

BEHAVIOUR EDUCATION & WELLBEING POLICY

1. Student behaviour education is based on students' self-management rather than their dependence on authority. Our Behaviour Education policy emphasises positive choices and was developed in consultation with students, staff and parents.

2. Mutual respect and responsible behaviour are vital in any successful learning community. We encourage the development of resilience in our students and the understanding that rights are intimately linked to responsibilities. This is supported with our '**Building Blocks**' strategy to encourage a safe and proactive learning environment.

3. The Behaviour Education Policy is underpinned by Play is the Way, a social education, whole school approach used at Para Vista Preschool-7 to promote positive behaviour and collaborative practices, through the development of self-management skills. A school-wide approach to 'Manners Matter' supports this initiative. Students are also encouraged to utilise toolkits based on the Wellbeing Framework and Interoception in the Classroom strategies.

The following key concepts are used to help students to be independent, self-regulating, self-motivated learners in persistent pursuit of their personal best and able to get along with others:

- **Treat others as you would like them to treat you.**
- **Be brave – participate to progress.**
- **Pursue your personal best no matter who you work with.**
- **Have reasons for the things you say and do.**
- **It takes great strength to be sensible.**

4. This policy is supported by our school's three core values.

- Respect
- Honesty
- Courage

5. Mandated Requirements

The Department of Education School Discipline Policy cites the following expectations as mandatory for all schools:

1. Schools will focus on providing opportunities and support for all students to experience success.
2. Schools will develop in students an acceptance of responsibility for their own behaviour.
3. Staff, parents, caregivers and students will work together to create a safe, supportive learning environment, which supports the right of teachers to teach and students to learn.



4. Schools will develop a Behaviour Code (Policy) in partnership with students, their families and school staff.

These mandated requirements are evident throughout our whole school commitment to Behaviour Education and Self-Management. Classrooms also have an established 'Code of Conduct' negotiated in consultation with both staff and students. They are also supported proactively by establishing a welcoming and engaging classroom environment.

OFFICE SUPPORT

Teachers can access office support if:

- The student's behaviour is extremely violent or threatening and this is endangering the safety of other students and the teacher believes that they cannot manage the situation.
- The teacher has exhausted the class (restorative conversations, quiet work space, take up time and cool off time) and classroom support options, yet the behaviours are continuing.
- The teacher completes a yellow 'office support' slip outlining the behaviours, what restorative conversations have occurred and procedures that have been utilised. Another student will accompany this student to the office with the yellow slip.

What happens in 'Office Support'?

The action of the Leadership Team member will be based on a series of considerations. These include the nature of the behaviour, the student's behaviour record, background (home and school), including disability and knowledge of the student. Every situation will be treated as a separate event.

The priority is always around Behaviour Education, not 'management' or 'punishment'

These are the actions that may be taken:

- The Leadership Team member may release the teacher to conduct the 1-1 conversation with the student.
- The student is counselled and returned to class. The conversations will be grounded in 'Play Is The Way' methodology and School Values' language. The Reflect, Repair & Repay conversations will lead to the student returning to class. The time frame for this process will vary. All visits to the office are recorded on the Student's EDSAS behaviour file.
- The conversation mentioned above will take place and parents are informed of the behaviour concerns. This may be a conference call with the parent, student and Leadership person, a telephone call directly to the parent, an Office Connection note to parents or a combination of these.

For more serious offences or students that are repeatedly requiring Office Connection other possible options may be decided by the Leadership Team:

- Take Home,
- alternative class placement,
- Suspension (internal or external – up to 5 days)
- Involvement with the Behaviour Support Team,
- Exclusion – a strategy that is implemented when all other strategies have failed.

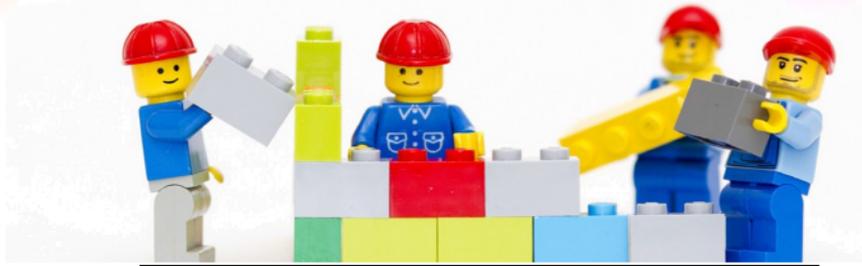
RED CARD: Emergency – Help Required.

- All learning areas have Red Cards available.
- These can be used by a teacher or SSO to signify a real emergency that requires office support immediately.
- Two students from the class can be sent to the office with this card.
- This could be a medical emergency that requires urgent first aid or an ambulance.
- If the card is being used to seek Leadership Team support behaviour it will indicate that the student's behaviour is extremely violent or threatening and this is endangering the safety of other students and the teacher believes that they cannot manage this situation within the class.
- This card can also indicate a facilities emergency e.g. electrical wires exposed, something has collapsed and needs to be attended to immediately.

RIGHTS AND RESPONSIBILITIES

Students	Teachers	Parents	Site Leadership
<ul style="list-style-type: none"> • Participate and work to the best of their ability. • Respect the rights of others by behaving in a manner that provides a safe, supportive and successful learning environment. • Take responsibility and accept consequences of their own behaviour. • Respect and follow yard and class expectations. • Make strong choices using appropriate behaviour in a consistent, non-violent manner. • Encouraged to work through incidents through a 'Restorative Approach'. 	<ul style="list-style-type: none"> • Teach social skills, problem solving, safety, conflict resolution and grievance procedures. • Uphold and model the school's shared values when interacting with students, parents and staff. • Educate children to master their emotions; confidence and fears, and the skills to solve problems. • Develop a strong positive classroom identity that is socially inclusive and responds to changing needs. • Provide students with a rigorous, engaging and inclusive program. • Participate in regular training and development to continue to improve behaviour. • Communicate regularly with parents. • Provide a consistent and calm response when dealing with behaviour. 	<ul style="list-style-type: none"> • Support student behaviour, attitude and learning. • Uphold and support school behaviour code. • Promptly inform staff of any matters related to their child's safety, learning, well-being, attendance and behaviour that may affect learning opportunities. • Ensure interactions with staff and students are respectful. • Notify staff of incidents or issues rather than dealing with them independently. • Respond to school communication promptly. • Ensure child attends school regularly, eats healthy meals and is prepared to face the school day. 	<ul style="list-style-type: none"> • Ensure the "Behaviour Education Policy" is applied in accordance with state policy. • Support staff in this application and work with parents to assist their understanding of the policy. • Provide staff with regular appropriate training and development. • Ensure consistency and effectiveness of staff practice in management of student behaviour and the development of student self-responsibility. • Where appropriate, work restoratively with students when things go wrong to repair relationships. - What happened? - Who was affected? - How can you make things right? • Be informed about discussions regarding student behaviour between parents and/or staff and become involved where appropriate. • Ensure a consistent whole school approach to behaviour education and the language used when dealing with behaviour.

Behaviour Education & Self Management Building Blocks



Individual Behaviour Plan

Parent Meeting	Case Conference
Classroom Modifications	Attendance
External Agency Support	Disabilities/Checklist
Health Care Plan	Leadership Support

Games	Life Raft	Reflective Language
GPS	Community Role Model	Code Switching
3 x Rs	Effective Instruction	School Management
Relationship Building	Modelling	Classroom Environment
Community Engagement	Bystander Behaviour	Goal Setting

"Let us raise children to be considerate of themselves, others and the world in which they live, with sound reasons for the things they say and do... from this, all else will follow"

- Wilson McCaskill