



# LOBETHAL

## PRIMARY SCHOOL

### *Encouraging Positive Behaviours Policy*

### **Student Code of Conduct**

The purpose of this behaviour support policy is to:

- Ensure effective, consistent and fair behaviour support for students at Lobethal Primary School
- Assist LPS students to be safely included and participate in learning in a positive way that respects other students and staff
- Promote positive, inclusive and respectful behaviours
- Highlight that **connected relationships between students and staff is the fundamental basis of all behaviour support**
- Promote supportive care by staff who model, teach, and guide appropriate behaviours
- Develop personal and social capabilities of students to understand and exercise their rights and responsibilities so they are able to fully contribute towards a safe and supportive learning environment

(Contents of this policy are derived from the Department for Education's Behaviour Support Policy 2019)

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### ***Proactive and effective positive in-class behaviour supports***

Staff at Lobethal Primary School acknowledge that developing positive relationships and connection to our students and their families is a fundamental aspect of quality teaching and student learning. Positive teacher-student relationships promote a sense of school belonging and encourage students to participate cooperatively. It is an essential aspect of our teaching and support positions as LPS staff to maintain these positive relationships with our students.

Staff have collated the effective and proactive measures that are actioned daily to support our students and promote positive behaviour and relationship building.

- Positive reinforcement and acknowledgement of positive choices
- Clear routines and expectations that are delivered consistently
- Greeting and farewelling students as individuals through various verbal and non-verbal practices ensuring a responsive classroom environment
- Circle time addressing any arising class or social issues providing students with an opportunity to accrue new social and emotional language
- Opportunities for gratitude and encouraging and adopting a growth mindset
- Praising the behaviours that are promoted within the class
- Using humour to diffuse manageable situations and then addressing the issue
- Students leading their learning

- Moments to check in with students
- A calm can-do demeanour
- Use of class goals and rewards
- Restorative conversations and practices
- Affective statements
- Interoception, brain breaks and relaxation sessions to provide students with self-regulation and energy release breaks
- Morning checks – are you ready to learn charts
- Moments to share achievements and recognise all student strengths
- Implementation of whole school approach to the Berry Street Education Model

## ***Proactive wellbeing intervention embedded in the school framework that assist in building upon positive behaviours***

<b>Wellbeing groups lead by Year 7 Wellbeing Ambassadors</b>	Collaborative approach towards positive relationship building, sustaining student community, and ensuring the ethos of a buddy and role model system is maintained.
<b>Cocoon Room</b>	A space specifically for students who require additional support to self-regulate, accrue strategies to cope with big emotions, and require a sensory outlet
<b>Interoception program</b>	A program for targeted students who require further assistance in connecting to and learning to understand their own bodies and emotions; accruing a conscious perception of an internal bodily state (e.g. breathing and one's heart beat)
<b>Stillness play</b>	A calming space to recharge and disengage as an alternative to lunch play out on the oval
<b>Anti-bullying and values program</b>	Slogans for Steps initiative; an ongoing reminder of collaboratively collated school values on all school steps.
<b>Mark Le Messurier parent workshops</b>	These workshops are held to upskill parents, families and staff here at LPS and local hills schools.
<b>Student workshops</b>	Student workshops from programs such as Headspace and the Sammy D. foundation
<b>Bullying Audit</b>	This is done every 2 terms to ensure bullying intervention is effective
<b>Wellbeing for learning and life framework</b>	This framework is embedded throughout the school as the principles are what underpin our foundation to support students to become strong, creative, and resilience learners to set the trajectory for lifelong wellbeing.
<b>Gardening program</b>	Promotes connection between growing food and good diets, develop life skills and increase environmental awareness.
<b>Addition of the outdoor play area: Pines area</b>	To enhance nature education for our students at LPS. Corresponds with the bush school program/philosophy
<b>Bush school</b>	Outdoor education and nature immersion
<b>Buddy bench</b>	Promotes inclusion. A buddy bench is a safe place to seek support and/or social connection with others on the playground
<b>One Plans</b>	A single learning plan to support students with high support needs, students with verified disability, children and young people from Aboriginal and Torres Strait Islander descent and students under the Guardianship of the Minister
<b>Wellbeing book section in the library</b>	Purposely selected books that enhance student wellbeing and generate conversations around understanding emotions and emotive language

<b>Implementing SWPBS</b>	School-wide positive behaviour support is a framework that brings together school communities to develop positive, safe, and supportive learning cultures.
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## Roles and Responsibilities of LPS staff, parents/carers & students

The **Australian Student Wellbeing Framework** identifies the importance of staff, students, and families cultivating a shared understanding of positive behaviour and how this supports effective teaching and learning. We each have a role to play in ensuring that our school is a safe, positive, and inclusive environment. This involves addressing behaviours of concern when they occur and supporting those involved and affected by these behaviours.

### Department staff:

- Model and promote behaviour that values diversity, demonstrates respect for and inclusion of all children and young people, and promotes a positive school climate.
- Explicitly teach students about safe and inclusive behaviours, and the core values of the school (school norms).
- Support the participation of all students, taking measures to support the inclusion of students who are at higher risk of exclusionary responses to their behaviours (including children in care and children with disabilities).
- Work with parents, caregivers, families, service providers and the community to support students affected by behaviours of concern.
- Provide timely intervention in response to behaviours of concern
- Provide visible, consistent and planned responses to behaviours of concern to foster trust and confidence.
- Support students to be physically and psychologically safe.

### Parents and Families:

- Model and promote safe, respectful and inclusive relationships with their own children, students, other parents/caregivers, and school staff.
- Support their children to develop safe behaviours at home.
- Talk to their children about behaviour including unsafe behaviours to help them to understand what it is, why it is harmful and how to respond.
- Work collaboratively with the school to resolve concerns about behaviour when the incidents occur, in accordance with the school's procedures.
- Consider recommendations and engage in specialist support through student support services and external organisations.

### Students:

- Follow the school norms
- Treat others in a way that demonstrates respect and inclusiveness.
- Ensure their verbal, physical and online interactions are safe, respectful and inclusive.
- Take a stand when they see behaviours of concern in person or online, by safely intervening or seeking help from adults to intervene.
- Support their friends to behave in safe, respectful and inclusive way if their friends are engaging in behaviours of concern, including by seeking help from trusted adults.

# LOBETHAL PRIMARY SCHOOL

## ANTI-BULLYING POLICY

(Last update 2014)

### Rationale

At Lobethal Primary School we make it a priority to ensure that children are able to spend their school day in a supportive, safe and secure environment. LPS has zero tolerance towards bullying. We use our School Induction pack and website to inform parents that bullying will not be condoned.

### Aims

We aim to prevent bullying by:

- publicizing the fact that bullying will not be condoned at our school
- making anti-bullying an integral part of school life including the curriculum, using the platform of Wellbeing groups
- dealing with bullying in a structured manner
- celebrating positive behaviour
- promoting and fostering self-esteem and confidence
- making sure that all students feel secure

### What is Bullying?

Bullying is when a person is subjected to repeated aggressive acts over a period of time by another person or persons that result from a conscious desire to hurt, threaten, frighten or humiliate. Bullying can involve physical or verbal attacks, name calling, malicious gossip, damaging or stealing the property of a victim or coercing the victim into acts which they do not wish to do and can include harassment on grounds of race, gender and disability. This can also include incidents of bullying using technology (cyber bullying). Bullying can be fearfully damaging on victims, perpetrators, the rest of the school and its community.

### Expected Outcomes of our Policy

- Pupils feel secure and safe during the school day and on their journeys to and from school.
- Pupils feel secure in the knowledge that their concerns will be listened to, believed and acted on.
- Parents are confident in the school's management of bullying and other behaviour concerns.
- New pupils are introduced to school class rules.
- Teachers on yard duty are ensuring that there are no 'unsafe' areas in our school and ensuring all areas where children play are well supervised at break, lunch-time and at home time.
- Opportunities are provided for drama and role play about bullying and 'feelings' as part of the planned activities in the Child Protection curriculum during wellbeing groups and class programs.

### We use the following lines of action - LISTEN: BELIEVE: ACT

- Watch for early signs of distress in pupils.
- Be watchful and observe social relationships in the class and on the playground
- Publicise the fact that all allegations of bullying will be investigated.
- Use all pupils as a positive resource in countering bullying.
- Offer the victim support by putting the school's procedure into operation.
- Listen carefully and record all incidents: the bullied pupil account and the bully's account.

- The incident must be reported to the Principal or School Counsellor who will interview the children involved individually where bullying is established. These discussions should be recorded.
- The parents / carers of all pupils involved may need to be informed of the bullying.
- Make clear to the bully and his/her parents that the behaviour is unacceptable.
- All written notes to be placed in the pupils' files.
- A close watch must be kept on both the bully and the victim and the victim given ample opportunity to report any further incidents in private.
- A behaviour modification plan will be agreed with the bully.

#### **Monitoring incidents of Bullying**

Acts of bullying will be recorded and placed on the student's file as appropriate.

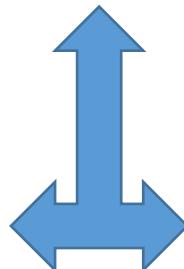
**If staff need to address misbehaviour concerns these are the appropriate response levels followed:**

<b><i>Classroom level response</i></b>	<b><i>School level response</i></b>	<b><i>System level response</i></b>
Reflect/ remind student of class norms	Issue red card to front office or Wellbeing Leader for assistance	Behaviours documented in EDSAS
State the offending behaviour and state the desirable behaviour	Removal to front office for discussion with Wellbeing leader or Principal	Suspension
Affective statements to determine underlying cause of behaviour	Loss of play	Exclusion
Appropriate reminder of consequences	Completion of a reflective thinking form with Principal or Wellbeing Leader	Expulsion
Consequence relevant to behaviour (i.e. loss of play)	Behaviour incident report completed – and behaviour documented	Parent meeting to be organised
Student encouraged to utilise classroom calming corner or Cocoon Room	Parents/carers of all involved notified of behaviour and actions taken	
Issue red card to front office or wellbeing leader if behaviour persists/is violent	Behaviours documented in EDSAS	
Timed session in buddy class (Parents/carers to be notified either through a TIME OUT notification letter OR communication book)	Take/Send-home – if student continues to escalate for an unhealthy period with minimal signs of becoming calm and/or after all intervention methods have been exhausted	
Re-entry/reflective thinking form	Re-entry	Re-entry

## Classroom behaviour response chart (Example)

**CLASS NORMS** are agreed upon and actioned by all class peers. They are displayed and understood by all. Class norms are often referred to.

Issue red card: All **school** and **system** level behaviours will report directly to the Principal and/or Wellbeing Leader



1<sup>st</sup> Response: Reminder of class norms

2<sup>nd</sup> Response: Reminder of class norms and warning of appropriate consequence

Student encouraged to utilise calming corner or issued brain break to release pent up energy – to be timed

Appropriate consequences put in place – relevant to behaviour

Buddy Class OR office to complete class work. Still implement consequence (i.e. loss of play). Parents notified in communication books. Issue red card if behaviour persists/is violent

- Completion of a reflective thinking form with leadership/student wellbeing leader
- Discuss proactive behaviour supports moving forward
- Contact parents
- For ongoing, concerning behaviours contact DfE support services/TV team
- Refer to the severity of behaviour and levels of response for guidance short and long term consequences (suspension, exclusion, expulsion)
- Organise a re-entry

