Positive Behaviour for Learning R-6 Policy

formerly Behaviour Policy

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1. Introduction

St Peter's Woodlands Positive Behaviour for Learning (PB4L), is a schoolwide system to help maintain a positive school culture and learning environment for the staff, students and families.

It is consistent with the school's vision which is to nurture our students to be happy, creative and educated young people who care for others and make a positive difference in the world.

2. Scope

This policy applies to all school staff, volunteers, and contractors who work with children.

3. Purpose

Establishing good behaviour management is essential to each student's wellbeing, confidence, and success. Every student should feel that the school is safe and secure, free from all threats of physical or emotional harm. It is also important that every student learns to develop self-discipline and good work habits, to resolve conflicts peacefully and to think independently.

4. Principles

PB4L is underpinned by the following understandings:

- We all come from different backgrounds and have different understandings about what is appropriate behaviour – we cannot expect students to *know* what appropriate behaviour in the school context is.
- Behaviours that create a positive learning environment need to be established and explicitly taught, just as any other skills need to be taught and referred to regularly.
- Positive behaviours should be acknowledged and built on.
- Behaviours of concern represent unsolved problems. Students, staff, and families will work together to identify skills that need to be learned and/or environmental triggers that can be addressed in order to resolve these behavioural concerns.

Our Positive Behaviour for Learning Policy is reflective of our four core values:

- Wonder
- Courage
- Respect
- Service

For R-6 children, our expected behaviours are identified throughout the school and unpacked by each teacher with each class at the start of each term to ensure we have a clear, agreed, and shared understanding of what the behaviours mean in practice.

The use of restorative practice processes and principles provides the foundation for building and nurturing our community development of positive behaviours.

5. Expectations

5.1. In the Classrooms

Students are expected to:

- be punctual
- come ready to learn with a growth mindset
- come dressed in the appropriate approved uniform

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- take pride in their work and try their hardest
- use respectful behaviour and language towards peers, teachers, and support staff
- care for the physical classroom space and belongings of others
- respect the rights of others to learn.

5.2. In the Yard

Students are expected to:

- treat others with respect and kindness (the Golden Rule)
- seek yard duty teacher help to solve playground issues either involving yourself or others
- stay in approved areas for play
- use each of the play areas appropriately (eg. ovals for running, no balls on Nutter Thomas)
- keep the school clean and tidy and put rubbish in the bin
- take responsibility for your own belongings ensuring you return to class with them
- return to class promptly when the music starts to play at the end of recess and lunch
- treat the school grounds and facilities with respect.

5.3. Around the School

Students are expected to;

- respect school property and spaces (including toilets, corridors, stairwells, and other shared spaces)
- move from the classroom to specialist lessons quietly and quickly and do not disturb the learning of others
- use iPads and devices only within the classroom and with the teacher's permission
- move quickly to their destination at the end of the school day (eg, Chapel steps, after school sport, OSHC)
- use respectful language and behaviour at all times.

5.4. Online Behaviour

Students are expected to:

- only access sites approved by their teacher
- report any inappropriate sites accessed at school immediately to a staff member
- keep their password protected and not give out personal information
- use acceptable language in online communication
- only access accounts belonging to themselves
- only send electronic images of myself and others with approval from my teacher
- use ICT only for positive purposes and not upset or annoy other people
- decline to respond to any messages that make them feel uncomfortable or are unpleasant
- not use ICT to harass or bully any other person (eg, not using email messaging or social networking sites to harass or bully).

6. Restorative Responses to Behaviours of Concern

- Be calm, predictable, and fair when you interact with the students.
- Speak with the students privately using a conversational tone of voice including a usual speaking volume. A raised or yelling tone of voice is likely to escalate the situation.
- Explain the behaviour expectation and check the student understands.
- Ask the student if there is something you can do to help them meet the expected behaviour.
- Once you have restated the expected behaviour, move away and give the student time to process the information.

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- If needed, use the language "first…then…" or "when … then…"

6.1. Relational Questions – to the wrongdoer

Aim: For children to recognise their behaviour, take responsibility and identify appropriate behaviour.

1. What happened?
2. What were you thinking at the time?
3. What have you thought about since?
4. Who has been harmed by what happened? In what way?
5. What needs to happen to make things right?

6.2. Relational Questions – to the person harmed

1. What happened?
2. How were your harmed?
3. What part of this is the hardest for you?
4. What do you think needs to happen next?
5. What do you need in order to move on from this?

7. Tiered approaches of response to behaviour

To promote consistency when dealing with behavioural expectations, at SPW we use a whole school approach. The management of behaviour is a tiered process.

7.1. Tier 1 Behaviours: Focus on Affirming the Relationship

These are behaviours where the strength of the existing relationship is enough to get back on track.

Examples:
- repeated class disruption
- consistently wearing the incorrect school uniform
- regularly disrespecting peers, classroom resources or belongings of others
- consistent lateness to class after break times
- lack of regard to school and yard expectations

Management:

Use restorative responses to recognise behaviour, take responsibility and identify appropriate actions moving forward.

Minor classroom behaviour problems will continue to be handled by teachers through their own regular behaviour management strategies using a restorative justice approach. This may include:

- referring to class agreement
- reminder of school core values
- time given to reflect (not in corridor)
- restorative conversation with students
- support students to generate ideas about how to solve the problem (regulation skills the student may need support with, environmental changes that may assist the student – such as working in a different space/seat etc)
- communication to parents/caregivers (depending on circumstances)
- reset space within the classroom

7.2.   Tier 2 Behaviours: Repair the Relationship

These behaviours have had a negative effect to the relationship. Using facilitated dialogue, the key individuals involved work together to repair the relationship.

Management:

When Tier 1 strategies are not sufficient to address the behaviours of concern, or the relationship between a student and others has been negatively impacted, a higher level of support is required.

Tier 2 strategies focus on repairing the relationships affected, as well as providing additional teaching and/or support to assist the student to develop their behaviour regulation skills and addressing environmental triggers. Students will be supported to accept responsibility for their action along with any consequences. They may be withdrawn from the classroom; this could include:

- student to be sent to selected buddy class (year level lower or higher year level) by teacher. The purpose of this is to allow the situation to de-escalate
- teacher to call a member of the Executive team to work with the student or provide release for class teacher
- when appropriate to do so (eg support has arrived, the situation has de-escalated), the student will be asked to return to class to engage in a restorative conference.

The class teacher or member of the Executive Leadership team will negotiate the student's re-entry into the class and identify opportunities to make amends if required (eg community service).

Community service will be managed by the issuing teacher in the classroom or the yard duty teacher, and may include picking up rubbish, cleaning desks, tidying classroom etc. If managed by the yard duty teacher, students will be given a community service slip, will collect tongs/bucket and when they have finished their service will return to either the duty teacher or their class teacher. The chosen form of community service should be a logical consequence of the behaviour of concern.

If a student is withdrawn, the following will take place:

- communication to parents/caregivers by referring teacher or Executive leader by the end of the school day, outlining the circumstances of the withdrawal
- use restorative responses to recognise behaviour, take responsibility and identify appropriate actions moving forward
- notes to be entered on iWise in a timely manner
- the referring teacher of member of Executive team will contact parents at an agreed time to follow up and check in where appropriate.

7.3.   Tier 3 Behaviours: Rebuild the Relationship

A serious breach of trust or significant harm has occurred. Those involved may need time and support to begin to rebuild the relationship.

Tier 3 behaviours include repeated, escalating behaviour (which breaches Tiers 1 and 2), as well as behaviours which directly contravene laws (eg substance abuse, vandalism, assault) and/or which include a significant safety risk. Examples:

- Repeated bullying
- Vandalism
- Deliberate physical harm
- Breach of safety rules
- Significant misbehaviour in the yard or buildings
- Drug abuse
- Theft
- Use of technology and social media that contravenes the ICT Policy and/or ICT Agreement.

In the case of Tier 3 behaviours, the following process should be followed:

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- teacher to call a member of the Executive team for support
- Executive team to negotiate the student's re-entry to the class – only where appropriate for the Tier 3 behaviour
- communication to parents/caregivers by referring teacher or Executive leader as soon as possible outlining the circumstances and a course of action to be decided upon regarding any immediate safety concerns
- as soon as possible and practical, a meeting to be organised with the relevant parties for a restorative conference. In the case of Tier 3 behaviours, it may not be appropriate for this to happen immediately after the event. It is important that safety concerns are addressed first, prior to a restorative conference taking place. An outcome of this conference will include a decision about the steps needing to be taken to rebuild the relationships impacted
- in the event that a student is required to spend time away from the school, a date to a re-entry conference will be made to facilitate the student's return
- notes to be entered on iWise in a timely manner

Tier 3 breaches in behaviour could result in:

- The student being unable to access technology until sufficient knowledge of the expectations around technology use, including safe use of technology, can be demonstrated.
- Modified or supported play breaks until play times can be successfully manages.
- The student being unable to attend an event held off school grounds.
- Time away from the classroom (internal suspension) in order to allow for strategies and supports to be put into place to facilitate a successful re-entry into the classroom.
- Time away from school (external suspension) in order to allow time for the situation to de-escalate and for strategies and supports to be put in place to facilitate a successful re-entry into the classroom.
- In rare circumstances, where behaviours are such that there are significant risks to a student's safety and/or risks to the safety of staff and other students, or a detrimental impact to the learning of other students, a student may be required to leave the school (expulsion).

The response to behaviours of concern at the Tier 3 level will be based on individual circumstances and will take into account information known about a student (eg previous behaviours, previous strategies and supports tried etc).

8. Roles and Responsibilities

Principal

The ultimate responsibility for decisions regarding behaviour management lies with the Principal. The Principal:

- Provides effective leadership to all staff to establish consistent school-wide and classroom expectations, and classroom consequences for challenging behaviour, involving the reinforcement of positive social behaviours and the use of school protocols and expectations to improve student behaviour.
- Facilitates student suspensions and exclusions and ensures processes are followed.
- Is accountable for ensuring a safe, secure and harmonious work environment for students and staff.
- Provides leadership, advice, and direction. Is a role model.
- Oversees suspensions and exclusions and complex welfare and discipline issues.
- Ensures students, staff and parents/caregivers are provided with opportunities to contribute to the development of the policy, and staff are provided with training and development opportunities in behaviour management.
- Ensures the School's policy is evaluated and reviewed.

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Deputy Principal/Heads of School

The Deputy Principal, the Head of Primary, and the Head of Early Years, together with the Head of Learning, Teaching and Innovation, and Head of Inclusive Education, are responsible for:

- Providing teachers with information regarding individual factors which may impact a student's day-to-day wellbeing (eg learning differences, sensory processing differences, etc) along with any recommendations/strategies that may have been provided in regard to supporting that student (eg allied health reports).
- Documenting incidents relating to the management of student behaviours to inform decision-making. When concerns arise about a student's ongoing behaviour, or when a student is displaying frequent behaviours of concern, implementing a targeted response to address the problem.
- Overseeing the implementation of the Attendance Policy and addressing repeated attendance issues
- Overseeing the implementation of the Positive Behaviour for Learning Policy, including the review and ongoing and monitoring of the Policy.
- Supporting classroom teachers in the overall management of student behaviours.
- Monitoring playground behaviour of students and regularly report individual incidents, trends, and data to staff.
- Keeping staff informed in relation to students who are experiencing difficulty and the strategies in place to manage and support the students.
- Consulting with school-based support staff (eg School Psychologist, Chaplains) regarding strategies to support students displaying behaviours of concern.
- Implementing strategies to assist students to improve behaviour.
- Encouraging teachers to refer to resources about positive behaviour support with the aim of teachers' expanding their knowledge skills about wellbeing and behaviour support.

Teaching Staff

Teaching staff are responsible for:

- Being mindful of the physical and psychological wellbeing of each child, as well as environmental factors which can contribute to positive behaviour
- Knowing how students learn and how to teach effectively, using a range of strategies to engage students in effective learning. This includes incorporating neurodiversity-affirming teaching strategies into day-to-day routines.
- Knowing the content, and plan and assess for effective learning
- Being familiar with, and fairly, reasonably, and consistently implement the Positive Behaviour for Learning Policy
- Documenting incidents relating to the management of student behaviour to help inform decision-making.
- Establishing channels for communication with parents/caregivers regarding concerns about a students' welfare/behaviour.
- Modelling and promoting appropriate behaviour. In line with school expectations and values.
- Maintaining clear communication with parents/caregivers and working with them to achieve positive outcomes for students.
- Being proactive in playground supervision and classroom management and respond to incidents in a timely manner.

Students

Students are responsible for:

- Contributing positively to the educational experience for themselves and other students.
- Participating fully in the school's educational program without distracting students form their work and teachers from their teaching.

- Ensuring their behaviours demonstrate respect for themselves, their peers, their teachers, and all other members of the school community.
- Looking after School property and equipment.
- Caring for property belonging to themselves and other students
- Treating one another with respect.

Parents/Caregivers

Parents/caregivers are responsible for:

- Ensuring their child's regular attendance at school, in accordance with the Attendance Policy.
- Ensure their children are at school on time each day.
- Support the School in maintaining a safe and respectful learning environment for all students.
- Engaging in regular and constructive communication with school staff regarding their child's learning
- Informing the School of issues that may affect their child's learning.
- Supporting the School in the implementation of the Positive Behaviour for Learning Policy

9. Further Information

Further information regarding this policy is available from any member of the Executive Leadership Team.

Relevant Legislation

Education and Care Services National Law Act (2010)

Related Policies

PRIN-03	Bullying and Harassment
PRIN-04	Child Protection
PRIN-06	Communication
PRIN-09	Attendance
PRIN-39	Wellbeing
PRIN-48	Volunteers
PRIN-54	Code of Conduct – Parents
ELC-57	Positive Behaviour for Learning ELC
OSHC-57	Positive Behaviour for Learning OSHC

Related Procedures & Standard Operating Procedures

| PRIN-02-01 | Behaviour in Sporting Activities |
| PRIN-41-02 | Pastoral Notes on iWise |

Related Forms & Checklists

None

Related Safe Work Practices & Guidance Notes

None

Related Other SPW Documentation and Databases

INFOSHEET   Behaviour Expectations Information for Students

iWise Pastoral Notes

Related Other Documentation and References

Antcliff, G., Burgess, C., Daniel, B., & Sale, A. (2014). Resilience Practice Framework: Practice Resource. 2nd edn. Paddington. The Benevolent Society.

Australian Children's Education & Care Quality Authority. (2013). Guide to the National Quality Standards. Sydney. Retrieved from: http://www.acecqa.gov.au/national-quality-framework/the-national-quality-standard

Australian Government Department of Education, Employment and Workplace Relations (2009). Belonging, Being and Becoming: The Early Years Learning Framework for Australia Retrieved from: https://docs.education.gov.au/node/2632

Deci, E.L. & Ryan, R.M. (1997). The support of autonomy and the control of behaviour. Journal of Personality and Social Psychology, 53 (6), 1024-1037.

ECA. (2013). Learning positive behaviours through educator-child relationships. A Research in Practice Series. Reference #1484.

Education and Care Services National Law Act. (2010). Section 166 & 167 found at http://acecqa.gov.au/national-quality-framework/legislation/

Education and Care Services National Regulations. (2011). Regulation 155, 156, 168 found at http://acecqa.gov.au/national-quality-framework/national-regulations/

Porter, L. (2016). Young children's behaviour: Guidance approaches for early childhood educators. (4th ed.) Sydney: Allen & Unwin.

United Nations Conventions on the Rights of the Child: found at www.unicef.com

ECA Code of Ethics: found at https://www.earlychildhoodaustralia.org.au/our-publications/eca-code-ethics/

Classroom Resources

Greene, R (2022) *Collaborative and Proactive Solutions: How we get problems solved.* https://www.cpsconnection.com Accessed July 2023.

Le Messurier, M & Nawana Parker, M (2018) *Archie's Big Book of Friendships – Second Edition*. Australia.

Nawana Parker, M (2021) *The Resilience and Wellbeing Toolbox – Second Edition*. New York, Routledge.

Pritchard Dodge, E & Grimm, D (2014) *Kimochis Feel Guide Early Childhood Edition Ages 3-6*. San Rafael, Plushy Feely Corp.

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Addendum: Promoting Positive Behaviours

Positive feedback is used to acknowledge expected behaviours. Positive feedback can include behaviour specific feedback and general feedback. Aim for a feedback ratio (across the class) of 4:1 (four positive feedback statements to one corrective feedback statement). This will increase the likelihood of students meeting expectations.

GOALS	STRATEGIES	FURTHERMORE
Building Relationships and Respectful Behaviour	A positive classroom climate requires attention to the interactions between stakeholders including: • proximity • active listening • eye contact • pleasant tone of voice • smile and use student names.	• Individual praise/specific feedback • Participation in excursion/camp. • Communication with parent/caregiver (phone, email, diary note, postcard).
Creating a Positive Classroom Environment	Organising the physical space will include attention to: • layout of learning space to allow movement, access to resources and defined areas for working • lighting ventilation and temperature control • seating arrangement and plans • storage of student, teacher and class resources • displays of student work • visual schedules and timetables	• Regular review and feedback. • Minor reward/award • Requests for resources.
Encouraging Expected Behaviours	Effective encouragement at a rate of 4:1 will • increase on-task behaviour • increase attention and compliance • increase cooperative play • foster intrinsic motivation.	• Individual praise/specific feedback • Minor reward/award • Participation in excursion/camp • Communication with parent/caregiver (phone, email, diary note, postcard)
Establishing Classroom Expectations	To be an effective classroom, behaviours and expectations need to be: • linked to school-wide expectations • student-negotiated • clearly posted in learning environments • explicitly taught and reinforced	• Individual praise/specific feedback • Minor reward/award • Participation in excursion/camp • Communication with parent/caregiver (phone, email, diary note, postcard)
Engaging in Positive Contributions to the School Community	Positive contributions may include: • member of Student Voice leadership team • peer mentoring • school performances • buddies • public speaking • Governing Council	• Individual praise/specific feedback • Minor reward/award • Participation in excursion/camp • Communication with parent/caregiver (phone, email, diary note, postcard)

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