaviour;
- b) Achieve to his or her full academic potential by cooperating with staff in diligent preparation and thorough completion of all tasks;
- c) Refrain from interfering with or inhibiting the learning of others;
- d) Represent Geraldton Grammar School in a manner that upholds the core values, ethos and reputation of the School;
- e) Maintain a full involvement in the school community through service, House activities, Chapel, assemblies, group meetings and other school activities;
- f) Follow the prescribed approval and registration procedures if arriving late or needing to leave the campus during the school day;
- g) Take pride in their personal appearance and in the wearing of the correct school uniform and sporting attire;
- h) Demonstrate respect for the local community using courtesy and appropriate language when with other members of the School and when in the broader community;
- i) Show respect for school buildings, contents and grounds and the property of other students, staff and the School;
- j) Demonstrate appropriate behaviour on personal and school devices and internet usage. In particular, students should practise appropriate personal, legal and ethical use of social media and digital communications;
- k) Mobile telephone usage includes making calls and sending or receiving text messages and data. This phone usage may only occur before or after school when it must be used briefly and in a responsible manner. On these occasions, students must use their mobile telephones discretely and should not walk around whilst speaking on their phones. Mobile phones are not to be used at recess or lunchtime.
- l) Not partake in the use of non-medically prescribed substances (including tobacco, alcohol and other illicit substances) on the campus of the School, whilst wearing any item of school uniform or whilst participating in any school activity off the campus.

Student name:	
Student signature:	
Date:	

PRIMARY SCHOOL POSITIVE BEHAVIOURS PROCEDURES

BACKGROUND:

This procedure should be read in conjunction with the Student Code of Conduct.

BACKGROUND:

This holistic approach is embedded across the primary school based on the ideals of INSPIRE. It will serve to develop:

- A climate of belonging, acceptance, respect, autonomy and cooperation
- An awareness and application of pro-social and ethical dispositions
- An understanding of rights and responsibilities
- A disposition to make informed decisions and to take pro-social action
- A restorative, win win approach to dealing with social Issues

How Positive Behaviour Management is Structured:

The Positive Behaviour Management is based around three tiers. We will focus on developing positive classroom climates in order to prevent escalation of incidences.

This refers to tiers 1, 2 and 3. Tier 1 is developed by individual classroom teachers as outlined in our INSPIRE procedures and levels two and three may be used at any stage depending on student behaviour.



In order to understand these different levels, we first need to define what the expectations for behaviour at Geraldton Grammar School Primary are.

Protocols for dealing with escalating incidences:

The management plan for dealing with escalating behaviour is based around the three tiers:

1. A positive Classroom Climate
2. Strategic Intervention
3. Ongoing Protocols for Sustained Intervention or Serious Incidences

Misbehaviour can be divided into the four categories below:

Category of misbehaviour	Examples (not exclusive or exhaustive)
1. Breach of school rules	Uniform, hair, graffiti on equipment, ICT policy, rude to teacher/peers
2. Persistent misbehaviour	Continual breach of school rules
3. One-off incident, attitudinal or insolent misbehaviour	Loss of control towards teacher/student, refusal to follow instructions, incidences of students being mean (one off), damage to school property
4. One-off serious misbehaviour	Physical violence, psychological/emotional bullying, theft

It is assumed that the setup of your 'Positive Classroom Climate' will help to alleviate any potential problems. Any escalation of misbehaviour or concerns in regards to inclusivity or belonging of an individual(s) is looked at through this implementation procedure.

You must be able to show Early Learning Director or Head of Primary that you have developed a set of class agreements and class ethos with the students during implementation of INSPIRE program during the start of term one.

Management of a behaviour or issues are only passed on when a resolution is not achieved after following the below procedure.

Implementation of INSPIRE program and 7 habits in classrooms as well as Tier 1 strategies

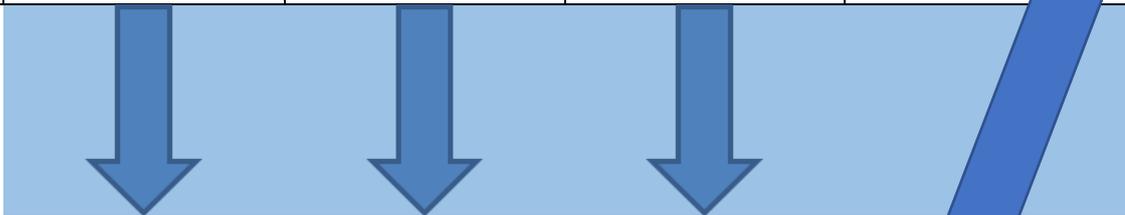
- Initial development of class ethos through shared agreements/rules/expectations/consequences
- 7 habits explicitly taught
- Collaborative learning environment
- Explicit inclusion of pro social games
- Community circles



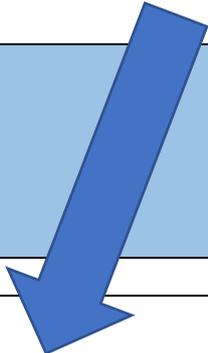
Breach of School Rules	Persistent Misbehaviour	One-off insolent and attitudinal Misbehaviour	One-off serious misbehaviour
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Staff phase	<ul style="list-style-type: none"> ✓ positive correction ✓ restate expectation ✓ verbal admonishment without consequences ✓ address through tier 1 <p>Possibly:</p> <ul style="list-style-type: none"> ✓ note in diary ✓ record on school portal (if continuing) 	<ul style="list-style-type: none"> ✓ Meeting with parent ✓ Record of behaviours across classes recorded on portal ✓ Tier 2 intervention to tier 3 if not resolved <p>Staff member ↔ Parent ↔ Student</p>	<ul style="list-style-type: none"> ✓ Diffusion ✓ Timeout ✓ Tier 2 and tier 3 intervention <p>Staff member ↔ Parent ↔ Student</p>	<ul style="list-style-type: none"> ✓ Immediate response to student situation ✓ Firm statement of expectations ✓ Refer immediately
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Head of Early Learning/Head of Primary



Head of Primary

Deputy Principal

Principal

Tier 1: A Positive Classroom Climate

All Classes will be expected to:

1. Develop Responsive Classroom Practices by
 - Explicitly teaching and integrating each of the Seven Habits
 - Explicitly teaching and integrating Collaborative Learning structures across all curriculum areas
 - Explicitly including Pro-Social Games into daily schedules
2. Conducting Daily Community Circle Meetings
3. Initial Establishment of a Positive Classroom Ethos.

During first few weeks of term 1 all classes will be expected to:

- Devise and display class shared agreements, expectations, rights & responsibilities
- Discuss and develop the children to the 7 Habits and begin to use the vocabulary across learning areas
- Confirm community circle routines & rituals

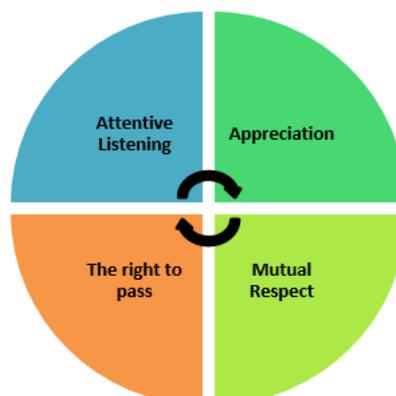
Community Circle/Morning Meeting/Circle Time

Community Circle refers to a specific ritual or routine for starting each day.

Reasons for including it as a daily occurrence:

- Helps children to make the transition from home to school
- Helps them to feel valued and included
- Involves the children in creating and sustaining a positive learning environment
- Encourages respect for others, psychological safety and active participation
- Focuses on the development of positive social-emotional skills
- Gives every student a voice
- Promotes reflective thinking
- Provides “the ideal group listening system for enhancing children’s self-esteem, promoting moral values, building a sense of team and developing social skills.’
- “It is a democratic system, involving all children and giving them equal rights and opportunities”

The Four Basic Agreements of Community Circle are:



The daily Community Circle is the first step in developing a positive classroom ethos. It cultivates the essential protective factors that foster resiliency, caring, sharing, participation and positive expectations.

Components of the Daily Community Circle

Meeting Up/Greeting	
Class sit in the Community Circle	
Warming Up	<ul style="list-style-type: none"> • Team Builder or Energiser • Builds a sense of community, cooperation , fun and readiness to learn • Sets the climate for the day
Opening Up Sharing Circle	<ul style="list-style-type: none"> • Each student (and the teacher) shares in response to a question or reflection stem provided by the teacher
Cheering Up	<ul style="list-style-type: none"> • Share Class Achievements & Celebrations
Moving On/Closure	<ul style="list-style-type: none"> • Set the social/emotional focus for the day • Set goals or complete an associated activity • 7 Habits – Pro-social Games – Collaborative Work Skills

We:

- Develop a caring, safe and positive school environment that encourages a strong sense of belonging and where the rights and responsibilities of individuals are recognised and respected.
- Foster positive relationships between members of the school community
- Make students accountable for their own behaviour and responsible for repairing the harm.
- We implement fair but effective consequences for misbehaviour, which encourage students to recognise the rights of others and to be aware of their own responsibilities.
- Develop a clear set of rules, policies and procedures that protect the rights of individuals and resolve conflict in a positive manner.
- Develop strong links with parents.
- Provide support services infrastructure to assist students who are having behaviour or other problems.

Proactive Prevention in the Classroom

- Encourage an environment of mutual respect
- Enforce school rules which protect the rights of others fairly & consistently
- Fun, smiles & laughter are a part of the classroom.
- Social skills are taught and how to treat each other
- Relationships and esteem building
- Encourage tolerance of individual difference
- Teach and model conflict resolution skills
- Provide students with an avenue to confront & resolve conflicts
- Students are taught self-protective strategies
- Pro-relationships signs – No Put Down Zones

To Encourage a Sense of Belonging & Involvement we:

- put into effect effective cooperative learning practices
- implement team building activities
- use positive communications
- Provide opportunities for participation in decision making (class meetings, etc.)
- encourage ownership of the classroom
- recognise and acknowledge student achievement
- ensure students have a record of their progress
- acknowledge student achievement
- recognise birthdays and other special events
- buddy up new students
- ensure inclusivity and social justice issues are addressed
- use strategies which cater for individual needs
- facilitate class meetings and try to resolve issues
- utilise strategies to help individuals solve social and relationship problems

Being Proactive in the school yard we:

Rules & Routines

- Rules about the yard are known
- Staff movements on duty are not predictable
- Students know who to see in the event of an incident
- Staff coverage provides adequate duty of care

Preventing Trouble

- A variety of equipment is available to students
- Safe haven for potential victims is available
- Older & younger student are separated where appropriate
- Trouble spots have been identified
- Alternative arrangements are in place for adverse weather conditions
- Variety of activities for students – computer, Lego, reading, chess clubs, organised sport, etc.

Student Involvement

- Students help monitor schoolyard behaviour
- House Leadership activities

Review and Improvement

- Effectiveness of staff supervision is monitored

Positive Behaviour Management System

The aim of any Positive Behaviour Management System is to create a caring, safe, inclusive and positive school environment. This is a complex process and is determined by a number of factors, which are interrelated. Things to be considered are:

- School Environment
- The Classroom Environment
- Learning
- Recess/Lunchtime Activities
- House System
- Behaviour Management Plan
- School Based Presentations
- Responsibilities
- Safe Haven for Students at Risk
- Giving Students Responsibility
- Public acknowledgement/celebration of Student dispositions
- Parents
- Staff
- Student Services
- Community Members
- Extra-Curricular Staff/Student Interaction
- Other Special Events

Rules do not change behaviour, positive action and interaction do.

Relationships are the key to the development of an effective and positive behaviour management system. We need to work at building relationships:

- teacher – student
- student – student
- teacher – teacher (staff – staff)
- teacher – parent (staff – parent)

When a student's behaviour issues arise, how we deal with it should not detract from the student teacher relationship as the focus is on the behaviour not the student.

Tier 2: Strategic Intervention

Strategic Intervention is the first step when problems are brought to the teacher's attention or an escalation in inappropriate student behaviour is observed. Strategic interventions are modelled around restorative practices, class meetings, responsive classrooms, conflict resolution and mediation.

Strategic intervention is to be done by the teacher who observes or witnesses the behaviour. Class teachers and PLT **must be notified by an alert on SEQTA**. It is the teacher who is dealing with the incident to be responsible for parent contact in the first instance. This includes those who witness or observe incidences on the oval/playground during duties.

As well as recording of incidences on SEQTA some incidences will require a note in the student's diary and/or parent contact via phone.

Strategic intervention can take many forms. Some of these are and not exclusive to:

1. Restorative practices/mediation
2. Responsive classroom meetings
3. Conflict resolution
4. Steps of Shared Concern

With continued strategic intervention parents should be notified and placed on SEQTA.

1. Restorative Practices

Restorative practices are the first level for dealing with issues between students.

Students meet together with the teacher as a facilitator. Below is a guide to help run a restorative session with students.

Restorative practices- corridor conference		
Wrongdoer	Person Harmed	Back to Wrongdoer
What happened?	How have you been harmed/affected?	Does that seem fair? If not, what needs to happen?
What were you thinking at the time?	What's the hardest or most difficult part about this?	Is there anything you would like to do or say?
What have you thought about since?	What would you like to see happen?	
Who has been harmed/affected? How?	If punitive response: What will that achieve or how will that help?	
What needs to happen to repair the harm?		
Remember: <ul style="list-style-type: none"> • To use silence • Say 'tell me more' or 'say more about that' • Give time to reflect, and if necessary, come back to them • Is it an apology of actions! 		

2. Responsive Classroom Meetings

These meetings are run very similar to your normal circle time but in response to an observed behaviour that is causing concern.

All students are actively involved in solving the problem. The students collaborate through discussions run by the class teacher to collaboratively come up with a plan to solve an issue. Ownership is on the students.

Students may use a pseudonym name such as 'blue fairy' when talking about something that is concerning them.

3. Steps of 'Shared Concern'

The Pikas Method of Shared Concern

Key points of the Pikas method of shared concern

- Those involved in a bullying situation are seen individually.
- The facilitator shares his or her concern for what is happening with the student being bullied.
- The facilitator invites and supports the students who are bullying to take responsibility and
- Suggest actions to remedy the situation.
- Importantly, the developments are carefully monitored.

A description of the method

The Method of Shared Concern aims to change the behaviour of student(s) involved in bullying incidents and to improve the situation for the student(s) being bullied. The method employs a non-aggressive approach to individual and group discussion of the incidents. Each student involved in the bullying incident participates in a series of individual discussions with a facilitator, beginning with the student who engaged the bullying incident. Clearly defined steps are used to reach a point where the student(s) bullying agree that the student being bullied is having a difficult time. The student(s) who are bullying are then encouraged to suggest and try out ways to help to improve the situation for the student being bullied. The student being bullied is also provided with opportunities to discuss the incident and encouraged to consider and try ways they can improve their own situation.

This method of managing bullying incidents is based on the following principles:

- Bullying occurs in a group context;
- Changing the social dynamics that maintain bullying will prevent further bullying incidents
- A shift in behaviour can be prompted by encouraging empathy and concern for others
- Harsh punitive measures model and reinforce the use of power to meet needs and wants and put bullied students at risk of revenge.

Consultation with the school community and formalisation of such a procedure in the whole-school bullying policy helps to enhance ownership by the school community and enables a consistent staff approach to the management of bullying incidents. While the Method of Shared Concern appears useful as an immediate action, to be successful in the longer term it is important that it be embedded within a whole-school approach to bullying prevention.

Tier 3: Ongoing Protocols for Sustained Interventions or Serious Incidences

Tier 3 is when strategies implemented in tiers one and two fail to address concerns with students. It may also be used when there is a more serious incident such as physical violence. Tier 3 moves straight to Head of Primary.

Having the record of student behaviour(s) on SEQTA deal with issues and view an accurate record of the student's behaviour over a period of time.

PRIMARY STUDENT CODE OF CONDUCT

<p>INSPIRE and 7 Habits</p>	<p>Personal Presentation</p>	<p>Behaviour</p>
<ul style="list-style-type: none"> ● Students use own strength to contribute productively to the school and wider community both academically and socially. ● Work to develop healthy positive relationships ● Be aware of the seven habits and use the seven habits language when dealing with social issues ● Actively participate in class meetings and community circles ● Be proactive in collaborative class decision making 	<ul style="list-style-type: none"> ● Wear appropriate school uniform for the specific activity/occasion (as stated in school diary) ● Demonstrate a high level of personal presentation with grooming and hygiene ● Hair is neat and tidy and tied back from eyes with appropriate hair lackey ● Refer to diary for expectations with jewellery and makeup. 	<ul style="list-style-type: none"> ● Be responsible for own behaviour ● Be involved with developing classroom expectations/guidelines/ethos/consequences ● Understand and be aware of school's code of conduct ● Follow promptly and respectfully all directions given by staff members ● Accept consequences of own behaviours ● Avoid behaviour that will have a negative effect on another student or staff
<p>Engaged Learning</p>	<p>Homework</p>	<p>Leadership</p>
<ul style="list-style-type: none"> ● Be punctual to classes ● Be committed to active learning ● Talk to teacher when problems are experienced ● Catch up in own time on work missed ● Be prepared for lessons 	<ul style="list-style-type: none"> ● Have the student diary with you at all times ● Record homework given with due date ● Complete set homework by due date and to a high standard ● Let teacher know in advance of extenuating circumstances that affect homework being completed (note signed by parent) 	<ul style="list-style-type: none"> ● All students are expected to lead with their behaviour and attitude ● Be enthusiastic about applying for extra roles ● Proactively support House buddies and the buddy system ● Participate in camps program ● Nominate for leadership positions ● Support the students who gain leadership positions
<p>Language Communication</p>	<p>Quality of Work</p>	
<ul style="list-style-type: none"> ● Communicate in an appropriate and respectful manner in line with school expectations ● Always seek to be positive ● Refrain from using vulgar or course language ● Use online communications respectfully and be aware once written it is always there 	<ul style="list-style-type: none"> ● Always strive to do your very best work ● Ask questions to clarify if you are unsure ● Follow school guidelines for presentation ● Act on advice to improve your work 	
<p>Student: _____</p> <p>Parent: _____</p> <p>Date: _____</p>		