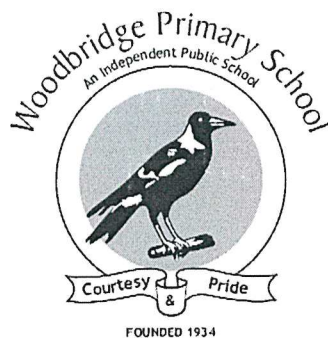


Woodbridge Primary School



Student Behaviour Policy

EFFECTIVE: February 2020

Review Date: February 2022

1. POLICY STATEMENT

The purpose of this policy is to set the requirements and guidelines to ensure every student is provided with the educational support they need to learn and maintain positive behaviour at Woodbridge Primary School.

The policy has been developed in accordance with the Department of Education *Student Behaviour Policy* (2018).

2. SCOPE

The policy applies to all staff, students and parents/carers at Woodbridge Primary School.

3. OVERARCHING PRINCIPLES

A: The school responds to the needs of children first and foremost

B: The school is culturally, socially and emotionally understanding and responsive

C: The school models and honours compassion, empathy caring and generosity

Discipline is essential and effective discipline depends on a loving, respectful relationship.

The goal for discipline is to teach and the first step in discipline is to pay attention to children's emotions.

When children are upset or dysregulated, that's when they need us the most and sometimes we have to wait until children are ready to learn.

The way we help them to be ready to learn is to connect with them and then redirect.

Discipline means to teach and there are two goals

- Short Term – to get the child to cooperate and do the right thing
- Long Term – to develop the skills and the capacity to resiliently handle challenging situations, frustrations and emotional storms that might make them lose control.

4. PROCEDURES

4.1 ESTABLISHING A POSITIVE AND SUPPORTIVE SCHOOL CULTURE

Positive behaviour is fostered through the building of strong relationships, the provision of developmentally-appropriate learning programs that engage and challenge students whilst ensuring success, positive consequences, and appropriate support structures. The following lists outline measures in the school to achieving this.

Staff will:

- Implement whole school programs as outlined in the English and Numeracy Expectations, using differentiation to meet individual student needs;
- Implement Visible Learning practices including use of self-monitoring tools (rubrics/checklists etc.), individual conferencing, and 4 levels of feedback;
- Implement Classroom Management Strategies including active participation and low key skills;
- Implement a Gradual Release Model of Responsibility, with explicit teaching, to support students' knowledge and skill development;
- Implement YCDI! as part of the Health Curriculum;
- Provide a variety of positive consequences for achieving learning or behaviour goals. This may include extrinsic rewards (stickers, stamps, notes to parents, negotiated rewards etc.), administration visits to present work, group/individual points, raffle tickets, etc.;
- Liaise with members of administration to develop and implement Individual Behaviour Management Plans (where required); and
- Conference students on procedures for managing and reporting incidences of bullying (Appendix A).

At the whole school level, the following may be implemented:

- Peer mediation program;
- Chaplaincy;
- Holyoake Drumbeat®;
- Sports lunchtime program;
- Senior leadership program;
- Merit certificates at assembly;
- Raffle ticket prizes drawn and awarded at assembly;
- YCDI! and Learning Area semester awards;
- Positive encouragement awards (orange memo);
- Twice a term reward play;
- Recognition of achievements at assembly and in the newsletter;
- Super Students;
- School Spirit Award; and
- Office Displays (class and visual art).

This is a sample of the many positive strategies used by staff. Positive reinforcements for students on Individual Behaviour Management Plans will be negotiated with the students, parents/carers and staff.

4.2 CODE OF CONDUCT

	Rights	Responsibilities
Students	<ul style="list-style-type: none"> • To be shown respect, courtesy and honesty • To be engaged in purposeful lessons in a supportive environment • To learn and play in a safe, friendly and clean environment 	<ul style="list-style-type: none"> • Be respectful, courteous and honest • Do not disrupt others' learning • Help keep the school environment tidy, clean and secure • Be punctual, polite and friendly • Learn and play safely with others • Do not use personal mobile electronic devices during school hours. • Follow school plans and procedures
Staff	<ul style="list-style-type: none"> • To be shown respect, courtesy and honesty • To teach in a safe, secure, friendly and clean environment • To receive cooperation and support from colleagues, parents and students 	<ul style="list-style-type: none"> • Establish and maintain positive relationships with students, colleagues and parents/carers • Make the best interests of the child a primary consideration • Model respectful, courteous and honest behaviour • Provide engaging, developmentally, culturally and psychologically appropriate lessons • Incorporate personalised adjustments based on student needs and use advice from external agencies • Help keep the school environment safe and secure • Engage with students' concerns to resolve issues • Communicate student behaviour to parents/carers • Involve parent/carers in their child's education

Parents/Carers	<ul style="list-style-type: none"> • Respect, courtesy and honesty • Be informed of course and curriculum materials, behaviour management procedures and decisions affecting the health and well-being of their child • Be informed of their child's progress • Be heard in an appropriate forum on matters relating to the rights of their child to an appropriate education 	<ul style="list-style-type: none"> • Model respectful, courteous and honest behaviour • Ensure that their child attends school • Ensure that the physical and emotional condition of their child is at an optimum for effective learning • Ensure that their child is provided with appropriate materials to make effective use of the learning environment • Support the school in providing a meaningful and adequate education for their child/children • Establish positive relationships with students, staff and other parents • Inform staff as soon as possible if their child is dealing with issues that may affect their behaviour
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4.3 RESPONDING TO INAPPROPRIATE STUDENT BEHAVIOUR

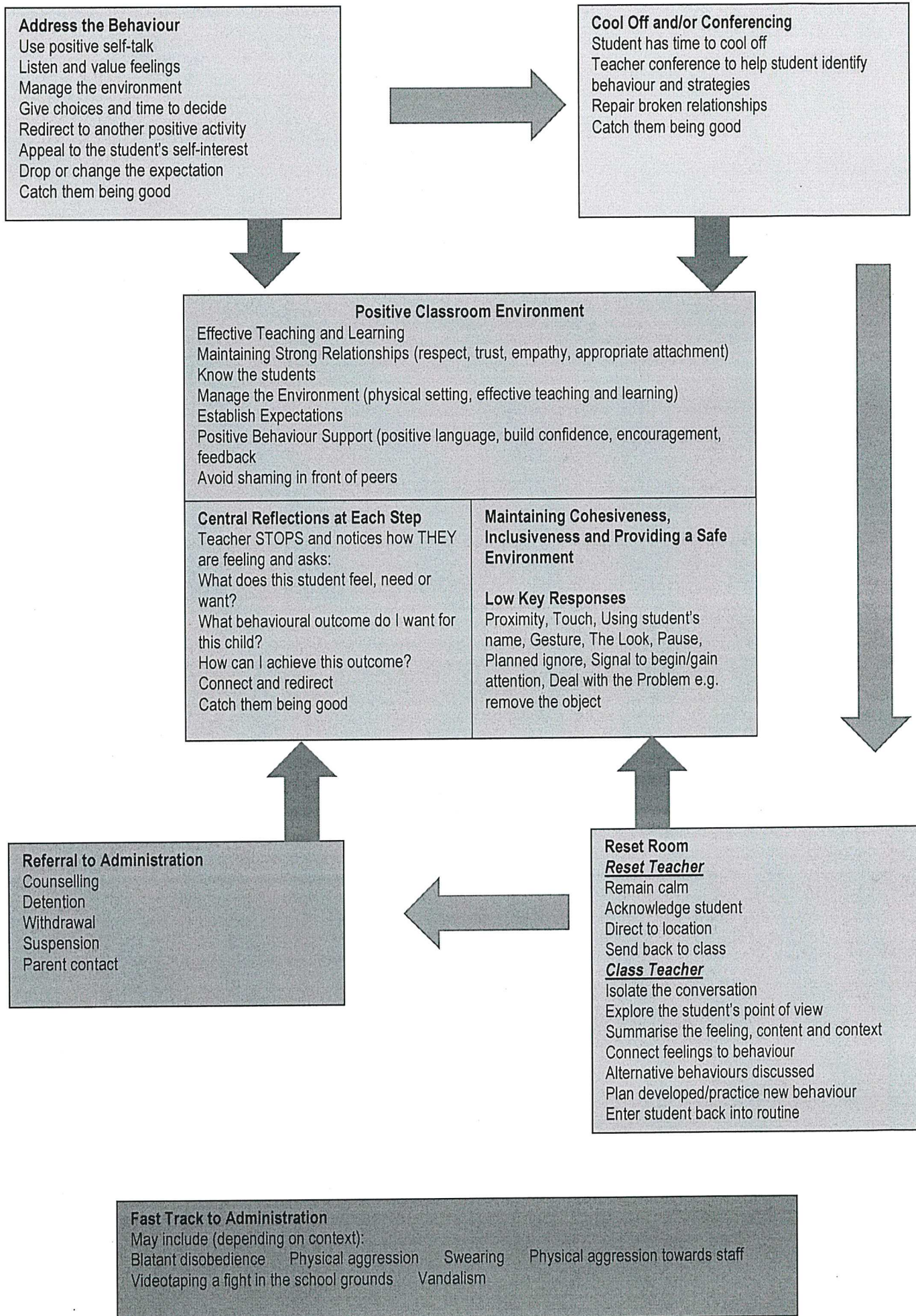
The following diagram outlines the process for responding to inappropriate behaviour in the classroom. Implementation is not prescriptive, as each instance is dealt with in isolation and consequences given are reflective of the context in which the behaviour has occurred.

If an Individual Behaviour Management Plan (IBMP) is developed for students requiring extra support, alterations to the steps may be made after discussions between the class teacher, Administration and/or School Psychologist, external agencies and the student's parent/carer.

To facilitate effective management of student behaviour, staff must record information regarding the behaviour on a form: Classroom Behaviour Management Record (Appendix B) or white slip: Playground Behaviour Record (Appendix C).

An accumulation of three white slips, within a five week period, results in a student being referred to Administration.

Upon returning to the classroom following a misdemeanour, staff are expected to repair and rebuild their relationship with the student.



4.5 WITHDRAWAL FROM CLASS, BREAKS OR OTHER SCHOOL ACTIVITIES

Withdrawal of students from class, breaks or other school activities is a planned strategy that involves consultation between the teacher and Administration. It provides students with an opportunity to calm down, reflect on and learn from the incident, discuss supports that may be required, and/or continue learning in a less stimulating environment.

Withdrawal from special events or activities will be at the discretion of Administration. Students are expected to maintain appropriate levels of good behaviour (Good Standing) in order to represent the school in such activities.

Administration will inform the parent/carer as soon as possible, and ensure provision is made for the student to continue their learning program.

4.6 SUSPENSION

Suspension may be used when the breach of school discipline causes significant disruption to the student, other students or staff. It is for the purpose of allowing those involved to calm and recover, reflect and learn from the incident, evaluate existing behaviour support plans and/or seek advice, make adjustments to plans, and meet with parents/carers.

Department of Education procedures will be followed in the event of the decision to suspend. Loss of Good Standing occurs after suspension for the following behaviours: starting a fight, making physical contact with the intention to harm another student or staff member or videoing a fight on the school grounds with the intention of publishing on social media.

The principal, or another member of the admin team, is authorised to suspend a student. On return to school a restorative and educative process will be implemented to re-established positive behaviour and good standing.

4.7 COMMUNICATION BETWEEN THE SCHOOL AND PARENTS/CARERS

Teachers are expected to communicate with students' parents/carers regarding both positive and negative behaviour. If students are referred to Administration, parents/carers may be called if further consequences are given.

Parents/carers are expected to inform staff as soon as possible if their child is dealing with issues that may negatively impact on their behaviour to enable staff to better support their child.

4.8 RECORD KEEPING AND DATA USAGE

Student behaviour records are stored by the classroom teacher until the end of the year, and then archived. If students are referred to Administration, their record is entered onto the Department of Education's Student Information System under Categories of Behaviour (Appendix D).

Data from student records may be used to review class and whole school procedures, Individual Behaviour Management Plans, and the Student Behaviour Policy.

5. ACCESSING FURTHER SUPPORT

There are two key elements needed to support extreme and complex student behaviour: Relationships and Emotional Self-regulation.

Model for student Support

1. Establish a strong support team

This could include classroom teacher, education assistant, admin, school psych, parents/carers, chaplain and external agencies

2. **The team is informed about neuroscience and current research**
Provide ongoing professional learning for staff
3. **Time is taken to know and understand the child**
This may include:
 - Functional Behaviour Analysis
 - Escalation Profile
 - Classroom observations and feedback to the teacher
 - Case conferences
4. **Support of the wider school community is sought**
The school psychologist will become involved to help develop an Individualised Plan to determine strategies to Prevent, Teach and Reinforce new behaviours
5. **Look after the people who are looking after the child**
Ensure there are planned and regular sessions to support staff
6. **Develop a support plan addressing:**
 - a). **Relationships**
Research indicates that not all children who have suffered trauma will suffer disorganised attachment and instead have developed a degree of resilience. This is attributed to the child having at least one supportive, ongoing, constructive relationship with a caring adult throughout their schooling years.
 - b). **Emotional Regulation**
The school uses the Zones of Regulation to facilitate this process.

Risk Management

A Risk Management plan will be put in place to address the safety of all the school community through identifying prevention and response strategies.

Crisis Management

The Department of Education have Engagement Centres coordinate the K-12 provision of the following three services:

Professional learning to improve student engagement and behaviour.

Consultative support for schools needing additional advice on dealing with challenging behaviour and managing severely disengaged students and/or those with very complex needs.

Intensive support for individual students exhibiting the most extreme, challenging and complex needs.

6. RELATED DOCUMENTS

Department of Education Student Behaviour Policy 2016 (Updated 2018)

Department of Education Student Behaviour Procedures 2016 (Updated 2018)

Woodbridge Primary School Student Online Policy 2014

7. REVIEW DATE

February 2022

APPENDIX A

COUNTER BULLYING PROCEDURES

1. DEFINITIONS

Bullying is the inappropriate use of power by an individual or group, with intent to injure either emotionally or physically. It is usually **deliberate** and **repetitive**.

A *bystander* is someone who may have witnessed a bullying situation.

A *Shared Concern Approach* involves conferencing students complicit in the bullying incident to identify the problem, brainstorm ways to improve the situation, and evaluate the effectiveness of strategies after implementation.

2. RESPONDING TO INCIDENTS OF BULLYING

Bullying can be a complicated problem, which takes time and patience to properly resolve. Each party listed below has a role to play in countering bullying.

Students are encouraged to:

- Tell the bully to stop by clearly stating that the behaviour is unwelcome and offensive;
- Seek help by talking to someone they can trust; and
- Report it to a staff member, peer mediator or support person.

Bystanders are encouraged to:

- Tell the person to stop bullying;
- Refuse to join in;
- Get help from a teacher or support person;
- Encourage the person being bullied to report it; and
- Be a friend to the person being bullied.

Staff will:

- Teach and encourage appropriate responses to bullying;
- Actively counteract bullying behaviour;
- Ensure safety of the victim;
- Identify the extent, nature and location of the bullying;
- Adopt a Shared Concern Approach to investigate the incident and resolve issues;
- Wear fluorescent vests when on recess or lunch duty;
- Communicate incidents of bullying to parents/carers; and
- Monitor for further incidents of bullying.

Parents/carers are encouraged to:

- Make themselves aware of the Student Behaviour Policy;
- Actively build their child's self-esteem;
- Report signs of stress in their child to the school;
- Discourage any planned retaliation, either physical or verbal, if their child is bullied;
- Discuss positive strategies to counter bullying with the child;
- Speak to their child's classroom teacher or Administration to report incidents or suspicions of bullying;
- Support the school to manage the bullying by not directly dealing with other students and their parents; and
- Work with the school to manage bullying incidents.



Woodbridge Primary School Behaviour Management Record

Student _____

Year _____ Class _____

Teacher _____

Date _____

	Time	Behaviour Details
Address the Behaviour Use positive self-talk Listen and value feelings Manage the environment Give choices and time to decide Redirect to another positive activity Appeal to the student's self-interest Drop or change the expectation Catch them being good	Session: 1 2 3 4 5 6	
Cool off and/or Conferencing Student has cool off Teacher conference to help student identify strategies Repair broken relationships Catch them being good	Session: 1 2 3 4 5 6	
Reset Room <u>Reset Teacher</u> Remain calm Acknowledge student Direct to location Send back to class <u>Class Teacher</u> Isolate the conversation Explore the child's point of view Summarise the feelings and content Connect feelings to behaviour Alternative behaviours discussed Plan developed/practice new behaviour Enter child back into routine	Session: 1 2 3 4 5 6	
Referral to Admin Counselling Detention Withdrawal Suspension Parent contact	Session: 1 2 3 4 5 6	
Fast Track to Admin May include (depending on context): Blatant disobedience Physical aggression towards others Swearing Damage to school property Videoing a fight on school grounds	Session: 1 2 3 4 5 6	



Entered on Integris Signed _____

APPENDIX C

PLAYGROUND BEHAVIOUR RECORD (white slip)

These slips are used to record breaches of the Code of Conduct during break times. Students are referred to Administration if they receive three or more in a five week period.

Playground Behaviour Record	
Name: _____	
Room: _____ Date: _____	
No hat	<input type="checkbox"/>
Running on paths	<input type="checkbox"/>
Not sitting while eating	<input type="checkbox"/>
Out of bounds	<input type="checkbox"/>
Showing disrespect	<input type="checkbox"/>
Not following instructions	<input type="checkbox"/>
Answering back/arguing	<input type="checkbox"/>
Swearing	<input type="checkbox"/>
Hurting others	<input type="checkbox"/>
Tackling/roughness	<input type="checkbox"/>
Misuse of equipment	<input type="checkbox"/>
Damage to school property	<input type="checkbox"/>
Use of mobile phone	<input type="checkbox"/>
Late back to class	<input type="checkbox"/>
Other: _____	<input type="checkbox"/>

Oval	<input type="checkbox"/>
Courts	<input type="checkbox"/>
Undercover	<input type="checkbox"/>
Junior area	<input type="checkbox"/>
Library	<input type="checkbox"/>
Other	<input type="checkbox"/>
Teacher: _____	

APPENDIX D

CATEGORIES OF BEHAVIOUR

These categories are provided to facilitate state-wide consistency in systemic reporting.

- Category 1: **Physical aggression towards staff**
Aggressive physical contact committed intentionally against staff.
- Category 2: **Abuse, threats, harassment or intimidation of staff**
Verbal or non-verbal actions that are abusive, harassing, intimidating or threatening; including stalking, sexual harassment, sexual innuendo and manipulation.
- Category 3: **Physical aggression towards students**
Aggressive physical contact committed intentionally against another student.
- Category 4: **Abuse, threats, harassment or intimidation of students**
Verbal or non-verbal actions that are abusive, harassing, intimidating or threatening; including stalking, sexual harassment, sexual innuendo and manipulation.
- Category 5: **Damage to or theft of property**
Direct or indirect damage to, or theft of, property.
- Category 6: **Violation of Code of Conduct or school/classroom rules**
This covers student misconduct not addressed in any of the other categories that violate the school's Code of Conduct.
- Category 7: **Possession, use or supply of substances with restricted sale**
This category covers use or supply of substances such as cigarettes, alcohol and prescribed medications, that are not in themselves illegal, but the sale of which may be restricted to persons over 18.
- Category 8: **Possession, use or supply of illegal substance(s) or objects**
The substances referred to in this category are those that are illegal under the Criminal Code. This includes weapons and illegal drugs.
- Category 9: **Other**
- Category 10: **E-breaches**
Breaches under the *Students Online Policy* or *Personal Use of Mobile Electronic Devices* requirements. Includes breaches of an *Acceptable Use Agreement*; *Appropriate Use of Online Services Agreement*; and recording, distributing, or uploading on inappropriate images or messages of students, parents or staff with reasonable nexus to the school.

APPENDIX E

PERSONAL USE OF MOBILE AND OTHER ELECTRONIC DEVICES

The guidelines outlined below are Department of Education recommendations and are being implemented to ensure the safety and wellbeing of all concerned.

In the event of a situation when a child is required to speak to his/her parents by telephone, the school phones can be used. Each classroom is equipped with a phone which students can use if required.

The school understands that some students have a mobile phone as a measure of safety for the journey to and from school, but recognises that a mobile phone is not required during school hours.

If a mobile phone is brought to school, it needs to be turned off upon arrival and remain switched off for the rest of the day until 2.45pm. It needs to remain out of sight. If a student uses a mobile phone during school hours, it will be stored safely by the classroom teacher and will need to be collected from the office by the parent.

Mobile phones that ring or are activated during class time cause disruption to the teaching and learning program and whilst they are at school are another potential item for theft.

Not only is mobile phone use disruptive, using mobile cameras (still and video) to film people and their activities without their knowledge and/or permission is an invasion of privacy and will not be allowed.

Any students found to be involved in recording, distributing or uploading inappropriate images or videos of students, parents or staff on school premises will be suspended immediately.

- *Using a mobile phone during school hours (8.15am to 2.45pm) may result in that phone being confiscated. It can then be collected after school from the office by the parent.*
- *Any students found to be involved in recording, distributing or uploading inappropriate images or videos of students, parents or staff on school premises will be suspended immediately.*