

## Behaviour and Wellbeing Policy

### Policy

The Rosebery Primary School Behaviour and Wellbeing Policy is to support positive, quality teaching and learning experiences for all staff and students and their families. Rosebery Primary School approach to behaviour and wellbeing is underpinned by its **vision, mission and values and Restorative Practices**.

#### Vision

Growing and learning together through curiosity, creativity and collaboration

#### Mission

At Rosebery Primary School, we build an inclusive community of learners by:

- Promoting reflection and empathy through working restoratively
- Providing innovative teaching practices to nurture, challenge and inspire
- Engaging in collaboration through Kagan Cooperative Learning and co-teaching
- Activating a sense of creativity, curiosity and wonder

#### Values

- **Respect:** we will act with kindness, compassion, and courtesy towards others and their property
- **Cooperation:** we will work together as a team to achieve our goals
- **Confidence:** we will trust in ourselves and give new things a try
- **Integrity:** we will be truthful in our words and actions and will honour our agreements
- **Resilience:** we will develop the strength to tackle problems and learn and grow positively from the obstacles we face

**Restorative Practices** – its beliefs and practices form the basis of our Behaviour and Wellbeing Policy. It assists us to focus on the past, present and future actions to resolve conflict and repair harm. Traditional behaviour management strategies have a stronger focus on blame and punishment as a deterrent for poor behaviours, however this leaves us too focussed on the past and fails to involve students and their families in the solutions. When dealing with situations restoratively, our teachers will use a series of questions to help students come to fair and effective resolutions. In Restorative Practices, we recognise that outcomes will vary depending on each particular situation. The focus is on consistency in the process rather than the outcomes.

### Purpose

To provide information and advice on promoting positive behaviour, prevention and early intervention strategies, and a tiered response approach for student behaviour and wellbeing.

The selection of Restorative Practices as our underpinning philosophy for encouraging positive behaviour and student wellbeing is an important one. The key aims of Restorative Practices are to:

- focus the students on the harm caused and relationships affected when poor behaviour choices are made
- act upon repairing this harm and these relationships, by taking full responsibility for our actions
- promote ways of caring for each other and using language in our school that develops morals and values in our students.

## Implementation

The implementation framework is based on [Behaviour — Students: Guidance | education.vic.gov.au](https://www.education.vic.gov.au/behaviour-students-guidance) (downloaded Oct 2021) which promotes positive behaviour, provides a tiered response approach for student behaviour and responds to challenging behaviours.

### 1. A common philosophy and purpose

Staff and students use a common language to discuss behaviour. School philosophy emphasises the need to teach appropriate behaviour much like academic learning.

- RPS vision, mission and values
- Restorative Practices
- Kagan Cooperative Learning

### 2. A clear set of positive expectations and behaviours

The school identifies 3 to 5 behavioural expectations that apply at all times. Clear, positively stated examples are identified and displayed in different school settings.

- School Values
- Class Agreements
- Playground expected behaviours

### 3. Procedures for teaching expected behaviour

A school-wide plan is developed to ensure behavioural expectations are taught to all students by all staff.

- Restorative Practices- Circles
- Kagan- cooperative learning structures
- Social and Emotional Learning programs

### 4. Continuum of procedures for encouraging expected behaviours

School-wide systems are developed to acknowledge expected behaviours and promote commitment from all members of the school community

- Whole School Reward System - Mini merits, Major, Mega, Principal, Value Awards, Gotchas (attached)
- Communications with families – Seesaw posts, Student Led Conferences, Interviews, informal meetings
- Classroom based positive reward systems

### 5. Continuum of procedures for discouraging inappropriate behaviour

School clearly defines problem behaviours and identify specific strategies and responses to minor and major behavioural infractions

- Classroom strategies

- Playground strategies
- Behaviour flowchart outlining responses to minor and major behaviours (attached)
- Communications with families of students demonstrating inappropriate behaviour– Seesaw direct messaging, EAP meetings, risk assessment meetings, informal meetings, general emails, phone calls.

*Some major incidents require immediate action from the Assistant Principal/Principal- where parent/carer involvement is required. This action may include:*

- *Take home procedures – parents to take child home for cooling off/reflection period*
- *Suspension – internal or external*
- *Formal restorative conference involving stakeholders*
- *External agencies contacted for further support/counselling*

## **6. Procedures for ongoing monitoring and evaluation**

Schools review data on repeated behaviour issues, the settings in which they occur, and the consequences most likely to be applied for inappropriate behaviours. They correlate these with other sources of data such as academic progress, and analyse this data to make necessary adjustments to school operations in an effort to reduce inappropriate behaviour.

- Classroom tracking systems of positive and inappropriate behaviour
- School tracking systems (SAMS behaviour module- database)
- Case management approach to supporting students with challenging behaviours

## **7. School-wide approaches for providing intensive support for challenging behaviour**

For students with challenging behaviour many of the following strategies will be implemented in order to support the development of positive behaviour.

- Individual Behaviour Support Plans
- Educational Adjustment Plans
- Support Plans
- Functional Behaviour Assessments
- Risk Management Plans
- Recommendations implemented by classroom teacher or support assistant (SESA) after observations by advisors in the NT DoE Student Wellbeing and Inclusion team
- Support through other DoE services – School Counsellor, Autism Spectrum Advisory Team, Early Childhood Intervention, Allied Health Team, FASD, Hearing or Vision services
- Support through external agencies- Team Health, Catholic Care, Positive Partnerships, etc
- Working together with families

In the case of major student behaviours, school leadership may communicate with the families of all involved including bystanders via email giving a brief factual account and inviting parents to make contact if they have further questions. Families of students directly involved will be contacted by phone.

## Communications

Quickly addressing concerns, in particular in regards to safety and wellbeing, helps minimise the risk of a breakdown in partnership that can arise if matters are left unaddressed. The school asks families to communicate concerns as and when they arise.

**Step 1:** If you have an issue, complaint or cause for concern, speak to someone who is able to do something about it. For classroom and playground matters, speak directly to the teacher.

**Step 2:** If a resolution is not achieved by Step 1, speak to the Assistant Principal who perhaps can further clarify advice and intervene. The Assistant Principal are often able to suggest other ways of resolving the situation. The Assistant Principal will escalate matters to the Principal in complex situations.

**Often it is necessary to repeat Step 1 and/ or Step 2 many times.** Complex matters require working closely together – the school and the family.

In such matters to achieve a prompt, satisfactory outcome, it is important that:

- The issue is raised as close to the event as possible.
- Ring or email to make an appointment time. This ensures that time is set aside for you without interruption.
- You provide specific details of your matter, when making the appointment. This allows for all parties to be well informed and for the meeting to be productive.
- The school and parents talk about ‘actionable outcomes’ of such discussions. It is reasonable and courteous to be given specific feedback on matters of concern and to allow a reasonable timeframe for action.

A satisfactory and professional solution is an appropriate and reasonable expectation of parents, given that a school exists in the first instance for the education and wellbeing of individual children.

## Roles and Responsibilities

**School Leaders:** Actively seek opportunities to build and maintain partnerships with families who are key partners in learning and creating a safe environment. Support teachers and support staff to implement the processes and procedures outlined in this policy. Support students and families enabling all students can in engage in positive, quality teaching and learning experiences.

**Teachers:** Teach and encourage positive expectations and utilise Kagan Cooperative Learning to build a positive class culture. Use restorative teaching including circles to debrief, affective interactions and restorative conferences. Implement a class behaviour system and set appropriate consequences. Set and review EAPs, IBPs and support plans. Keep behaviour records. Communicate with parents and carers in regards to student safety and wellbeing.

**Parents:** Actively partner with teachers, support staff and leadership to create and implement plans which will support student learning and positive behaviours. Make time to engage in two-way conversations with teachers. Work cooperatively to provide students with a consistent approach (at home and at school) to manage emotions and regulate behaviour. Convey any concerns respectfully, politely and honestly with realistic expectations. Ask teachers for guidance.

**Students:** Work cooperatively and safely with all school staff so that all students can learn.

## Related Legislation and Policy

### NT

- [Education Act 2015 \(NT\)](#)
- [Anti-Discrimination Act 1992 \(NT\)](#)

### National

- [Disability Discrimination Act 1992 \(Cwlth\)](#)
- [Disability Standards for Education 2005](#)
- [Melbourne Declaration on Educational Goals for Young Australians \(2008\)](#)

### NT DoE Policy

- [Students with Disability Policy](#)
- [Students with Disability Guidelines](#)
- [Enrolment Management and Priority Enrolment Guidelines](#)
- [Enrolment in Special Schools and Special Centres Guidelines](#)
- [Diagnostic Assessment Guidelines](#)
- [Student Needs Profile Guidelines](#)
- [Transition from School for Students with Disability Guidelines](#)
- [Transport for Students with Disability policy and Guidelines](#)
- [DoE Complaints Policy and Guidelines](#)
- [Framework for Inclusion](#)

## Resources

[NT Social and Emotional Learning - Department of Education](#)

[Australian Student Wellbeing Framework | Student Wellbeing Hub](#)

Positive Behaviour Interventions and Supports, [Center on PBIS](#)

[Teaching Resources | Student Wellbeing Hub](#)

[Bully Stoppers \(education.vic.gov.au\)](#)

[Homepage | eSafety Commissioner](#)

[Racism. No Way: Anti-racism education for Australian schools \(racismnoway.com.au\)](#)

[Home - Be You](#) Delivered by Beyond Blue

[Bullying No Way](#)

[Bounce Back! \(bounceback-program.com\)](#)

[Behaviour — Students: Resources | education.vic.gov.au](#)

[Real Schools | Transforming and Enhancing your School's Culture](#)

Restorative Teaching by Adam Voigt

Kagan Cooperative Learning

## Evaluation

**Effective:** Term 3, 2022

**Date of next Review:** Term 3, 2025

**Developed by:** Leadership Team and in consultation with School Council

## Appendix



### Rosebery Primary School Award System

**'Mini'**

Students earn 'Minis' in the classroom for demonstrating positive behaviour in the classroom.



**'Major'**

Students earn a 'Major' Merit by collecting five Mini Merits.

Minis are stapled together and given to the relevant Senior teacher who will then present their 'Mega'.



**'Mega'**

Students earn a 'Mega' merit by collecting five Major Merits.

Teacher will email students name to relevant AP. AP will complete award and forward onto admin for publishing in the newsletter

Teacher to notify parents. Students name to appear in newsletter.



**'Principal Award'**

Students earn the Principal Award by achieving five 'Mega' merits. This award will be presented at whole school assemblies. Teacher to notify parents prior to assembly. Students name and photo to be placed in newsletter.



#### 'Gotcha Awards'

Gotcha awards are given to students who are caught demonstrating one or more of the school values at either recess or lunch. They are given out by the teachers on duty. You will find Gotcha awards in your blue duty folders. Students place these in the green Gotcha bin located inside the office. Winners are drawn and choose a prize at whole school assemblies.



#### 'Value Awards'

Value Awards are given to students who demonstrate one or more of our school values within the classroom. Teachers choose one student from their classroom to receive this award, which is then presented at our whole school assembly (Odd weeks). Teacher to notify parents.



### Rosebery Primary School Student Behaviour Flowchart

	Student Behaviour	Action	Possible consequences
<b>Ready to Learn</b>	<ul style="list-style-type: none"> <li>Act with kindness, compassion, and courtesy towards others and their property</li> <li>Work together as a team to achieve goals</li> <li>Trust in ourselves and give new things a try</li> <li>Be truthful in words and actions and will honour agreements</li> <li>Tackle problems and learn and grow positively from the obstacles we face</li> <li>Listen and follow teacher direction</li> <li>Participate in class activities</li> </ul>	Teacher will: <ul style="list-style-type: none"> <li>Teach positive expectations through school values and encourage through reward system</li> <li>Classroom routines and cues are taught and encouraged</li> <li>Use a ratio of 6-8 positive to 1 negative adult student interaction</li> <li>Use affirmative statements</li> <li>Provide active supervision</li> <li>Redirect for minor, infrequent behaviour errors</li> <li>Give frequent pre-corrections for chronic errors</li> <li>Teach self-regulation and social emotional learning (SEL)</li> <li>Implement restorative teaching practices</li> <li>Use Kagan class builders and team builders</li> </ul>	<ul style="list-style-type: none"> <li>Students learning and feeling safe</li> <li>Students making progress</li> <li>Students managing their own behaviour and emotions</li> </ul>
<b>Minor Behaviour</b>	<ul style="list-style-type: none"> <li>Inappropriate language</li> <li>Calling out/ consistently interrupting the teaching environment</li> <li>Dishonesty</li> <li>Disrespect towards students/ teachers/ property</li> <li>Non-compliance</li> <li>Other minor behaviours that interrupt learning</li> </ul>	Teacher will: <ul style="list-style-type: none"> <li>Communicate with parents</li> <li>Implement class behaviour traffic light system/behaviour chart/agreements</li> <li>Use Remind, Warn, Act</li> <li>Set consequences (consistently and appropriate to age/ behaviour)</li> <li>Check, implement and review EAP/ IBP/ student support plan for preventative strategies</li> <li>Keep behaviour records/ charts</li> </ul>	<ul style="list-style-type: none"> <li>Parent contacted</li> <li>Student reflection</li> <li>Behaviour recorded in teacher records/ EAP or SSP tracking sheets</li> <li>Restorative practice</li> <li>Time out in class</li> <li>Time out in buddy class</li> <li>Loss of privilege</li> </ul>
<b>Behaviour impacting others'</b>	<ul style="list-style-type: none"> <li>Repeated behaviour/defiance impacting student learning</li> <li>Repeated refusal to follow classroom behaviour expectations</li> <li>Repeated refusal to follow teacher direction</li> <li>Unsafe or inappropriate behaviour</li> <li>Stealing (low level)</li> <li>Absconding from class remaining in school grounds</li> <li>Minor property damage</li> </ul>	Teacher will: <ul style="list-style-type: none"> <li>Complete a purple slip and email to <a href="mailto:roseberyps.admin@education.nt.gov.au">roseberyps.admin@education.nt.gov.au</a> and relevant AP</li> <li>Set consequences</li> <li>Contact parents</li> <li>Seek support from Special Education Senior Teacher or AP</li> <li>Use restorative practices/ debrief with the whole class</li> </ul> Leadership will: <ul style="list-style-type: none"> <li>Support the class teacher in implementing preventative strategies as negotiated</li> <li>If requested, support class teacher with consequences and re-entry</li> </ul>	<ul style="list-style-type: none"> <li>Recorded on SAMS Behaviour data base</li> <li>Time out in class</li> <li>Time out in buddy class</li> <li>Time out in office (as negotiated with member of leadership)</li> <li>Loss of privileges</li> <li>Restorative practices</li> <li>Withdrawal</li> <li>Behaviour plan implemented</li> </ul>
<b>Major Behaviour</b>	<ul style="list-style-type: none"> <li>Aggression or violence with intent to harm</li> <li>Abusive threatening language</li> <li>Bullying (repeated and from a position of power)</li> <li>Stealing valuable items or significant amounts of money</li> <li>Major property damage</li> <li>Repeated non-compliance</li> <li>Absconding such that self or others are at risk</li> <li>Use of weapons</li> </ul>	Teacher will: <ul style="list-style-type: none"> <li>Remove class if necessary and follow Protective Practices Guidelines</li> <li>Debrief with the whole class/ seek DoE counsellor support for class/ individuals</li> <li>If there is a safety risk, contact Reception for support. <b>Phone: 30111</b></li> <li>Complete a purple slip and email to <a href="mailto:roseberyps.admin@education.nt.gov.au">roseberyps.admin@education.nt.gov.au</a> and relevant AP</li> <li>Negotiate with leadership regarding who is best placed to contact parents</li> <li>Meet with a member of leadership and inform of the problem behaviour, possible triggers and update Behaviour Plan</li> </ul> Leadership will: <ul style="list-style-type: none"> <li>Set consequences in consultation with teachers</li> <li>Debrief with staff member involved</li> <li>Email parents of all involved/ whole cohort as a FYI</li> <li>Support teacher if a parent meeting is necessary</li> </ul>	<ul style="list-style-type: none"> <li>Recorded on SAMS Behaviour data base</li> <li>Loss of privileges</li> <li>Restorative practices</li> <li>Home agreements</li> <li>Withdrawal</li> <li>In school suspension</li> <li>Full suspension (<i>DoE Letter to parents/ carers; teacher CC'd; re-entry meeting may occur during the suspension period; teacher to check IBP, teacher &amp; AP/SET to create or update FBA</i>)</li> </ul>