

DISCIPLINE STATEMENT

We aim to: Create a positive environment where students respect the rights of other students to learn and the rights of the teachers to teach.

We use restorative approaches which are a way of thinking and interacting that puts relationships at the centre of all actions and decisions. Restorative approaches are empathic, responsive to need, view conflict as opportunities to learn and grow, and build accountability for actions and processes to repair harm. A restorative approach empowers students to own and accept responsibility for their behaviour, understand the effect of their actions on others & make better future choices.

- We practise positive, respectful relationships between school & home, students & teachers and students & peers.
- We use the Virtues Program to embed a school culture of mutual respect and inclusion of all.
- Admin supports teachers to gain confidence in using Positive Behaviour Management including restorative practices.
- We recognise that it is only through the united effort of the school and the home that high expectations of student behaviour can be achieved.

CODE OF CONDUCT

Our Code of Conduct is based on our Virtues Program, highlighting Respect, Responsibility, Determination and Excellence:

Refer to our Positive Behaviour Expectations for Students Matrix

Roles and Responsibilities of Staff:

- Establish positive relationships with students 'parents and carers.
- Explicitly teach and model positive and respectful behaviour.
- Use common Positive Behaviour language.
- Understand and effectively use restorative practices and procedures within this policy.
- Use low-level positive behaviour management strategies
- Record behaviour management according to this policy.

At Como, all students commence with & retain good standing while exhibiting our key values and virtues.

Loss of good standing occurs after a suspension or series of behaviours that are not aligned with our Expectations. These behaviours include, but are not limited to:

- Starting a fight; making physical contact with the intention to harm another student or staff
- Videoing a fight in the grounds of the school or off site where there is reasonable nexus between the incident and the school, with the intention of publishing on social media

Students who breach the Positive Student Expectations Matrix will have privileges removed such as being banned from school social activities. This will involve a discussion with the student and their parent/carer to highlight the issues that led to the loss of good standing.



Como Primary School
WHOLE SCHOOL
POSITIVE STUDENT BEHAVIOUR
Policy

Our school community believes that all students, staff and parents have a right to work together within a safe, supportive environment, showing respect, cooperation and kindness towards each other, so that each student may fulfil their learning potential.

PLAYGROUND PROCEDURES

The outdoors section of the Positive Behaviour Matrix is regularly revised in class, at assemblies and monitored by duty teachers.

TEACHER ACTION

- Engage positively with students whilst on duty.
- Interact with students and get to know as many as possible.
- Recognise and reward appropriate behaviour with positive comments and immediate action.
- Students may be issued with a House Point Card if displaying a Virtue particularly well.
- Use positive language such as: "We walk on hard surfaces," rather than, "Stop running."
- Respond proactively to all student concerns when approached on duty.
- Use provided Restorative Relationship cards when required.

Student Expectation Not Met in the Playground: Action

Immediate verbal correction, student stopped briefly and reminded of rule. Encouragement is generally the best.

- Should a student repeat the inappropriate behaviour, for that teacher, the student is asked to stay with the Duty Teacher for a minute, reminded of the Expectation and the student must articulate how to change the Bad choice to a Good choice.
- After 3 minor breaches of the Outdoor Positive Expectations Matrix whilst the teacher is on duty, or one major breach of the Student Expectations the student will be given an **Orange slip** from the duty bag and sent to the Admin office. The student will give the form to a D/ Principal, parents will be contacted by the D/P, and a suitable consequence will be arranged during which students will complete a written reflection form. Restorative practices using the card system to then be used.

CLASSROOM PROCEDURES

A positive working environment will be evident. Teaching social skills and emotional regulation is part of good classroom practice in line with the curriculum's Personal and Social Capabilities. Use of the displayed Student Expectations' matrix. When discussing a behaviour, focus on the desired positive behaviour e.g., "Discuss using indoor voices", rather than, "Stop talking so loudly". Restorative Practices to be used. All teachers and EAs to have a set of Restorative Cards to use when a student's actions have affected another student or teacher. Build on strong and positive student-teacher and parent-teacher relationships/connections.

- Recognise and reward appropriate behaviour with positive comments and/or action.
- Individual class incentives may be used.
- Whole school incentives — Honour Awards, House Points
- Only Our Best Award, Virtues Award, Citizenship Awards

Tier 1 Behaviour: Includes all students. *Teaching of broad social & emotional skills*

- Intervention without halting the flow of the lesson.
- Praise of students
- Alter proximity, scanning, body language, facial expression, tone and pace of voice.
- Planned transitions.
- Refer to displayed rules, positive expectations poster.
- Verbal warning stating required behaviour

Tier 2: Students with some risk factors

Teaching of broad social & emotional skills + general support plan

- Calm down/ quiet space.
- Restorative Practices applied.
- Parents contacted.
- Behaviour tracked by teacher via SIS and parents contacted.
- School Chaplain.
- External agencies, parents and school psychologist's advice used to support neuro diverse students when formalising a support plan.

Tier 3 Intensive: Students at High Risk:

Teaching of broad social & emotional skills + Individual Behaviour Plans

If behaviour remains unchanged after following Tier 1 and 2 actions, a Reflection Form aligned to our Virtues Program be given by the teacher, discussed with student and completed at a break time in the admin area. The behaviour will be entered on SIS by the teacher who was involved, and parents will be contacted.

In-school withdrawals and suspensions actioned by Principal or Deputy Principal

External support agencies to be contacted for support.

NB Specialist staff use a **Pink** form to be completed at recess or lunchtime depending on prior record.

Admin to supervise a short play at 1:05-1:15pm for students who miss their regular lunch playtime.

Teacher to provide work for students withdrawn from class.

Class teacher sends **Red Admin Help** card to office if behaviour is interrupting learning time.

DEALING WITH BULLIES

Bullying is any repeated willful, conscious behaviour intended to hurt another person, either physically or emotionally.

BULLYING IS NOT OK

It is everyone's responsibility to prevent it happening. The school has programs established to promote a caring and supportive environment. These educative and positive programs should ensure that bullying and violence are minimised. However, should bullying occur the school will work with parents and carers to support the students and resolve the issue.

Students will all be taught in class and at assemblies that:

- Bullying is not "OK". It is about power over others.
- Bullies come in many forms (alone or in groups)
- We can all potentially be bullies or bystanders in given situations.
- Do not ignore bullying - support the victim, seek help.
- If you are being bullied, tell someone- a trusted adult at school.
- REMEMBER: We all fall out with our friends. One quarrel is not bullying.
- No one has to put up with persistent unkindness- which is bullying.
- The school will counsel alleged bullies to establish WHY? Monitor the situation by regular check-ins to ensure it has stopped. Work with parents and students to resolve the issue.

ALL INCIDENTS of bullying should be reported to the school.

ACTION ON BULLYING

- All incidents of bullying will be investigated.
- Contact the parent/s of all parties to discuss the bullying situation.
- A separate discussion with the alleged bully/s and the victim/s will be the initial approach to dealing with the issue. After investigating separately and counselling, both parties then come together to repair and move on respectfully. We have a NO BLAME APPROACH. We choose not to use the term Bully when we are investigating and solving the negative behaviour.
- Restorative Practices
- External agencies used if required.

For behaviour deemed by the Principal or a Deputy Principal to be severely inappropriate, the student will be sanctioned in a manner appropriate to the behaviour including the loss of Good Standing.

