

# Koorana Primary School

## Student Behaviour Policy



## WHOLE SCHOOL EXPECTATIONS

### Purpose Statement:

Our purpose is to develop and implement a Schoolwide Positive Behaviour Support model to improve behaviour, teach social skills and foster a positive attitude towards learning to achieve higher educational outcomes. It is our intention that this will develop a school culture which is consistent and based on a common language which is used by all.

The Koorana Primary School Behaviour Expectation Matrix outlines four focus expectations. Guided by the Positive Behaviour Team, teachers will explicitly teach expected behaviours from the Behaviour Matrix, through explicit lessons as per the whole school Scope and Sequence for PBS.

## EXPECTATIONS

I am **Safe**

I am **Motivated to Achieve**

I am **Respectful**

I am **Trustworthy**

## SCHOOL WIDE POSITIVE INCENTIVES

Koorana Primary School uses individual and group positive incentives as a means of building a positive school culture that improves student outcomes. Teachers use a visual of our whole school incentive scheme and students receive free and frequent feedback from all staff on a regular basis at both a classroom and whole school level. The following incentives schemes contribute to our schools commitment to a positive Behaviour Support Model. Classroom teachers use this model as their class incentive plan for rewarding and reinforcing positive behaviours.

### Class Dojo Incentive

### Faction Point Incentive

Individual Positive Incentives	Group Positive Incentives
100 Dojo Certificate	2000 Faction Points — Extra Play
250 Dojo Points — Bronze Badge	4000 Faction Points — Free Dress Day
500 Dojo Points — Silver Badge	6000 Faction Points — YouTube Fun Lunch
750 Dojo Points — Gold Badge	8000 Faction Points — Fruit Kebab
1000 Dojo Points — Platinum Badge	10 000 Faction Points — Wrist Band
Top Dojo Points Recipient — Entry into the draw for a Picnic with the Principal.	

Communication to Parents— Parents have access to their child's Dojo progress and can monitor their success. Teachers may make positive phone calls to parents, message on Class DOJO, send letters of commendation or refer to administration for an administration positive phone call home. All of these processes are entered onto SIS as a positive behaviour. Students receive Merit Awards via school assembly.

## GOOD STANDING

All students at Koorana Primary School commence the school year with Good Standing. In order for a student to maintain this standing they must, at all times, demonstrate the Expected Behaviours outlined in the Koorana Primary School Behaviour Matrix. In the case where a student has not demonstrated the expected behaviours outlined in the Behaviour Matrix a student will:

- 1 Receive a Minor Behaviour Referral for failing to demonstrate an expected behaviour
- 2 Receive a Major Behaviour Referral resulting in a Withdrawal, In– School Suspension or Out of School Suspension as deemed appropriate by the Principal or Deputy Principal.

### REINSTATING GOOD STANDING

When a student is suspended, Good Standing is lost and the student is unable to participate in any non curricula based activities as outlined within the suspension notice provided.

When the student returns to school:

- The student and their caregiver will attend a re-entry meeting with Deputy Principal / Principal to review the expectations required to maintain a good standing.
- Following this process, students must demonstrate satisfactory behaviour on a daily progress report for 5 days before their good standing is re-instated.
- Parents and guardians of students at risk of losing their good standing will be contacted via email, phone call or letter.

The processes embedded within good standing requirements are underpinned by the following key principles of Restorative Practice.

Positive interpersonal relationships are a major influence on behaviour.

A culture of care supports all individuals in the school community.

Cultural receptiveness and responsiveness is key to creating learning communities of mutual respect and inclusion.

A restorative approach leads to individuals taking ownership of their behaviour.

### NEGATIVE CONSEQUENCES

#### **CLASSROOM**

(MAY VARY ACCORDING TO AGE and NEEDS)

- 1st Consequence – Warning/Name Recorded
- 2nd Consequence – In Class Time Out
- 3rd Consequence – Partner Room Referral (Partner Room Referral sheet is filled out by the referring teacher and sent with the child)
- 4th Consequence – Admin Referral (Admin Behaviour Referral sheet is filled out by the referring teacher and sent with the child. Based on the information provided, Admin will determine consequences)
- Reflection/Loss of Privilege (ie. bench, office)
- Withdrawal/Suspension (Parent and Student Interview upon re-admission)
- Exclusion – (Before a panel).

**SPECIALIST CLASSROOMS: Classroom behaviour warnings follow to and from specialists classroom classes.**

#### **PLAYGROUND**

Warning / Discussion: What did you do? Why? What could you have done instead? What will you do next time?

- 5-10 minutes thinking time. Minors on tracking sheet in duty folder.
- Admin Referral - where necessary for Majors
- Reflection/Loss of Privilege (ie. bench, office)
- Parent notified as required
- Withdrawal/Suspension (depending on severity)
- Exclusion - (Before a panel depending on severity)

## RESPONDING TO BULLYING AND VIOLENCE

At Koorana Primary School we have a Moral Purpose of High Expectations, learning together in a safe and caring environment which challenges us to establish and maintain a creative and innovative learning community based on Department of Education Core Values of Learning, Equity, Excellence and Care. Each person is recognised as a unique individual bringing special qualities and gifts to share so we all have a right to be respected and a responsibility to respect each other.

Therefore, we do not accept bullying or harassment in any form. All members of our school community are committed to ensuring a safe and supportive environment which promotes personal growth and fosters positive self-esteem for all. We aim to maintain a setting in which everyone feels valued and respected and where individual differences are appreciated, understood and accepted both in the school environment and in cyber – space.

**Bullying** is a form of abuse, it is repetitive, often hidden and involves a misuse of power against an individual or group. Bullying can be direct and observable or indirect and difficult to identify. Any student can engage in bullying or be bullied, as the reasons vary for each situation.

**Harassment** is any unwanted, unwelcome, or uninvited behaviour which makes a person feel humiliated or offended. Harassment can be seen as one form of bullying. Discrimination can occur in ways that are either direct or indirect:

- Direct discrimination means treating a person, relative or an associate of the person less favourably than another, because he or she is of a different race (includes descent, colour, ethnic or national origin or nationality), religion or has a disability.
- Indirect discrimination can also occur when a rule or practice exists that appears neutral but in fact has a detrimental effect on persons of a particular race, religion or has a disability.
- Teasing or fighting between peers and other forms of conflict or violence are not necessarily bullying. It is important young people, as much as possible, learn to solve friendship ups and downs between each other and have the skills to do so.
- Violence is never acceptable and Koorana Primary School has clear consequences in place for violence.

	DIRECT	INDIRECT
<b>PHYSICAL</b>	Hitting, slapping, punching, kicking, pushing, strangling, spiting, biting, pinching, scratching  Throwing objects eg, rocks	Getting someone else to harm another person
<b>NON— PHYSICAL</b>	Mean & hurtful name calling  Taunting and teasing  Demanding money, food or possessions  Forcing someone else to commit offences.	Spreading nasty rumours  Trying to get others to not like someone  Bystanding and watching—not helping
<b>NON— VERBAL</b>	Threatening and / or obscene gestures	Deliberately excluding others.  Removing, hiding and / or damaging others' belongings
<b>CYBER</b>	Mean or spiteful name calling  Demanding money, possessions or favour  Threatening or obscene gestures	Spreading nasty rumours / images about someone  Trying to turn others against someone  Deliberate exclusion from a group

## **The objectives in responding to bullying and violence are:**

- To raise awareness among staff, students and parents about bullying;
- To actively counter bullying at the school;
- To provide strategies to resolve conflict and respect differences;
- To educate all students as to the power of the bystanders in countering bullying.
- To create a school environment where all students, staff and parents feel safe and welcome;
- To create a climate where it is okay to talk about bullying and ask for help;
- To promote positive mental health

## **RIGHTS AND RESPONSIBILITIES**

### **Rights**

- Every person has the right to feel safe. Any person who bullies another is denying them that right. This means we have to think about others (not just ourselves) in the classroom and in the playground. The right to feel safe means we have a responsibility to consider how we speak and act towards others. Bullying takes away a person's sense of security. The right to safety means that any bullying of any kind is unacceptable.
- Every person has the right to be treated with respect and fairness. This means we show respect to other people, their property, in the class and in the playground. The right to receive respect and fair treatment requires from us the responsibility to show manners and courtesy towards each other.
- Every person has the right to learn. This means we do not adversely affect the learning of another student.

**Responsibilities** - At school it is everyone's responsibility to take the necessary steps to stop bullying behaviour. The school will not tolerate any action that undermines a person's right to feel safe, respected and to learn.

### **Staff will:**

- Support, promote, enact, maintain and review the PBS processes and procedures.
- Record identified bullying incident on SIS
- Be familiar with the school's processes and procedures.
- Model caring and tolerant behaviour
- Listen to reports of bullying / Act upon these
- Inform Admin
- Protect the person being bullied from further harm
- Act to stop the behaviour recurring

### **Students who are bullied should:**

- Communicate about it with a teacher, a staff member, or student of trust; or
- Write details about the event and place

### **Student witnesses to bullying should:**

- Seek teacher assistance; and
- Document the incident if requested

### **Parents should:**

- Listen sympathetically to reports of bullying
- Speak to relevant school staff (Not alleged student/s concerned)
- Work with the school in seeking a permanent solution

### **Parent witnesses should:**

- Seek teacher assistance
- Document the incident if requested by school staff

## **SCHOOL STRATEGIES TO RESPONDING TO BULLYING AND VIOLENCE**

Our strategy has two aspects: prevention and management. Prevention strategies assist students to become resilient.

### **Prevention**

- ◆ No Bullying approach is clearly articulated to staff, students and parents, with all staff made aware of bullying issues, student attitudes, the need to take action in their role.
- ◆ All staff to provide careful supervision in class, moving around the school and in the playground.
- ◆ The issue of bullying is discussed regularly at phase of learning meetings, staff meetings and as necessary with all staff.
- ◆ Class meetings to discuss problem solving measures. Focus on behaviour modification not punishment. Preventative Social Skills Training – Playing games well, giving and receiving compliments, taking risks and joining in, co-operating and respecting other people's decisions (PATHS)
- ◆ Self-Protective behaviours – Ignoring verbal put-downs, enlisting adult or peer support, learn assertive responses, saying “no” and walking away, helping others being bullied. Change the “don't do” culture. Model and teach students to value and respect others — PBS / Protective Behaviours.
- ◆ Preventative Support Systems – Peer Support (School Councillors, Faction Captains and PBS Leaders) to assist in making the school safer by reporting incidents and assisting students who may be the target of bullying.
- ◆ Teach bystanders to challenge bullying.
- ◆ Processes are in place to ensure tracking of student activity on the school's computer equipment and network. Proxy Settings and Firewalls are maintained to eliminate outside activity into the school's network.
- ◆ The use of mobile phones by students will be limited, with consequences to be implemented for any students using phones inappropriately.
- ◆ Provide safe places, mentors and group problem solving opportunities.
- ◆ Whole Class / Parent Workshops / Group Workshops for ongoing problems
- ◆ Intensive small group work for students who bully (conflict resolution, anger management) and students who are bullied (assertiveness training and self-protective behaviours)
- ◆ Teachers to be assisted in difficult cases by administration and school psychologist
- ◆ Rewarding positive action and appropriate behaviour through PBS initiatives.
- ◆ Inform the students about opportunities for incidents to be reported confidentially in a verbal or written form to staff, the principal, parents and student leaders

### **Playground strategies**

- Teachers reinforce positive behaviour using faction tokens and listen to grievances, taking appropriate action
- Play equipment made available to all students
- Teachers to return to class immediately when the siren goes to avoid lining up

### **Ongoing monitoring & review process**

- Induction of New Students and Staff
- Class teachers to introduce new students to the desired outcomes and the prevention programs
- Line Managers to discuss program with new staff

## **Management**

*All parties are expected to treat each other with respect and dignity, and ensure the confidentiality of any issues that may arise.*

### **School Responsibilities**

- In the first weeks of each school term, the non-acceptance of bullying and violence is to be discussed in classes.
- Teachers to make students aware of their responsibilities as outlined in this policy.
- Implement lessons to develop resilience to bullying. (Bounce Back / PBS)
- Teach relevant strategies
- Attend to reported instances of bullying behaviour
- Treat information regarding bullying confidentially

### **Action and Responses to Bullying Incidents**

- ◆ Protect the bullied child from further harm.
- ◆ Write down name/s of the bullied child, who reported the incident and the bystanders.
- ◆ Interview the bullied child to find out what happened.
- ◆
- ◆ Individually interview bystanders. Discuss restorative practice strategies these students might use to avoid bullying in the future.
- ◆ Assure the student bullied that the incident will be dealt with. Suggest strategies that the bullied student might use to avoid being bullied in the future.
- ◆ Record what happened on the behaviour referral form and enter in SIS **OR** send a copy of the behaviour referral form to Admin if more serious.
- ◆ Monitor the situation over the following few days.
- ◆ Follow up meeting with students who have been bullying.
- ◆ Where necessary, speak to class without using names, circle time, small group meetings, block meetings.
- ◆ Where appropriate and using discretion, work with parents of the bullied child to assist their child to avoid being bullied in the future. Keep them informed about progress and the measures taken.
- ◆ If necessary, where appropriate and using discretion, inform the parents of the child bullying and work with them to establish joint strategies for behaviour modification.
- ◆ Student who was bullied receives support and there may be a follow up with assertiveness training.

### **Challenging Incidents – Physical Violence or Intimidation**

- Immediate notification of assistance from an administrator or colleague (Red Card)
- Move student onlookers away
- Separate students with minimal physical contact where appropriate
- Apply Individual Behaviour Plan guidelines
- Apply Shared Concern – Students involved in the incident are interviewed separately
- Report of Incident to be written up
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### **Challenging Students**

- Collaborative case management of students with persistent aggression or continued victimisation. Develop a collaborative action plan with specified outcomes (School Psychologist, Case Manager & Classroom Teacher)
- Problem Solving strategies for dealing with disclosures
- Use of sanctions outlined in BMIS policy for violent incidents



**SMART TRACKER**

<p>I am Safe</p> <p><b>S</b></p>	<p>I am Motivated to Achieve</p> <p><b>M A</b></p>	<p>I am Respectful</p> <p><b>R</b></p>	<p>I am Trustworthy</p> <p><b>T</b></p>
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TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Session 1					
Session 2					
Recess					
Session 3					
Session 4					
Lunch					
Session 5					

Check in with \_\_\_\_\_ (admin) on \_\_\_\_\_.



Name: \_\_\_\_\_

Date: \_\_\_\_\_

Take your **SMART TRACKER** with you to classes, recess and lunch. A teacher will tick off the session when they see you demonstrating the **SMART** expectations.

You are aiming to get \_\_\_\_\_ boxes ticked over the next \_\_\_\_\_ days.

Be your best!

