

School Policy

Positive Behaviour Management

Approved By Craig Anderson – Principal

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Last Reviewed March 2023



Dear Parents and Caregivers

In order for any community to work together well, we need to know both our rights and responsibilities. We need to know what will happen when we follow the behaviour expectations and at the same time, we also need to know what will happen if we choose not to.

The same applies to our school.

The staff at Harmony Primary has worked together to streamline our Whole School Behaviour Management Plan in 2023. This policy outlines our whole school expectations, the rewards that lie ahead for those who regularly demonstrate our expectations, and the suite of consequences that may be considered for those who do not.

Our classroom and playground behaviour management framework is underpinned by the expectation that all staff and students show Respect, Responsibility and Resilience each and every day.

As a school, we employ a positive behaviour focus that educates all children as well as acknowledges and rewards those children who do the right thing. The many rewards and positive incentives available to children at Harmony Primary School are outlined later in this policy, as are the School Wide Consequences applied when individual or groups of children are having problems meeting the minimum standards of behaviour expected of them.

As with any “whole school” scheme, your support is vital. You can help your child by:

- 1) Reading this policy together with your child.
- 2) Supporting our plans; and
- 3) Following this communication process if you have a concern:
 - Make an appointment to see the Class Teacher.
 - Discuss issue with Class Teacher at appointed time.
 - If issue remains unresolved make appointment to see member of Administrative staff.
 - Discuss issue with member of Administrative Staff at appointed time.

[See Flow Chart, “Chain of Communication re Classroom Issues”]

I look forward to working together with you in ensuring that every child has both the right, and takes the responsibility, to learn and play in a safe and inclusive environment.

Yours sincerely

Mr Craig Anderson
PRINCIPAL
March 2023



WHOLE SCHOOL EXPECTATIONS

Harmony Primary School utilises WA Positive Behaviour Support (WAPBS), which is an operational framework that aims to improve student outcomes, both academic and behavioural. To achieve this aim, we have clear expectations that all staff and students show Respect, Responsibility and Resilience each and every day, both in the classroom and the playground.

Respect - As influencers of young people, we want the best for our students. We want them to have positive experiences, healthy relationships and opportunities to learn. We want them to clearly and explicitly understand right and wrong. We want them to respect others, respect themselves and respect the environment around them.

Responsibility - Being responsible means being dependable, keeping your word and honouring your commitments. It is accepting the consequences for what you say and do. It also means developing your potential. People who are responsible don't make excuses for their actions or blame others when things go wrong.

Resilience – We help staff and students to cope and thrive in the face of personal challenges through the promotion of social competence, a sense of responsibility, purpose and having a positive perspective. We promote problem solving skills as well as effective and constructive coping strategies to build a sense of self-efficacy and positive self-esteem.

BEHAVIOUR MATRIX

The Behaviour Matrix outlines what each expectation looks like in the contexts of Classroom, Outside and in the Community (see appendix). Do not hesitate, if you need help or are unsure, to discuss any situation with someone from Administration.

EXPLICIT LESSONS TO TEACH BEHAVIOUR EXPECTATIONS

It is our strong belief that behaviour should be taught and supported as an additional curriculum area. To this end, a customised curriculum designed by the school that aligns with our whole school expectations is explicitly delivered to all students from Kindergarten to Year 6. Time is set aside each week for classrooms to teach the weekly focus behaviour through modelling our expectation, class discussions, use of example and non- example videos and opportunities to practice. School staff then use a range of positive incentives to reinforce the focus expectation each week.

SCHOOL WIDE POSITIVE INCENTIVES

- ✓ Individual Tribe Points
- ✓ Bronze, Silver, Gold and Platinum Awards and Prizes
- ✓ Postcard Awards (From Administration)
- ✓ Achievement Awards
- ✓ Class incentive plan
- ✓ Behaviour specific praise
- ✓ Non-verbal praise



STUDENT BEHAVIOUR REFERRAL PROCESS – MINOR UNEXPECTED BEHAVIOURS

Mostly managed by the teacher, the response is caring, calm, consistent and respectful in manner

- School Wide Break Cards
- Reminder – Using Low Key Responses (Proximity, Redirecting, reteaching...)
- Redirection
- Reflection (In class, still hearing, watching and learning)
- Referral to Office using Behaviour Referral Form (Pink Slip)
- Repeated minor unexpected behaviours may be referred to administration to follow the major unexpected behaviour process.

STUDENT BEHAVIOUR REFERRAL PROCESS – MAJOR UNEXPECTED BEHAVIOUR

A behaviour is considered major when the answer is 'yes' to one or more of the following;

- Is it preventing me from teaching (or others from learning)?
- Is it causing significant distress to myself or others?
- Is it unsafe?
- Is it against the law?
- Will it take me away from teaching for longer than 2-3 minutes to resolve?
- Is the intent of the behaviour to hurt/harm others?

A child exhibiting major unexpected behaviours is sent to the office with a Behaviour Referral Form (Pink Slip), where administration will;

- Investigate Incident Fully
- Problem Solve with Student
- Determine Resolution/Consequence
- Enter Data on SIS
- Inform Parent/Guardian
- Provide Teacher Feedback and Support

BEHAVIOUR PANEL

Any child who receives multiple behaviour referrals may be referred to the Behaviour Panel. The Behaviour Panel will consist of an Admin representative and a minimum of two staff members. The Behaviour Panel will discuss the incidences with the child during a lunch time session. The Behaviour Panel will determine if any further educative action needs to be taken (e.g. play area restrictions.)

Any child required to face a Behaviour Panel will be deemed to have lost their 'Good Standing' within the school, thus precluding them from involvement in any extra-curricular activities for the remainder of that term, or until Good Standing is restored, whichever comes first.

INDIVIDUAL BEHAVIOUR MANAGEMENT PLANS (IBP)

We understand that behaviour is an indicator that an individual has a need that has not been met or addressed, whether this is physically, emotionally or cognitively. There may be times when some students require additional behavioural support that is not always responsive to a



whole school approach. To support these individuals, Harmony utilises a multi-tiered system of support to identify and plan for students with additional behaviour support needs and works towards meeting the students needs but also remediating behaviours in an appropriate manner for that student.

Individual Behaviour Management plans are put in place for identified students that consider;

- Factors impacting on their behaviour
- Student needs and desired behaviour/s
- The function of a student's behaviour
- Input from parents and other stakeholders (external therapists, specialists)
- Processes for implementing, monitoring and reviewing the plan
- Collection and use of data to develop, review and refine the plan
- Alternatives to the use of restrictive practices.

BEHAVIOUR DATA COLLECTION

Data is collected regularly throughout the year to inform support and planning. In addition to recording major behaviour incidents and repeated minor behaviours referred to the office on our School Information System (SIS), classroom data showing the use and frequency of Low Key Responses is collected at least once a term across the school.

All data is shared and discussed by the PBS Committee to make any necessary adjustments to the operationalisation of our Positive Behaviour Management Policy.

BULLYING PREVENTION POLICY

1. RATIONALE

At Harmony Primary School we have a vision statement which challenges us to ‘Live, Learn and Grow in Harmony’. Each person is recognised as a unique individual bringing special qualities and gifts to share and so we all have a right to be respected and a responsibility to respect each other. Therefore, we do not accept bullying or harassment in any form. All members of our school 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 both in the school environment and in cyber-space.

2. DEFINITIONS

Bullying is a form of abuse, it is *repetitive*, often hidden and involves a misuse of power against an individual or group. Bullying can be direct and observable or indirect and difficult to identify. Any student can engage in bullying or be bullied, as the reasons vary for each situation.

Types of Bullying include:

	DIRECT	INDIRECT
PHYSICAL	<ul style="list-style-type: none"> • Hitting, Slapping, Punching • Kicking • Pushing, Strangling • Spitting, Biting • Pinching, Scratching • Throwing things (e.g. stones) 	<ul style="list-style-type: none"> • Getting another person to harm someone
NON-PHYSICAL	<ul style="list-style-type: none"> • Mean & Hurtful Name Calling • Hurtful Teasing • Demanding Money, Food or Possessions • Forcing another to do homework or commit offences such as stealing 	<ul style="list-style-type: none"> • Spreading nasty rumours • Trying to get other students to not like someone • By standing – watching and doing nothing

NON-VERBAL	<ul style="list-style-type: none"> Threatening and/or obscene gestures 	<ul style="list-style-type: none"> Deliberate exclusion from a group or activity Removing, hiding and/or damaging others' belongings
CYBER (Through SMS, Social Networking)	<ul style="list-style-type: none"> Mean & Hurtful Name Calling Demanding Money, Possessions or Favour Threatening and/or obscene gestures 	<ul style="list-style-type: none"> Spreading nasty rumours Trying to get other students to not like someone Deliberate exclusion from a group or activity

Harassment is any unwanted, unwelcome, or uninvited behaviour which makes a person feel humiliated or offended. Harassment can be seen as one form of bullying.

Discrimination can occur in ways that are either direct or indirect:

- Direct discrimination means treating a person, relative or an associate of the person less favourably than another, because he or she is of a different race (includes descent, colour, ethnic or national origin or nationality), religion or has a disability.
- Indirect discrimination can also occur when a rule or practice exists that appears neutral but in fact has a detrimental effect on persons of a particular race, religion or has a disability.

Teasing or fighting between peers and other forms of conflict or violence are not necessarily bullying. It is important young people, as much as possible, learn to solve friendship ups and downs between each other and have the skills to do so.

Violence is never acceptable and Harmony Primary School has clear consequences in place for violence.

3. OBJECTIVES

The objectives of our whole school countering bullying policy are;

- To raise awareness among staff, students and parents about bullying;
- To actively counter bullying at the school;
- To provide strategies to resolve conflict and respect differences;
- To educate all students as to the power of the bystanders in countering bullying;
- To create a school environment where all students, staff and parents feel safe and welcome;
- To create a climate where it is okay to talk about bullying and ask for help; and
- To promote positive mental health.

4. RIGHTS & RESPONSIBILITIES

Rights

- Every person has the right to feel safe. Any person who bullies another is denying them that right. This means we have to think about others (not just ourselves) in the classroom and in the playground. The right to feel safe means we have a responsibility to consider how we speak and act towards others. Bullying takes away a person's sense of security. The right to safety means that any bullying of any kind is unacceptable.
- Every person has the right to be treated with respect and fairness. This means we show respect to other people, their property, in the class and in the playground. The right to receive respect and fair treatment requires from us the responsibility to show manners and courtesy towards each other.



- Every person has the right to learn. This means we do not adversely affect the learning of another student.

At school it is everyone's responsibility to take the necessary steps to stop bullying behaviour. The school will not tolerate any action that undermines a person's right to feel safe, respected and to learn.

Responsibility

- Leadership Team will:
 1. Support, promote, enact, maintain and review the Countering Bullying Policy and Procedures.
 2. Record identified bullying incident on SIS.
- All Staff will:
 1. Be familiar with the school's Countering Bullying Policy and Procedures.
- Teachers will:
 1. Model caring and tolerant behaviour.
 2. Listen to reports of bullying.
 3. Act upon these.
 4. Inform the Principal.
 5. Protect the person being bullied from further harm.
 6. Act to stop the behaviour recurring.
- Students who are bullied need to:
 1. Communicate about it with a teacher, a staff member, or student of trust; or
 2. Write details about the event and place it in a class meeting box.
- Student witnesses to bullying should:
 1. Seek teacher assistance; and
 2. Document the incident if requested.
- Parents should:
 1. Listen sympathetically to reports of bullying.
 2. Speak to relevant school staff (not alleged student/s concerned).
 3. Work with the school in seeking a permanent solution.
- Parent witnesses should:
 1. Seek teacher assistance.
 2. Document the incident if requested by school staff.

5. MANAGEMENT OF BULLYING INCIDENTS

All parties are expected to treat each other with respect and dignity and ensure the confidentiality of any issues that may arise.

Teacher Responsibilities

- Familiarise themselves with the school's Countering Bullying Policy.
- In the first week of each school term, the non-acceptance of bullying is to be discussed in class.
- Teachers to make students aware of their responsibilities as outlined in this Policy.
- Implement lessons to develop resilience to bullying.
- Teach relevant strategies.
- Attend to reported instances of bullying behaviour.
- Treat information regarding bullying confidentially.

Action

- Protect the bullied child from further harm.
- Write down name/s of the bullied child, who reported the incident and the bystanders.



- Interview the bullied child to find out what happened.
- Suggest strategies that the bullied student might use to avoid being bullied in the future.
- Individually interview bystanders using the Shared Concern Approach. Discuss strategies these students might use to avoid bullying in the future.
- Record what happened on the bullying incident form.
- Send a copy of the form to Admin to record on SIS.
- Monitor the situation over the following few days.
- Where necessary, speak to class without using names, circle time, small group meetings, class meeting box.
- Where appropriate and using discretion, work with parents of the bullied child to assist their child to avoid being bullied in the future. Keep them informed about progress and the measures taken.
- If necessary, where appropriate and using discretion, inform the parents of the child bullying and work with them to establish joint strategies for behaviour modification.

Responses to Bullying Incidents

The Pikas Method of Shared Concern

- Assure the student bullied that the incident will be dealt with.
- When the time becomes available teachers or administrators talk individually to bullying students first (7 Minutes Max).
- Students who are bullied are talked to last (7 Minutes Max).
- *“Okay, I’ll see you next week to find out how you are getting on.”*
- Follow up meeting with students who have been bullying.
- Student who was bullied receives support and there may be a follow up with assertiveness training.

Challenging Incidents – Physical Violence or Intimidation

- Immediate notification of assistance from an administrator or colleague (Red Card).
- Move student onlookers away.
- Separate students with minimal physical contact.
- Apply Individual Behaviour Plan guidelines.
- Apply Shared Concern – students involved in the incident are interviewed separately.
- Report of Incident to be written up.

Challenging Students

- Collaborative case management of students with persistent aggression or continued victimisation. Develop a collaborative action plan with specified outcomes (School Psychologist, Case Manager & Teacher).
- Problem Solving strategies for dealing with disclosures.
- Use of sanctions outlined in BMIS policy for violent incidents.

6. SCHOOL STRATEGIES TO REDUCE & PREVENT BULLYING

Our strategy has two aspects: prevention and management. Prevention strategies assist students to become resilient. The management strategy we apply is the Student Support and a “Shared Concern” approach. Although this approach is not based on sanctions or punishments, the school has a range of such measures available, up to and including suspension or exclusions which are in accord with our Behaviour Management Plan, and which may be used in response to bullying.



Prevention Programs

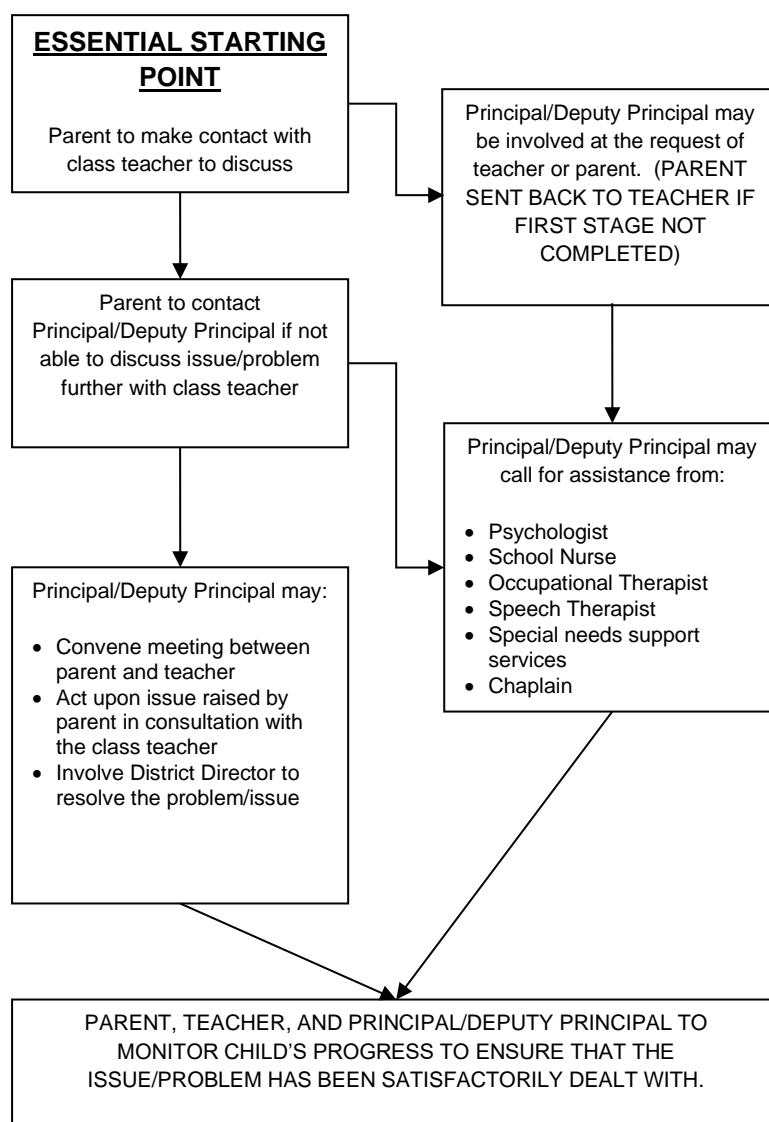
- The Bullying Prevention Policy is clearly articulated to staff, students and parents, with all staff made aware of bullying issues, student attitudes, the need to take action and of their role in implementing the Policy.
- Professional Learning made available to all staff, particularly related to Cyber Bullying.
- All staff to provide careful supervision in class, moving around the school and in the playground.
- The issue of bullying is discussed regularly at staff meetings and training is provided to all staff.
- Class meetings to discuss problem solving measures. Focus on behaviour changes not punishment. Preventative Social Skills Training – playing games well, giving and receiving compliments, taking risks and joining in, co-operating and respecting other people’s decisions (Friendly Kids, Friendly Classrooms).
- Self-Protective behaviours – ignoring verbal put-downs, enlisting adult or peer support, learn assertive responses, saying “no” and walking away, helping others being bullied. Change the “don’t do” culture. Model and teach students to value and respect others.
- Preventative Support Systems – Peer Support (School Councillors, Faction Captains) to assist in making the school safer by reporting incidents and assisting students who may be the target of bullying.
- Teach bystanders to challenge bullying.
- Processes are in place to ensure tracking of student activity on the school’s computer equipment and network. Proxy Settings and Firewalls are maintained to eliminate outside activity into the school’s network.
- The use of mobile phones by students will be limited, with consequences to be implemented for any students using phones inappropriately.
- Provide safe places, mentors and group problem solving opportunities.
- Whole Class/Parent Workshops/Group Workshops for ongoing problems.
- Intensive small group work for students who bully (conflict resolution, anger management) and students who are bullied (assertiveness training and self-protective behaviours).
- Teachers to be assisted in difficult cases by Administration and School Psychologist.
- Rewarding positive action and appropriate behaviour through initiatives outlined in BM operational plan.
- Inform the students about opportunities for incidents to be reported confidentially in a verbal or written form to staff, the principal, parents and student leaders.
- Playground strategies to include:
 1. Teachers reinforce positives using faction tokens and listen to grievances, taking appropriate action.
 2. Play equipment made available to all students.
 3. Teachers to return to class **immediately** when the siren goes to counter bullying in lines.

7. ONGOING MONITORING AND REVIEW PROCESS

Induction of New Students and Staff

- Class teachers to introduce new students to the desired outcomes and the prevention programs.
- Line Managers to discuss program with new staff.

CHAIN OF COMMUNICATION FOR CLASSROOM ISSUES



HPS Behaviour Matrix			v.7
	Anywhere. Anytime.	In class	Outside of class
Being Respectful	<p>We keep hands and feet to ourselves</p> <p>We work well with others</p> <p>We use manners and respectful words</p> <p>We follow staff instructions</p>	<p>We raise our hand to talk</p> <p>We listen attentively to the speaker</p> <p>We take pride in our work</p>	<p>We walk quietly in two straight lines</p> <p>We use toilets correctly</p>
Being Resilient	<p>We keep trying when things get challenging</p> <p>We learn from our mistakes</p> <p>We seek help when needed</p>	<p>We try our best in all tasks</p> <p>We ask for help</p> <p>We listen to teacher's feedback</p>	<p>We use strategies to solve problems</p> <p>We share equipment and take turns</p>
Being Responsible	<p>We put rubbish in the correct bins</p> <p>We care for and use equipment appropriately</p> <p>We show sportsmanship</p> <p>We walk on the concrete</p>	<p>We look after our belongings</p> <p>We stay focussed on our task</p>	<p>We play in our allocated areas</p> <p>We sit while eating</p> <p>We wear our school hat when the UV is above 3</p>

