

Behaviour Management Policy 2021 Statement of Purpose and Intent

Our Policy and Positive Behaviour Support Purpose

The purpose of our Glen Huon PBS committee is to develop and implement School-wide Positive Behaviour Support to improve behaviour and explicitly teach social skills. It is our intention that by encouraging ownership by staff, students and the community, this will develop a school culture which is positive and consistent and based on a common language which is used by all. Our ultimate intended purpose will lead to higher educational outcomes.

Our mantra is “*situations change – expectations stay the same.*”



Our Values and Expectations

Our School sets the following expectations that underpin student behaviour in the classroom, playground, incursions/excursions/camps and all school activities:

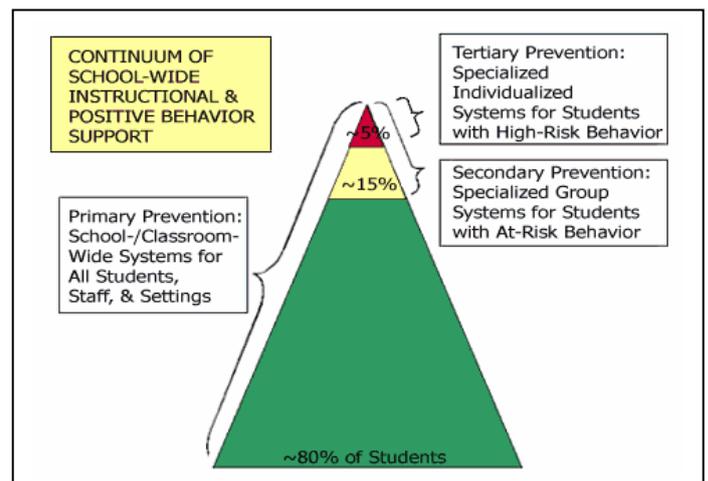
- **Be Safe** – everyone feels safe, positive and cared for.
- **Be an Active Learner**—striving for excellence in all aspects, demonstrating determination.
- **Be Responsible**—taking personal responsibility for our own actions. Acting in ways that supports the planet and ourselves.
- **Be Respectful**—of self, others and the environment. We apply the principles of Choose Respect.



Our Rationale

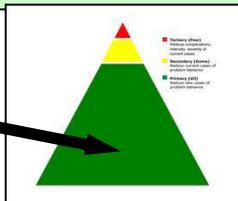
We have found that student behaviour improves when the following conditions are in place:

- Behavioural expectations and social skills are very **clear and explicitly taught** daily.
- **Positive and immediate feedback** is given to students for complying with our expectations.
- Expectations and feedback are **universally** used across the school.
- Teachers actively implement quality **prevention strategies**.
- Our school community are **educated** and **supportive** of Positive Behaviour support system.
- Whole School 3-Step resilience strategy – **Stop, Walk, Talk**.
- Implementing the key Positive Behaviours strategies with **consistency** and **fidelity**.
- Create environments to increase the likelihood for students learn and behave.



Whole School Agreed Strategies for Positive Behaviours

Tier 1 - Primary Intervention (All Students)



Our Matrix - Classroom and Non-Classroom setting -

The Matrix is to be displayed in all Classrooms always and explicitly taught. It is also displayed in each of the wet areas in all Learning areas.

The Matrix is the first lesson to be taught in the Lesson Plans designed to assist teachers with Explicit teaching of our Behaviour Curriculum.

Glen Huon Primary School Behaviour Expectations

| | | Be Respectful | Be Responsible | Be Safe | Be an Active Learner |
|---------------------------|----------------------------|--|---|--|---|
| | |  |  |  |  |
| Whole School/All The Time | Problem Solving Strategies | <ul style="list-style-type: none"> If you see disrespect, stop and model respect, rather than watch or join in. | <ul style="list-style-type: none"> Stop: Interrupt, say "that's not ok". Walk: Walk away. Invite people who are being disrespected to join you and move away. Talk: REPORT to an adult. | <ul style="list-style-type: none"> Use your Zones of Regulations Toolkit. | <ul style="list-style-type: none"> Look for solutions and avoid blaming others or yourself. |
| | Before/After School | <ul style="list-style-type: none"> Smile and say good morning/afternoon to others. Listen to announcements. | <ul style="list-style-type: none"> Ask teacher if you can help. Lock up bikes at bike racks. Be at school after 8.10 and before 8.30. Lunch orders in box. | <ul style="list-style-type: none"> Walk on hard surfaces. Early arrivers in the office before 8.10. Go straight home or to parents after 2.35. Head straight to your classroom when you arrive. Stay in your classroom. | <ul style="list-style-type: none"> Finish off incomplete work. Get your equipment ready. Complete before school activities. Change reading books. Pencil case on desk. |
| | Learning Areas | <ul style="list-style-type: none"> Signal to speak. Use appropriate voices. Positive words. Look after personal and school property. Taking turns and sharing. Listen to and follow all teachers instructions. | <ul style="list-style-type: none"> Try to problem solve before asking for help (ask 3 before you ask me). Keep your workspace tidy. Be patient and wait your turn. | <ul style="list-style-type: none"> Keep 4 chair legs on the ground and push your chair in. Keep hands and feet to self. Use equipment safely. Ask permission to leave the classroom. | <ul style="list-style-type: none"> Be an active listener. Stay on task. Start work straight away. 5 L's. Have all equipment/learning tools ready for lessons. Ask for assistance. |
| | Transitions | <ul style="list-style-type: none"> Move quietly. Wait and move with patience. | <ul style="list-style-type: none"> Listen to and follow instructions. | <ul style="list-style-type: none"> Keep your hands and feet to yourself. Look forward. | <ul style="list-style-type: none"> Move as directed. |

| | | | | |
|---------------------------------------|--|---|---|--|
| Eating Food | <ul style="list-style-type: none"> Line up at canteen and wait your turn. Listen to and follow duty teacher instructions. | <ul style="list-style-type: none"> Rubbish in bins and scraps in buckets. | <ul style="list-style-type: none"> Go straight to eating area. Hold sports equipment. Eat your own lunch. | <ul style="list-style-type: none"> Stay seated while eating in your designated area. Ask permission to leave the eating area. |
| Recess and Lunch | <ul style="list-style-type: none"> Include others. Follow the agreed rules of the game. Be polite and helpful to guests at the school. Share equipment. Wear your school uniform. | <ul style="list-style-type: none"> Go to the toilet and have a drink during break times. Help others when in need. When bell rings be in line on time. Pack away what you use. Report any problems to the duty teacher. Play in correct designated areas. | <ul style="list-style-type: none"> Wear a broad brim hat. Play in the correct area. Wear appropriate shoes. Stay in school grounds. Use all equipment as it is designed for. | <ul style="list-style-type: none"> Listen to and follow the duty teacher's instructions. Give your personal best at all times. |
| Gatherings/ Special Events | <ul style="list-style-type: none"> Look and listen to speakers. Clap when appropriate. Wait quietly during transitions. | <ul style="list-style-type: none"> Keep hands and feet to yourself. Wait for teacher's instructions. Stay with your class. | <ul style="list-style-type: none"> Listen and follow instructions given. | <ul style="list-style-type: none"> Participate actively. |

Fortnightly Focus - Classroom

The fortnightly focus is a snippet of the Matrix that is selected as a focal point over a fortnight. The focus and an example of how to demonstrate this, is announced over the PA system every morning by student leaders. This reminds teachers and students and is an opportunity for daily explicit teaching. The Focus is displayed in the Classrooms. The classes are rewarded with the Choose Respect Award at fortnightly Gatherings. Fortnightly focus and winning classrooms will be announced and celebrated in our Staff Newsletter and our School Newsletter. We will communicate this via our Glen Huon Skoolbag app.

Fortnightly Focus

| | |
|------------|--|
| | Be Respectful Be Responsible Be Safe Be an Active Learner |
| Week 1-2 | Transitions |
| Week 3-4 | Learning Areas |
| Week 5-6 | Eating Food and Recess and Lunch |
| Week 7-8 | Before and after School, Gatherings and Special events |
| Week 9-10+ | Problem Solving Strategies |

STOP, WALK, TALK – Whole School 3-Step Resilience Strategy

1. STOP

When students experience a problem behaviour or they see another student experiencing a problem behaviour, they will put their hand up in a neutral “stop signal” and they will say, “Stop”.

If students are asked to “stop” they should:

1. Stop what they are doing.
2. Take a deep breath and count to 3.
3. Go on with their day.



2. WALK

When students have tried “stop” and the problem behaviour continues, they will “Walk Away” from the problem behaviour and go on with their day.



3. TALK - Students should “talk” to an adult when they have tried the “stop signal” and “walk away” but the problem behaviour continues.

Adults should respond to students like this:

1. Adults will thank the student for coming to them.
2. Adults will ask what the problem is.
3. Adults will ask the student if they said “stop”.
4. Adults will ask the student if they “walked away” calmly.
5. The students will be asked to practice Stop/Walk/Talk



Common understandings of this program

- Problem behaviour needs peer attention to continue just like a candle needs oxygen to stay lit.

Adults should respond to students like this: -

- Did you add Fuel to the Fire or did you snuff it out?



Behaviour Curriculum

Explicit Teaching of Social Skills

Ten Lesson plans have been designed for teachers as a platform to assist in teaching key areas of Behaviour. The lesson plans will be delivered on a Monday afternoon by the whole school in individual learning areas for the whole of Term 1. Line Managers will come and assist in the teaching. Term 2,3,4 Lesson Plans should be taught as and when necessary to remind students.

Lesson plans are located on the Share Drive

S:\AdminShared\Staff Intranet\BEHAVIOUR- PBS\10 PBS Lesson Plans

Lesson Videos are located at

S:\AdminShared\Staff Intranet\BEHAVIOUR- PBS\Lesson Videos

Classroom management is one component of an effective learning environment and relies heavily on the teacher’s skills related to **content, instructional skills, and instructional strategies**.

Lesson Design is an essential strategy. We use the iSTAR pedagogical framework to design our lessons. iStar is a progressive pedagogy or teaching framework, offering a common language of learning across our school. (Please note not all aspects need to be carried out within one lesson this may take place over the week or learning block).

iStar

Inform
Show
Try
Apply
Review

Inspire
Share
Transfer
Action
Revise.



Inform/inspire: All students are explicitly informed of the lessons purpose and the intended learning outcome.
WALT, WILF, TIB

Show/share: Students are shown how they would explicitly how they would approach the learning. Gradual release.

Try/transfer: Students are given the opportunity to try and practices their learning in multiple ways in order to accomplish the intended learning outcome together. The teacher assesses what the students has learnt so far.

Apply/action: Students are given the opportunity to apply and action their new learning independently. Teachers give instant feedback and track students' progress towards their achieving the intended learning outcome.

Review/revise: All students are given the opportunity to show the teacher the progress they have made towards achieving the intentional outcome.

Teachers are expected to use CMS strategies and strategies for teaching social skills from the resources below:

- **Classroom Management – A Thinking and Caring Approach** *Barrie Bennett/Peter Smillanich*
- **Stop Walk Talk Teacher's Manual**
http://www.pbis.org/common/pbisresources/publications/bullyprevention_ES.pdf
- **Challenges and Choices - Health**
- **Friendly Kids/Friendly Classrooms**
- **Aussie Optimism.**

Essential Classroom Practice

The following areas are to be thoughtfully considered:

- **Supportive Environment** - It is expected that teachers will implement regular and varied class building activities and strategies and demonstrate an understanding of the effect of Winning over, Positive cohesive bonding, Inclusiveness and Safe environment.
- **Expectations and Rules** – Teachers will use strategies such as a matrix to embed the school-wide expectations across a variety of situations
- **Procedures and Routines** – an obvious one but very effective
- **Planning and Organisation** – teachers are expected to pre-program, use effective lesson design and implement other CMS strategies such as, framing questions
- **Active Supervision** – teachers are expected to be constantly moving, targeting problem areas, scanning all students, making eye contact and interacting frequently
- **Quality Transitions** – Teachers are to effectively supervise students between lessons and between classes. Agreements are to be made with DOTT providers over shared responsibilities.
- **Strategies to acknowledge appropriate behaviour** – see class and school wide reward system.
- **Corrective responses and Delivery of consequences**– see CMS overview

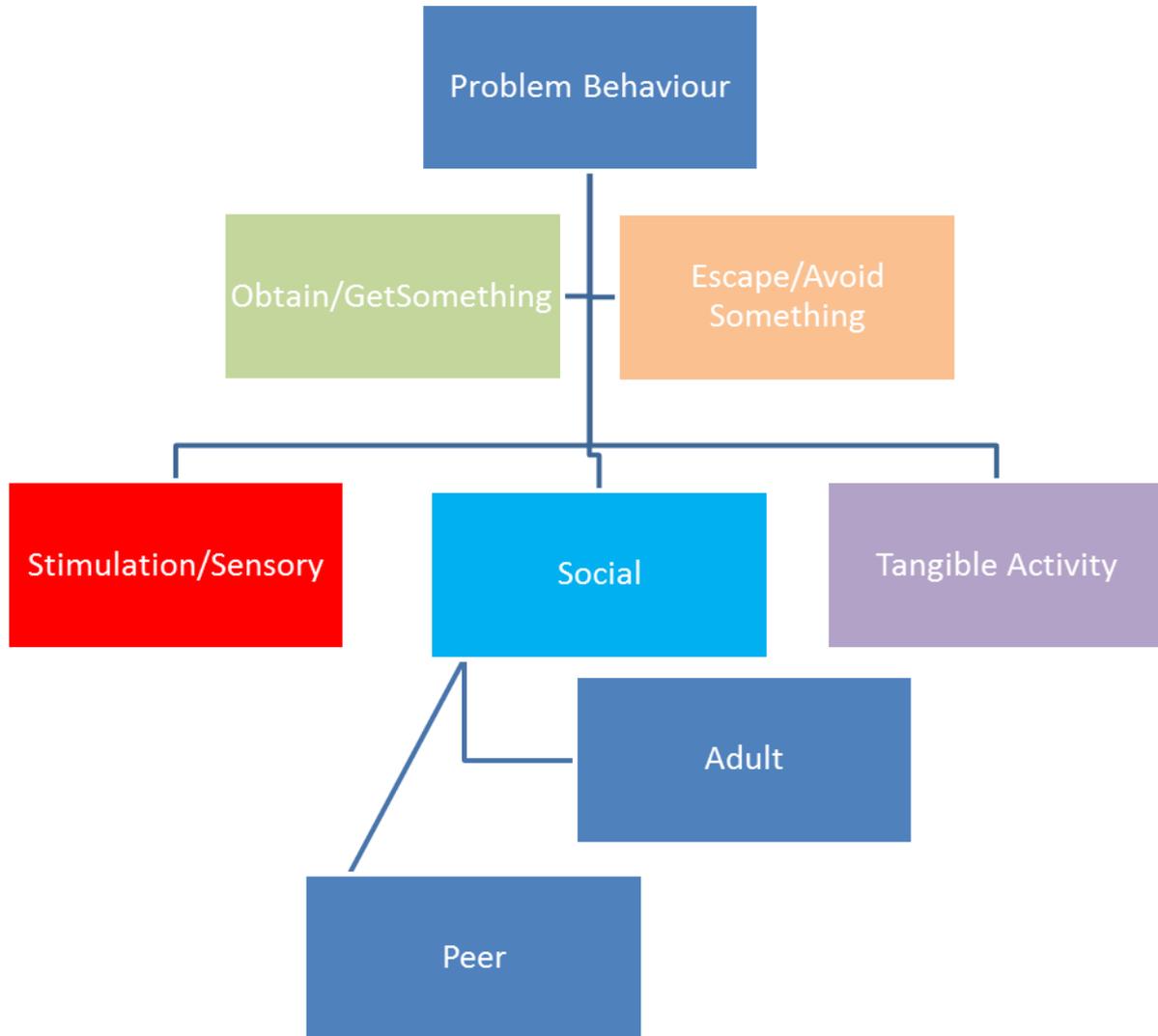
Procedures for Encouraging Expectations

| 1. Ex-factor slips and Class Dojo Points – Free and Frequent (daily) | 2. Postcards Recording of Free and Frequent (Term) | 3. Excellence Awards – Consistent and Clear Set Goal (3-4 Weeks ish) | 4. Gold Club Strong and Long (Term-ish) |
|--|---|---|---|
| <ul style="list-style-type: none"> Criteria.... One off displays of our expectations (short term) All staff encouraged to use the slips frequently and to use the language of the expectations when giving them out Class Dojo to be set up and used in all class rooms. Language of the expectations used when giving points. Dojo points are then added to faction points weekly. Dojo is reset each Term. Teachers count (or students in class) and report numbers on Faction sheet. Faction Day Reward at the end of each term with the winning faction receiving the best reward and then the 2nd place etc... Class teachers encouraged to manage/debrief after breaks. Slips are quite small...write on the back if you run out of space. Xfactor Slips are put into wheelie bin in each Learning Area and collected for draw. Each Semester a Grand Prize is drawn at Gathering. One from each learning area. | <ul style="list-style-type: none"> Criteria - Individual Targets set within Classrooms (Term) For example: Bronze 350 dojos, silver 550 dojos and Gold 1000 dojos in a Term. Reward of a Bronze, Silver or Gold Postcard. Postcards are recorded in SIS and entered in weeks 5 and 9. Postcards are sent home to parents. Postcards are recognition of the number of Free & Frequent points obtained by individual students. | <ul style="list-style-type: none"> Criteria.... More consistent display of our expectations (medium term) Awarded when a student achieves an academic, behavioural or personal goal. Announced in class immediately when the student has displayed the winning criteria...stop class announce and discuss reasons. Teachers Recorded on SIS...and then send the certificates to the office by the Monday before the gathering. Two (2) – Three (3) per class and if there are more please confirm with admin prior to informing parents. All staff encouraged to give these out BUT please liaise with class teachers Presented at gathering. Tick the box or boxes for the appropriate expectation/s. Teachers send gathering invitations home to parents or Dojo parents to let them know. | <ul style="list-style-type: none"> Criteria Consistent display of our expectations (longer term) NOT for a one time display of a targeted behaviour. Can be achieved each term if the criteria for the award is met. All staff encouraged to give these out BUT please liaise with class and specialist teachers. Teachers send gold slip note to office and deputy will complete process which includes coming back to class to acknowledge and give out wristband. You may email your gold Club request. Recorded on SIS and a letter is sent home with a Fridge magnet. Recorded in newsletter. New members of the 'Gold Club' acknowledged by the Principal at the gathering. Names read out at morning announcements. Gold Club members will receive wrist bands. |
| 5. Endeavour Award (Annually) | 6. Outstanding Academic Achievement Award (Annually) | | |
| <ul style="list-style-type: none"> Criteria...Following Glen Huon's four expectations - Be Respectful, Be Responsible, Be Safe and Be an Active Learner. Whilst also demonstrating our school values of care, personal best, integrity and honesty and respect at all times. One student per class The student will be selected by the class teacher in conjunction with specialist teachers and admin. Verified by school reports and contributions to school events. Notify Admin of your award recipient by week 7, term 4. Teachers record on SIS and notify parents of the award and that it would be preferred to be kept a surprise from the student. Student is presented with a book award during the end of year Awards Gathering by the Class Teacher. Award to be purchased by Class Teacher using a purchase order. | <ul style="list-style-type: none"> Criteria... Achieves above the achievement standards in a range of subjects consistently. One student per class The student will be selected by the class teacher in conjunction with specialist teachers and admin. Verified by academic records. Notify Admin of your award recipient by week 7, term 4. Teachers record on SIS and notify parents of the award and that it would be preferred to be kept a surprise from the student. Student is presented with a book award during the end of year Awards Gathering by the Class Teacher. Award to be purchased by Class Teacher using a purchase order. | | |

Procedures for Discouraging Inappropriate Behaviour in the Classroom.

Behaviour Classification.

Functions that Behaviours Serve



Most Common Functions of Behaviour

| To Obtain /Get Something | To Escape or Avoid Something |
|--|------------------------------|
| Peer attention | Difficult Task |
| Adult attention | Boring Task |
| Desired Activity | Easy Task |
| Desired objective /items | Physical demand |
| Sensory Stimulation: auditory, tactile | Non-preferred activity |
| | Peer |
| | Staff |
| | Reprimands |

Minor Behaviours Explicit Classification

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| <h1>Minor Behaviour Teacher Managed</h1> | Answering back | Student engages in brief, inappropriate, low intensity response. |
| | Cheating or lack of integrity | Student engages in minor lying/cheating not involving any other person. |
| | Disinterested | Student engages in low intensity, off task behaviour. |
| | Disruption | Student engages in low- intensity, but inappropriate disruption. |
| | Inappropriate comments or language | Student engages in low-intensity instance of inappropriate or unkind language. |
| | Inattentive | Student engages in low intensity, off task behaviour. |
| | Lateness | Student arrives late at class after siren. |
| | Minor dishonesty or theft | Student engages in low level theft (pencil, eraser etc.) and/or minor lying not involving any other person. |
| | Minor physical contact | Student engages in non-serious, but inappropriate physical contact, as long as the intent is playful. |
| | Not following instructions | Student engages in brief or low-intensity failure to respond to adult requests. Includes lying and cheating. |
| | Out of area or seat | Out of assigned area in the classroom or playground: includes being out of seat without permission etc. |
| | Minor property misuse | Student engages in low intensity misuse of property. |
| | Inappropriate unsafe behaviour | Student engages in low intensity unsafe behaviour that MAY cause harm to self or others. |
| | Technology misuse | Students engage in non-serious but inappropriate (as defined by school) use of cell phone, IPod, Ipads, cameras. computers and other electronic devices e.g. |
| | Work avoidance | Student engages in low level work avoidance strategies to stay off task. |
| | Littering | Student engages in minor littering or not using correct bins |
| Calling out | Student engages in low level continual calling out. | |
| Unprepared | Student arrives without appropriate materials/work/homework, doesn't follow class organisational routine. e.g. setting up desk. | |

Majors Behaviours Explicit Classification

| | | |
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| Major Behaviour (Pink Slip) Administration Managed & Re-teach in Classroom Small groups and Individuals | Verbal abuse staff or students | Repeated verbal messages that include swearing, name calling or use of words in an inappropriate way (verbal comments regarding race, religion, gender, ethnicity or disability) particularly directed at an adult or student. |
| | Intimidation staff or students | Threatening or intimidating/tormenting others. Vicious teasing, using influence to control others. Relentless name calling, gestures or verbal comments regarding race, religion, gender, ethnicity or disability. |
| | Physical assault staff or students | Student engages in actions involving serious physical contact where injury may occur (e.g. kicking, punching, hitting with an object, hitting, scratching, hair pulling, etc.) |
| | Bullying | Repeated teasing, physical and verbal intimidation of student or staff. |
| | Defiance or refusal | Continued refusal to follow instructions, talking back and/or socially rude interactions. |
| | Leaving school grounds | Students knowingly in an area that is outside of school boundaries as defined by the school. |
| | Substance misuse | Student engages in the misuse of substances, drugs, alcohol, cigarettes or any other substance that can cause harm to themselves. |
| | Dishonesty or lack of integrity | Student engages in minor lying/cheating not involving any other person continually. |
| | Property misuse or damage | Student deliberately impairs the usefulness of property. Students participate in an activity that results in substantial destruction or disfigurement of property. |
| | Use of a weapon | Weapon brought to school with the intent to injure/assault a student or staff member. |
| | Repeated minors 3 in a day of the same or similar behaviour after CMS strategies have reached a "square off" | Repeated 5 Minors in the same environment causing escalation and all CMS strategies have been utilised. Pink slip to be used and then the teacher to organise an opportunity to re-teach the desired behaviour. |

Red Card Explicit Classification

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| Red Card Administration Managed | Emergency in the classroom, playground or any other school area. | Member of admin to attend immediately to address the problem. |
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| Procedures for Discouraging Inappropriate Behaviour in the Classroom Behaviour Management Overview Using CMS | | | |
|---|--|--|--|
| Students feel safe and included and able to learn | • Prevention | Winning over <ul style="list-style-type: none"> ▪ Politeness ▪ Meeting students at the door ▪ Demonstrating personal interest ▪ Use of names ▪ Smile ▪ Humour ▪ Enthusiasm ▪ Positive Incentives | |
| MINOR Student demonstrates Attention Seeking behaviour | • Prompt | Low key responses <ul style="list-style-type: none"> ▪ Eye contact ▪ Proximity ▪ Minimal verbal ▪ Non-verbal ▪ Deal with problem not the student ▪ Planned ignore ▪ Private dialogue ▪ Deal with allies' first ▪ The look ▪ The pause ▪ Responding to appropriate behaviour ▪ Modelling appropriate behaviour ▪ Come on back ▪ Positive Incentives | |
| MINOR Student demonstrates PERSISTENT attention seeking behaviour | • Re-Direct - Re-state the Matrix behaviour • Re-teach • Provide Choice | Squaring Off <ol style="list-style-type: none"> 1. Pause or stop 2. Turn body (square off) 3. Intensify eye contact 4. Use minimal verbal response 5. Say thank you | Either Or choices <ol style="list-style-type: none"> 1. Stop teaching 2. Square off 3. Intensify eye contact 4. Give either/or statement 5. Ask for student response 6. Listen and watch for student's answer 7. Say thank you |
| | | Implied Choice <ul style="list-style-type: none"> ▪ Act on choice ▪ <u>Effective choices</u> ▪ Related to behaviour ▪ Not seen as punishment ▪ Immediate ▪ Not an ultimatum ▪ Use +ve or neutral tone ▪ Able to follow through <p style="text-align: center;">Informal Agreement</p> <p>This is done at a pre-arranged time – see CMS resources</p> | |
| Circuit Breaker | Green Slip Circuit Breaker | <ul style="list-style-type: none"> • A green is not the one before a pink as a threat. But it is the one to use to assist in the situation not resulting in a pink slip. • It is an opportunity to gather some time to have a moment of separation for you and the student. • It may be ... I require 20 minutes to do an informal agreement with a student. • It may be the student is being disruptive I am unable to teach please have him in the office to do his work. • It may be something happened during recess and lunch and it needs investigation so I need some time or is admin able to sort the issue out as I am teaching. | |
| MINOR TO MAJOR Student demonstrates POWER SEEKING Behaviour | • Defuse • Conference • Informal Agreement • Implement Consequences | Power <ol style="list-style-type: none"> 1. Pause or stop 2. Square off 3. Intensify eye contact 4. Take 2-3 deep breaths 5. Deal with allies first 6. Shift responsibilities – back to student to make a good choice 7. Pause and Allow student to save face 8. Closure - Say thank you/I appreciate it | Responses to Power <ul style="list-style-type: none"> ▪ Ignore ▪ Short circuit by changing situation, topic or humour ▪ Describe situation ▪ Use language of attribution – what their behaviour is compared to what you want demonstrated. ▪ Provide a behavioural choice ▪ Develop IBMP if needed. ▪ Consult with SS team for additional strategies if needed |
| MAJOR Student demonstrates NO TOLERANCE BEHAVIOUR | Pink Slip Red Card | No tolerance Behaviour <ul style="list-style-type: none"> ▪ Physical harm to others ▪ Wilful destruction/theft of property ▪ Defiance (ongoing/persistent/wilful) ▪ Verbal abuse or obscenities ▪ Behaviour that stops class from functioning | |

Strategies to Manage MAJOR Inappropriate Behaviour

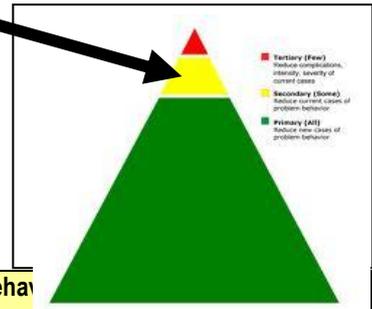
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|--|--|
| <p>Minor Behaviour Teacher Managed</p> | <p>Teacher Responses:</p> <ul style="list-style-type: none"> • Low key responses – CMS • Record Number of Minors • Re- direct • Re-teach • Provide Choice • Positive Verbal Encouragement when behaviour stops. <p>Behaviour Continues.....</p> <p>Choice Made:</p> <p>Consequence needs to relate to behaviour:</p> <p>Classroom</p> <ul style="list-style-type: none"> • Isolate/time out in class • Recess/lunch timeout 5-7 minutes to re-teach the behaviour • Buddy Room referral ____ mins • Informal Parent Contact • Reflection Sheet <p>Playground:</p> <ul style="list-style-type: none"> • Sit out of play (time limit and follow up with quick re-teach) • Walk with teacher • Loss of privilege e.g. takes ball away for a period of time and then do quick re-teach. • Other |
| <p>Major Behaviour (Pink Slip) Administration Managed & Re-teach in Classroom Small groups and Individuals</p> | <p>Teacher Responses:</p> <ul style="list-style-type: none"> • Inform student of expectation violation • State expected behaviour • Complete Pink form clearly with history and actions. • Send student to the office <p>Administration:</p> <ul style="list-style-type: none"> • Review Incident • Enter Data on SIS • Provide teacher feedback <p>Administration Actions:</p> <ul style="list-style-type: none"> • Problem Solve with student • Determine resolution/intervention • Social Skills – re-teach in the classroom by teacher • Restorative Practice /conversation • Follow through intervention/resolution/consequence (ensure targeted teaching is included in the classroom) • Inform guardian • Provide feedback to teacher <p>Three Pink slips in a day</p> <ul style="list-style-type: none"> • Parent Interview • Intervention |
| <p>Red Card Administration Managed</p> | <p>Administration manages. Departmental procedures to be followed. Feedback to teachers or staff involved.</p> |

Tier 2- Secondary Intervention (targeted or small groups)

5 – 10% of the classroom population may require a documented plan to address specific areas of achievement. These students may:

- Have 3 or more *behavioural* office referrals (in class or playground).
- Not be responding to the usual Tier 1 strategies

It is the classroom teacher's responsibility to write student Behaviour Plans. Where needed, support may be provided by the behaviour coordinator and/or the Student Services Team

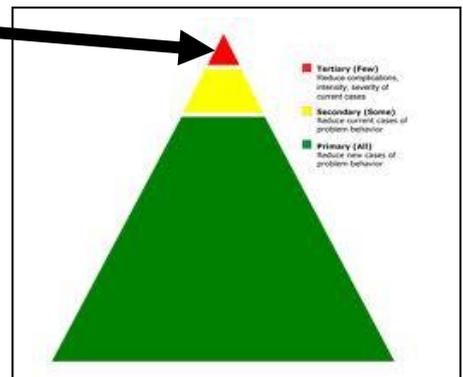


| Information Gathering/Data Collection | Developing Individual Behaviour plan with Teacher, Line Manger, Parent and EA | Implement Beha | |
|--|---|---|--|
| <p>Teachers access a variety of sources to make judgements about the nature and frequency of inappropriate behaviours. These may include but are not limited to:</p> <ul style="list-style-type: none"> • Observations • Previous reports • SIS records • SAER records • Parent information | <ul style="list-style-type: none"> • Define the problem • Develop hypothesis – what do you think is the purpose of the behaviour? • Identify replacement behaviours and effective incentives • Select intervention strategies • Apply social skills focus – social stories, group games, peer support • Give copy of plan to Behaviour Coordinator • See SAER policy for further information on contents of documented plans, strategies and proformas. | <ul style="list-style-type: none"> • Teach social skills individually or in small groups • Liaise with support staff to ensure continuity – if specific strategies need to be universally applied, then the classroom teacher needs to contact other staff so they are aware of the plan and how to implement it effectively. | <ul style="list-style-type: none"> • Change unsuccessful strategies - If plan isn't working, try something new. Giving up isn't an option. • Refer to Student Services for support if needed |
| <p>TOOLS:</p> <p>S:\AdminShared\Staff Intranet\CURRICULUM\SAER\Behaviour resources\]</p> | <ul style="list-style-type: none"> • CICO Check In Check Out • Motivational Assessment Scales • Functional Behaviour Problem Solving – ABC of behaviour to determine the function. • Escalation profile, motivational assessment scales • Strategies, Managing Abuse Related Trauma - SMART PRACTICE • Explicit teaching of Social skills and strategies to manage emotional regulation – Aussie Optimism, Zone of regulations, PBS Stop Walk Talk, Challenges and Choices. | | |

Tier 3 - Tertiary Intervention (Intensive Intervention)

1-5% of the classroom population may require a specialised and individualised learning program. These students may:

- Have been identified with specific behaviours or conditions which may or may not be coupled with a formal diagnosis or Schools Plus support.
- Demonstrate behaviours (social/emotional/cognitive) that are *significantly* different from their peers.
- Have been formally assessed by a school psychologist.



| Refer to Student Services Team | Data collection and Behavioural Assessments | Behaviour Intervention Plan |
|---|---|---|
| <p>Students may be referred through a variety of sources including, but not limited to class teacher, parents, behaviour data and interagency services. Once a referral is made the following process takes place:</p> <ul style="list-style-type: none"> • Case conference with appropriate personnel including family, teacher, interagency, school psychologist • The Case conference process utilises the knowledge of school systems, the student and behavioural theory | <ul style="list-style-type: none"> • Monitor and analyse • Define problem behaviour • Identify antecedent events • Identify consequences that maintain and reduce behaviour | <p>This plan is more extensive and intensive than a behaviour management plan as it requires input and intervention from a range of sources. It may focus on:</p> <ul style="list-style-type: none"> • Preventing problem behaviour • Minimising reward of problem behaviour • Rewarding appropriate behaviour • Ensuring physical safety |

Glen Huon Primary School

Bullying Prevention Policy

Our focus is on a reconciliatory approach to managing bullying incidents. The “No Blame”/ Reflective Listening approach involves students talking about what they know about a situation and coming up with solutions. This will assist with developing ownership and social responsibility of the problem by the students involved.

We all have the right to feel safe at all times and every member of our school and contributing community has the responsibility to show tolerance towards others and behave in a way that respects the right of others.

Bullying is:

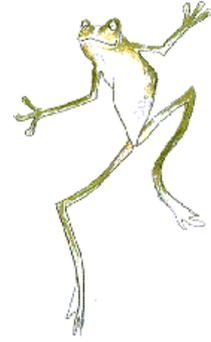
- A repeated and unjustified behaviour that may be physical, verbal and /or psychological
- Intended to cause fear, distress, or harm to another
- Conducted by a more powerful individual or group
- Against a less powerful individual who is unable to effectively resist

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| Physical | Being hit, kicked or pushed around |
| Exclusion | Being ignored, left out on purpose or not allowed to join in |
| Threats | Being made afraid of getting hurt |
| Verbal Abuse and Teasing | Being made fun of and teased in a mean and hurtful way |
| Lies or Rumours | Lies or nasty stories are told about them to make other kids not like them |
| It is your right and responsibility to report bullying, whether it happens to you or to someone else. | |

| Is fighting bullying? | Is teasing bullying? |
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| While fighting between two students is of concern, it may not be bullying. It is the presence of a power imbalance that distinguishes bullying from fighting, conflict, violence and disagreement. It is this imbalance of power that makes mistreatment of the victim possible. | Teasing done in mutual fun and jest, where all individuals are involved and feel capable of responding, is not bullying. However, teasing that is done in a mean and hurtful way by a powerful person to a person who feels powerless to respond or stop what is happening, is bullying. |

| What can students do? | What can parents do? |
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| <p>While it's happening</p> <ul style="list-style-type: none"> • Tell the bully to stop annoying you or firmly ignore their behaviour and walk away from them (Stop, Walk, Talk) • Show that it does not upset you. The bully is not encouraged and may stop. Use humour—laugh along with them • Do not retaliate with physical or verbal bullying <p>After it's happened</p> <ul style="list-style-type: none"> • Report it to a member of the school staff. • Share your feelings with others. They can help you make a decision. Talk about it with family and friends • Avoid high-risk areas before, during and after school • Don't get concerned about the “dobber” label, it only protects the bully. Dobbing is when you tell on someone just to get them into trouble. Telling is standing up for your rights. | <ul style="list-style-type: none"> • Be aware of signs of distress in your child • Assist your child to discuss the problem with a teacher • Discourage any planned retaliation, either physical or verbal by discussing positive strategies they can use. • Be positive about your child's qualities and encourage your child to be tolerant and caring |

| What can Staff do? | |
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| <p>Pre Event Before student is bullied</p> | <ul style="list-style-type: none"> • Be obviously present during recess and lunchtimes when on duty as a deterrent to possible incidents and to be available for reporting of incidents • Teach all students appropriate skills from mandated curriculum including: <ul style="list-style-type: none"> • How to make and keep friends • Appropriate and inappropriate behaviours • How to be assertive • How to play and work cooperatively • How to build empathy so students appreciate the effects of bullying |
| <p>Event During a bullying situation</p> | <p>Teach students who are bullied:</p> <ul style="list-style-type: none"> • What bullying is and that it is not acceptable behaviour • It's OK to talk about it • Strategies to develop skills of asking for help, assertiveness training, Self esteem building, cooperation skills, problem solving and conflict resolution skills <p>Teach students who bully:</p> <ul style="list-style-type: none"> • What bullying is and that it is not acceptable behaviour • Steps involved in Behaviour Management Plan • The consequences for engaging in bullying behaviour • Strategies to develop the skills of Anger management, empathy building, cooperation skills and conflict resolution skills <p>For those involved and/or affected by bullying, strategies to develop the skills of:</p> <ul style="list-style-type: none"> • Bystander responses • How to seek help • Empathy development • Assertive responses • Values clarification |
| <p>Post Event After a bullying event</p> | <ul style="list-style-type: none"> • Ensure bullying is reported to Admin • Ensure close monitoring of the situation • Use method of shared concern • Provide student support for individual social skill development • Case management with student support team |



Good Standing Policy

Glen Huon's **Good Standing** Policy is in accordance with the State Government's, 'Let's Take a Stand Together' Action Plan, our Schools Mission Statement and Behaviour Management Policy which are supported by the Positive Behaviour Support Strategy.

Good Standing status is granted to all Glen Huon students at the beginning of each term.

Students with **Good Standing** are eligible to participate in a whole school reward at the end of each term.

It is the responsibility of each student to maintain their **Good Standing**.

To maintain **Good Standing**, students must comply with the explicit school expectations, which are set out in the school's behaviour matrix under the following headings:

- Be Responsible
- Be Respectful
- Be Safe
- Be an Active Learner

A student's **Good Standing** status will be withdrawn following consultation with the administration and the classroom teacher for:

- 5+ Behaviour Referrals within a school term.
- Non adherence to an Individual Behaviour Management Plan.
- Inappropriate behaviour whilst participating in extra curricula activities.
- Suspension, multiple withdrawals or detentions within the school term.

Year 6 students who lose their **Good Standing** throughout the schooling year or within a five-week period prior to the event could jeopardise their participation in the Year 6 camp or Leaving Ceremony Activities.

If applicable, leadership positions could also be with revoked.

Severe Clause

Students who are involved in a one-off severe behaviour incident in the classroom or playground will automatically lose their **Good Standing**.

Students who lose their Good Standing status will lose the right to participate in whole school rewards for that term.

Regaining Good Standing

Following loss of their Good Standing students must do the 'right' thing and make responsible choices for a ten-day period. Successful completion of this time will result in Good Standing being reinstated.

Good Standing is restored at the beginning of each term.