

# POSITIVE BEHAVIOUR SUPPORT AND GOOD STANDING POLICY

May 2023



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# ***Rational***

Bateman Primary has developed the documented whole school plan to support positive student behaviour in ways that:

- Make the best interests of the individual child a primary consideration;
- Maintain a positive school-wide approach;
- Incorporate personalised adjustments based on student need;
- Are culturally, developmentally and psychologically appropriate;
- Support the growth of self-regulation and peer-regulation and reduce the need for adult intervention;
- Use the least restrictive alternative that will prevent or de-escalate student conduct or emotional states that risk harm to self or others and
- Take into account the agreed behaviour interventions or therapies provided by external practitioners or agencies.

## ***Aims***

The management of student behaviour is a collective responsibility by staff, parents and students. At Bateman Primary School we aim to:

- Set standards that are fair, consistent and understood by the school community
- Create a positive environment within our school community and classroom so that teachers and students can work together in harmony
- Generate a caring, supportive school environment where the rights and responsibilities of the individual are recognised and respected
- Establish a Code of Conduct that protect the rights of all individuals
- Work with families in guiding students to understand clear behaviour expectations and provide tools
- Collaboratively develop and review individual plans to assist students having difficulties accepting their responsibilities, encouraging them to recognise and respect the rights of others, while supporting a clear set of appropriate consequences for repetitive behaviours
- Establish procedures so that conflicts can be repaired

## ***Performance Indicators***

- Students demonstrate responsible behaviour as reflected in SIS Behaviour Module data
- Results of annual UR Strong surveys
- Results of social and emotional outcomes as identified on student reports, iyarn data and Zones of Regulation
- Results of student driven surveys and data collected by our Student Committee and other student groups

## ***Management Information***

- Teachers shall refer to and implement the Positive Behaviour Support Plan (PBSP) and the Good Standing Policy (Appendix P) in the formation of their own classroom management systems
- Relevant school based and class based data shall be recorded and analysed
- Effectiveness of the PBSP policy and procedures shall be reviewed accordingly by the PBSP team which include, the principal and nominated staff members; a summary shall be presented at a formal staff meeting for reflection

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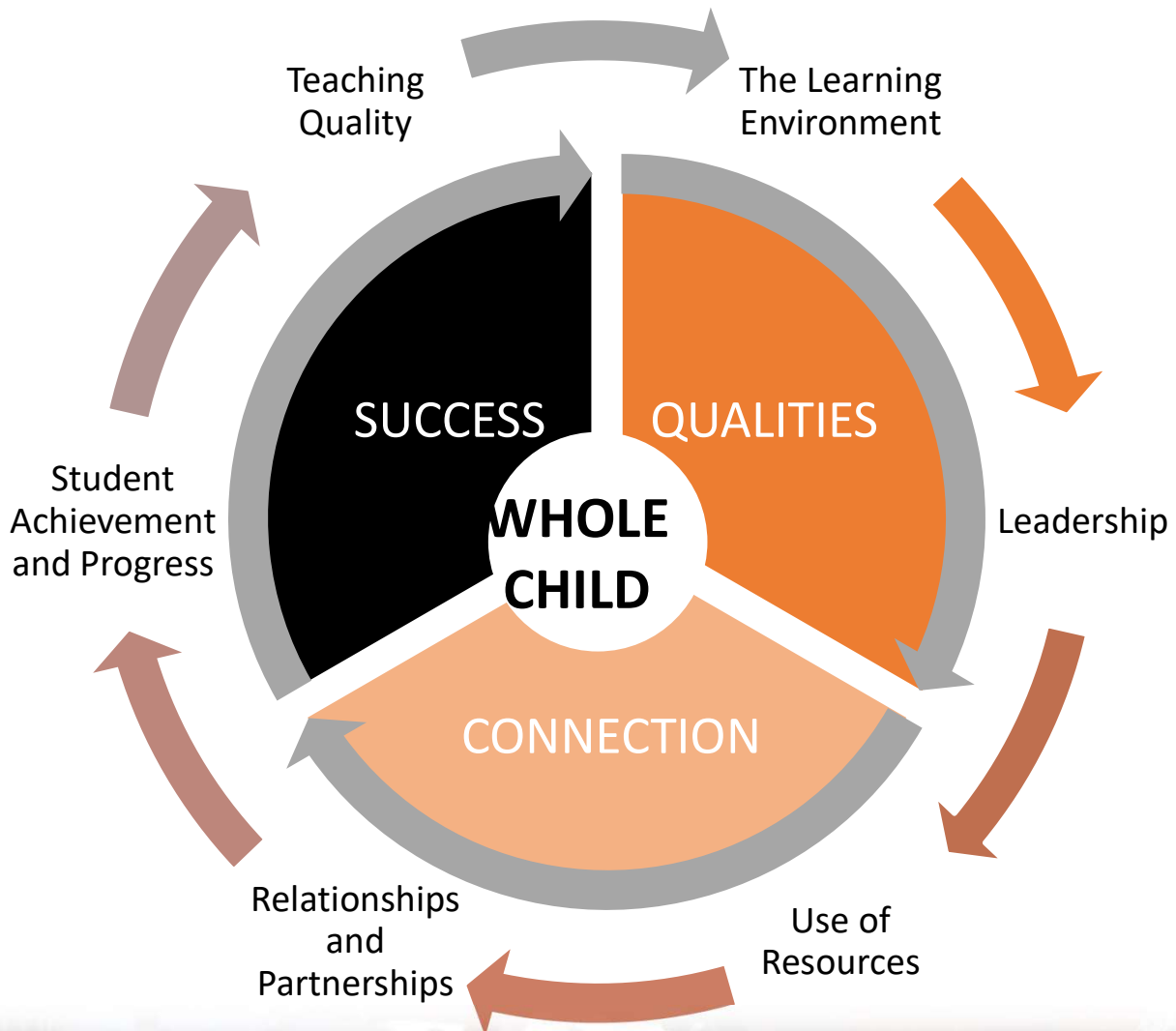
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# OUR VISION

With the whole child in focus, we work together to create a learning environment where all students can utilise the values, skills and knowledge to succeed in the opportunities and challenges of today, and into their future.



# Rights and Responsibilities

## Students have the RIGHT to:

- Develop confidence, build connection and seek success in a welcoming, supportive and engaging environment
- Work and play in a safe, secure, friendly and clean environment
- Receive respect, courtesy and honesty from the Bateman community
- Have their opinions heard

## Students have the RESPONSIBILITY to:

- Follow the Code of Conduct at all times
- Display behaviour that is appropriate for the learning of others
- Respect the school environment and help to keep it tidy and secure
- Behave in a way that protects the safety and well-being of others and themselves.
- Be punctual, polite, prepared and display a positive manner
- Contribute to the classroom environment
- Be prepared and open to learning.
- Have regard for the care and safety of their peers

## Staff have the RIGHT to:

- Receive respect, courtesy and honesty from the Bateman community
- Teach in a safe, secure and clean environment
- Cooperation and support from students, parents and colleagues
- Be informed of student responsibilities that may affect their lessons
- Teach in a welcoming, supportive and engaging environment
- A non-judgemental, accepting and inclusive environment

## Staff have the RESPONSIBILITY to:

- Model respect, courtesy and honesty to the Bateman community
- Ensure that the school environment is kept neat, tidy and secure
- Establish positive relationships with students, parents and colleagues
- Communicate honestly, openly and regularly with parents
- Ensure effective organisation and planning
- Consistently implement school policy in line with DOE policy, guidelines and procedures
- Exercise discretion in dealing with confidential matters
- To create safe and inclusive work and play spaces

## Parents have the RIGHT to:

- Be informed of policies, procedures and decisions affecting their child
- Honest and regular communication about their child's wellbeing and development
- An environment which acknowledges, supports and celebrates their child
- Receive respect, courtesy and honesty

## Parents have the RESPONSIBILITY to:

- Ensure their child attends school and is punctual
- Provide their child with appropriate materials to make effective use of the learning environment
- Work together with the school in providing a meaningful and quality education for their child
- Support the physical and emotional wellbeing of their child
- To communicate to the school, factors that may impact their child's learning and wellbeing
- Project a value and positive attitude towards education

# Roles of Staff

## Principal and deputy principal/s will:

- Support the communication between home and school
- Support teachers with student behaviour management, focusing on repairing underlying problems and relationships
- Ensure consistency in the implementation and maintenance of the Code of Conduct, Positive Behaviour Support Plan and Good Standing Policy throughout the school
- Assist and consult with Learning Support Coordinator and teachers to design programs for individual students as the need arises
- Provide new teachers with guidelines pertaining to the Positive Behaviour Support Plan and Good Standing Policy
- Create a review committee to monitor and evaluate our school's Positive Behaviour Support Plan procedures and Good Standing Policy

## Staff will:

- Display and discuss with students
  - Rights and Responsibilities of staff and students
  - School Code of Conduct
  - Classroom Expectations
  - UR Strong Friendship Facts and friendship **management**
  - Zones of Regulation
- Implement and consistently apply the school Code of Conduct, Positive Behaviour Support Plan and Good Standing Policy within the classroom and playground
- Set consistent and achievable standards and use positive reinforcement for appropriate behaviour including UR Strong language
- Document student incidents on SIS
- Engage in the review of the Positive Behaviour Support Plan procedures and Good Standing Policy
- Provide relief teachers with guidelines pertaining to the Positive Behaviour Support Plan and up to date information about their class
- Adopt strategies to cater to and understand individual needs to support the whole child
- Use the Tracking Book to communicate student behaviour with specialist and release teachers and parents

# School Code of Conduct

Students at Bateman Primary School are expected to:

- Show respect at all times for people and property
- Walk on paths and paved areas
- Consider the safety of others while playing in designated play areas
- Only play non-contact games
- Remain within the school grounds
- Only enter a classroom when a teacher is present
- Support a bully free community
- Be aware of their responsibilities within the school environment
- Always wear a hat
- Remain seated while eating food in the designated areas
- Personal sports equipment/games are allowed to be brought to school only with teacher permission
- Personal mobile networked electronic devices are not to be used at school
- Remain in the designated area upon early arrival at school



## IMPLEMENTATION

### REVISE

The Code of Conduct and classroom expectations with your class at the beginning of each term and again as needed during the year.

### CLARIFY

The purpose and meanings of the expectations and Code of Conduct. Try discussion, role-play, drawing etc.

### DISPLAY

The Code of Conduct in your classroom





# Positive Incentives and Rewards

The school has established initiatives to encourage appropriate student behaviour. These incentives will be linked to the needs of the school and reviewed on a regular basis.

## CLASSROOM INCENTIVES

Students will be rewarded regularly and in a variety of ways. Teachers are to have a positive reward system in their classroom addressing whole class, group and individual incentives. Positive reinforcements need to be meaningful and achievable and can be negotiated with the class to ensure they are tailored to individual students and classroom needs and interest. Positive reinforcement may include; motivation, praise and tangible and intangible rewards.

## BUILDING CONNECTION

### MERIT AWARDS

These awards are announced at each assembly. Two awards per class and one specialist teacher award per assembly.

### STUDENT LEADERS AND FACTION CAPTAINS

Several Year 6 students are elected by their peers to represent students. Student leaders take on a leadership role in the school community and are given opportunities to organise special events for students, present information and understand and have student voice in what happens in their school and community.

### BUDDY CLASSES

Each class will have a buddy class. Students meet regularly to work together on activities organised by both classroom teachers (e.g. cooking, art, a game of sport).

Admin also organise Buddy lunches to be shared throughout the year.





# Procedures for Positive Behaviour Support

## OVERVIEW OF CLASSROOM BEHAVIOUR POLICY

- Inform the students of the PBSP, including all five levels of intervention
- Engage the students in the development of classroom expectations
- Use PBSP to facilitate meaningful discussions and understandings to appropriate levels.
- Organise Behaviour Support Class/es (BSC) and document it in relief file
- Ensure relevant information is communicated with specialist and relief staff including SEN Planning, IEP, BMP, risk management plans and toolkits for individual students.
- Enter details in SIS, when required
- Remain in regular communication with parents, if needed
- Maintain records of behaviour, parent interviews, outcomes, etc.

## CLASSROOM POLICY GUIDELINES

- Clearly define and explain the School Code of Conduct and regularly review it
- Involve students in the development of the Class Expectations
- Ensure expectations are consistent with School Policy and the Education Act Regulations
- Model positive behaviour
- Apply the classroom expectations fairly and consistently
- Reinforce appropriate behaviour
- Present a positive model by dealing with people with respect, understanding and courtesy
- Provide quiet space for reflection in the classroom
- Be aware of classroom climate; early intervention may defuse conflicts
- Allow cooling off time (for yourself and the child) to avoid confrontation and escalation
- Consequences, positive and negative, should be applied as soon as practicable after the occurrence of the behaviour.
- Classroom tracking book will go to all classes and behaviour will be recorded
- Use the UR Strong language to manage social situations
- Provide time for wellbeing reflections using iyarn and other class activities

Please see Appendix A: Classroom Environment - Some strategies that may help prevent unacceptable behaviour for further advice.



### IMPLEMENTATION

The basic classrooms expectations should be worded positively and developed to cover:

- Respect for others' rights and property
- Courtesy towards all
- Safety of all
- Compliance with teacher instructions and classroom routine

# Procedures for Positive Behaviour Support

## CLASSROOM CONSEQUENCES AND PROCEDURES

When problems arise, teachers should attempt to resolve them in a calm, fair and consistent manner by following the school Behaviour Management Plan. There is a whole-school approach based around the “Magic 1, 2, 3” procedure (Appendix B) to follow when dealing with students not following classroom expectations.

## CONSEQUENCES

There are five levels of intervention to manage negative behaviour.

1. Use of low-key techniques to assist in encouraging positive behaviours
2. Warning system implemented (1-2-3 Magic).
3. *Quiet space* in the classroom for in-class reflection. The child is reintegrated after a suitable period.
4. *Behaviour Support Class (BSC)*: If the negative behaviour continues the child is directed to the BSC. The child remains in the BSC for a period of time determined by their classroom teacher, with a minimum period that allows completion of a Zones of Regulation reflection activity (See Appendix C for an example). BSC attendance requires the referring teacher to **record the incident on SIS**. The Reflection activity is to be sent home and returned signed within two days. Teachers are to follow up if it is not returned within that time. The teacher may request a parent interview to discuss the problem and come to mutual agreement about resolution and management. The parent may also request an interview. A member of the Leadership Team may be requested to become informally involved in the negotiating of a resolution to the problem, either with teacher/child, or teacher/parent. **A student moved to BSC will receive a strike against their good standing.**
5. *Severe Clause*: Immediate action will be taken in response to a child’s continued and/or extreme behaviour, for example:
  1. Danger to the child or others,
  2. Wilful disobedience,
  3. Wilful damage,
  4. Abusive language or behaviour.

The child is sent to the office with an adult. Alternatively, a Red Behaviour Alert card or a phone call is directed to the office, which will bring a member of the Leadership Team to your classroom who will then take the student to the office.

The Severe Clause formally involves the school’s Leadership Team. Behaviour is to be recorded on SIS by the administrator in conjunction with the teacher. It requires the members of the Leadership Team to notify the child’s parent by telephone or letter, to inform of the consequences of the child’s behaviour, which may involve, withdrawal, formal suspension, an interview with the parent, child and teacher and/or consultation with support agencies.

Please see Appendix D: Consequences for further advice.



# Procedures for Positive Behaviour Support

## TRACKING BOOK

All teachers are required to fill in the Tracking Book, recording the student and their behaviour using the codes in the book. The Tracking Book is to be taken to all specialist classes. The Tracking Book will be given out at the beginning of each year and replaced as required. All books are to be handed into the office at the end of the year. Please see Appendix E for an example.

## BEHAVIOUR SUPPORT CLASS (BSC)

1. Each class has a reciprocal class where a student may be sent if Behaviour Support Class is needed. This is not a BUDDY CLASS.
2. At least one year's separation between reciprocal classes is desirable. (For example: Year 6 to Year 4, Year 5 to Year 3, and Year 2 to Year P).
3. Each teacher negotiates directly with other teachers to establish a reciprocal class. This then becomes your BSC Class for the year. Individual students may have specific BSC depending on the needs of the child. This will also be written clearly in the Tracking Book.
4. The referring teacher records the incident on the SIS Behaviour Management module. The child is sent to the BSC Class with a reflection activity to complete. Set class work refers to the work attempting to be completed at that time. "Lines" are not to be given. The work sent should **note the expected time of the child's return** to the home classroom. Students stay in a BSC Class for a maximum of one hour.
5. The child is brought to the BSC Class by a responsible person. If the BSC Class teacher is not in the classroom, then arrangements should be made with another teacher on a temporary basis.
6. **Specialist, support teachers and DOTT providers will keep the students with them. The first time out (Step 3) will be with an invitation to re-join the class. The second time out (Step 4) the student will be unable to re-join the class until it is over. The specialist and dott providers are to inform the class teachers of the steps and record Step 4 on SIS**
7. Resolution of the problem should be attempted at the first available break. The teacher and student need to go through the reflection activity (if completed) once the student has returned from BSC. If the problem is not resolved, Administrators may mediate informally.
8. Parent contact must be made by the referring teacher whether it is by sending the reflection activity home or a phone call. Follow up action is essential – if the **reflection activity** is not returned, make a phone call to chat to the parent.
9. The teacher files the completed reflection activity at the back of the Relief File.

## RESPONSIBILITIES OF BSC TEACHERS

- Provide a place for the child sent to your room to sit under supervision
- Speak briefly to the child, explaining that he/she will complete the reflection activity and any other set work. When he/she has finished, they will sit quietly and wait to be dismissed
- Send the child back to the home classroom as requested and notify the class teacher
- If the child is uncooperative or disruptive after a warning, the BSC teacher may choose to implement the next step. The office needs to be notified to come and collect the student or be ready to receive them. The classroom teacher is to be informed

# ***Procedures for Positive Behaviour Support***

## **SIS DATA ENTRY**

All serious incidents need to be recorded on SIS, following the instructions below:

1. Log on to Integris
2. Click on Behaviour Module
3. Click on Management
4. Search for student
5. Click on yellow folder with red plus to add an entry
6. Enter relevant details
7. Note – action for BSC is “Reprimand”
8. Use icon next to print to generate the parent letter – if required





# Procedures for Positive Behaviour Support

## SPECIALIST AND RELEASE TEACHERS

- When a specialist or release teacher undertakes responsibility for their class, that specialist or release teacher's PBSP is in force in conjunction with the classroom teacher's tracking book
- Teachers coming into the room in a support role should uphold the class teacher's PBSP
- If a support teacher takes responsibility for the class, the support teacher's PBSP Policy is in force in conjunction with the classroom teacher's tracking book
- It is the responsibility of all specialist, support and release teachers to enter behaviour onto SIS as required and ensure the parent is informed
- Relief teachers are required to fill in sufficient information about student behaviour on a note to the class teacher to allow the teacher to follow up the next day as required. This can be found in the relief file
- If a student reaches step 3 at any level in Magic 1-2-3 in a specialist/release class that teacher is responsible for ensuring that consequences are followed through

## PLAYGROUND BEHAVIOUR POLICY GUIDELINES

The Playground PBSP policy and procedures are centred on our duty of care. Students need to know what behaviour is acceptable and unacceptable, and the possible consequences (positive and negative) of their actions. Our focus on children's playground behaviour promotes:

- Safety of all
- Prevention of physical and verbal abuse
- Respect for others' rights and property
- Respect for staff instructions
- Courtesy towards all
- Use of UR Strong language to assist with friendship disagreements

## PLAYGROUND DUTY

The duty teachers are responsible for the safety and acceptable behaviour of students in the areas they supervise. The duty teacher is to wear a fluoro duty vest at all times. Duty vest should contain an emergency tag. The tag contains the following:

- Blue card for EMERGENCY assistance required
- Red card for ANAPHYLAXIS. Epi Pen required
- One card containing Student Allergy Information





# Procedures for Positive Behaviour Support

## PLAYGROUND BEHAVIOUR POLICY GUIDELINES IMPLEMENTATION

- **All teachers** are “on duty” at all times during the school day
- Don't ignore inappropriate behaviour you see in passing; your Duty of Care requires you to intervene even if you are not the designated duty teacher
- Be mobile and alert; early intervention can defuse conflict
- Appropriate consequences should be applied to the behaviour and as soon as practicable after the action
- Use UR Strong language and conflict resolution to assist students in resolving their own friendship issues
- Attend to the designated area as soon as possible and be **pro-active** in the patrol of the area
- Recognise and praise students displaying appropriate behaviour
- If a student displays a low-level behaviour, give a verbal warning
- If behaviour continues, direct them to calm down in an area that can be supervised or walk with the duty teacher. The students classroom teacher should be informed of behaviour where necessary.
- Enforce the School Code of Conduct fairly and consistently
- Vests and tags are compulsory

## PLAYGROUND CONSEQUENCES

The consequences of playground misbehaviour depend on the type of infringement. The examples shown are not exhaustive.

Minor Infringements	Major Infringements
<ul style="list-style-type: none"><li>• running on paths</li><li>• no hat (all four terms)</li><li>• eating while walking</li><li>• littering</li><li>• first refusal to low instructions for low-level offence</li><li>• being cheeky or back chatting</li></ul>	<ul style="list-style-type: none"><li>• physical contact of staff or students</li><li>• swearing or verbal abuse</li><li>• wilful disobedience</li><li>• wilful damage</li></ul>
Warnings/Consequences	Consequences
<p>Try to make the consequence appropriate to the misbehaviour, for example:</p> <ul style="list-style-type: none"><li>• Go back and walk</li><li>• Community service</li><li>• Walk with the duty teacher</li><li>• Sit out of the game for 5 minutes/until I come by you again/until the others invite you back to play</li><li>• Chill Out Spot nominated and supervised by the teacher for a short period of time</li></ul> <p>*If further misdemeanours occur, the process is repeated with a further infraction of time. If the behaviour escalates, direct the child to the office</p> <ul style="list-style-type: none"><li>• Strike (see Good Standing Policy)</li></ul>	Blue emergency card directed to the office

# Procedures for Positive Behaviour Support

## FORMAL CONSEQUENCES FOR SERIOUS PLAYGROUND INFRINGEMENTS

### SEVERE CLAUSE AND AGGRESSIVE BEHAVIOUR

There are times where it may be necessary to physically restrain a student where

- the student's emotions or behaviour prevents other strategies to maintain the good order of the learning environment from being successful;
- the emotional or behavioural state poses imminent risk of harm to self or others or risks significant damage to property; and
- for the minimum amount of time needed for the student to recover an emotional or behavioural state whereby less restrictive strategies may be successful.

Regulation 38 of the School Education Regulations 2000 states that school staff may, under certain conditions, use physical contact with students.

There is a duty of care to minimise the risk of harm to another and they must take measures to protect students from harm that may be reasonably foreseen. Under duty of care, staff have a responsibility to intervene in situations where students may be at risk of harm. It requires prompt and appropriate action. This may, at times, involve physical contact.

Where a student displays aggressive and violent, defiant or abusive behaviour whether it be in the classroom or playground and strategies to reduce the aggression, such as crisis talk, removing the source of the aggravation, have not been successful, immediate assistance is to be sought from the School Leadership Team and/or other staff.

The following process is to be followed:

- Students in the immediate area are to be removed and located in another supervised location.
- Personnel involved with the student are to ensure the environment is safe and use such strategies to assist the student in their de-escalation.
- The class teacher is to remain with the student to monitor their safety however they are not to approach the student unless the student is putting themselves or others in danger.
- The teacher has a duty of care to minimise the risk of harm. This action may, at times, involve physical contact/restraint and will only be used as a last resort, in consultation with a member of the Leadership Team.
- Student is taken to an area where they are able to settle.
- During that time, the principal will investigate the situation and inform the parents of what has happened.
- The principal will discuss the incident with the student, where possible, and finalise the investigation taking all aspects into consideration before determining if a disciplinary sanction is required.
- The principal will provide appropriate support for the student, parents, staff, other students and parents as required.
- The principal will record the details on SIS and prepare parent letters to send home. In some circumstances, a report may be sent to Regional Office and/or submitted via the Online Incident Notification System as soon as practicable after the incident.

# Procedures for Positive Behaviour Support

## SUSPENSION OF A STUDENT ATTENDING SCHOOL

The principal may suspend a student from attendance at school as part of the school's behaviour support plan. Suspension of attendance may be for the whole or part of each day during the suspension period.

Suspension is used when the breach of school discipline causes significant disruption to the student, other students or staff, and is for the purpose of providing an opportunity:

- for the student, other students, and staff to calm and recover; and/or
- for all to reflect on and learn from the incident, including where appropriate participating in restorative processes; and/or
- for the school to evaluate existing behaviour support plans, meet with any internal or external stakeholders, seek advice on how better to support the student, and put into place any adjustments to plans resources, staff or strategies that may be required; and/or
- for the parent to meet with the school to discuss how to improve coordination between school and home to help the student behave appropriately at school.

Notwithstanding the above, suspension is to be understood as a severe sanction, reserved for use in severe circumstances. All efforts will be made to work with the student and family to develop an individual behaviour support plan that will assist in reducing the number of days any one student is suspended for during the course of the school year. Should repeated suspension not prove effective as a strategy, other strategies will be made collaboratively between home and school to meet the academic and behavioural needs of the student.

### General Procedures

A student can be suspended for breaches of school discipline (See Appendix E) by the principal or their representative. If the breach is considered to be serious, a provisional suspension period will be given and it can be altered once the principal has completed their investigation of the incident. The student and parents have the opportunity to give reasons against the decision to suspend and/or the length of the suspension. Where it is a breach of school discipline, this will occur orally or in writing prior to the principal's decision. For serious breaches of school discipline, this will occur in writing as soon as practicable after the provisional suspension decision. The principal will record the reasons against the decision to suspend or the length of it and convey in giving the final decision the consideration given to the relevant reasons in a letter addressed to the parent/s. The letter will also include:

- The reason for the suspension from school
- The duration of the suspension and date that the student may return to school
- The name of a school staff member that parents or the student can contact; and information regarding any particular conditions attached to the suspension
- Conditions that are attached to a period of suspension must specify:
  - Any variations to the expectation of the student's non-attendance on school property
  - The school response to a student entering school property without specific permission being given by the principal
  - That the parent is responsible for the student during the period of suspension from school
  - Any conditions that need to be met prior to the student's re-entry to school; and any other specific conditions considered to be necessary by the principal.
- The student's loss of Good Standing (see Appendix P) and any events the child will be unable to participate in during their passport period.

# Procedures for Positive Behaviour Support

Periods of suspension must not be imposed consecutively. A period of suspension must terminate at the end of the school term in which it was imposed. When a student has been suspended from school, consultation with the student and parents is advised so that an individual behaviour management plan for the student can be established if necessary. The consultation will occur before the student's return to school.

Further consultation with parents must take place when a student has been suspended for a total of ten or more days in one school year. The purpose of this consultation is to review the behaviour management plan for the student and the educational program being provided. Information regarding the suspension is to be entered into the school's management information system. All required information is to be forwarded to the Regional Education Office. Attendance is to be recorded using the Z code.

Should the principal be concerned about the student's safety (exposure to serious safety risks or self harm/suicide) during the suspension period and reasonable measures cannot be taken to reduce the risk or ensure appropriate supervision, the principal may consider an alternative strategy and document it.

Suspension will not be considered for the reason associated with

- attendance;
- an incident occurring outside of school, except where the principal can establish a reasonable link between the incident and the school; or
- dress code.
- Frustration as a result of disability

Consideration will be given for international students and their visa conditions. The principal will note that the decision to suspend may impact on the student's visa conditions. If there could be such an impact, the principal may consider whether alternative measures are appropriate.

## **Education Instruction for a Student Suspended From School**

Any student who is suspended from school for three or more consecutive school days or has accumulated five days suspension within the year is to be provided with education instruction during the period of suspension. This does not require the student to be supervised by school staff during the period of suspension unless the student has specific permission to be on school property. The student is to be provided with education instruction that will include some or all of the following:

- Information and materials that would enable them to continue to develop the knowledge and skills that are central to their education program
- Information and materials that would enable them to complete tasks and prepare for assessments
- Activities that require reflection about behaviour and/or the incident that resulted in suspension and any behavioural changes required when the student returns to school

Schools must inform parents of the education instruction made available. If a student accumulates eight suspensions or 20 days of suspension in a calendar year, whichever comes first, the principal will inform the appropriate personnel as part of a case management approach and work with such external agencies along with the family to review the student's situation and develop or improve personalised behaviour support.

# Procedures for Positive Behaviour Support

## EXTERNAL AGENCY COORDINATION

Where there has been a severe breach of discipline or repeated, ongoing breaches of discipline, a member of the school leadership team will contact the appropriate external agencies to assist with the family and/or school. These may include Department of Student Protection and Family Services, Justice, Police, CAMHS, personnel from the Behaviour and Engagement team from Regional Office and School of Special Educational Needs – Behaviour and Engagement and/or Disability.

A case conference will be held with the school representatives, parents, external agencies and where appropriate, the student, to discuss the concerns and identify an action plan to address them. Follow up meetings will be set to review and modify the plan as necessary.

## PROMOTING POSITIVE VALUES AND PREVENTION OF SCHOOL BULLYING

Bateman Primary School strives to create a learning community based on values. One that is safe, free of discrimination, racism, harassment and bullying. One that is diverse and representative of our school communities and society. We strive for each person to be recognised as a unique individual. We all have a right to be respected and a responsibility to respect each other. All members of our community are committed to ensuring a safe and supportive environment which promotes personal growth and fosters positive self-esteem for all. We aim to maintain a setting in which everyone feels valued and respected and where individual differences are appreciated, understood and accepted.

The national definition of bullying for Australian schools says:

Bullying is an ongoing misuse of power in relationships through repeated verbal, physical and/or social behaviour that causes physical and/or psychological harm. It can involve an individual or a group misusing their power over one or more persons. Bullying can happen in person or online, and it can be obvious (overt) or hidden (covert).

Bullying of any form or for any reason can have long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

### Behaviours that constitute Bullying

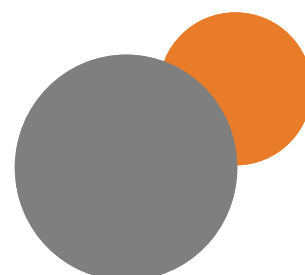
There are three types of bullying behaviour:

- **Verbal bullying** which includes name calling or insulting someone about physical characteristics such as their weight or height, or other attributes including race, sexuality, culture, or religion
- **Physical bullying** which includes hitting or otherwise hurting someone, shoving or intimidating another person, or damaging or stealing their belongings
- **Social bullying** which includes consistently excluding another person or sharing information or images that will have a harmful effect on the other person.

If any of these behaviours occur only once or are part of a conflict between equals (no matter how inappropriate) they are not bullying. The behaviours alone don't define bullying. However, these conflicts still need to be addressed and resolved.

Behaviours that do not constitute bullying include

- mutual arguments and disagreements (where there is no power imbalance)
- not liking someone or a single act of social rejection
- one-off acts of meanness or spite
- isolated incidents of aggression, intimidation or violence.





# Procedures for Positive Behaviour Support

## Responses to Bullying Incidents by Staff and Leadership Team

1. Protect the bullied child from further harm
2. Record name/s of the bullied child, who reported the incident and the bystander/s.
3. Interview the bullied child to find out what happened
4. Repair relationships and plan for education and relationship management for all students involved
5. Provide strategies the bullied student might use to avoid being bullied in the future.
6. Individually interview bystander/s using the Shared Concern Approach. Discuss strategies these students may use to avoid bullying in the future
7. If further investigation is required or the incident is more serious and ongoing in nature, teachers will inform and work with the Leadership Team to address the incident.
8. A member of the Leadership Team will record the incident using Integris and follow up with appropriate action/consequences
9. Monitor the situation over the following few days
10. Where necessary speak to class without using names
11. Where appropriate and using discretion, work collectively with the school psychologist and the parents of the victim to assist their child in avoiding being bullied in the future. Keep them informed about progress and measures taken
12. Communicate the incident with the parents of the bully

## ACTIONS

The school will promote a culture of zero acceptance of bullying by:

- The School Board, School Staff and Parents and Citizens Association making a clear statement of zero acceptance of bullying within a well-publicised Bateman School Code of Conduct
- Applying the expectations of the responsibilities in the Code of Conduct to adults and students
- The Leadership Team enabling positive behaviour programs from K – 6
- The active promotion of reporting of bullying (taking a stand against bullying) as being a responsible act that is supported and expected of all community members
- The whole community taking all reports of bullying during school and on their way to and from home very seriously and the administration taking action to record, investigate and resolve each reported incident
- The Leadership Team will deliver counselling, mediation, individual codes of conduct and behaviour plans. If necessary, the victim and offenders will each meet with the school psychologist. This service will be ongoing as needed.



## CLASSROOM ENVIRONMENT - SOME STRATEGIES THAT MAY HELP PREVENT UNACCEPTABLE BEHAVIOUR

- Ensure that children have chances to succeed at their own level, in their own way. Work levels must be appropriate. Acknowledge a variety of ways of self-expression: some children who may not communicate well verbally or in writing may find outlets in drawing, drama, or practical activities
- Plan for success: devise interesting child-centred activities that cater for several levels. Have your lessons well prepared, including organisation of materials and provision for early finishers
- Cultivate a warm, caring and stimulating learning environment. We all have our own teaching styles and ways of interacting with children; the important thing is that your respect for each child will help them gain a positive awareness of their self-worth
- Develop the student's responsibility by involving them in the setting of rules, limits and classroom routines. If the children are faced with a problem, resist giving solutions. Seek their solutions, offer alternatives if necessary, but allow or lead them to draw their own conclusions. This contributes to their sense of accomplishment and competency, self-trust and self-worth
- Encouragement focuses on small contributions and personal efforts that may not normally be "good enough" to merit praise. The genuine effort made by the discouraged or struggling or untidy child is as deserving of positive acknowledgement as the best finished product
- Children need to know what is expected of them. Within a caring classroom, where rules and limits are clear, children develop the security that allows them to try new things without the inhibiting concerns of fear of failure or ridicule
- Take the time to find out about each child's background and what is important in their world. Establish helpful relationships with parents if possible. Take cultural and religious differences into account when planning classroom activities
- Be aware that there may be children with whom you will find it hard to develop warmth and empathy. Be realistic but, be prepared to change your perceptions about the child. It is often the child for whom you feel the least empathy who needs your help the most
- There is strong evidence that children tend to behave as adults expect them to behave. Look for attributes that allow you to focus on positive change rather than maintaining focus on a negative label, image, or characteristic



- Non-verbal communication is a very powerful tool. A mismatch between your verbal and nonverbal messages will distort your communications with children and may lead to mistrust and misunderstandings. Be aware of the non-verbal communication patterns of the cultural groups represented in your classroom
- Practise active/ reflective listening. By simply listening to a child, you demonstrate an accepting and caring attitude, communicate respect and help the child feel valued. Active listening picks up on underlying feelings and reflects them back to the child. Your reflective responses give children an opportunity to clarify what they are feeling and help them gain greater self-understanding
- Be aware of your own beliefs, attitudes and prejudices in regard to such issues as race, ethnicity and gender. Curriculum content and material need to have the range of choices that will provide for diversity in the classroom
- Use the language of “choice”. i.e. “You may choose to complete your work sensibly or you choose finish it in BSC Class”
- Implement preventative strategies such as CMS low-key techniques





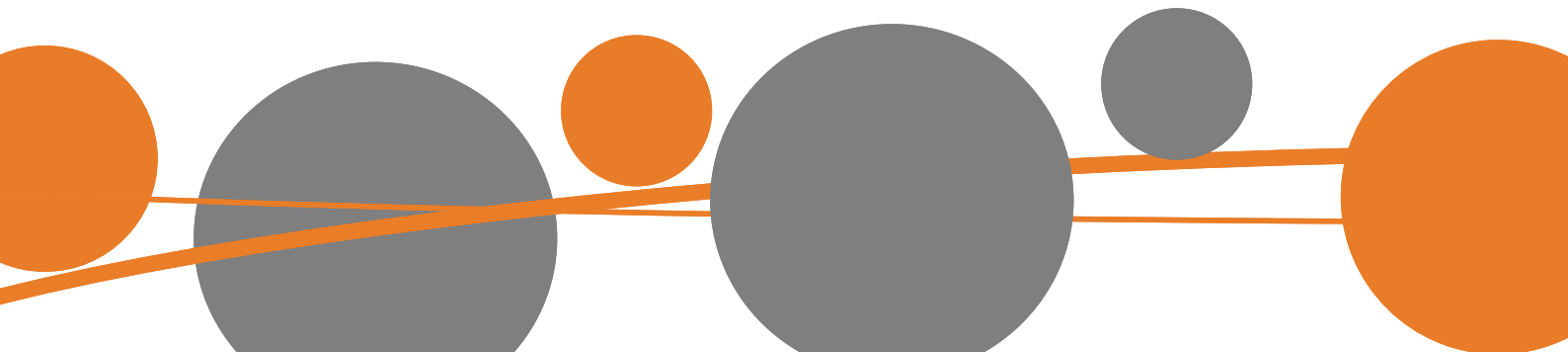
## MAGIC 1 - 2 - 3

1. **“(Student’s name) that’s 1. You need to (repeat instruction).”**
  - a) Complies = Rejoins regular class routine.
  - b) Does not comply = Follow step 2.
2. **“(Student’s name) that’s 2. You need to (repeat instruction) now. Number 3 means that you will be in Time Out for 5 minutes.”**
  - a) Complies = Rejoins regular class routine.
  - b) Does not comply = Follow step 3.
3. **“(Student’s name) that’s 3. You are now in TIME-OUT for \_\_\_ minutes and will need to fill in a reflection activity (use timer).”** Immediately move student to isolated area within the classroom.
  - a) Complies = Rejoins regular class routine after Time-Out and reflection activity completed to acceptable standard (neat writing and appropriate responses - may need assistance to complete reflection activity).
  - b) Does not comply = Change ‘Time-Out’ to \_\_\_ mins in Behaviour Support Class.
4. If does not comply... **“(Student’s name) you have chosen not to go to ‘Time Out’. You are now in your Behavioural Support Class for 20 mins and will need to fill in a reflection activity.”**
  - a) Complies = Immediately send student to BSC class with a responsible peer. Send with pen/pencil, reflection activity and note to teacher. Rejoins regular class routine after BSC and ‘Think Sheet’ completed to acceptable standard (neat writing and appropriate responses – may need assistance to complete reflection activity).
  - b) Does not comply = Change ‘BSC’ to Office Visit (5)

**Note: Students who attend BSC automatically receive a strike against their Good Standing**
5. If does not comply... **“(Student’s name) you have chosen not to go to your Behaviour Support Class.”** Immediately send student to the office with a responsible peer. Send with pen/pencil, reflection activity and note explaining inappropriate behaviour and work the student can complete independently.
  - a) Complies = Rejoins regular class routine after Time Out in the Office, reflection activity and work completed to an acceptable standard. A letter will be sent home to parents from principal/deputy principal.
  - b) Does not comply = Send a Blue Emergency Card to Office.

### Other Points for positive interaction with difficult students:

- Use a clear, calm voice
- Allow a little wait-time between counts for student to consider consequences (e.g. walk away and come back)
- Do not engage in debate with the student
- If the situation is an emergency or dangerous in any way, and you require immediate assistance, fast-track straight to red emergency card
- Begin each day with a fresh start (the student will have consequences at each stage)



## ZONES OF REGULATION RED AND GREEN CHOICES SHEET

Parent signature: \_\_\_\_\_

Date: \_\_\_\_\_



What happened?

\_\_\_\_\_ 's Decision Making Visual Strategies

A visual or written explanation of the situation that lead to me making a poor choice.

or

Green Decision

What is a better choice I could have made?

Red Decision

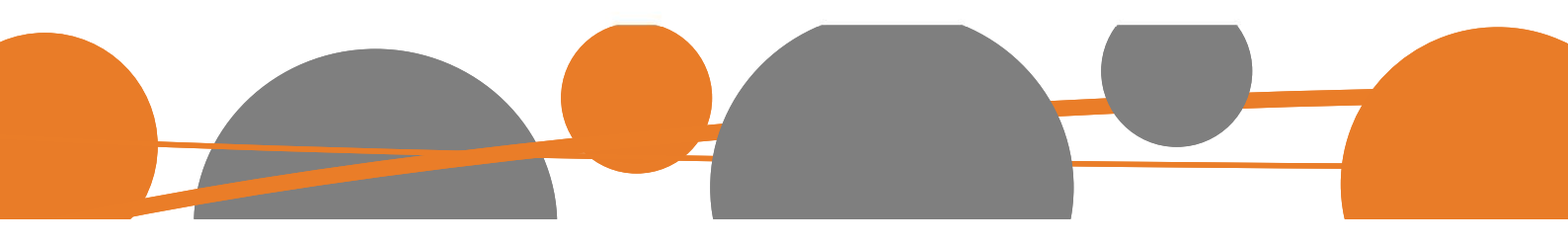
What was the poor choice I made?

Green Result

What would the outcome be if I made this better choice?

Red Result

What was the outcome of this poor choice?





## CONSEQUENCES

- Consequences must be applied consistently. It is not so much the severity, but the inevitability of the consequence that has the impact
- Consequences need to be enforced in such a way that they:
  - Imply no moral judgement
  - Separate the behaviour from the individual
  - Provide a choice
  - Demonstrate a caring, non-threatening manner
- Consequences are most effective when they are logical: if possible, directly relate the consequence to the behaviour
- Negative consequences may be something the student dislikes, but they must not be physically or psychologically harmful
- Consequences are most effective with children when they are applied as soon as possible after the occurrence of the behaviour
- Consequences must be consistent with Education Act regulations and the School Policy
- Consequences must be discussed and understood in advance with the child
- Be explicit in your discussion. “You must behave in class” is not explicit. “You must sit quietly and listen to others in our news sessions. Then you may have your turn” gives the child a practical example of required behaviour and its positive consequence.

Brainstorm with your class to involve them in setting the class rules, and the positive and negative consequences. Younger children need more direction than those in middle and upper classes.

After you have generated a board full of rules, analyse them with the class, eliminating those against Education Act regulations. Group the rules into categories (e.g. safety, efficient learning or work rules, courtesy or good manners). With the class, select 4-6 rules that can be written explicitly. Write and display a class chart. Follow the same procedure with positive and negative consequences.



### **Involving the class in its daily management enhances in the children a:**

- Sense of belonging both as individuals and as a group
- Sense of competency and the feeling that they can exercise influence on what happens in their lives
- Belief that they are valued, respected and trusted
- Belief that they are responsible for their actions



## CATEGORIES OF SUSPENSION

Category 1: Physical assault or intimidation of staff Aggressive physical contact committed intentionally against staff.

Category 2: Verbal abuse, threats, harassment or intimidation of staff Verbal on non-verbal actions that are abusive, harassing, intimidating or threatening including, stalking, sexual harassment

Category 3: Physical assault or intimidation of students. Physical intimidation refers to any physically threatening behaviour towards a student.

Category 4: Verbal abuse or harassment of students. Verbal abuse or harassment of students includes offences such as stalking, sexual harassment, sexual innuendo and manipulation.

Category 5: Wilful offence against property. A wilful offence occurs when there is intent to deface or cause damage to property. It also encompasses the act of theft.

Category 6: Violation of school Code of Conduct, behaviour management plan, classroom or school rules.

Category 7: Substance misuse. Incidents involving substances that are not illegal but threaten the good order and proper management of the school. Substances such as cigarettes, alcohol and misuse of prescribed medicines are covered by this category.

Category 8: Illegal substance offences. The substances referred to in this category are those deemed illegal under the Criminal Code.

Category 9: Other. This category is retained for other serious incidents that are not encompassed by the first eight suspension categories.



## WITHDRAWAL OF A STUDENT FROM CLASSES, BREAKS OR OTHER SCHOOL ACTIVITIES

A school administrator – principal, deputy principal or nominated person in charge should the principal and deputy principal be absent – may withdraw a student from classes, breaks or other school activities as part of the school’s planned behaviour support response. Applied as close as possible to the time of the breach of school discipline, withdrawal is used for the purpose of providing an opportunity to:

- calm in circumstances where the student has become unable to self-regulate; and/or
- reflect on and learn from the incident, including where appropriate engaging in restorative processes; and/or
- evaluate prior behaviour support and negotiate and plan adjustments that may be required; and/or
- continue a learning activity in a less stimulating environment.

It needs to be proportionate to the breach and part of a balance of measures to support the student to achieve better behaviour.

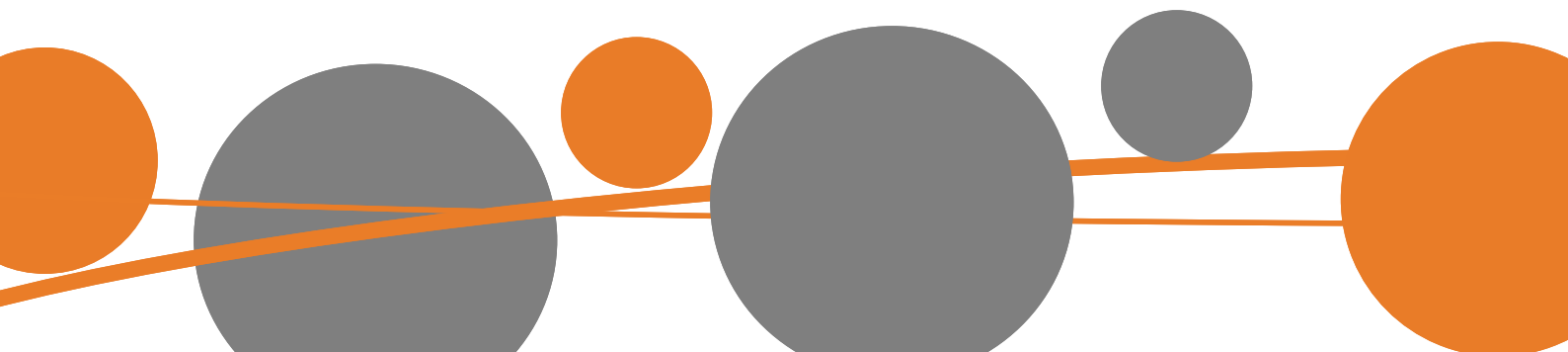
However, withdrawal is distinct from regular classroom management strategies such as moving a student to a buddy class, a sensory space at the back of the room or the library, or the office of a school administrator. Similarly, teacher decisions in the context of their daily classroom management, such as asking a student to remain behind at the start of a break to briefly discuss their progress or actions should not be construed as withdrawal.

When a student is withdrawn, the school administrator or representative will:

- provide oral or written advice to the parent(s) that day or as soon as possible thereafter;
- ensure the location and supervision arrangements are suitable for the student;
- ensure that the student is provided the opportunity to complete set school work;
- create a record (in SIS) for each student withdrawal showing:
  - reason for the withdrawal
  - date, time and duration of the withdrawal; and
  - notification to the parent.
- Attendance is recorded as W for the period the student is withdrawn from classes.

Additionally:

- Withdrawal must not affect a student’s attendance and have minimal impact on the student’s academic progress. Suitable arrangements will be made to ensure supervision and appropriate educational instruction will be provided to students who are withdrawn during school hours. This includes students being withdrawn from significant school events during school hours;
- Any alteration of breaks must consider the student’s needs.





## EXCLUSION FROM ATTENDING SCHOOL

An exclusion order is the most extreme sanction that can be applied to a student in a public school and as such should be reserved for the most serious breaches of school discipline. The Department continues to have responsibility for providing an education for any student who is excluded.

Exclusion will be considered where it can be demonstrated to the Director General that:

- Other forms of behaviour response have been exhausted ; or
- The student has committed an act so extreme that its impact prevents the school from reestablishing a safe, caring and supportive environment for the student.

Exclusion is used when the breach of school discipline causes extreme disruption to the good order and proper management of the school, in the context where:

- Ongoing breaches have occurred; and
- Intensive support has been provided by the school to the student, including:
  - Multiple cycles of planning, implementing and evaluating behaviour support in an attempt to help the student successfully meet behaviour requirements; and
  - Effective case coordination by the school, including taking advice from regional and statewide services behaviour and engagement support staff, as well as any appropriate external agencies.
- The existing school environment is clearly contributing to the student's difficulties in achieving desired behaviour, and the principal has taken all reasonable measures to change this environment; and
- In context of all of the above, the principal having taken advice and considered all options, considers that it is in the best interest of the student to move to an identified educational program or setting; but the parent(s) and student are not willing to undertake this move. However, the principal must not, on the basis of a student's behaviour needs, use methods to enforce the departure of a student that are alternative to exclusion.

The principal may recommend to the Director General that a student excluded from attending the school as part of a school's behaviour support plan. Only the Director General may exclude a student. Exclusion may be temporary or permanent. For further information, please refer to the Requirements of the Student Behaviour in Public Schools policy and procedures – July 2023





## PROTECTIVE ISOLATION OF A STUDENT FOR PURPOSES OF MANAGING RISK OF HARM

Protective Isolation is:

- a restrictive practice
- a planned strategy;
- the involuntary isolation of a student from others within a school;
- used for the purpose of managing a student's emotional risk of harm to self or others; and
- used only when other, less restrictive strategies have proven unsuccessful.

Protective isolation is not:

- to be used for punishment or discipline, coercion, retaliation, convenience or respite;
- to be used as a routine school safety measure;
- withdrawal;
- detention of a student after school; nor
- voluntary, such as when a student elects to go to a safe area for the purposes of calming.

All due diligence and consideration will be given should this strategy need to be included in a student's behaviour plan. The department requirements as outlined in the document, Requirements of the Student Behaviour in Public Schools policy and procedures – July 2023 will be followed.



## USE OF PERSONAL MOBILE ELECTRONIC DEVICES POLICY

### Background

Bateman Primary understands that we live in a modern society and that mobile electronic devices are a part of everyday life for both adults and children. Students, particularly upper primary students are very comfortable with networked mobile electronic devices and use them as one means of communication.

For the purpose of this policy, 'mobile electronic devices' include mobile phones, smart watches, other electronic communication devices and associated listening accessories, such as, but not limited to, headphones and ear buds.

### Procedures

As a government primary school, Bateman Primary **does not allow students to use personal networked mobile electronic devices at school**. Smart watches must be on 'aeroplane mode' so that communication cannot be sent or received during the school day.

- For reasonable requests students can at any time ring their parents / caregivers after receiving permission from the school office.
- Parents who need to contact students should phone the school office and a staff member will organise a message or in an urgent case enable the student to speak to the parent / caregiver.

If a parent requires their child to have a networked mobile electronic device for contact before or after school the following procedures should be noted:

- To reduce the possibility of loss, misuse or distraction all children who bring a personal networked mobile electronic device to school will need to place it in a box in the office at the start of the day so that it can be locked away. The device can then be collected by the student at the end of the day.

The following exemption is permissible:

If a student requires a mobile phone at school as part of a medical plan to monitor their health condition, it must be documented in their medical plan and overseen by the class teacher. The mobile phone must not be used for any other purposes.

- Students may be found to be involved in distributing or uploading inappropriate and/or illegal images or videos of students, parents or staff. This includes material that is violent, pornographic, racist, sexist, inflammatory, threatening, hateful, obscene or abusive in nature, or which promotes or encourages illegal activities. In such circumstances, the school will:
  - promptly address the online publication of inappropriate material about staff or students by:
    - reporting it to the relevant webmaster or authorities;
    - if it involves another school, reporting it to the principal of that school;
    - keeping a record of the nature and location of the inappropriate material; and
    - hiding/removing/deleting it whenever possible.
  - treat the distribution or uploading as a serious breach of school discipline by the student;
  - make a report via the Online Incident Notification System as soon as practicable;
  - communicate with, and offer support to, school staff, students and others as required; and
  - report any illegal activity to the police.
  - If a child brings a networked mobile electronic device onto school grounds and fails to hand it in at the front office, the parents of the child will be informed of this.
  - Repeated breaches of this policy will require a parent to collect the device and may result in the loss of Good Standing in accordance with the school's Positive Behaviour Support Plan

## WEAPONS IN SCHOOLS

A student who is aware of a weapon on the school site or at a school activity, must bring this information to the attention of school staff. Incidents involving weapons must be dealt with as a serious breach or school discipline and students suspended immediately under Regulation 44 (2) of the School Education Regulations 2000.

A weapon is 'anything serving as an instrument for making or repelling an attack'.

- Prohibited weapons are any item that has no purpose other than as a weapon, such as spray weapons, flick knives or switch blades.
- Controlled weapons include those used in the practice of a martial art, act, sport or similar discipline, such as firearms, swords, machete or spear gun.
- Firearm includes any lethal firearm and any other weapon or any description from which any shot, bullet or other missile can be discharged or propelled, such as handguns and paintball guns.

### General Procedures:

- Plans will be developed, monitored and reviewed for addressing identified risks and critical incidents that involve weapons, including clear procedures on what to do;
- Police will be contacted immediately if a weapon deemed to be prohibited or controlled is found on school site or during school activities;
- On a case by case basis the Principal will determine whether a student will be permitted to carry a ceremonial or religious observance implement, on the school site or during school activities and inform appropriate personnel about the requirements around this;
- Support and assistance will be provided for students found to be carrying a weapon;
- Make a report via the Online Incident Notification System as soon as practicable;
- Communicate with, and offer support to, school staff, students and others as required;
- Have clear procedures for dealing with weapons on the school site and at off-site school activities as part of the whole school behaviour support plan; and
- Inform staff, parents and school community members of requirements relating to weapons on the school site and at off-site school activities.
- The offending student may lose their Good Standing in accordance with the school's Positive Behaviour Support Plan and Good Standing Policy

If a weapon is found on school property or during a school activity;

- The weapon will be secured in a safe place ☒
- The Police will be called

Where there is 'reasonable suspicion' or it is known that a student is in possession of a weapon, school staff will:

- assess the level of risk to the student and others;
- report the matter immediately to the principal; and
- ask the student to accompany a member of school staff to the school office or another predetermined safe location where the principal or nominee, together with a witness, will request that the student hand over the weapon.



If the student declines to hand over the item which is likely to cause harm, the principal will, if deemed appropriate after considering the safety of other students, staff and themselves:

- inform the student's parents/carers of the situation;
- give the parent/carer an opportunity to speak with the student on the telephone or to attend the school to speak with the student; and
- ensure the student is supervised by a member of school staff and the witness.

If the student continues to decline to hand over the item, the principal will:

- inform the police that the school holds a reasonable suspicion that the student possesses a controlled or prohibited weapon.

### **School staff should not undertake a personal search of the student.**

If the student does not have the item which is likely to cause harm on their person, the principal will:

- ask the student to open their bags and to cooperate with the search of the student's property, including their bag/s and locker.

If the student refuses to make their property (e.g. bag) available for search, the principal will:

- inform the student's parents/carers of the situation; and
- seek permission from the parents/carers for a search of the student's property to be conducted.

If the student and the parents/carers refuse to give permission for the student's property to be searched, the principal will:

- seize the property if it is judged to be safe to do so;
- if seized, label and securely store the property in the presence of a witness;
- contact the police immediately if there is significant risk; and
- inform the police that the school holds a reasonable suspicion that the student possesses a controlled or prohibited weapon.

School staff who find, or are given, a weapon should:

- label it with the date, time and location where the item was obtained, and the names of all school personnel who have had contact with it; and
- provide it to the principal.

The principal will:

- securely store the item;
- confirm the labelling of the weapon;
- accept responsibility for its containment prior to handing it over to police or, if appropriate, returning it to the student's parents;
- maintain a written record of names of all students, school staff, parents, police (if involved) and other individuals involved in the incident.







# **GOOD STANDING POLICY**

August 2023





In accordance with the Department of Education's Positive Student Behaviour Policy, Bateman Primary School has developed a Good Standing Policy. The Good Standing Policy is a part of, and works in conjunction with, the whole school Positive Behaviour Support Plan. Specifically, the Good Standing Policy supports the Student Responsibilities and Code of Conduct. We believe every student should learn in a purposeful and supportive environment as well as have the opportunity to work and play in a safe, secure, friendly and clean environment that promotes respect, courtesy and honesty.

The Bateman Primary School Good Standing Policy emphasizes the importance of students taking responsibility for the choices they make daily, which impacts academically and socially on themselves and their peers. The Good Standing Policy aims to provide regular acknowledgement and recognition for the majority of students who consistently behave and act accordingly to the Bateman Student Responsibilities and Code of Conduct.

Good Standing is a status all Bateman Primary School students are granted at the beginning of every school term. It is the responsibility of each student to maintain their Good Standing. Staff will support students by providing education and strategies for students to succeed in their behaviour and learning. Students with Good Standing are eligible to participate in Bateman Primary School activities that may include, but are not limited to, excursions, incursions, school-based activities, camp and sporting events. Students who lose their Good Standing will lose the privilege to participate in these events.

*An invitation to represent our school and attend a special event in the local community is a privilege – it is not a right.*

### **TO MAINTAIN GOOD STANDING STUDENTS MUST:**

- Follow the Code of Conduct at all times.
- Ensure their behaviour is appropriate for the learning and wellbeing of others.
- Ensure the school environment is kept neat and tidy at all times.
- Behave in a way that protects the safety and wellbeing of others and themselves.
- Ensure that they are punctual, polite, prepared and display a positive manner.
- Consistently adhere to the Bateman Positive Behaviour Support Plan.
- Consistently adhere to classroom expectations.
- Comply with Bateman Primary School Dress Code.

### **STUDENTS MAY LOSE GOOD STANDING FOR:**

- Physical violence.
- Filming of physical violence
- Violation of the Bateman Primary School Dress Code.
- Abuse, threats, harassment or intimidation of students.
- Abuse, threats, harassment or intimidation of staff.
- Damage to property.
- E-breaches (misuse of technology).
- Ongoing violation of the Bateman Positive Behaviour Support Policy.
- Violation of the Bateman Code of Conduct.
- Violation of the Bateman student responsibilities.

**Suspension will automatically result in the loss of Good Standing.**

**The loss of Good Standing for Leadership Positions includes the loss of badge and leadership responsibilities until Good Standing is reinstated.**

### **REGAINING GOOD STANDING**

Students will be eligible for reinstatement of their Good Standing after complying with the Bateman Primary School Positive Behaviour Support Plan, Student Responsibilities and Code of Conduct over a period of two weeks. During this time, students will be supported in reflection, education and strategies to encourage a positive change in future behaviour. If a student is unable to be reinstated with their Good Standing after this two-week period, a meeting will be called with parents, a member of admin, classroom teacher and student to develop a behaviour management plan to support the student in regaining their good standing. The students time to regain their Good Standing will be extended. Good Standing will be reinstated each term.

### **LOSS OF GOOD STANDING**

Good standing will be withdrawn from a student if they:

- Receive three strikes
- Receive a suspension

### **THREE STRIKES POLICY**

Students receive three strikes before the loss of Good Standing. These strikes are wiped at the end of each term or when Good Standing is regained. All strikes are communicated to parents by the classroom teacher. All strikes should go through the classroom teacher before being issued to the student. The third strike will result in a loss of Good Standing. All strikes must be recorded on SIS.

Students will complete a student self-assessment reflection at the loss of good standing. The reflection is to be completed and returned to the classroom teacher or Principal upon meeting the next day.

## **ACTIONS BEFORE ISSUING A STRIKE**

### **MAGIC 1, 2, 3 PROCESS FOLLOWED**

#### **STUDENT REFLECTION COMPLETED WITH CLASSROOM TEACHER AND/OR PRINCIPAL**

Red and Green choices sheet, discussion, role-play, drawing etc. An age-appropriate form of reflection

#### **IN CERTAIN CIRCUMSTANCES, PARENT COMMUNICATION TO SEEK BACKGROUND OF UNUSUAL BEHAVIOUR**

# Good Standing Procedures

## PARENT CONTACT REGARDING GOODSTANDING

- The BPS Good Standing Policy will be communicated to parents through a range of mediums when necessary and uploaded to the Bateman Primary School website.
- All parents will receive a link to the Good Standing Policy at the beginning of each school year
- Students will be regularly educated around the Good Standing Policy
- **When students are issued a strike, parents will be contacted and a formal strike letter will be sent home to be signed and returned.**
- When a student receives their second strike, parents will be advised by the classroom teacher their child is at risk of losing their Good Standing due to ongoing violation of the BPS Positive Student Behaviour Policy.
- Parents will be advised by the Principal when their child loses their Good Standing, how they may regain this status and what upcoming opportunities they will be ineligible for. The loss of Good Standing will be in effect at the beginning of the next school day.
- Parents will be advised when their child's Good Standing is reinstated and a meeting will be made with the student, member of admin, classroom teacher and parents.

***The Bateman Primary School Good Standing Policy is provided to maintain consistency in our decision-making processes. It is important to note these are guidelines, all factors will be considered and any decision to withdraw Good Standing will be at the discretion of the Principal.***



# Positive Behaviour Passports

## POSITIVE BEHAVIOUR PASSPORT PROCESS WHEN GOOD STANDING IS WITHDRAWN

When a student has lost their Good Standing, they will be given a Positive Behaviour Support Passport to assist them in regaining their Good Standing. The passport will track the student's behaviour throughout each lesson of the day for a period of two weeks.

- Passport is issued on the first day of loss of Good Standing.
- Reflection it is to be completed and discussed with the Principal.
- Student is responsible for keeping the passport safe.
- When it is deemed appropriate, measures will be put in place for lost or damaged passports. This may include starting again.
- Student has 10 days to achieve 80% positive behaviour in their passport.
- Classroom teachers and specialist teachers are to complete the passport with a simple tick or cross to indicate observed behaviour for each lesson in the day.
- Incidents at lunchtime and recess are to be reported directly to the classroom teacher and behaviour will be marked on the passport.
- Students who have lost their Good Standing will be communicated with all staff.
- Students will be checked in on regularly by the principal and classroom teacher while they are working on their passport.
- Students can regain their Good Standing if after 2 weeks they have achieved 80% 'positive behaviour' in their passport.
- Only lessons with ticks will be counted towards the 80% needed to regain Good Standing
- Necessary parent communication will be conducted by the classroom teacher or the Principal during the time of the passport.

## GOOD STANDING REINSTATEMENT

- Parents will be advised when their child's Good Standing is reinstated and a meeting will be made with the student, member of admin, classroom teacher and parents to discuss recommended strategies and expected behaviour moving forward.
- Students will be eligible for reinstatement of their Good Standing after complying with the Bateman Primary School Positive Behaviour Support Plan over a period of two weeks.
- If a student is unable to be reinstated with their Good Standing after the two-week period a meeting will be called to develop a behaviour management plan to support the student in regaining their Good Standing and the passport procedure will start again.
- Good Standing will be reinstated each term.

ENDORSED BY THE SCHOOL BOARD : \_\_\_\_\_

