

Positive Behaviour Support Policy

Kapinara Primary School

Policy Statement

Kapinara Primary School strives to provide every student with the educational support they need to learn positive behaviour and restorative practices. Kapinara Primary School is a productive, engaging learning environment where the whole community works in partnership for the successful development of each student.

Rationale

We believe: students and staff have the **right** to learn and teach in a safe, orderly, inclusive, supportive and culturally responsive environment. It is the shared **responsibility** of school staff, students, parents and our community to create this environment. Our school supports the rights of all children to have the same educational opportunities as other children.

Our Approach

To ensure the effective support of student behaviour needs we will:

- Build authentic, positive relationships with students based on mutual respect.
- See challenges as an opportunity for growth and reflection.
- Have a consistent, pro-active and restorative school wide approach to support positive student behaviour.
- Explicitly teach self-regulation and positive social skills and provide opportunities for students to practise them.
- The above skills will be actively reinforced across all school contexts and throughout the school day.
- Articulate clear, effective processes and procedures so that unproductive behaviour, conflict and bullying can be resolved in a sensitive, fair and timely manner.

Rights and Responsibilities

The successful implementation and positive student behaviour management is the responsibility of all members of our school community.

Students	Staff	Parents
HAVE THE RIGHT TO:		
A safe, orderly, inclusive, culturally responsive learning environment. Respect, courtesy, and honesty. Work and play in a physically safe, secure, well-maintained, and friendly school community. Teachers who are passionate about learning and encourage personal best. Feel heard and valued.	A safe, orderly, inclusive, culturally responsive environment. Respect, courtesy, and honesty. Opinions are heard and valued. Be treated with unconditional kind regard. Open, timely and transparent communication.	Their child to be educated in a safe, orderly, inclusive, culturally responsive learning environment. Respect, honesty, and transparency of decision-making involving their child. Be included within the school community.
HAVE THE RESPONSIBILITY TO:		
Live the school motto of kindness, consideration, and service for others. Show respect to other students, staff, and the community. Ensure their behaviour is not disruptive to the learning of others. Wear our school uniform according to the dress code. Arrive at school on time and prepared to learn. Follow school rules to maintain safety for all. Communicate needs/concerns to trusted adult.	Live and promote the school motto of kindness, consideration, and service for others. Provide a safe, orderly, inclusive, culturally responsive learning environment. Treat all students, colleagues, and community members with unconditional kind regard. Take an equitable approach to supporting students. Be a positive role model. Deliver high quality, differentiated and engaging learning programs. Teach social and self-regulation skills. Use restorative practices to positively manage student behaviour.	Maintain open and timely communication about their child's needs. Support their child to arrive on time and be ready for learning. Ensure their child is provided with the appropriate materials to make effective use of the learning environment. Display integrity and respect when communicating with staff, other parents, and students. Collaborate with the school on behaviour support programs. Maintain confidentiality about other students when helping at school.

Behaviour Expectations

Students are expected to:

- Take responsibility for their behaviour and its impact on others.
- Comply with all requests from staff.
- Respect the rights of others to learn.
- Respect their personal property, the school environment and the property of others.
- Demonstrate behaviours and attitudes that supports the wellbeing of others and contributes to a positive school environment.

Parents/carers are expected to:

- Work with the school to promote a consistent approach that supports their child's learning, engagement and endeavour both in and out of school.
- Have high expectations of their child's behaviour and support the school's behavioural expectations.

The school is expected to:

- Promote and review preventative approaches to behaviour issues by incorporating student wellbeing at the centre of school business.
- Monitor behaviour issues and the effectiveness of implemented strategies.
- Provide appropriate professional development opportunities for all staff to build their capacity to promote pro-social behaviours.
- Use teaching, and classroom management strategies to create a culture of positive behaviour.
- Teach students social competencies through curriculum content and pedagogical approach.
- Employ behaviour support strategies that reflect expected positive behaviours.
- Build a collegiate atmosphere to enable teachers to share strategies and support each other.
- Encourage teachers to reflect on their own behaviour support approaches, seeking updated professional development where needed.
- Work with families to promote consistency in positive behaviour support, with a focus on prevention and early intervention strategies.

Multi-tiered systems of support

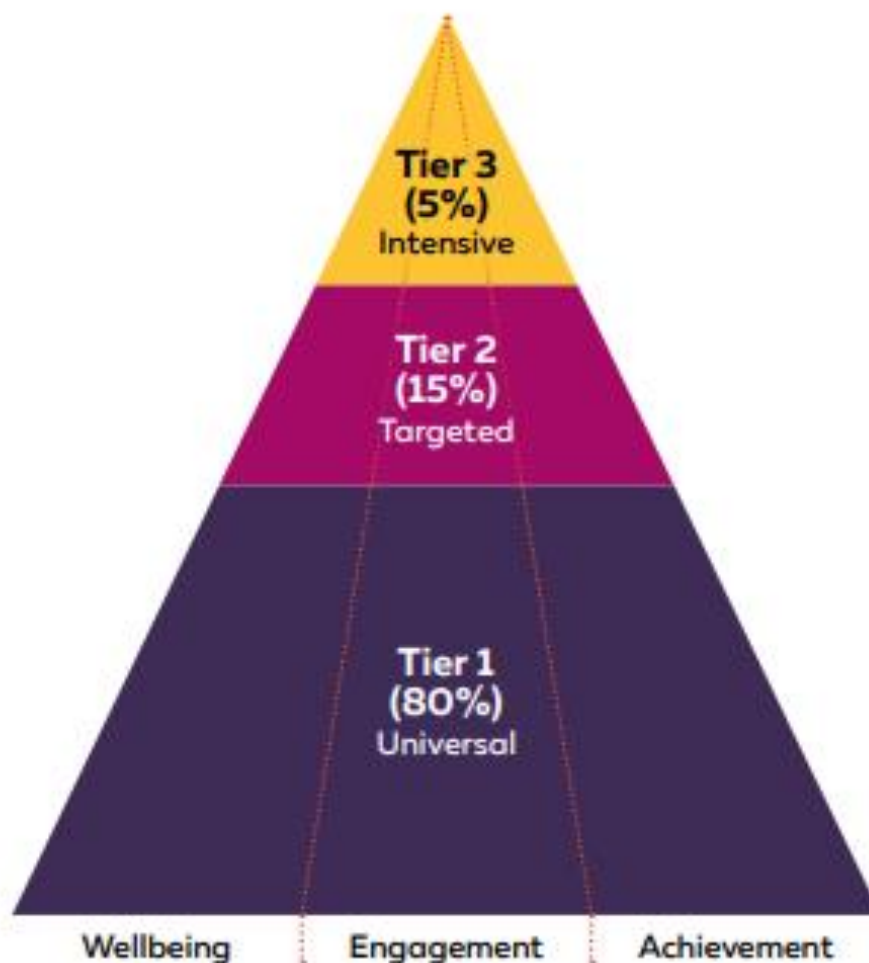
Student behaviour may be the result of a range of underlying causes. A tiered approach to intervention enables us to meet diverse student needs and students may move between tiers across their time at school. Multi-tiered systems of support provide connected supports to assist students to reach academic learning including behavioural considerations. The supports within our behaviour policy are connected to wellbeing, engagement and achievement supports.

Behaviour support

Tier 1: Universal behaviour support involves the whole class. Reasonable behaviour adjustments such as low-key responses, including scaffolding and guidance are made as required, ie, Kapinara Expectations Matrix (Appendix 1), Proactive and Preventative Strategies (Appendix 2) and Responsive Strategies (Appendix 3)

Tier 2: Targeted support takes place when students have difficulties that prevent them responding to quality Tier 1 support. This will be on a case by case, individual basis and may involve additional short-term, targeted goals and support to address their needs.

Tier 3: Intensive support involves individual behaviour plans targeted at areas of need. This may include support from Statewide Services.



Restorative Approaches

Restorative approaches place positive relationships at the centre of teaching and learning. The focus is on working with students rather than doing things to them, maintaining positive relationships, and applying fair processes in decision making with the aim of supporting positive behaviour and strengthening students' personal and social capabilities.

The school environment is physically, emotionally, culturally and relationally safe. It is inclusive and welcomes diversity.

Relationships at Kapinara focus students' strengths and talents, opportunities for students to feel a sense of identity, belonging and voice, and the development of social emotional competencies and skills.

Teaching and learning programs include the use of instructional skills that increase cognitive and emotional engagement, the embedding of opportunities to learn in responses to student behaviour and opportunities for brain breaks and activities that support students' engagement in learning.

Where relationships have been damaged as a result of negative behaviour, students will be guided through a restorative process to restore and repair harm to those relationships. This is done when all parties are calm. It is an opportunity for students to learn how to repair relationships in a safe and supported environment.

Serious breaches of expectations

The following behaviours are referred to the Leadership Team for support and decisions about consequences. This may include withdrawal, suspension or, in extreme cases, recommendation to exclude.

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| <ul style="list-style-type: none">• Inappropriate ICT/internet use• Intentional damage of equipment/property• Causing harm to self or others• Multiple repeated failures to follow instruction/disruption of teaching and learning | <ul style="list-style-type: none">• Bullying*/intimidation• Discrimination (including racism, sexism)• Weapons in school or at school activity |
|---|--|

* The national definition of bullying for Australian schools is as follows:

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... Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

Good standing

Good Standing emphasises the importance of students taking age-appropriate responsibility for the choices they make daily, which impact academically, socially and emotionally on themselves and others. Students with Good Standing uphold our motto: kindness, consideration and service for others.

All students start with, and retain Good Standing whilst demonstrating respect, integrity and resilience in actions and words within our community. This enables them to attain and keep leadership positions, access various privileges as well as participate in all school events, incursions, excursions and camps.

Loss of Good Standing*

Loss of Good Standing occurs after a series of repeated, minor behaviours or a major incident that impacts negatively on self or others and without showing respect, integrity, or resilience in trying to improve. Suspension results in immediate loss of Good Standing. In accordance with Department of Education policy, an automatic suspension and loss of Good Standing will be applied to any student who:

- attacks or initiates a fight with another student; or
- records/publishes/uploads to social media a video of fighting or bullying involving students at a government school.

An individualised plan is developed to support the student to regain Good Standing, in partnership with the student and parent/carers, with specific behavioural goals to address the needs of the child, rebuild and repair relationships and a timeline for review and re-instatement.

Regaining Good Standing*

A restorative and educative approach is taken to re-establish positive behaviour. Students demonstrating respect, integrity, and resilience in meeting the goals within their individualised plan will regain Good Standing. This process includes:

- Restorative conversations with affected parties, supported as needed by leadership team (including the principal and deputy principal)
- Review of evidence/data showing student progress of behavioural goal attainment
- Ongoing and revised individual support plan, as needed (to be managed through SAER process – see related policies)

* The loss/regaining of Good Standing is adjusted for students with a disability according to their needs, to be determined by the Leadership Team.

Appendix 1

Kapinara Expectations

	All times	Classrooms- Including Specialists	Outside Areas	Transitions/Corridors/ Undercover areas	Special Events and Community
Safety	We pause and think before we act to consider safety.	- We follow classroom rules. - We wear out hats when outside	- We stay on school grounds. - We play safely. - We walk our riding & skating equipment when in school. - We wear hats at when outside.	- We use the fire exit stairs area with teacher permission only. - We carry equipment safely.	- We talk to a trusted adult if things don't feel right. - We care for our school and others property. - We wear a helmet on a bike or a scooter.
Integrity <i>Knowing and doing the right thing even when it is hard or no one is looking</i> Resilience <i>To cope with challenges and bounce back from difficult events</i>	- We are resilient. - We demonstrate honesty and integrity. - We help others and are kind. - We make positive decisions. - We are responsible. - We are inclusive. - We consider the impact of our actions.	- We set and work towards our goals. - We persevere. - We stay on task and ask for help when needed. - We are prepared and ready to learn each day.	- We seek help from duty teachers if needed. - We are upstanders. - We are responsible for our own belongings. - We walk on the verandas.	- We zip up & place our bag in the correct area. - We keep our hands and feet to ourselves.	- We have a go. - We welcome new people. - We celebrate others. - We celebrate our own and others' achievements.
Respect <i>Considering the feelings and rights of others. To avoid harming the environment</i>	- We are punctual. - We actively listen with our whole body. - We respect the personal space of others. - We show good sportsmanship. - We are responsible for all property. - We wear our school uniform with pride. - We follow instructions. - We are responsible digital citizens.	- We include others and encourage team members. - We use our manners. - We are respectful of learning spaces, our own and the school's equipment. - We raise our hand and wait to speak. - We use appropriate voice levels. - We mark our personal items with our names. - We co-create classroom rules	- We take turns at play. - We put rubbish in the bin. - We wait to be dismissed from lunch. - We use toilets and toilet resources with respect. - We listen to the duty teachers. - We help pack away equipment. - We finish eating before playing.	- We walk quietly in a line on the left. - We are courteous at doorways and exits. - We return promptly to our designated area at the end of breaks.	- We arrive on time. - We sing the school song and National Anthem with pride. - We clap appropriately. - We represent Kapinara positively and with pride.
Love of Learning <i>To want to learn for learning's sake</i> Critical and Creative thinking <i>To think broadly and deeply, to question, connect and innovate</i>	- We have a growth mindset. - We are responsible for ourselves. - We consider others' feelings & use kind and polite language. - We cooperate, negotiate & collaborate.	- We actively participate in lessons. - We strive to do our best. - We seek and respond to feedback.	- We think critically to create and play with agreed rules. - We use problem solving skills to resolve challenges in the playground.		We demonstrate our school values.

Appendix 2

Proactive and Preventative Strategies

At Kapinara, our whole school proactive and preventative strategies include:

- The development and maintenance of positive, respectful relationships.
- The co-creation and provision of a safe, supportive, inclusive learning environment.
- The establishment and explicit teaching of classroom routines
- Clearly articulated expectations, including visual reminders.
- Implement whole school processes and practices.
- The explicit teaching of social and emotional skills through the *Grow Your Mind* program.
- Understanding individual student needs, including connecting with the unique strengths and talents of each student.
- Fostering of student agency and voice.
- Use of restorative approaches such as circle architecture, affective language, collaborative problem solving and stored responses.
- Teaching and learning programs that are relevant and engaging.

Appendix 3

Responsive Strategies

When responding to low level behaviours not meeting expectations, we try to follow a hierarchy of responses; *low key responses*, *targeted strategies* and *individual intensive responses*. Serious breaches of behaviour expectations are referred directly to the Leadership Team.

Low Key Responses

Winning over	Build a rapport that means the students strive for your respect and acknowledgement.
Active scan	Constantly glance around the room to identify potentially off-task behaviour and address early
Proximity	Actively walk past students throughout lesson and pause close to off-task students as an indicator to activity.
The look	If student off task, make eye-contact until student returns to activity.
The pause	If student off task, deliberately pause the lesson to indicate it cannot continue until everyone ready to learn.
Non-verbal cues	Use appropriate body language including hand gestures, nod/shakes of head.
Voice	The use of a quiet, controlled voice and discretion to minimise audience.
Planned Ignore	The intentional ignoring of low-level unproductive behaviour.
Responding to appropriate behaviour	Public praising of specific behaviour to reinforce that behaviour for that student OR for a nearby off-task student.
Student name	If other strategies do not work, use student name. Be aware of tone and intonation to avoid escalation.
Stored response	Have stored responses to behaviour that reflects the behaviour, not the person. For example, "Student X, when you take so long to pay attention, it's not fair to keep everyone else waiting".
Circle Architecture	Use circles in the classroom introduce new topics and gain prior knowledge, check in and check out circle at the start and end of the day, discuss expected behaviours on excursion/incursion and gain an idea of types of assessments the students would like to use demonstrate their knowledge.