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POSITIVE BEHAVIOUR MANAGEMENT POLICY

(NOTE: This policy is designed to be read in line with the department's 'Behaviour Support policy')

DEFINITION

Bullying: Repeated verbal, physical or social behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons.

Cyber bullying: Bullying through information and communication technologies. Refer to the student ICT agreement and the Walkerville Primary School use of Mobile Phone and Personal Device Policy.

Harassment: Behaviour that targets an individual or group due to characteristics held by that group (identity, race, culture, etc.) that offends, humiliates, intimidates or creates a hostile environment. Harassment may be an ongoing pattern of behaviour, or it may be a single act.

VISION

Our school is a safe, inclusive, success-oriented environment, free from harassment, where cooperation and positive interactions are encouraged, and age-appropriate, where people are valued, and property is respected.

Restorative practice is a strategy that seeks to repair relationships that have been damaged, including those damaged through bullying. It does this by bringing about a sense of remorse and restorative action on the part of the offender and forgiveness by the victim.

CLASSROOM AGREEMENTS

Each classroom articulates how they will demonstrate respect for themselves, each other, the teacher and the learning environment. The Code or Respect is developed collaboratively with the students and is the primary point of reference for resolving conflicts when they arise. Each class is to develop their own Code of Respect – by Week 3, Term 1 for the current school year.
Classes are required to display these agreements prominently and spend time reinforcing them. The strategies and language from Berry Street, Zones of Regulation and Restorative Justice principles should be used consistently alongside the school values of Care, Cooperation and Commitment.

LEADERSHIP SUPPORT

Teachers may request support and/or intervention from site leadership, pending the nature or severity of behaviour. This can be used to support safety, initial counselling and support and/or reflection time, considering any disability and student needs. When leadership support is frequent, a meeting will be arranged with the student, teacher, parent and a member of the leadership team.

If inappropriate behaviour persists, then the class teacher and leadership will consider:
- further parent contact
- behaviour contract
- involving behaviour support agency
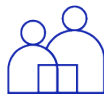
- take home or suspension

Department for Education 'Suspension, Exclusion and Expulsion Policy' will form the basis of decisions taken by the Principal.

Leadership absence

On occasions where leadership are absent from the office when behaviour intervention is required, there is a 'chain of responsibility' that operates. The order is Principal, Deputy and Assistant principal, 'Teacher in Charge', Teacher(s) having NIT.

YARD AGREEMENTS

Playground behaviour is managed through the use of yard agreements and rules are managed as part of Yard Duty Teachers responsibilities.

Reporting of inappropriate behaviours will occur in a timely manner and include informing the relevant classroom teacher and a member of the leadership team pending urgency and/or severity of behaviour.

RECORDING BEHAVIOUR

- Identified behaviours are recorded in the SENTRAL communication records and should describe the behaviour with the intended audience being that of the parent.
- Staff will ensure that communication with parents about the behaviour and of the relevant intervention is conducted in a timely manner.
- Staff will also ensure communication with parents for those students who have been harmed are also contacted and provided information in relation to the incident and their child's wellbeing.
- Significant/severe behaviours will be documented in IRMS(Incident Report Management System) by a member of the leadership team.
- RRHAN (Responding to Risks of Harm, Abuse and Neglect) reporting responsibilities must be considered where appropriate.

OUT OF SCHOOL HOURS CARE

OSHC director(s) will monitor and implement the OSHC Behaviour Code. For repeated and serious inappropriate behaviour, the OSHC Directors will refer the student with relevant documentation to the Leadership team of WPS for action. This will result in parents being contacted and may include periods of exclusion from OSHC.

EMERGENCIES

In the event of an emergency, teachers and yard duty teachers may send students to the office;
- **RED CARD**-**medical** or **behaviour emergency**

Two students should be sent to ensure the message is received at the office.
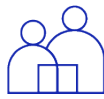
RESTORATIVE PRACTICES

RATIONALE

The rationale behind this approach is that when offenders reflect upon their harm to victims:

1. They become remorseful and act restoratively.
2. Practitioners can focus on the unacceptable behaviour of offenders rather than their moral character.
3. This can lead to healthier interpersonal relations among members of the school community and more effective learning.

APPLICATION

Restorative practices can be undertaken in a variety of forums. It may be conducted with varying degrees of formality and may include just those students most directly involved in bullying or in some circumstances a whole class (Circle Time).

'Community Conferences' include supportive third parties such as friends, families and possibly a community figure such as a police community liaison officer. This forum is used to address concerns of both individuals and the wider community.

The work in schools with cases of bullying is commonly guided by Restorative Practice flashcards or an agreed script which direct practitioners to ask the bully to describe what happened and to reflect on what harm it has done. The victim is asked to say how she or he has been affected and what needs to be done to put things right.

Feelings of shame that are elicited need to lead to re-integration into the community rather than a sense of being alienated and stigmatised.

In the spirit of personal responsibility, forgiveness and commitment to positive future behaviour, both the target and the bully express their acceptance of the proposed solution/s and discuss what can be done to prevent a recurrence.

The situation is then monitored by school staff and further intervention occurs if the situation does not improve. In some cases, considerable work is done behind the scenes to prepare the participants including bystanders and others to ensure a positive outcome.
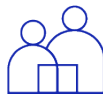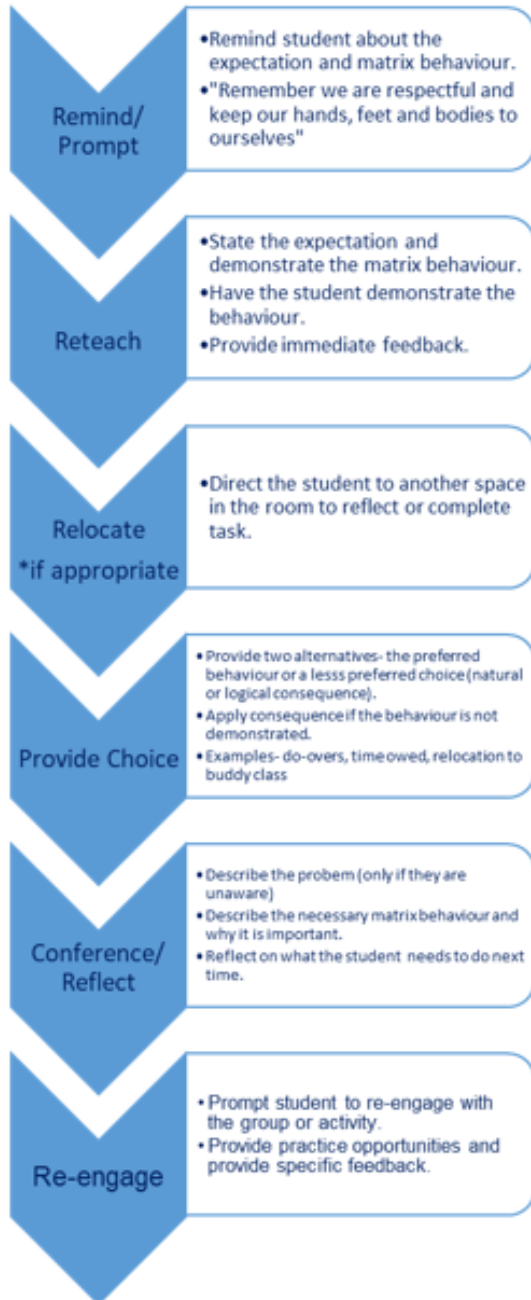
Inappropriate behaviour

- In the first instance, these must consider the use of Restorative Practices intervention/conversation for 1:1 and small group issue and the use of CIRCLE TIME for large group and whole class resolution.
- Students should be provided opportunity to accept responsibility for inappropriate behaviour, acknowledge poor choices made and verbalise what needs to change in their own behaviour.

Remind/Prompt
- Remind student about the expectation and matrix behaviour.
- "Remember we are respectful and keep our hands, feet and bodies to ourselves"

Reteach
- State the expectation and demonstrate the matrix behaviour.
- Have the student demonstrate the behaviour.
- Provide immediate feedback.

Relocate *if appropriate
- Direct the student to another space in the room to reflect or complete task.

Provide Choice
- Provide two alternatives- the preferred behaviour or a lesss preferred choice (natural or logical consequence).
- Apply consequence if the behaviour is not demonstrated.
- Examples- do-overs, time owed, relocation to buddy class

Conference/Reflect
- Describe the probem (only if they are unaware)
- Describe the necessary matrix behaviour and why it is important.
- Reflect on what the student needs to do next time.

Re-engage
- Prompt student to re-engage with the group or activity.
- Provide practice opportunities and provide specific feedback.

Minor/Inappropriate (individual/one-off)

Physical contact without intent (rough play which includes pushing, wrestling, tackling)

Leaving the learning space without permission, still visible by a staff member

Minor vandalism/destruction of property- drawing on walls, tables, littering

Possession of prohibited items e.g., chewing gum, mobile phone

Property misuse- (e.g., drawing on other students' work, throwing items, knocking items off the table, throwing toilet paper, flipping a chair, snapping pencils etc.)

Theft/Taking others' property without permission Inappropriate language- general use of, not targeted at an individual

Disruption- (calling out or interruption)

Being late to class after recess or lunch

Lying/denial/not being accountable/cheating/ plagiarism One off behaviour that upsets another student that is not physical e.g., name calling, excluding, making threats that don't involve physical harm e.g. 'you can't come to my birthday party'

Making rude/inappropriate gestures

Moving around the school in an unsafe manner e.g., running inside, pushing in line, riding bike in school grounds
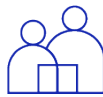
School-Wide Positive Behaviour Support
Major/Unacceptable Behaviour Response
'Walkerville Primary School is a place for Care, Cooperation and Commitment.'

All children must be provided the opportunity and support to work through the Restorative Conversation process at any stage(s) detailed below. This provides the individual with the chance to accept responsibility both for the harm done and to repair relationships.
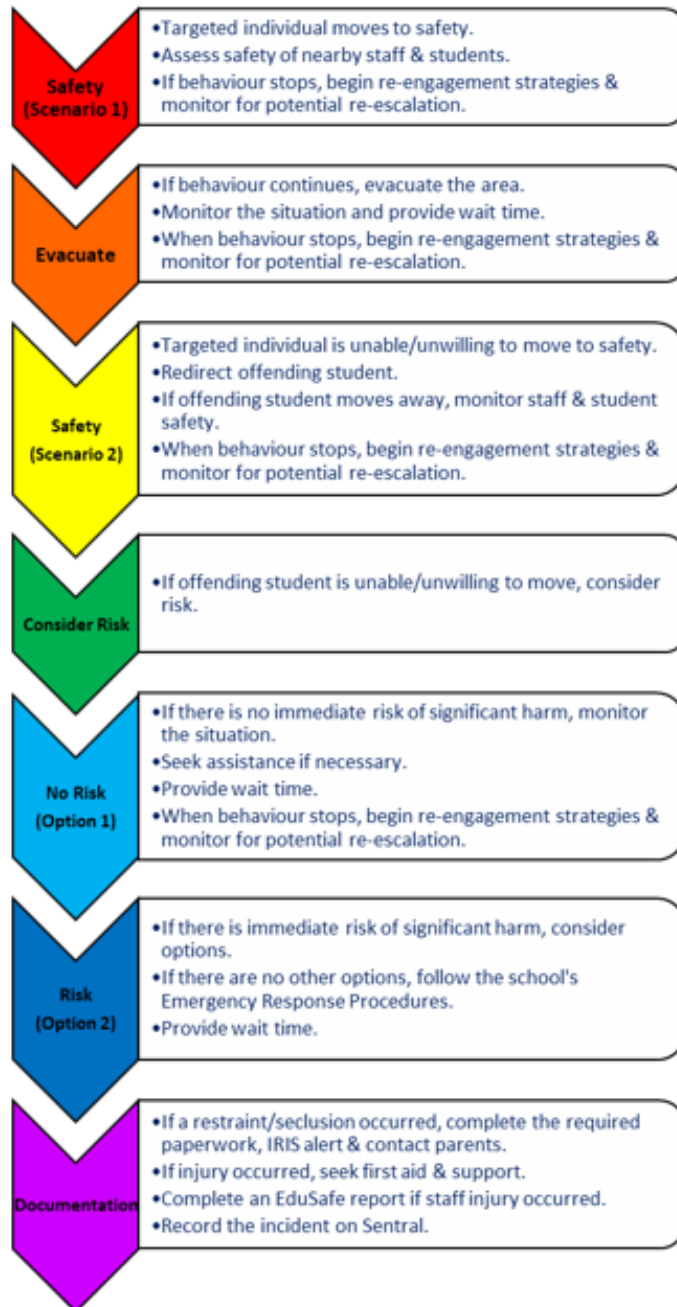
Safety (Scenario 1)
- Targeted individual moves to safety.
- Assess safety of nearby staff & students.
- If behaviour stops, begin re-engagement strategies & monitor for potential re-escalation.

Evacuate
- If behaviour continues, evacuate the area.
- Monitor the situation and provide wait time.
- When behaviour stops, begin re-engagement strategies & monitor for potential re-escalation.

Safety (Scenario 2)
- Targeted individual is unable/unwilling to move to safety.
- Redirect offending student.
- If offending student moves away, monitor staff & student safety.
- When behaviour stops, begin re-engagement strategies & monitor for potential re-escalation.

Consider Risk
- If offending student is unable/unwilling to move, consider risk.

No Risk (Option 1)
- If there is no immediate risk of significant harm, monitor the situation.
- Seek assistance if necessary.
- Provide wait time.
- When behaviour stops, begin re-engagement strategies & monitor for potential re-escalation.

Risk (Option 2)
- If there is immediate risk of significant harm, consider options.
- If there are no other options, follow the school's Emergency Response Procedures.
- Provide wait time.

Documentation
- If a restraint/seclusion occurred, complete the required paperwork, IRIS alert & contact parents.
- If injury occurred, seek first aid & support.
- Complete an EduSafe report if staff injury occurred.
- Record the incident on Sentral.

Major/Unacceptable

(severe and/or repeated)

Physical contact with intent to harm others or self-e.g. kicking, hitting, pushing, scratching, spitting, choking, biting, and self-harm.

Bullying- physical, verbal, racism, cyber, direct, indirect, harassment, rumour spreading, excluding.

Major vandalism (graffiti, breaking windows), deliberate property damage (e.g. graffiti, breaking property)

Leaving the school grounds without permission/ leaving the classroom where a staff member cannot view them

Non-compliance/Defiance/ Disrespect - Refusal to follow directions, talking back and/or socially rude interactions. In this case the student refuses to follow direction after initial request has been made directly to that student.

Sexualised acts/ sexualised comments

Abusive language (swearing or yelling at others)

Making threats to physically harm others

Review date 4 April 2023
Next review date XXX