

# Subiaco Primary School



## POSITIVE STUDENT BEHAVIOUR SUPPORT POLICY

2023

## **POLICY STATEMENT**

Department of Education schools provide every student with the support each student needs to learn and maintain positive behaviour.

## **PURPOSE**

At Subiaco Primary School we aim to:

- Develop within our school a positive environment which enhances supportive behaviour
- Adopt a consistent and transparent approach to handling incidents
- Allow individual students the right to learn and teachers the right to teach
- Develop and reinforce self-regulation
- Foster in students a knowledge of what is acceptable behaviour within the school and wider community
- Make sure that no individual hinders the rights of others
- Continue to report misdemeanours and all serious matters to parents
- Be culturally sensitive and responsive

## **VALUES**

At Subiaco Primary School we value success for every student, respect for others, diversity and ongoing academic, physical, emotional, moral and social growth.

## **CODE OF CONDUCT**

Respect yourself, Respect others, Respect the environment. Refer to Appendix 1.

## **RESPONSIBILITIES**

Members of the school community have varying responsibilities in the management and implementation of the schools Positive Student Behaviour Support Policy.

### **Principal and Assistant Principals**

- Provide a link between parents and staff;
- Support teachers with behaviour development and management;
- Ensure consistency in the implementation and maintenance of the behaviour management procedures throughout the school;
- Help design and assist with programs for individual students with behaviour problems; and
- Ensure the school environment is kept safe.

### **Teachers**

- Develop and maintain a positive classroom environment;
- Display and discuss school, classroom and playground Code of Conduct;
- Document student misbehaviour and implementation strategies;
- Include administration staff, where appropriate, in discussions with parents regarding student behaviour management;
- Be consistent in the implementation of the school's PSBSP;
- Model respectful, courteous and honest behaviour;
- Establish positive relationships with students; and
- Ensure the school environment is kept safe.

### **Parents**

- Contact the school when an issue or concern arises. The order of contact should be the class teacher, Assistant Principal and Principal.

### **Chaplain**

- Be a supportive presence in the playground, and observe student behaviour on the request of staff;
- Liaise with staff about student behaviours; and
- Support students, staff and parents and offer confidential counselling if requested.

### **Students**

- Obey school, class and playground Code of Conduct;
- Treat students, staff and parents with respect;
- Represent Subiaco Primary School with pride.

## **ROLES**

### **Classroom Teacher**

- Maintain supervision between 8:30am and 3:10pm excluding breaks;
- Supervise students during breaks when assigned to playground duty;
- Ensure students follow the Digital User Agreement;
- Implement the Positive Student Behaviour Support Policy;
- Identify students requiring an Individual Behaviour Plan and implement the plan; and
- Consult with, inform and engage with parents with regards to student behaviour.

### **Teacher Playground Supervision**

Teachers are to be familiar with the playground duty roster, their role, and to attend their duty promptly. Teachers will:

- Record duty swaps on staffroom whiteboard;
- Wear a duty vest, and carry a duty bag from staffroom containing first aid and Communication forms;
- Attentively supervise their designated duty area;
- Treat minor injuries with first aid supplied in duty bags. Injuries requiring additional first aid to be treated at front office via a Communication form (Appendix 2) and support student. For serious injuries or emergency situations, the teacher is to remain at the scene and a student is sent to administration with a red emergency card;
- Deal with minor breaches of discipline on the spot including (no hat- no play, no food or drink on the oval, and playing in designated areas). Teachers to refer more serious incidents to the administration team via a Communication form (Appendix 2);
- In the case of a severe behaviour breach or considered emergency, the duty teacher is to remain at the area of conflict and send a runner to administration with a red emergency card;
- Communication forms will be entered onto the School Information System (SIS) by a member of the school administration as deemed appropriate; and
- The Principal and/or Assistant Principals will monitor repeat offenders and follow-up incidents with individual students, meeting with them as required to ensure incidents do not continue to re-occur.

### **Non-teaching Staff, Parents and other Approved Adults**

Non-teaching staff, parents and other approved adults should not be left in sole supervision of any group of students, unless a supervisory role has been negotiated with them. The teacher responsible for delegating this responsibility should:

- Assess the risks involved;
- Request that the person undertake supervision of the group;
- Respect the decision of the person; and
- Give any instructions which will minimise risks and ensure tasks are undertaken satisfactorily.

Non-teaching staff support the Positive Student Behaviour Support Policy and ensure students abide by the school Code of Conduct, however it is not appropriate for non-teaching staff or parents to undertake any disciplinary action with the students outside those negotiated with the teacher.

## Administrators

The administration team comprises of the Principal and Assistant Principals, but may also include any Level 3 teachers. In the absence of the administration team, other teachers can act in their absence and under their direction, and to report any action taken upon their return.

The administration team are the final step in the Positive Student Behaviour Support process and, involved in the reflection process when students are referred due to breaches of discipline. The administration team record interventions with students on SIS as deemed appropriate and are involved in any decision-making regarding serious breaches of behaviour, and follow the processes outlined in the Department of Education Student Behaviour Policy and Procedures.

## MANAGEMENT

Classroom management is consistent with school policy. Agreed upon whole school and classroom Code of Conduct is displayed and reinforced. Whole school programs are implemented and positive reward systems are also implemented to encourage and strengthen appropriate behaviour.

### Levels of Behaviour

Minor behaviours	Action/Consequence
<ul style="list-style-type: none"><li>• Behaviours which need modification but not wilful, eg. running around corners</li><li>• Behaviours/actions that may cause a degree of danger to the students themselves or to others, eg. rough play</li></ul>	<ul style="list-style-type: none"><li>• Verbal warning</li><li>• Communication form (Appendix 2)</li><li>• Behaviour Think Sheet (Years 1-3: Appendix 3; Years 4-6: Appendix 4). Consequences will be determined according to the incident, its seriousness/frequency</li></ul>
Major behaviours	Action/Consequence
Examples may include: <ul style="list-style-type: none"><li>• Fighting – causing injury</li><li>• Bullying</li><li>• Swearing – offensive</li><li>• Ongoing rough play</li><li>• Digital Use breach</li><li>• Breach of Code of Conduct, established protocols</li><li>• Insolence</li><li>• Stealing</li><li>• Damaging property (wilfully)</li><li>• Moving out of school grounds</li></ul>	<ul style="list-style-type: none"><li>• Refer to Administration via Communication form (Appendix 2)</li><li>• Behaviour Think Sheet (Years 1-3: Appendix 3; Years 4-6: Appendix 4)</li><li>• Restricted play</li><li>• Think Room</li><li>• Good Standing Withdrawal</li><li>• Formal Withdrawal</li><li>• Suspension</li><li>• Contact with parents – as needed</li></ul>

In responding to incidents, staff promote student responsibility to report behaviour incidents involving themselves or others, with the aim to stop the problem. Incidents are investigated, documented and follow-up is both immediate and ongoing. Parents are contacted when inappropriate behaviour is ongoing and consequences are implemented. Restorative practice procedures are

### Restricted Play

A student who displays inappropriate, aggressive or bullying type behaviour towards another student may be placed in the restricted area for a predetermined period of time. The student's play is conducted in a small, defined and designated area easily monitored by duty staff. The use of restorative practice strategies.

### Think Room

Students attend a Think Room session with an administration member to discuss breach of school/classroom Code of Conduct, followed up with a written account on a Behaviour Think Sheet (Years 1-3: Appendix 3; Years 4-6: Appendix 4). Parents notified of major behaviours and repeat offenders.

## **Good Standing**

Good Standing is a 3 point status all students are granted at the start of each school year. Students with Good Standing are eligible to participate in extra-curricula activities including whole-school days, incursions, excursions, class rewards, Year 6 camp and interschool sporting events. It is the responsibility of each student to maintain their Good Standing. To maintain Good Standing students will comply with the school Code of Conduct. A student may lose a status point following consultation between administration and the class teacher for ongoing behaviour issues or for one-off severe behaviour incidents.

A student who has lost their Good Standing will be unable to participate in significant extra-curricular school events for a period of five school weeks. Admin may determine an alternative length of time for the loss of Good Standing depending on the point in time that the loss of Good Standing occurred and/or a reasonable alternative consequence should it be required for the individual student's circumstances. Following loss of all Good Standing points, students who make responsible behaviour choices moving forward will result in their Good Standing points being reinstated.

All stakeholders, students, staff, and parents are kept fully informed, of the actions and/or incidents leading up to the loss of Good Standing. All Behaviour Reflection Sheets are tracked and filed in the office. The loss of points is recorded on Integris (Department of Education internal software system)

## **Formal Withdrawal**

The Principal or Assistant Principals may withdraw a student from classes, breaks or other school activities for the purpose of providing an opportunity to:

- Calm down in circumstances where the student has become unable to self-regulate; and
- Reflect on and learn from the behaviour, including, where appropriate, engaging in restorative processes.

When a student is withdrawn, the school will:

- Inform parents;
- Ensure that location and supervision arrangements account for duty of care at all times;
- Ensure that the student is provided the opportunity to complete school work; and
- Document details using SIS.

## **Suspension**

The placing of students on suspension will be authorised by the Principal, or Assistant Principals where the Principal is unable to exercise the suspension.

- Automatic suspension for students who attack other students or instigate fights (Let's Take a Stand Together – Violence in Schools Plan)
  - Admin to develop a behaviour plan for the student's return to school.
  - Admin to work with families wherever possible.
- Principal's to automatically move to exclude any student who physically attacks school staff
  - After an incident, principals will immediately start an exclusion process.
  - Exclusion means student is removed from a particular school permanently or for a specified period of time.
  - Exclusion orders approved by the Director General of the Department of Education.
- Parents will be contacted and notified before a decision of suspension is made, except in exceptional circumstances. Parents will be provided with the opportunity to discuss the decision to suspend and/or the length of the suspension;
- The suspension will be entered into SIS and the Online Incident Notification System;
- The student will be provided with learning activity to complete where the period is for 3 or more consecutive days, or totals more than 5 days in the school year; and
- The Principal will notify parents or guardians of the need for a re-entry meeting with the student and themselves to ensure that their behaviour is appropriate upon their return to school.

## Physical Restraint

The Principal will ensure that physical restraint of a student is only used:

- In circumstances where a student's emotional or behavioural state prevents other strategies to maintain the good order of the learning environment from being successful;
- Where that emotional or behavioural state poses imminent risk of harm to self or others or risks significant damage to property; and
- For the minimum amount of time needed for the student to recover to an emotional or behavioural state whereby less restrictive strategies may be successful.

The Principal will only authorise a plan to apply physical restraint as an ongoing strategy for a student when it has been developed in consultation with and agreed by the parents/carers and written in the documented plan.

## Recording Reports

- *Communication form* (Appendix 2) to communicate to admin class or playground behavioural concerns.
- *Behaviour Think Sheet* (Years 1-3: Appendix 3; Years 4-6: Appendix 4) can be completed at a classroom level or administration level. Parents notified on a needs basis. Administration staff may refer offenders to the Think Room.
- *Individual Behaviour Management Plans* - Behaviour modification plan designed in consultation with the parents, class teacher, administration and other personnel or agencies as appropriate to manage a student who displays repetitive disruptive behaviour.
- *Student Activity section of SIS*
- *Behaviour Management section of SIS* (Administration use only)

## BULLYING GUIDELINES

### Rationale

Subiaco Primary School is committed to the provision of a safe environment for all students.

### Definition

The national definition of bullying for Australian schools:

*Bullying is an ongoing misuse of power in relationships through repeated verbal, physical and/or social behaviour that causes physical and/or psychological harm. It can involve an individual or a group misusing their power over one or more persons. Bullying can happen in person or online, and it can be obvious (overt) or hidden (covert). Bullying of any form or for any reason can have long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.*

Behaviours that do not constitute bullying include:

- Mutual arguments and disagreements (where there is no power imbalance);
- Not liking someone or a single act of social rejection;
- One-off acts of meanness or spite; and
- Isolated incidents of aggression, intimidation or violence.

However, these conflicts still need to be addressed and resolved.

Bullying has three main features:

- It involves a misuse of power in a relationship;
- It is ongoing and repeated; and
- It involves behaviours that can cause harm.

## Types of Bullying

There are three types of bullying behaviour:

- *Verbal bullying* which includes name calling or insulting someone;
- *Physical bullying* which includes hitting or otherwise hurting someone, shoving or intimidating another person, or damaging or stealing their belongings; and
- *Social bullying* which includes consistently excluding another person or sharing information or images that will have a harmful effect on the other person.

Verbal, physical and social bullying can occur in person or online, directly or indirectly, overtly or covertly. Serious online bullying and material can be reported to the Office of the eSafety Commissioner.

## Prevention Strategies

Explicit teaching as developmentally appropriate regarding safe and supportive environments, friendships and relationships, problem solving and conflict resolution skills, what constitutes bullying, role of bystanders and how to respond to bullying. Annually, the Digital Technology User Agreement is sent electronically and acknowledged by all students and parents. Also refer to the Student Mobile Phones Policy. Our Chaplain provides explicit support as well as older students working with younger students, eg. buddies, peer mediators.

## Responding

The aims for schools in responding to bullying are:

- To find a positive solution for everyone;
- To stop it happening again; and
- To restore the relationships between the students involved.

Good classroom management, explicit teaching, promoting positive bystander behaviour and developing peer support can reduce the number of bullying incidents. The method of responding will depend on the students involved, the situation and severity.

**The rules and consequences response** involves the development and communication of clear rules about acceptable and unacceptable behaviour, and reasonable consequences for breaking the rules. These consequences generally involve sanctions for the student who is considered responsible for the bullying behaviour.

**Strengthening the 'target'** involves systematically helping the person being bullied to deal more effectively with the person or persons who seek to bully him or her. The strategy of strengthening the target seeks to improve the capacity of the intended target to cope more effectively with bullying.

**Mediation** is a process in which students in conflict and bullying are invited to take part in a session with a staff member, to help resolve their differences. It requires students to be voluntarily involved in the dispute resolution process.

**Restorative practice** is a strategy that seeks to repair relationships that have been damaged. Once identified, the students who have been bullying meet with the staff member and other students who have been selected because they are expected to be supportive of the person who has been bullied (who is not present). Each member shares how he or she will help that person.

**The Method of Shared Concern** is a non-punitive multi-stage strategy used with groups of students who are suspected of bullying someone. Students suspected of bullying others are first interviewed individually. The practitioner shares a concern for the bullied student and invites each of them to say what they will do to help. When it is clear that helpful actions have taken place, the students meet as a group with the practitioner, plan what they propose to do next, and subsequently meet with the person they have bullied to finally resolve the problem.

## **RELATED DOCUMENTS**

*Digital Technology User Agreement*

*Student Mobile Phones Policy*

These documents can be found on the Subiaco Primary School website.

## **RELATED DEPARTMENT OF EDUCATION DOCUMENTS**

*Student Behaviour in Public Schools Policy*

*Student Behaviour in Public Schools Procedures*

*Manage Appropriate Physical Contact with Students Guidelines*

*Let's Take a Stand Together – Violence in Schools Plan*

*Duty of Care for Students in Public Schools*

*Child Protection in Public Schools*

*Dress Codes for Students in Public Schools*

*Emergency and Critical Incident Management*

*Students at Educational Risk in Public Schools*

These documents can be found on the Department of Education website.

This policy was reviewed and endorsed by the School Board in 2023.