



APPLECROSS PRIMARY SCHOOL

Developing Positive Student Behaviour Policy

This policy is monitored regularly by school staff and reviewed annually.

Reviewed: NOV24

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 are supported to 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.

Rights and Responsibilities

Members of the school community have the right to expect that our school is safe and provides a supportive learning and working environment.

This expectation comes with a shared responsibility by the whole school community to effectively demonstrate, learn and share knowledge of behaviours that positively affect everyone's safety and wellbeing.

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

Guide to Expected Behaviour

All members of the school community proactively demonstrate, promote and teach our key core values and virtues developing students with positive and responsible behaviour.

1. Integrity; Respect, Honesty, Caring, Compassion
2. Achievement; Excellence, Perseverance, Enthusiasm, Commitment
3. Diversity; Tolerance, Unity, Understanding, Peacefulness
4. Growth; Responsibility, Confidence, Cooperation, Idealism

Creating a Positive School Culture

Applecross Primary School firmly supports the right of both staff and students to work and learn. No one has the right to hinder the progress of others. To achieve this, staff will adopt a consistent approach to creating a positive school culture.

A quality educational program and a positive classroom environment reduce the likelihood of inappropriate behaviour occurring.

Creating a positive school and classroom culture is introduced at the beginning of each school year and reinforced throughout the year and includes:

- Discussing the rights and responsibilities of students and staff
- Discussing the Applecross Primary values and virtues
- Developing and displaying a list of expected behaviours in a class culture agreement
- Practicing routines that maintain order in classroom and school
- Discussing and agreeing on consequences of agreement
- Reviewing ICT agreement, Uniform Policy, Mobile Phone policy
- Sharing class culture agreement with parents
- Teaching and learning
 - Zones of Regulation
 - Challenges and Choices – Resilience (decision making model)
 - esafety education

Considering the Behavioural Needs of Students with Challenging Behaviour

At Applecross Primary School there are students who have recognised social/emotional and behavioural difficulties. These children find it difficult to self-regulate in the learning and social environments of school. These students may be diagnosed with a disability or difficulties including, but not limited to:

- Neurodiversity e.g. Autism Spectrum Disorder, Attention Deficit Hyperactivity Disorder
- Intellectual Disability
- Learning Disorders and Developmental Disorders
- Trauma

These students will often need modified expectations and explicit teaching to understand and develop the ability to self-regulate when finding the school environment challenging.

Managing Challenging Behaviour

While we do our best to develop students who make positive choices and solve problems appropriately, we are aware that there will be times when individual students may continually disrupt the good order of their classroom or the school environment, bringing into question their good standing as a student at Applecross Primary School.

Teachers and admin staff will make judgements based on their knowledge of the student in relation to the previous points in this policy and choose to provide consequences accordingly. Consequences should relate to the behaviour and give students time to reflect, show understanding and remorse, regain trust and may include:

- Class agreed consequences
- Playground consequences
- Consequences following conversation with admin staff
- Parent contact
- Sanctions/restrictions in relation to participating in organised activities such as incursions, excursions, camps or sporting activities that would require them to represent the school in some capacity.

Immediate action for severe, ongoing and/or violent behaviour involves making safe choices for all staff and students including informing admin, getting support and recording of behaviour, immediate actions and plan for future actions.

Positive Behaviour Support Plan

A positive behaviour support plan (previously Individual Behaviour Plan, may include Risk Management Plan) should be developed for each identified child by the classroom teacher in conjunction with the SAER Deputy and School Psychologist.

Parents may also provide supporting information from Allied Health Professionals. The plan should identify goals and strategies to develop understanding and skills in:

- 1) Identifying own and others' emotions
- 2) Developing coping skills
- 3) Social skills
 - a) Verbal and non-verbal communication
 - b) Join or enter a group
 - c) Establish and maintain relationships
 - d) Conflict resolution
 - e) The ability to "tune in" to social skills
- 4) Taking responsibility for behaviour
- 5) Participating in restorative justice (restore relationships and trust)

This plan should be shared and supported by all staff members working with this student and the child's parents.

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!

We take the time to restore a safe learning environment, including reducing and eliminating instances of bullying by:

- treating allegations of bullying seriously;
- treating substantiated instances of bullying seriously;
- supporting victims to restore feelings of safety, develop skills to "take the power back" and build resilience;
- supporting perpetrators to develop skills to take responsibility, understand the impact of their actions and socialise appropriately; and
- supporting all students to identify bullying and take safe actions to call out and report bullying.

Partnership between School and Families

Students behaviour education occurs both at home and school and is most effective when there is a supportive relationship between the adults. Features of a successful relationship include:

- open and respectful communication
- clear responsibility for in and out of school behaviours
- understanding limitations of home and school influence

Additional Programs/Strategies that Contribute to Positive Student Behaviour and Manage Challenging Behaviour

National School Chaplaincy Program

- Individual counselling
- In Real Life Program – Boys/Girls

Special Needs Education Assistants

- May run small group social/emotional session

School Psychologist

- Case Conference to manage possible diagnosis and support plans

Next Review: NOV25