



LOBETHAL
PRIMARY SCHOOL

BEHAVIOUR SUPPORT POLICY

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Rationale

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**
 - Provide behaviour management clarity to all LPS community
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Proactive and effective positive in-class behaviour supports

Staff at LPS 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 through morning circle
- A calm can-do demeanour
- Use of class goals and rewards
- Restorative conversations and practices
- Affective statements
- Interception, 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 a whole school approach to the Berry Street Education Model

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- Trauma informed practices

School and class-based interventions

Wellbeing groups lead by Year 6/7 Wellbeing Ambassadors	Collaborative approach towards positive relationship building, sustaining student community, and ensuring the ethos of a buddy and role model system is maintained.
Cocoon Room	A space specifically for students who require additional support to self-regulate, accrue strategies to cope with big emotions, and require a sensory outlet
Interoception program	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)
Stillness play	A calming space to recharge and disengage as an alternative to lunch play out on the oval
Anti-bullying and values program	Slogans for Steps initiative; an ongoing reminder of collaboratively collated school values on all school steps.
Parent workshops	These workshops are held to upskill parents, families and staff here at LPS and local hills schools.
Student workshops	Student workshops from programs such as Headspace, First aid, Sammy D. foundation/Carly Ryan Foundation
Bullying Audit	This is done every 2 terms to ensure bullying intervention is effective
Wellbeing for learning and life framework	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.
Gardening program	Promotes connection between growing food and good diets, develop life skills and increase environmental awareness.
Addition of the outdoor play area: Pines area	To enhance nature education for our students at LPS. Corresponds with the bush school program/philosophy
Bush school	Outdoor education and nature immersion
Buddy bench	Promotes inclusion. A buddy bench is a safe place to seek support and/or social connection with others on the playground
One Plans	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
Wellbeing book section in the library	Purposely selected books that enhance student wellbeing and generate conversations around understanding emotions and emotive language
Implementing SWPBS	School-wide positive behaviour support is a framework that brings together school communities to develop positive, safe, and supportive learning cultures.
Keeping Safe: Child Protection Curriculum	Assists students of varying ages to recognise abuse and tell a trusted adult; understand what is appropriate and inappropriate touching; understand ways of keeping themselves safe.
Berry Street Educational Model	School wide approach to trauma informed practices

Roles and Responsibilities of the LPS community to promote positive behaviour

Through the **Australian Student Wellbeing Framework** we identify 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 value 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 and action the school code of conduct
- 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.

Anti-Bullying Policy

“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”
– National definition of bullying Education Council (2018)

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Our Anti Bullying Policy is derived from the following DfE Bullying Prevention Strategy principles:

Principles

1. Visible leadership inspires positive environments for children
2. Communities are inclusive and connected
3. Children and young people are active participants
4. Educators, families, professionals and community members work together in partnership
5. Communities model, promote and support positive and respectful behavior.

LPS vision

Lobethal Primary School strives on providing a safe and inclusive environment for all members of our community, promoting a strong sense of belonging. We also endeavor to protect; the student's right to learn and the teacher's right to teach.

Definitions:

Bullying: A repeated, targeted behaviour that can be physical, verbal or psychological with an intent to cause fear, distress or harm to another and/or take away an individual's power or safety.

Harassment: Behaviour towards a person that causes mental or emotional suffering, which includes unwanted contacts without a reasonable purpose, insults, threats, touching, or offensive language. Harassment may be an ongoing pattern of behaviour or it may be a single act.

Violence: Violence is the intentional use of physical force or power, threatened or actual, against another person(s) that results in psychological harm or injury. Violence may involve provoked or unprovoked acts.

Discrimination: Discrimination occurs when people are treated less favourably than others because of their race, culture or ethnic origin; religion; physical characteristics; gender; sexual orientation; age; ability or disability. Discrimination is often ongoing and commonly involves exclusion or rejection.

Rationale

At Lobethal Primary School everyone has the right to be safe and learn in an environment that is free from bullying. Bullying can have a significant detrimental impact on a student's mental health and wellbeing, consequently impacting engagement and academic success. It is vital for school community to work together to support the social and emotional development of all students which includes preventing and protecting students from bullying and giving them the skills to deal with bullying experiences.

Roles and responsibilities:

Leaders:

- Educate the school community about bullying, including the impacts and consequences
- Speak to all parties involved including any relevant witnesses. Ensure evidence is presented and the incident is documented.
- Contact parents/carers of all parties about the incident and subsequent consequences
- Proportional consequences are implemented, these could range from an apology letter to a suspension. If bullying is an ongoing issue, the student should be referred to a Behaviour Support Coach.
- Connect students/families to mental health support services if required.
- Organise relevant awareness and support programs

Teachers:

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- BSEM and KS:Child Protection Curriculum programs are delivered to promote inclusiveness, resilience, conflict resolution and problem solving.
- Students are explicitly taught about safe play and interactions, managing wellbeing and establishing positive relationships.
- Students are taught how to identify bullying and respond to it, including reporting to an adult.
- Reinforce the bullying policy with students are the start of each year with reviews when relevant.
- Refer any concerns to leadership
- Involve students in restorative conversations and practices when working through reported incidents.
- Ongoing monitoring and check-ins with students who have been impacted by bullying.

Parents/carers:

- Support the school's expectation that safe behaviours will always be demonstrated
- Report any incidents of bullying to a staff member
- Work in collaboration with school staff to support their child if they are experiencing bullying or if their child is bullying others.

Students:

- Use school appropriate problem-solving skills.
- Access support to solve the problem.
- Report incidents of bullying to a trusted adult as soon as possible.
- Show respect and consideration for peers and teachers.

Grievance Procedure

How to address grievances:

At Lobethal Primary School we encourage restorative practices and conflict resolution. We pride ourselves in maintaining positive relationships between the school, students and our community to provide our students with a safe and respectful learning environment. However, in the event of a grievance, the following guidelines may be used.

- ✓ We communicate authentically, and listen to others before expressing our viewpoint
- ✓ We follow the DfE *Code of Ethics*, and the DfE *Bullying Prevention Strategy* and act with honesty and truthfulness
- ✓ We strive for a positive workplace culture and learning environment through raising morale, taking responsibility, and being solution focused

STUDENTS with a grievance should:	PARENTS with a grievance should
<ol style="list-style-type: none"> 1. Talk to the person about the problem 2. Talk to any staff member about the problem at an appropriate time 3. Arrange a meeting with the principal or student wellbeing leader to discuss the issue 	<ol style="list-style-type: none"> 1. Arrange a time to speak to the relevant teacher(s) about the problem 2. If dissatisfied, make an appointment with the Student Wellbeing Leader 3. If dissatisfied, make an appointment with the principal -this could be followed up with a phone call at a later stage to monitor the situation -further discussion with all parties concerned -organising external DECD support services for family/student

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<p>4. If the issue is unresolved, speak to your parents/caregivers</p> <p>5. Expect the issue to be addressed as quickly as possible within a reasonable timeframe</p>	<p>4. If the problem is still apparent a further meeting will be arranged between parents, teacher and principal.</p> <p>5. Contact DECD Education Complaint Unit (ECU) on 1800 677 435 – they will provide additional advice and support to parents and will review complaints that have not been resolved at the school.</p> <p>6. If parents are still dissatisfied contact the Ombudsman at www.ombudsman.sa.gov.au</p>
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Addressing in-class and in-school misbehaviours

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

Classroom level response	School level response	System level response
Reset and/or remind student of the school code of conduct	Issue red card to front office or Wellbeing Leader for assistance	Behaviours documented in EDSAS
State the offending behaviour and state the desirable behaviour	Request for student to go to the 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 parent 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 and School negative behaviour response rubric

This is a whole school approach to behaviour. Please note we, as a staff and school, ensure that we act on and implement the proactive and effective measures prior to resorting to this behaviour

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response rubric. This rubric provides clarity, sets boundaries and provides consistency for students (and staff)

ACTIONS TAKEN No particular order – utilise most effective intervention for individual student	-Reminder 1 -Reminder 2	-Timed in-class reset -Timed outdoor reset -Cocoon Room	visit Timed buddy class	-Parent/carer notified using reflection form -Missed break in meeting room	-Phone call to parents/carers -Send Home -Suspension -Internal suspension -Leaders
VIOLENCE	* Rough play	* Repeated rough play * Misuse of school property (knocking over chairs)		* Unsafe behaviour using hands and feet * Pushing/shoving * Threatening violence * Pinching * Scratching	* Deliberate Violence * Biting * Hitting * Kicking
THREATENED GOOD ORDER	* Tapping * Banging * Swearing (low level) * Answering back * Preventing others from learning * Disrupting student concentration	* Returning late to class with no note * Leaving classroom without notice * Slamming doors * Lying * Disrespectful actions eg. Name calling, yelling		* Inappropriate internet use * Inappropriate conversations for the school environment * Mobile phone in class	* Deliberate swearing at staff * Stealing * Sexualised behaviours or comments * Verbal abuse
THREATEN SAFETY/WELLBEING OF OTHERS	* Laughing at others * Humiliation * Niggling at others	* Name calling * Inappropriate gestures * Unsafe behaviours * Throwing items and school property		* Throwing items at another person * Harassment–written, verbal, cyber * Pushing furniture over	* Deliberate unsafe behaviour * Sexual or racial harassment

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	*Distracting others from learning		*Ongoing intimidation	
ACTED ILLEGALLY				* Incidents requiring police involvement
INTERFERED WITH LEARNING RIGHTS OF OTHERS	*Continually calling out *Disrupting learning with noises, intentional interruptions	* Touching others to annoy them *Destroying others work	*Continual interruptions to the learning environment	* Behaviour that results in class being evacuated.
PERSISTENT AND WILFUL INATTENTION	* Continually talking during instruction task time *Refusal to follow directions * Off task behaviours	*Leaving the room without asking *Refusal to follow playground boundaries	*Running away *Continual off task	*Continual refusal to follow staff instructions

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