



**North
Harrisdale**
PRIMARY

BEHAVIOUR MANAGEMENT POLICY

2021

CURIOSITY * COURAGE * CHALLENGE

BEHAVIOUR MANAGEMENT

RATIONALE

Our school is a safe, caring environment where we aim to develop self-disciplined students who are able to interact respectfully and happily. We want our students to be confident individuals who are resilient and show empathy for others. We are committed to ensuring our students and staff are supported in achieving their potential as learners and educators in an environment of high expectations, equity, inclusiveness and genuine care and support.

The school community believe that students, staff and families have the right to work together in a safe and supportive environment, free from bullying, harassment and discrimination. Students accept responsibility for their behavior and the choices they make. Achieving this environment will maximise quality teaching and learning.

VALUES

Raising good people who choose kindness and have strong values is of utmost importance to us as a school community. We value everyone's **RIGHTS**:

- **R**espect
- **I**ntegrity
- **G**ratITUDE
- **H**umility
- **T**rust
- **S**ervice

EXPECTATIONS

Positive interpersonal relationships are key to a safe, happy school community. We have high expectations of student behaviour. We focus on building a culture of care and kindness; recognising and praising students for their positive, responsible behaviour. We believe that a restorative approach leads to individuals understanding the consequences of their behaviour choices and actions.

Our school expects:

- Everyone to demonstrate kindness and respect towards others
- Everyone to conduct themselves in a safe, responsible manner that recognises and respects the rights of others
- **Zero tolerance of 'put downs'** – any negative message given by a person to make them feel superior to or make fun of another person
- **Zero tolerance of intimidation, harassment, and bullying:** *deliberate and persistent negative behaviour towards another person*
- Students to take responsibility for their actions and understand that actions have consequences for themselves and others

SCHOOL SAFETY

Staff provide a nurturing and caring environment that allows all children the opportunity to achieve and be successful, free from interruption and distraction from others. Our guidelines are for the safety and well-being of all members of the school community:

- Respect the rights of others.
- Follow instructions from all staff.

- Move sensibly and safely around the school.
- Keep the school environment clean and tidy.
- No hat, play in the shade.

CODE OF CONDUCT

Our Code of Conduct reflects the following ideals:

- **Respect** the rights of others to work in a safe, non-threatening environment where they can reach their potential.
- **Understand** there are rights and responsibilities associated with living in a democratic society.
- **Cooperation** and appreciation of the differing views of others.
- **Recognise** the impact of behaviour on others and learn from the experience.
- **Understand** there are policies and laws related to unacceptable behaviour.

To abide by the Code of Conduct, we have described the rights and responsibilities of all members of the school community and established guidelines and consequences for non-compliance to make our expectations clear.

RIGHTS AND RESPONSIBILITIES

All students, families and staff have the **RIGHT** to:

- A safe and supportive school community
- Be treated with respect, care, courtesy and fairness by all members of the school community
- Work, learn, and play in a positive environment; free from disruption, harassment, intimidation, and bullying
- Have access to information regarding children's cognitive, social, emotional, and physical performance and progress
- Be included and heard in discussions regarding children's behavior concerns and participate in decision-making regarding addressing those concerns

Students have a **RESPONSIBILITY** to:

- Be kind
- Behave in a safe manner
- Be honest and courteous to peers, staff, and the wider community
- Be respectful of the rights of others including the right to learn in a safe, nurturing environment
- Understand and accept the consequences of their choices and actions
- Cooperate with staff and peers

Staff have the **RESPONSIBILITY** to:

- Be kind
- Encourage inclusivity
- Establish positive relationships with students, families, colleagues and the school community
- Treat students and families with respect, care, courtesy and fairness
- Model respectful, courteous, and ethical behaviour
- Have open and honest communication with students, families, and colleagues in a timely manner

Families have a **RESPONSIBILITY** to:

- Be kind
- Treat staff with respect, care, and courtesy
- Have open and honest communication with staff using appropriate communication channels
- Proactively contribute to behaviour management plans for their children, when required
- Support the school in maintaining a safe, respectful learning environment for students

School leaders have a **RESPONSIBILITY** to:

- Demonstrate kindness and inclusivity within the school and wider community
- Communicate high expectations of student behaviour
- Support teachers to implement the behaviour management guidelines
- Ensure consistency and fairness in the implementation of the behaviour management guidelines
- Assist in the development of individual behaviour management plans for students with issues
- Provide a link between families and staff

The management of the code of conduct is the responsibility of all school staff.

BEHAVIOUR GUIDELINES

We focus on building a culture of care and kindness; recognising and praising students for their positive, responsible behaviour. Our approach prioritises the use of low key responses and winning over techniques such as:

- *Meet and greet students at the door with a smile, being polite, humour, enthusiasm, and showing interest*
- *Proximity to students off-task*
- *Non-verbal responses such as the 'look' and using a signal to begin*
- *Modelling and praising appropriate behaviours*
- *Providing choice statements*

We use various whole school and classroom initiatives and incentives to foster and acknowledge positive behaviour:

- Recognition of effort, progress, achievement, kindness to others by the principal and deputy principal
- Positive comments to families through face-to face meetings, phone calls, emails, or Seesaw messages
- Honour Certificates presented at assembly
- 'Reach for the Stars' Program: A whole school approach to foster positive values and high standards. Leaders add up tokens and announce cumulative totals at assembly. At the end of each term the winning House receives a reward.
- Whole School or Class Reward Days

CLASSROOM

Teachers create a positive learning environment within their classroom built upon mutual respect and trust. Through collaboration with their students, they clearly define, display and

discuss expectations for classroom and playground behaviour including consequences for non-compliance.

Teachers will inform families of any positive or negative behavior through personal contact such as meetings, phone calls, or emails. We do not support the use of *Class Dojo* to monitor behaviour or to inform families about behaviour issues.

Teachers use a wide variety of incentives within their class including:

- Encouragement and praise
- Stickers and stamps
- Group/individual points
- Whole class rewards
- Raffle prizes eg. special chair for the week
- Auctions

PLAYGROUND

Active vigilance by staff on playground duty has an important role in maintaining a safe environment and managing any misbehaviour. Positive behaviour is noticed and acknowledged by staff on duty. Consequences for behaviour incidents depend on the severity:

MINOR BEHAVIOUR

- Staff will reprimand the students involved and remind them of behaviour expectations
- Logical consequences are applied such as running on verandah, students are asked to go back and walk;
- Students can be directed to: walk with the teacher, play in a different area, loss of equipment or sit out for a few minutes

MAJOR BEHAVIOUR

- Major behaviour incidents include verbal abuse, deliberate physical contact or assault, intimidation of students or staff, and abuse of school property
- Duty teacher records incident on Referral Card and the child/ren is sent to the office.
- School leaders will apply appropriate consequences and families will be notified

CONSEQUENCES

In applying consequences for non-compliance with behaviour expectations, we opt for the least intrusive approach first. We use the "1-2-3 Magic" program consistently across the school as our process for managing non-compliant behaviour. The program uses minimal talk to ensure staff do not fall into the "talk-persuade-argue syndrome". It requires staff to use little emotion when 'counting' misbehaviours using a simple technique. Step 1 involves managing undesirable STOP behaviours. All staff say: "That's 1". Wait 5 seconds and if the behaviour continues say, "That's 2". If the behaviour continues say, "That's 3, take 5" and the child moves to Step 2: time out in the classroom. The 1-2-3 Magic steps are as follows:

1. **STOP** behaviour reminders: That's 1, That's 2
2. That's 3: Time Out in class
3. Time Out in another class

4. Detention in the library at break time.
5. Sent to the Deputy Principal. Teacher arranges a meeting with the family to discuss their child's behaviour.

Teachers use a visual tracking system to allow students to monitor their own behaviour. If any student receives three detentions, they will lose **Good Standing** for a period of five weeks.

BEHAVIOUR AND DISABILITY

Some forms of disability or difficulty may involve symptoms or manifestations over which the student has little control, but which can present itself as poor behaviour. All staff take this into consideration when responding to a student's behaviour with appropriate consequences that reflect their Individual Education and/or Behaviour Plan.

WITHDRAWAL, SUSPENSION AND EXCLUSION

When students reach Step 5, they are sent to the office for a period of withdrawal from their class. This enables them to 'cool down' and reflect on their behaviour through counselling with either the Deputy Principal or Principal. Families will be informed if their child is withdrawn from their class.

A student may be suspended by the Principal for a serious breach of the school's Code of Conduct and behaviour guidelines. The Principal will review the behaviour, taking account of individual circumstances, the actions and intent of the student, the consequences to others, and the rights of other school members.

A student who receives a suspension will lose their Good Standing and will be required to attend a re-entry meeting with their family prior to returning to school. The purpose of this meeting is to clearly communicate our expectations for future behaviour and gain the child's agreement to abide by the Code of Conduct.

INDIVIDUAL BEHAVIOUR MANAGEMENT PLANS

Some students may require an Individual Behaviour Management Plan to support them to manage their behaviour appropriately in line with the school's expectations. These plans will include:

- focus behaviours to be addressed
- desired outcomes and timeline
- specific strategies to be used
- techniques for monitoring the effectiveness of the strategies

GOOD STANDING

Good Standing is all about doing the right things. Students who comply with behaviour expectations and school safety guidelines have Good Standing.

Good Standing emphasises the importance of students taking responsibility for the choices they make on a daily basis, which impacts academically and socially on themselves and others. The Good Standing policy works in conjunction with the whole school Behaviour Management Plan and aims to provide recognition for the majority of students who consistently behave appropriately.

Students with Good Standing may participate fully in all curricular and extra-curricular activities of the school and are eligible to represent the school in sporting, musical, and social activities.

WHAT CAN STUDENTS DO TO HELP MAINTAIN GOOD STANDING?

- *Always follow teachers' instructions*

- Always get to class on time
- Wear correct uniform
- Working cooperatively with peers and staff

HOW DO STUDENTS LOSE THEIR GOOD STANDING?

- Physical or verbal bullying, intimidation, and/or harassment
- Use of offensive language including of a discriminatory nature eg. racial, religious, gender
- Intentional physical contact with other students that causes harm or injury
- Fighting
- Wilful damage to school property
- Communicating offensive, inappropriate online messages that may harm the school's reputation or cause distress to other members of the school community

Students who incur three detentions, withdrawal from class (in-school suspension) or out-of-school suspension lose their Good Standing.

The student's class teacher will discuss the behaviour that led to the loss of Good Standing and explain the consequences, including the loss of Good Standing for a period of five weeks. Parents will be informed by phone or in writing of this action. They will be invited to discuss the situation at a face-to-face meeting. Good Standing will be reinstated when acceptable behaviour has been noted for the duration of the loss of Good Standing. Continued misbehaviour during a loss of Good Standing will result in the Principal or Deputy Principals imposing an additional period of 5 weeks' withdrawal of Good Standing

CONSEQUENCES OF LOSING GOOD STANDING

Students who lose their Good Standing may not attend camps, class reward events or represent the school in sporting carnivals, music events, or academic teams during the loss of their Good Standing.

Depending on the severity of the reason for a student losing their Good Standing, the Principal will have the discretionary power to determine whether a student will be allowed to attend any incursion or excursion for educational purposes.

Any leadership positions held will be forfeited until Good Standing resumes. Badges will be handed to the Principal or Deputy Principals. A second loss of Good Standing would see this as a permanent arrangement.

RECOGNISING CONTINUAL EXEMPLARY BEHAVIOUR

We have high expectations of our students' attitude, work ethic, attendance, personal presentation, and exemplary behaviour. To recognise those students who exemplify our school values, have outstanding attendance, proudly wear the school uniform every day, and demonstrate exemplary behaviour, we have the following strategies in place:

- Nomination for "Aussie of the Month" – certificate, prize, badge is presented at assembly
- Certificate and an invitation to Morning Tea or Lunch with the Principal at the end of each term
- "Reach for the Stars Student Award" presented for each class twice a term at assemblies
- Consideration for the end of year class Citizenship Award

Potential students are closely monitored by staff. Nominations are provided to the Principal and Deputy Principal for endorsement.

BULLYING

The school has developed the following strategies to prevent and manage bullying:

- *Keeping children well-informed of what bullying is and maintaining a 'Zero Tolerance' approach to bullying and 'put-downs'.*
- *Promoting a positive, caring culture and learning environment that fosters respect for self and others*
- *Encouraging greater resilience in children through our curriculum*
- *Using the "Bullying No Way" program across the school*
- *Use of a buddy system between older and younger children*
- *Whole school assemblies to discuss expectations and develop understandings*
- *Recognising the 'National Day of Action Against Bullying' as a school community*
- *Increasing the community's awareness of bullying through our website, Facebook page, newsletter, and provision of articles on Compass and Connect.*

TARGETED EARLY INTERVENTION STRATEGIES

We recognise that early identification of bullying behaviours is vital if we are to be most effective in managing bullying. Early intervention strategies that are in place include:

- Active promotion of 'choose kindness' and positive, responsible behaviour
- Using a recognised 'no bullying' program across the school such as 'Friendly Schools Plus'
- Develop a shared understanding of bullying – what it is and is not - across the school community
- Actively develop students' social skills and resilience using programs such as 'Bounce Back'
- Identifying early signs of relationship issues within year groups and across the school (e.g. class meetings and social problem solving);
- Proactive teaching of pro-social behaviour to identified students;
- Referring identified students to appropriate specialist support staff or external agencies

INTERVENTION FOR BULLYING INCIDENTS

When staff become aware of bullying, they will:

- Speak to the students, including bystanders, to gain a clear understanding of what is happening and why. Is it a one-off incident or repeated incidents?
- Counsel students involved using the method of 'Shared Concern'
- Determine logical consequences to be applied
- Develop an Action Plan in collaboration with students and gain agreement to strategies
- Contact families to discuss and outline how the situation is being addressed. Gain support from all families involved
- Schedule regular follow-up meetings to determine the effectiveness of the Action Plan
- Proactive teaching of strategies to address bullying within all classrooms

CYBERBULLYING

Cyberbullying involves the use of digital technologies to support deliberate, repeated actions by an individual or group intended to embarrass, humiliate or intimidate their victim. It can involve abusive texts and emails, imitating others online, excluding others online, tagging others inappropriately, and/or posting unkind messages or inappropriate images on social media.

While cyberbullying is similar to real life bullying it differs in the following ways:

- It can give the bully a sense of being anonymous.
- It can be difficult to escape as it can occur 24/7
- It is invasive. You can be targeted whilst at home.
- It can have a large audience: sent to many people at once, posted on a public forum.
- You don't get a chance to respond immediately.
- People don't immediately see the consequences of bullying.
- It can be permanent.

Our school promotes safe internet use and teach positive online behaviour and cybersafety to students. We encourage students to deal proactively if they are being cyberbullied:

- Tell a trusted adult. Confide they are being bullied. Stand up and speak out.
- "Do not reply to a bully". Not responding to what the bully says online.
- Block the bully. The student has the control.
- Ensure strict privacy settings.
- Click the REPORT abuse button or flag to let the site know cyberbullying is taking place.
- Collect evidence. Keep mobile phone messages, print emails and social networking conversations.
- Help stop cyberbullying by not being a bystander and intervening if a friend is being bullied online.
- Messages or pictures that may be offensive or upsetting to someone should never be forwarded on.

Students will be expected to abide by the 'Student Online Use of Digital Technologies' Guidelines. Inappropriate use will result in students losing Good Standing and the privilege of using technologies in school for an agreed period of time, depending on the severity of the incident, and negotiated with the principal, teacher, student, and family.