APPLECROSS PRIMARY SCHOOL
Developing Positive Student Behaviour

POLICY

This policy is monitored regularly by school staff and reviewed annually

Reviewed: NOV23

Rationale

The school community of Applecross Primary School believes that the students, staff and parents have the right to work together in a safe and caring environment, showing courtesy, co-operation and consideration towards others. Our management of student behaviour procedures is framed around the belief that student behaviour is predominantly positive, self-regulatory and that good behaviour needs to be reinforced and acknowledged. We believe that behaviour management is a joint responsibility of all members of our school community.

We also believe that in the context of positive student behaviour, inclusivity principles will ultimately require us to consider the specific and individual needs of some members of our student population. Our school values underlay everything that we do and are an integral part of our efforts to model positive behaviour. These values promote inclusivity of all of our students.

We are aware that undesirable behaviour that is intentional, hurtful and ongoing occurs within our school community and we will consciously implement programs across our school that are aimed at minimizing such behaviour. When we are aware of this type of behaviour we will take immediate steps to address it.

Purpose

Our purpose is to ensure that all students at Applecross Primary School develop the understandings, skills and attitudes relevant to individual needs, thereby enabling them to fulfill their potential and contribute to the development of our society

CORE VALUES

We aim to proactively promote positive and responsible student behaviour through emphasizing four core values
1. Integrity
2. Achievement
3. Diversity
4. Growth

Rights and Responsibilities

Members of the school community have the right to expect that our school is safe and provides a supportive learning environment. This expectation comes with a shared responsibility by the whole-school community to prevent and effectively respond to behaviours that have the potential to affect school safety and wellbeing, including bullying.

The whole-school community includes students, staff, parents, caregivers and the wider community who interact within the school context.

Considering the Behaviours of Students with a Recognised Disability

At Applecross Primary School there are students who have a recognised disability. As a direct result of their disability they may find it difficult to engage in predominantly positive behaviour, self-regulate and respond to actions/directions/questions that children without a disability would not be challenged by. A recognised disability could be, but not limited to….

- Autism Spectrum Disorder
- Intellectual Disability
- Down syndrome
- ADHD
- ADD

As a staff we need to be aware of…

a. Developing the 4 key social skills in these students

b. Understanding social skills

Considering the Behaviours of Students with extreme personal circumstances

At Applecross Primary School there are students whose personal circumstances may lead them to exhibit anti-social behaviour.

Positive Behaviour Support Plan

A positive behaviour support plan should be developed for each identified child. This can be done by the classroom teacher in conjunction with the Learning Support Co-ordinator and School Psychologist.

The process of monitoring this plan should be supported by providing all staff members with updates (via email) of the goals and skill development each child is currently working on.

MANAGING BULLYING

When someone says or does something intentionally hurtful and they keep doing it – even when you tell them to stop or show them you're upset…..that's BULLYING!

At Applecross Primary School we believe it is important to develop the skills in our students that will enable them to distinguish between hurtful behaviours as a one-off action and bullying.

Bullying is a real thing and it happens in every school, even Applecross!

The easy part is knowing what Bullying is; the hard part is actually identifying it!

- ∗ At Applecross Primary School we treat <u>allegations</u> of bullying seriously and undertake to treat them accordingly
- ∗ At Applecross Primary School we treat <u>substantiated instances</u> of bullying seriously and undertake to treat them accordingly

STUDENT SCHOOL CODE

At Applecross Primary School we have and implement a Student School Code.

ROLES AND RESPONSIBILITIES OF STAFF

At Applecross Primary School we have and implement a set of roles and responsibilities for teaching staff, non-teaching staff, deputy principals and the principal.

BEHAVIOUR MANAGEMENT PROCEDURES

Applecross Primary School firmly supports the right of both staff and students to work and learn without being impeded by disruptive behaviour by students. No one has the right to hinder the progress of others. To achieve this, staff will adopt a consistent approach to eliminating disruptive behaviour.

The most effective consequences are predicated upon a quality educational program and a positive classroom environment. Staff need to employ an array of preventative strategies that will reduce the likelihood of inappropriate behaviour occurring.

* Individual students who continually disrupt the good order of their classroom or the school environment will bring into question their good standing as a student of Applecross Primary School. As such they may be subject to sanctions/restrictions in relation to participating in oranised activities such as incursions, excursions, camps or sporting activities that would require them to represent the school in some capacity.

Classroom Behaviour Management Procedures

Classroom teachers are the linchpin of effective behaviour management. They establish the positive environment which reduces behaviour difficulties and are the first to deal with the problems which arise. They also liaise with support teachers who may come into contact with the child and ensure that information is shared with all stakeholders on a timely basis.

Classroom procedures **must** be discussed with students in conjunction with classroom rules, the school's core values and the rights and responsibilities of the school community. Classroom procedures must be communicated to parents in a written form at the beginning of the school year.

Level 1. General action for non-violent behaviour management.

Level 2. Immediate action for severe, ongoing and/or violent behaviour – RED CARD INCIDENTS

WHOLE SCHOOL PROGRAMS/STRATEGIES THAT CONTRIBUTE TO POSITIVE STUDENT BEHAVIOUR AND MANAGE NEGATIVE BEHAVIOUR

At Applecross Primary School we implement a range of positive strategies in a concerted effort to teach our students positive and responsible behaviours that are acceptable within the wider community as well as to prevent the occurrence of negative behaviours.

- **In Real Life Program - Boys**
- **In Real Life Program - Girls**
- **The Ten Ps of Positive Classroom Management**
- **Personal, Social and Community Health Focus Checklist**
- **National School Chaplaincy Program**
- **PATHS – Promoting Alternative Thinking Strategies**
- **Student Leadership Program**

Next Review: NOV24

Resources

The following websites represent examples of some of the online resources available that may inform schools in planning whole-school prevention and management approaches. Many have links to other valuable resources.

- www.**acara**.edu.au – *The Australian Curriculum*; Australian Curriculum, Assessment and Reporting Authority (2011)

- www.**agca**.com.au – Australian Guidance and Counselling Association

- www.**bullyingnoway**.com.au - *Safe and Supportive School Communities (SSSC) Project*; Queensland Department of Education, Training and Employment on behalf of the Australian Education Authorities (2013)

- www.**det**.wa.edu.au/education/cmis/eval/curriculum/ict/ - *Managing Student Safety Online*; Department of Education (2013)

- www.**friendlyschools**.com.au – *Friendly Schools Plus (2012)*; Child Health Promotion Research Centre, Edith Cowen University

- www.**mceecdya**.edu.au – for the *Melbourne Declaration on Educational Goals for Young Australians (2008)*; Ministerial Council for Education, Early Childhood Development and Youth Affairs

- www.**mindmatters**.edu.au - *Mind Matters Plus*; Australian Government Department of Health and Aging; Commonwealth of Australia

- www.**safeschoolshub**.edu.au – Department of Education, Employment and Workplace Relations; Commonwealth of Australia (2013)

- www.**thinkuknow**.org.au – *ThinkUKnow Internet Safety Program*; UK Child Exploitation and Online Protection (CEOP) Centre. ThinkUKnow Australia developed by the Australian Federal Police (AFP) and Microsoft Australia
- http://www.thinkkids.org/learn/our-collaborative-problem-solving-approach/
- https://www.livesinthebalance.org/about-lives-in-the-balance
- https://www.playistheway.com.au/
- http://www.pbis.org/
- http://det.wa.edu.au/studentsupport/behaviourandwellbeing/detcms/navigation/safe-and-supportive-schools/