# Behaviour Education Policy

**Rationale**

The key to effective behaviour education is high quality positive relationships between staff, students and parents, characterised by effective communication, trust and mutual respect. Behaviour education involves detailed and effective planning to prevent unproductive behaviour and to reinforce and encourage acceptable, appropriate behaviour.

Madora Bay Primary School has a focus on engaging students positively in learning and helping students learn how to manage their behaviour choices and ultimately take responsibility for their own behaviour.

**Responsibilities**

The Principal and all staff have a shared responsibility to provide a safe and positive learning environment for all students. All students and staff have the right to learn and work effectively without undue disruption.

The consistent provision of high quality instruction, well-designed learning experiences and knowledge of individual students are collectively the most effective strategies to prevent unproductive behaviour and minimise the amount of correction required.

*Staff will:*

- Create a safe and supportive learning environment in which all students, staff and families feel safe
- Implement individualised strategies where required, for students at risk, including Behaviour Support Plans
- Develop a welcoming and engaging classroom environment that maximises educational opportunities and facilitates full participation
- Teach, promote and reinforce positive behaviour and use prevention strategies in the first instance of unproductive behaviour
- Model appropriate behaviour in all interactions with students, families and other staff members
- Explicitly teach and implement whole school behaviour expectations at a class level, appropriate to the age and stage of their students
- Use classroom management strategies and positive corrective practice to redirect unproductive student behaviour in a timely and consistent manner
- Implement practices which are consistent with the Department of Education's Student Behaviour in Public Schools Policy

All staff at Madora Bay Primary School will conduct themselves and direct students in accordance with the Department of Education and Madora Bay Primary School policies to maintain the expected standards of behaviour.

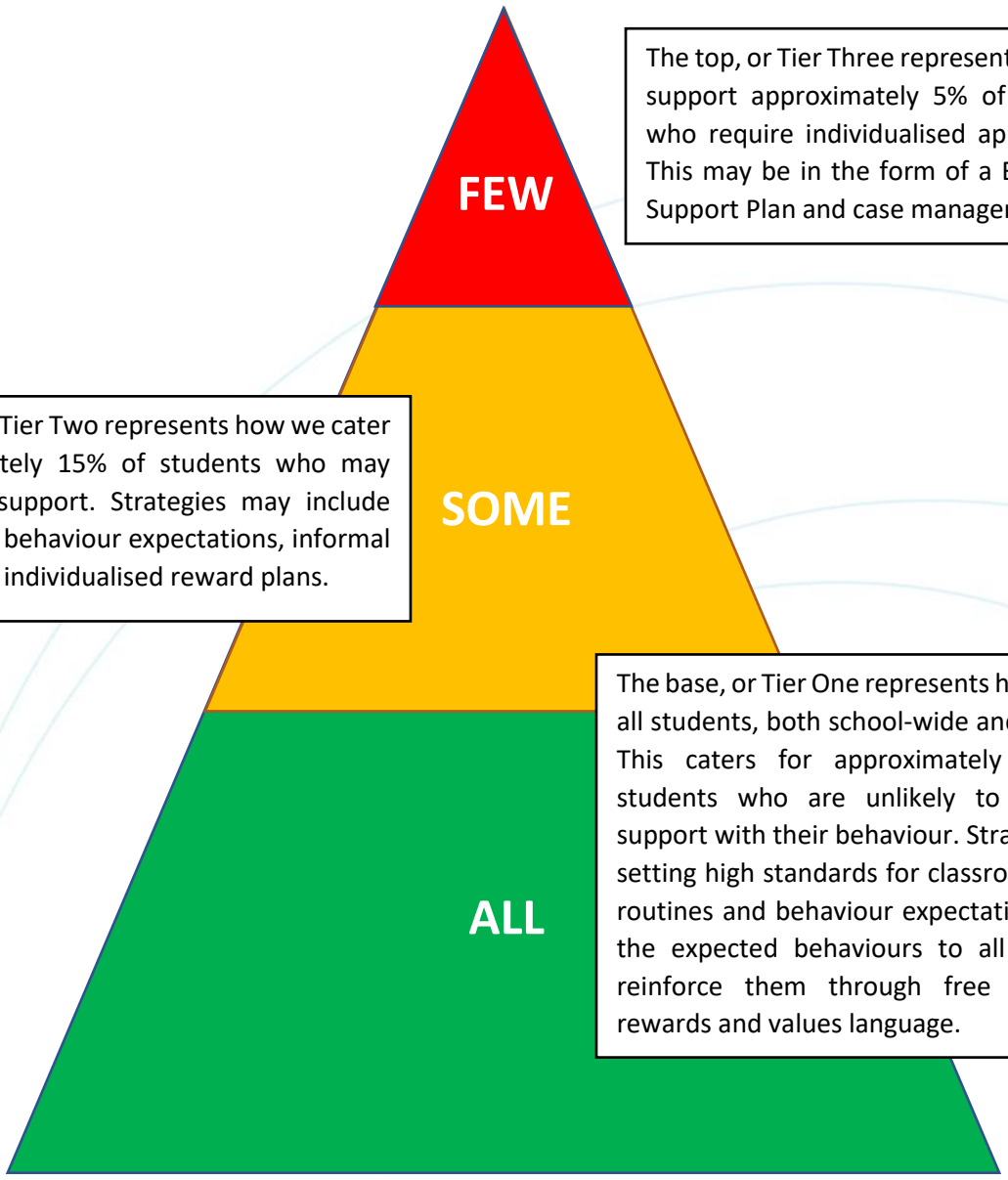
**Positive Behaviour Support (PBS)**

Madora Bay Primary School will implement a school-wide Positive Behaviour Support model. This will be underpinned with common language and consistent approaches which are used and understood by all. Our school recognises that making mistakes and learning acceptable behaviour is developmentally appropriate in a primary school environment.

The Madora Bay Primary School Behaviour Expectations Matrix outlines our core values and the associated expected behaviours. These are **Respect, Responsibility, Kindness and Excellence**. The expectations are explicitly taught across the school based on the identified focus area and reinforced through whole school instruction, messaging, incentives and rewards.

**Interventions**

PBS interventions are research-based, proven to significantly reduce problem behaviours and supported by a three-tiered intervention model which caters for the varying needs of all students.




The top, or Tier Three represents how we support approximately 5% of students who require individualised approaches. This may be in the form of a Behaviour Support Plan and case management.

The middle, or Tier Two represents how we cater for approximately 15% of students who may need further support. Strategies may include reteaching the behaviour expectations, informal agreements or individualised reward plans.

The base, or Tier One represents how we support all students, both school-wide and in their class. This caters for approximately 80% of our students who are unlikely to need further support with their behaviour. Strategies include, setting high standards for classroom and school routines and behaviour expectations. We teach the expected behaviours to all students and reinforce them through free and frequent rewards and values language.

## Behaviour Expectations Matrix

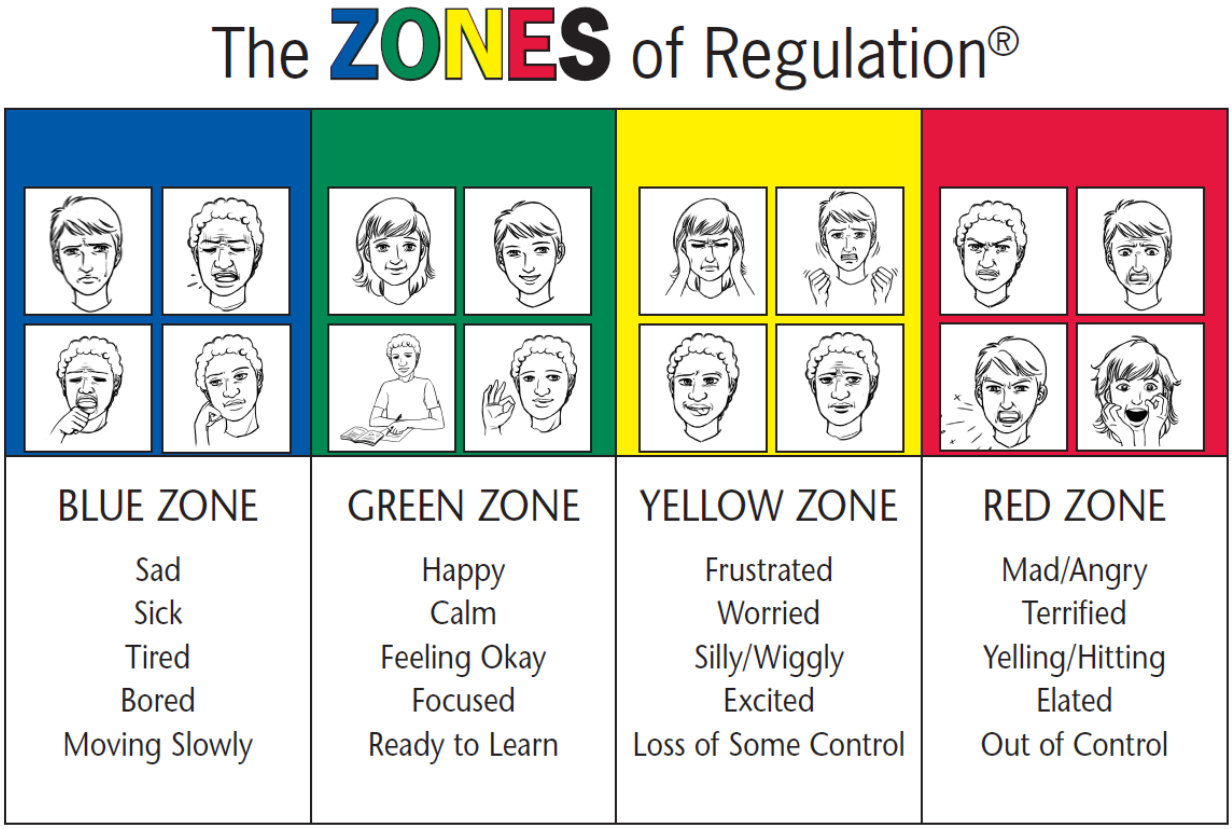
| Madora Bay PRIMARY SCHOOL | Be Respectful | Be Responsible | Be Excellent | Be Kind |
|---|---|---|---|---|
| **Always** | • We listen to and follow instructions<br>• We use good manners (please, thank you, excuse me) and appropriate language<br>• We proudly wear our uniform<br>• We listen attentively<br>• We return equipment to the right place in the same condition<br>• We respect others' personal space<br>• We respect ourselves and make healthy choices | • We move around the school safely, walk on the stairs and keep left<br>• We respond quickly to signals and instructions<br>• We use equipment safely<br>• We keep our hands, feet and objects to ourselves<br>• We set an example for others to follow by role modelling positive choices and actions | • We have a go and try our best at everything<br>• We are proud of our efforts<br>• We are prepared for all activities<br>• We persevere with challenges | • We are caring towards others<br>• We speak calmly with care and compassion<br>• We own our actions<br>• We tell the truth<br>• We try to brighten someone's day by saying and doing kind things<br>• We include everyone |
| **Learning Time** | • We work in a group and take turns<br>• We listen to other's ideas<br>• We are on time | • We take care of equipment<br>• We are ready to learn<br>• We allow others to learn | • We set goals and work towards achieving them<br>• We participate in learning<br>• We accept and learn from feedback<br>• We take care presenting our work | • We help and encourage others<br>• We give positive feedback to others |
| **Breaks** | • We help to keep our school tidy<br>• We care for our environment | • We walk on pathways and hard surfaces<br>• We are sun smart<br>• We use breaks to go to the toilet and fill our drink bottles | • We try new things<br>• We are where we are expected to be | • We play games fairly, follow the rules and take turns<br>• We invite others to play<br>• We help others if they are hurt or upset |

## Incentives and Rewards

Students will be recognised for demonstrating the expected behaviours through positive reinforcement and the allocation of points. Students receive individual recognition for reaching points milestones by means of school badges. Student points also contribute to team totals across the school and similarly, teams are collectively rewarded for reaching significant milestones. Students are provided with both positive and constructive feedback on their behaviour, both at a classroom and whole school level and may receive various forms of recognition and reward such as certificates, phone calls home, announcements, additional privileges, and invitation to special events such as the Principal's lunch.

**Zones of Regulation**

In conjunction with PBS, Madora Bay Primary School also implements the *Zones of Regulation* to support students to develop self-regulation. All the ways children feel and the states of alertness they experience are categorised into four coloured zones. Children who are well regulated are usually in the appropriate zone at the appropriate time. This approach teaches children how to identify their feelings, be aware of which zone they are in and start using tools and strategies to be in the appropriate zone for the moment.



**Behaviour Management Procedures**

**Consequences**

Consequences for all behaviours will be proportionate, age-appropriate and managed with due consideration to the context in which the behaviour took place. All students will be reminded of the expected behaviour prior to a consequence being given. Teachers will use behaviour management strategies such as a low key prompt, change in pace, modified task or change of position prior to a consequence being given.

Consequences may include:

- Name recorded
- In Class Time Out
- Thinking time away from activity
- Partner room referral
- Loss of privilege
- Administration referral
- Withdrawal
- Suspension
- Exclusion

Following a consequence, a student will have the opportunity to discuss their behaviour with an adult in order to have a more successful outcome.

Parents/carers will be kept informed by the classroom teacher regarding minor behaviour concerns and notified by the Principal or Associate Principal regarding major behaviour concerns.

**Good Standing**

All students at Madora Bay Primary School commence the school year with Good Standing. For a student to maintain this standing, they must demonstrate the expected behaviours outlined in the Madora Bay Primary School Behaviour Expectations Matrix. In a case where a student has not demonstrated the expected behaviours, a student will:

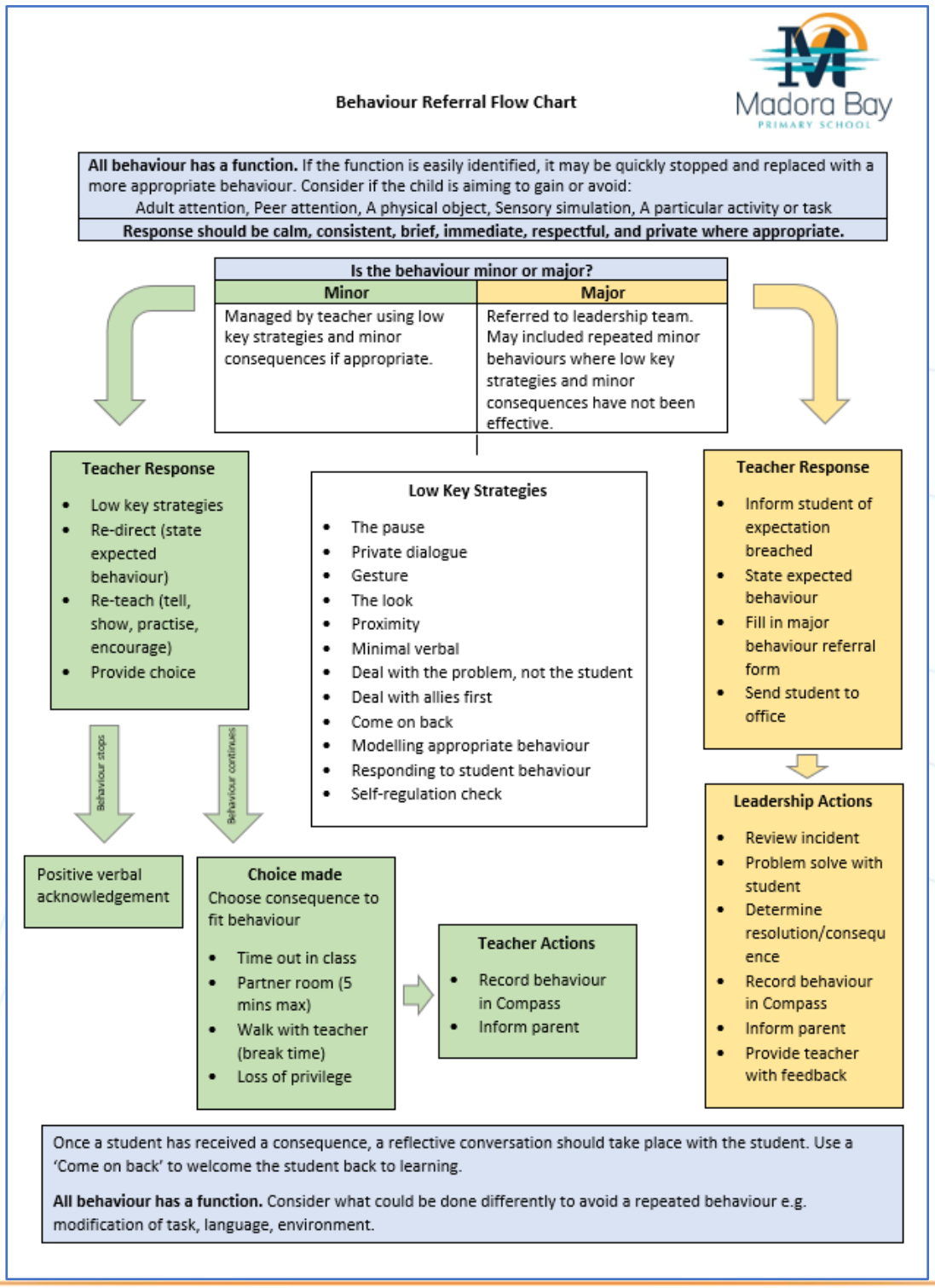
1. Receive a Minor Behaviour Notification and appropriate consequence or;
2. Receive a Major Behaviour Notification which may result in withdrawal or suspension as deemed appropriate by the Principal or Associate Principal

When a student is suspended, their Good Standing is lost and the student is unable to participate in any non-curricular based activities. On their return to school the student and their parent/carer will attend a re-entry meeting with the Principal or Associate Principal to review the expectations required to regain their Good Standing. The student must then demonstrate acceptable behaviour on a daily tracker for 3 – 5 days before their Good Standing is reinstated.

If a student is deemed at risk of losing their Good Standing, their parent/carer will be contacted by phone or email.

The processes embedded within Good Standing requirements are underpinned by the following 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



**Prevention and Management of Bullying**

At Madora Bay Primary School, we recognise the worth and dignity of all people. The harassment and discrimination of students, staff or family members based on their gender, race, religion, sexuality or disability is unacceptable in any form.

Bullying in any form is unacceptable to the Madora Bay Primary School community and as adults, we are all responsible for modelling appropriate behaviour. It is everyone's responsibility to take the necessary steps to stop bullying behaviour. Our school will not tolerate any action that undermines a person's right to feel safe and respected, and to learn.

Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power over one or more persons who feel unable to stop it from happening.

Bullying can happen in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time.

Bullying of any form or for any reason can have immediate, medium and 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. Other behaviours that *do not* constitute bullying include:

- 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
- Isolated incidents of aggression, intimidation or violence

Social media platforms are increasingly being used by adults and children to engage in inappropriate behaviour. Madora Bay Primary School considers the use of social media being used in this way as unacceptable and not in the best interests of our children and school community. Inappropriate content about our school, staff members or students that displays incorrect information, misrepresents the school, displays objectionable content, incites violence or threatens the safety of students or staff will not be tolerated and may be escalated to the eSafety Commissioner. We ask parents to monitor their children's internet usage and ensure that they do not engage with social media, in accordance with each platform's age restriction.

**Rights and Responsibilities of School Community Members**

Members of our school community have the right to expect a safe and 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. Positive role modelling and demonstrating respect for all people is crucial.

| MEMBERS | RIGHTS | RESPONSIBILITIES |
|---|---|---|
| **All students, staff, parents, wider school community** | • are safe and supported in the school environment<br>• are included<br>• are treated with respect | • positive role modelling and demonstrate respect for all people<br>• participate and contribute to school positive behaviour approaches<br>• build positive relationships<br>• demonstrate respect and tolerance towards others |
| **Students** | • have access to curriculum that supports the building of resiliency and social skills<br>• are informed by staff of the school's plan on bullying<br>• are provided with supports by staff to stop bullying | • understand and value the concepts of inclusion and tolerance<br>• identify and respond effectively to bullying<br>• are aware of themselves as bystanders<br>• seek help for themselves and others as needed |
| **Staff** | • feel safe and supported in the workplace<br>• are informed by school leadership of the school's plan on bullying<br>• have access to professional learning in preventing and effectively managing bullying<br>• have access to curriculum resources suitable for supporting students in building positive relationships, resiliency, safety and bullying prevention (including social/ emotional learning) | • promote and model positive relationships<br>• participate in developing the school plan<br>• identify and respond to bullying incidents<br>• deliver the strategies and programs to students in responding to bullying effectively<br>• promote effective bystander behaviour<br>• promote social problem-solving<br>• use appropriate terminology when referring to bullying and the students involved |
| **School leadership** | • is supported by the school community in developing the school's plan to prevent and effectively manage bullying<br>• is supported by the school community in implementing the strategies and approaches under the school's plan | • fosters a safe and supportive climate across the school<br>• provides leadership in resourcing the school's plan<br>• ensures plans are clear and publicly available to the school community<br>• ensures the school community is informed of the plan<br>• implements the plan<br>• supports staff to implement the strategies and programs under the plan |
| **Parents** | • are treated with respect<br>• are confident their children are provided with a safe and supportive school environment<br>• are provided with access to information on the prevention and management of bullying by the principal | • support and encourage children to treat others with respect and tolerance<br>• model appropriate behaviours and teach children appropriate social skills including conflict resolution<br>• act in accordance with the school plan if they observe/ know about bullying<br>• encourage children to report bullying incidents |

| | | |
|---|---|---|
| | • are informed by the principal of the school's plan and opportunities to participate | • work effectively with the school in responding to bullying |
| **Wider community: including other professionals** | • are strategically included in bullying prevention and management | • provide support and input into the school's approach to preventing and managing bullying<br>• strengthen the school's anti-bullying messages |

**Strategies**

Our Positive Behaviour Support approach linked to the explicit teaching of expected behaviours, restorative justice processes and positive reinforcement are utilised at our school to prevent and respond to incidents of bullying.

As a newly established school, our foundation team will utilise the *Bullying. No Way!* Framework and resources to embed a proactive approach to bullying education and prevention.

### Prevention Strategies

- Developing supportive and inclusive classroom environments
- Proactive supervision at all times including classrooms, play areas and transitions
- Students engage in Social and Emotional Learning Framework, developing skills associated with resilience and wellbeing
- Teachers use low key classroom management strategies that teach and encourage positive behaviours and address negative behaviours promptly and effectively
- Our school values of respect, responsibility, kindness and excellence are embedded in our culture
- Students are encouraged to seek help and engage in positive bystander behaviour
- Students are taught social problem-solving approaches to resolve peer-based conflict
- Cyber safety education to promote cyber safety and positive digital citizenship
- An active and highly visible approach to playground supervision
- A range of organised activities available during break times that encourage positive peer relations
- The provision of developmentally appropriate unstructured playground activities and equipment
- Staff recognise and reinforce positive playground and pro-social behaviour
- Identifying individuals and groups at risk who may require targeted programs
- Providing high supervision areas for students with complex needs
- Proactive student services team and case management strategies for students at risk
- Staff are trained by leadership team to confidently manage bullying situations

**Management Strategies**

- Supervision adjustments to high risk situations
- Clear whole school communication processes for responding to playground issues
- Promote the inclusion of parents of students at risk in identifying and addressing bullying behaviours that may be occurring in the school environment
- Students, parents and staff are able to report incidents of bullying to the school's leadership team
- Students who have experienced being bullied are supported by staff to promote recovery and resilience
- Case management of students involved in persistent bullying
- Protect the student experiencing bullying from further harm
- Interview the student to find out what happened, record relevant names including bystanders
- Individually interview bystanders. Discuss **restorative practice strategies** these students might use to avoid bullying in the future.
- Assure the student that the incident will be dealt with. Suggest strategies that the student might use to avoid being bullied in the future.
- Record what happened on the behaviour referral form and enter in Compass OR send a copy of the behaviour referral form to the leadership team if more serious.
- Monitor the situation over the following few days.
- Follow up meeting with students who have been engaging in bullying behaviours.
- Where necessary, speak to class without using names, circle time, small group meetings
- Keep parents informed about progress and the measures taken.
- Inform the parents of the student/s engaged in bullying behaviour and work with them to establish joint strategies for behaviour modification.

***Restorative practice*** *is a whole school teaching and learning approach that encourages behaviour that is supportive and respectful. It puts the onus on individuals to be truly accountable for their behaviour and to repair the harm caused to others as a result of their actions. Find out more here:* *https://www.restorativepractices.org.au/*

**Challenging incidents – Physical Violence or Intimidation**

- Immediate request of assistance from leadership team or additional staff member
- Move student onlookers away
- Separate students with minimal physical contact where appropriate
- Apply Behaviour Support Plan guidelines
- Apply Shared Concern – Students involved in the incident are interviewed separately
- Report of incident to be recorded
- Collaborative case management of students with persistent aggression or continued victimisation.
- Develop a collaborative action plan with specified outcomes (school psychologist, student services team & classroom teacher).