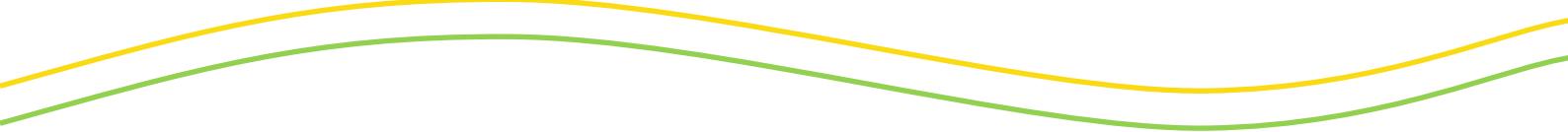




PRIMARY SCHOOL

# PASTORAL CARE AND POSITIVE BEHAVIOUR SUPPORT POLICY

Rossmoyne Primary School



## Policy Statement

At Rossmoyne Primary School we are committed to providing effective pastoral care to our staff and students and to providing all students with the support needed to learn and maintain positive behaviour.

## Definitions

- ‘Pastoral care’ is defined as care and concern for the physical, social and emotional wellbeing and development of staff and students.
- ‘Positive Behaviour’ is defined as behaviour that upholds our school values and virtues. This ensures our students participate positively in our school community and an optimal teaching and learning environment is created.

## Our Beliefs

### Pastoral Care

Effective pastoral care at our school is underpinned by a positive school climate and culture and is achieved through:

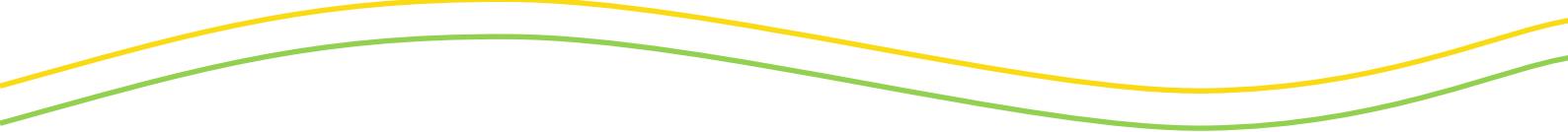
- strong teacher-student relationships that are based on trust and mutual respect;
- quality and supportive partnerships between the school, parents and the community;
- effective networks of care;
- comprehensive and inclusive approaches to learning;
- appropriate and effective pastoral care strategies; and
- supportive and coordinated organisational structures.

### Positive Behaviour

Our school has high expectations of student behaviour. Our primary focus is on explicitly teaching and positively reinforcing appropriate behaviours to promote an effective learning environment. We support children to display appropriate behaviour by implementing the following beliefs.

We believe that:

- everyone has the right to work and learn in a safe, friendly and supportive environment and be treated with respect and dignity;
- everyone has the responsibility to treat themselves and others with respect, take care of all property and display positive behaviour;
- positive interpersonal relationships are a major influence on behaviour;
- caring, supportive and positive school and classroom environments and cultures are essential;
- children will display positive behaviours when they are engaged in their learning;
- children respond best to positive encouragement and reinforcement of positive behaviours;
- children need to know what is expected of them and what consequences will be applied when they follow or do not follow expectations;
- children need to learn to accept responsibility for their own actions;
- children are best served when teachers, parents and students work in partnerships and maintain close communication;
- there needs to be a consistent staff approach to behaviour management; and
- a restorative approach leads to individuals taking responsibility for their behaviour.



## Our School's Pastoral Care and Positive Behaviour Initiatives

### Initiatives that support our students include our:

- school values;
  - Integrity - doing the right thing even when no one is watching
  - Respect - caring for self, others, the community and our environment
  - Courage - facing challenges, showing resilience and doing our personal best
  - Belonging - being an active and valued member of our communities
- Virtues program (each month the whole school focusses on a virtue which is explicitly taught, focussed on and positively reinforced);
- school's involvement in the 2018 to 2020 Mental Health in Schools' Initiative;
- school's involvement with the YouthCARE School Chaplaincy Program;
- School Psychology Service;
- teaching and learning programs (e.g. resiliency, mindfulness, digital citizenship);
- Student Leadership and Peer Support Programs;
- provision of extra-curricular opportunities for our students (e.g. River Rangers, choir and clubs); and
- opportunities for students to work in multi-age groups.

### Initiatives that support our staff include:

- collegiate support;
- professional learning opportunities;
- opportunities to observe peers and provide feedback;
- opportunities to work collaboratively with colleagues;
- Performance Management processes;
- events organised by our Staff Social Committee;
- our school's involvement in the YouthCARE School Chaplaincy Service;
- the School Psychology Service; and
- counselling support through 'Peoplesense'.

## Code of Conduct

All members in our school community are expected to abide by our school's Code of Conduct, which is:

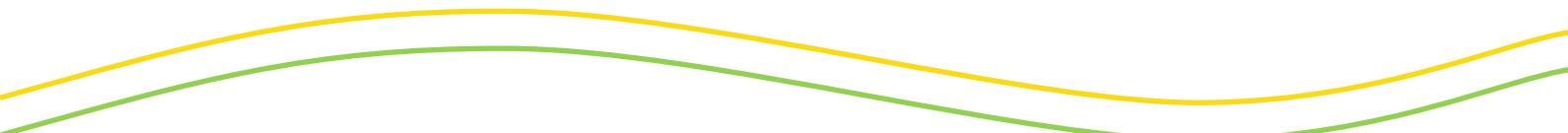
"School community members will display behaviours that uphold our four school values– integrity, respect, courage and belonging."

## Role and Responsibilities

Providing pastoral care and positive behaviour support and managing student behaviour are a collaborative responsibility. The roles and responsibilities of school staff, students, parents/carers, the School Chaplain and the School Psychologist are outlined below.

### Teachers and Para-professionals:

- adhere to this policy;
- make students and parents/carers aware of this policy;
- display and regularly discuss our school's Code of Conduct and school values and what they mean with students;
- build a positive relationship and rapport with students and parents/carers built on mutual respect;
- explicitly teach and model appropriate behaviours;

- 
- promote and support positive behaviour;
  - use co-operative learning strategies to encourage positive social behaviours;
  - collaboratively develop classroom rules/responsibilities and classroom behaviour procedures with students that are consistent with this policy;
  - clearly articulate the classroom rules/responsibilities and procedures to students and parents/carers and display them in the classroom;
  - ensure both positive (e.g. verbal praise, classroom incentives, Virtues Vouchers, Honour Certificates, positive communication with parents/carers and sharing of excellent work with other staff members) and negative consequences (e.g. rule reminders, cool off time, dignified use of time out and buddy class) are included in the classroom procedures;
  - utilise reflective listening and debrief with students following inappropriate behaviour;
  - file playground and classroom reflection sheets in student files (buff files);
  - report student behaviour to parents and/or the school administrators as appropriate and at an early stage;
  - develop and implement a Behaviour Management Plan for individual students requiring additional behaviour support (refer to the SAER Policy);
  - immediately report non-suicidal self-injury or suicidal behaviour to the Principal or Deputy Principal (refer to the SAER Policy); and
  - complete a SAER Referral form when efforts to support a student have not been effective or when they would like to request a child be referred to the school psychologist or chaplain (refer to the SAER Policy).

**Students:**

- uphold our School Code of Conduct and School Values;
- maximise learning opportunities for themselves and their peers;
- ensure their behaviour is not disruptive to the learning of others;
- be inclusive and encourage others to do the right thing; and
- ensure they are punctual and prepared for learning.

**Parents and Carers:**

- co-operate and support staff in matters relating to their child;
- discuss matters related to the rights of their child in an appropriate forum;
- set a positive example by modelling respectful, courteous and honest behaviour;
- support their child's physical and emotional well-being so they can learn effectively, including ensuring they are provided with adequate nutrition and sleep; and
- support their child in being punctual and prepared for learning.

**Principal and Deputy Principals:**

- ensure consistency in the implementation of this policy throughout the school;
- inform parents about the Code of Conduct and our School Values;
- support teachers to build positive relationships with students so that an effective learning environment can be established and maintained;
- manage serious and severe behaviour;
- review this policy with staff every year;
- facilitate a collaborative review of this policy every three years;
- provide a link between parents and staff when required;
- support teachers with providing positive behaviour support; and
- help develop and assist with plans for individual students requiring additional behaviour support.

### School Psychologist:

- support the school to cater for students requiring individual behaviour support and students displaying repeated and/or severe inappropriate behaviours;
- assist the school to identify instances where mental health concerns or learning difficulties may contribute to the student's behaviour and provide intervention or referral as required;
- assist staff to develop individual Behaviour Management Plans and appropriate strategies; and
- assist the school in identifying and addressing the needs of students with suicide ideation or non-suicidal self-injury.

### Chaplain:

- be a positive and supportive presence in the school;
- respond to requests from the Deputy Principal to support staff and students with their social-emotional well-being and mental health; and
- respond to requests from the Deputy Principal to implement appropriate programs to support staff and students.

## Our Behaviour Management Processes

When students do not follow our school's Code of Conduct, the following formalised behaviour management processes will be applied. These processes are designed to support students to make appropriate choices in the future.

### Classroom Behaviour Management Process

Student behaviour in the classroom is the responsibility of the teacher. The teacher will alert students when their behaviour is not appropriate. This enables the situation to be dealt with at the point the behaviour is occurring.

Behaviour (examples)	Process
Minor behaviours - a student exhibits low level, infrequent inappropriate behaviours. For example: <ul style="list-style-type: none"><li>• calling out in class</li><li>• distracting others</li><li>• choosing not to follow the teacher's instructions</li></ul>	<b>1. Positive Correction</b> e.g. rule reminders, low key responses such as proximity, verbal warning, last to leave, cool off time, think spot, etc. These processes would be used on a daily basis, to encourage appropriate behaviours by all students. They will be a part of all classroom Behaviour Plans.
A student continues with minor behaviours after initial correction by the teacher.	<b>2. Class Reflection Sheet 1</b> To be signed by the teacher and student. Follow up student/teacher conference.
A student continues with minor behaviours after completing Classroom Reflection Sheet 1, and/or other more serious behaviours. For example: <ul style="list-style-type: none"><li>• being rude, swearing or disrespectful</li><li>• minor damage to property or misuse of technology</li></ul>	<b>3. Class Reflection Sheet 2</b> To be signed by teacher, student, Principal/Deputy and parent. Follow up student/teacher conference and parent contact by class teacher.
A student continues with repetitive minor or more serious behaviours after completing Classroom Reflection Sheet 2, and/or displays more serious breaches of behaviour. For example: <ul style="list-style-type: none"><li>• continuously violating the rights of others.</li></ul>	<b>4. Class Reflection Sheet 3</b> To be signed by teacher, student, Principal/Deputy and parent. Follow up student/teacher conference and parent contact made by class teacher.

<ul style="list-style-type: none"> <li>• putting others at risk of harm, e.g. physical contact, throwing objects.</li> </ul>	<p>This may also lead to in-school suspension in the school office area for a negotiated period followed by a case conference attended by teacher, student, parent and possibly Principal/Deputy. The development of an individual Behaviour Management Plan may be necessary. Loss of good standing may apply.</p>
<p>A student continues with repetitive minor or serious behaviours after completing Classroom Reflection Sheet 3 and Case Conference, and/or if there are severe breaches of behaviour. For example:</p> <ul style="list-style-type: none"> <li>• making intentional physical contact with the intent to harm, threatening physical harm to other students or fighting. (This could be in the school grounds or off-site where there is a reasonable nexus between the incident and the school).</li> <li>• recording a fight between students and putting it on social media.</li> <li>• bringing illegal drugs or alcohol to school or misuse of drugs or alcohol.</li> <li>• bringing a weapon to school.</li> </ul>	<p><b>5. Suspension/Exclusion</b> In-school suspension and loss of good standing may occur.  Out of school suspension may occur. All out of school suspensions result in loss of good standing.  Exclusion may be considered if the inappropriate behaviour continues after suspension.  The Principal can also recommend exclusion for a student who intentionally or recklessly makes physical contact with a member of staff.</p>
<p><b>PLEASE NOTE:</b></p> <ul style="list-style-type: none"> <li>• It is expected that the vast majority of behaviours will follow the process outlined above. However, the level of behaviour breach will determine which level of the process is adopted. Severe behaviour breaches can trigger immediate suspension.</li> <li>• The student/teacher conferences that are held after a Reflection Sheet has been completed by a student focus on identifying appropriate behaviours and restoring relationships. They are not intended to be punitive.</li> <li>• Teachers have access to a 'red card' to access immediate support to manage serious and severe behaviours.</li> <li>• <b>Each term children recommence at Classroom Reflection Sheet 1 so they can demonstrate a change of attitude and behaviour.</b></li> </ul>	

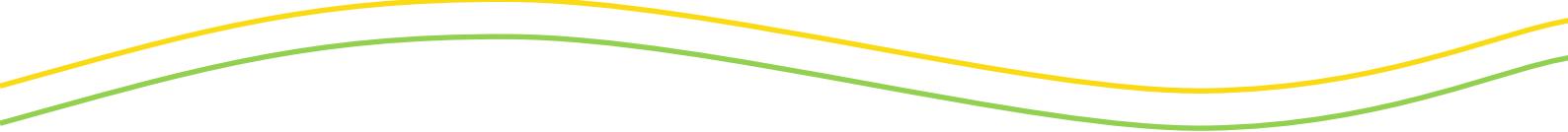
### Playground Behaviour Management Process

#### Behaviour Management Process-Playground

Behaviour (examples)	Process
<p>Minor behaviours - a student exhibits low level, infrequent inappropriate behaviours. For example:</p> <ul style="list-style-type: none"> <li>• arguing or not playing by the rules</li> <li>• choosing not to wear a hat</li> <li>• running on the veranda</li> </ul>	<p><b>1. Positive Correction</b> The duty teacher can use all the same management practices as they would in the classroom such as rule reminders, walk with me, cool off time etc. They may also use on-the-spot consequences or verbal warnings.</p>
<p>A student continues with minor behaviours after initial correction by the teacher and/or displays more serious behaviours. For example:</p> <ul style="list-style-type: none"> <li>• being rude</li> <li>• swearing</li> <li>• being disrespectful</li> </ul>	<p><b>2. Playground Reflection Sheet 1</b> A student who doesn't respond to positive correction is issued with a Playground Referral Sheet by the duty teacher. The referral is taken to a Deputy Principal who will issue Playground Reflection Sheet 1. After a student has completed a reflection sheet, the Deputy Principal will have a conference with the student. The completed reflection sheet is then signed off for accuracy by the referring duty teacher.</p>

<p>A student continues with minor behaviours after completing Playground Reflection Sheet 1 and/or displays more serious behaviours. For example:</p> <ul style="list-style-type: none"> <li>• minor damage to property</li> </ul>	<p><b>3. Playground Reflection Sheet 2</b></p> <p>A student referred for reflection a second time in a term completes Playground Reflection Sheet 2. After the reflection sheet is completed, the Deputy Principal will have a conference with the student. The reflection sheet must be signed off and followed up for accuracy by the reporting duty teacher. Principal/Deputy will notify the parents and provide with a copy of the reflection sheet for signing.</p>
<p>A student continues with minor or more serious behaviours after completing Playground Reflection Sheet 2, and/or displays serious breaches of behaviour. For example:</p> <ul style="list-style-type: none"> <li>• behaviour that violates the rights of others or puts others at harm.</li> </ul>	<p><b>4. Playground Reflection Sheet 3</b></p> <p>A third and subsequent referral results in the completion of Playground Reflection Sheet 3 and extended time out periods or playground withdrawal for up to three days. Principal/Deputy to follow up and impose length of sanctions. Parent contact is made by Principal/Deputy and a follow up case conference arranged as appropriate. Loss of good standing may apply.</p>
<p>A student continues to display inappropriate behaviour after completing Playground Reflection Sheet 3 and Case Conference, and/or there are severe breaches of behaviour. For example:</p> <ul style="list-style-type: none"> <li>• deliberate physical aggression, contact or intimidation such as fighting or threatening physical harm</li> <li>• recording a fight and putting it on social media</li> <li>• bringing illegal drugs, alcohol or weapons to school (these students will be supported through our school's SAER processes – refer to the SAER policy).</li> </ul>	<p><b>5. Suspension</b></p> <p>In school suspension and loss of good standing may occur.</p> <p>Out of school suspension may occur. All out of school suspensions result in loss of good standing.</p> <p>Exclusion may be considered if the inappropriate behaviour continues after suspension.</p>
<p><b>PLEASE NOTE:</b></p> <ul style="list-style-type: none"> <li>• It is expected that the vast majority of behaviours will follow the process outlined above. However, the level of behaviour breach will determine which level of the process is adopted. For example, severe behaviour breaches can trigger immediate suspension.</li> <li>• The student/teacher conferences that are held after a Reflection Sheet has been completed by a student focus on identifying appropriate behaviours and restoring relationships. They are not intended to be punitive.</li> <li>• Teachers have access to a 'red card' to call for immediate support to manage serious and severe behaviour.</li> <li>• <b>Each term children recommence at Playground Reflection Sheet 1 so that they can demonstrate a change of attitude and behaviour.</b></li> </ul>	

Where more individualised support and/or processes are needed to help a child display positive behaviour, an individual Behaviour Management Plan (BMP) will be collaboratively developed. Refer to the SAER (Students at Educational Risk) Policy on Connect for more details.



## Good Standing

It is a Department of Education requirement for all schools to implement good standing requirements in their school behaviour plans.

Good standing aims to provide acknowledgement and recognition for students who consistently exhibit behaviours that align with our school values. All students commence with good standing at the beginning of each year. It is the responsibility of each student to maintain their good standing.

Good standing entitles a student to:

- represent the school at events;
- participate in school social events such as discos;
- attend excursions and school based performances; and
- be eligible for privileges such as student leadership positions.

Students who lose their good standing will lose these entitlements. Other consequences may also be determined at the time of the loss of good standing.

Loss of good standing occurs after a series of behaviours that are not aligned with our school's Code of Conduct. Parents/carers will be advised when their child is at risk of losing their good standing. Suspension will automatically result in the loss of good standing. All losses of good standing will be recorded on SIS (School Information System).

The loss of good standing will be discussed with the student and their parent/carer so they are aware of:

- the reasons for the loss of good standing;
- the period of time before there will be a review of the student's standing; and
- what is required of the student to regain their good standing.

Staff will be notified of students who have lost good standing.

At the end of the period of loss of good standing there shall be a review of the student's status by the Principal or Deputy Principal. If it is deemed that the student has fulfilled the requirements as laid down at the time of loss of good standing they shall have their good standing reinstated. If it is deemed that the student has not fulfilled the requirements, a date for a further review or further action will be taken. A re-entry plan and/or an individual Behaviour Management Plan may be required when students have their good standing reinstated.

## Bullying

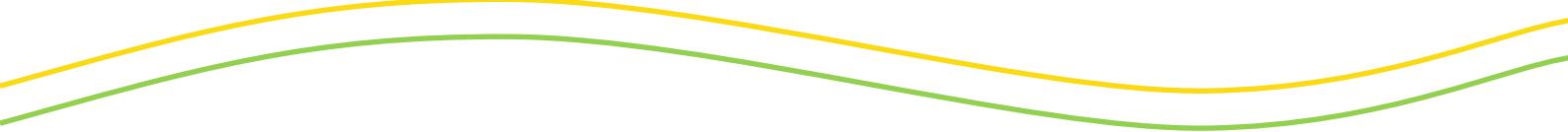
Bullying is a deliberate and repeated form of behaviour intended to hurt, threaten or frighten another person. Bullying involves the perception, by the bully or by others, of an imbalance of social or physical power.

Bullying can come in many forms including physical, verbal, emotional/psychological (e.g. exclusion, threatening gestures), cyber and bystander bullying.

Bullying in any form is never okay.

The following behaviours can be a part of bullying:

- making hurtful comments;
- deliberately punching, hitting, bumping or tripping;
- repeatedly "putting down" someone;
- making threats;
- deliberately ignoring or avoiding a person;
- taking, hiding or damaging personal property; and
- sending unpleasant notes (handwritten, electronic or on social media).



Bullying is a whole school community concern. Everyone in our school community who sees, hears or observes bullying has a responsibility to take action by reporting the problem to a staff member, even when they are not personally affected. Students, parents/carers and staff all have roles in preventing and responding to incidences of bullying.

Students need to:

- believe they have a right to feel safe and valued;
- tell the bully to stop - talk calmly and firmly and say that their behaviour is not acceptable;
- report all bullying. Students should not try to deal with incidents of bullying on their own; and
- help others who are being bullied by supporting them in a non-aggressive way.

Parents can help by:

- taking an active interest in their child's social life and what is happening at school;
- encouraging their child to bring friends home and to accept and tolerate differences in others;
- making sure their child understands the school's expectations of their behaviour;
- building their child's self-confidence by recognising their positive qualities and valuing them for who they are;
- being alert for signs of distress in their child such as unwillingness to attend school or lower academic performance;
- listening to their child and acknowledging their feelings and fears;
- discussing and encouraging constructive ways to respond if their child's rights are being infringed; and
- reporting suspected bullying to their child's teacher.

Staff will:

- not tolerate bullying;
- explicitly teach anti-bullying strategies;
- be alert to changes in a child's demeanour or behaviour;
- respond to all reports of bullying by working with students and their parents/carers;
- listen to students and encourage constructive ways of responding; and
- use the 'Pikas Method of Shared Concern' in responding to bullying allegations and incidences.

### **Pikas Method of Shared Concern**

This method aims to change the behaviour of students involved in bullying incidents and improve the situation of the student being bullied. The method employs a non-punitive, non-blaming and non-aggressive approach to individual and group discussion of the incidents. Each student involved in the bullying incident participates in a series of individual discussions with a staff member, beginning with the student who witnessed the bullying incident. Clearly defined steps are used to reach a point where the student/s bullying agrees that the student being bullied is having a difficult time. The student is then encouraged to suggest and try out ways of helping to improve the situation for the student being bullied. The student being bullied is also provided with the opportunity to discuss the incident and encouraged to consider ways in which he/she can improve his/her own situation.

This method of managing bullying incidents is based on the following principles:

- bullying often occurs in a group context;
- changing the social dynamics that maintain bullying will prevent further bullying incidents;
- promoting a shift in behaviour encourages empathy and concern for others; and
- punitive measures model and reinforce the use of power to meet needs and wants and put students at risk of revenge.

## Storage of Behaviour Information

- Playground Reflection Sheets:
  - administration staff enter Playground Reflection Sheets into the Behaviour Module in SIS.
  - completed playground reflection sheets are stored in the student's file (buff file).
- Classroom Reflection Sheets:
  - classroom teachers enter Classroom Reflection Sheets in the Behaviour Module on SIS.
  - completed classroom reflection sheets are stored in the student's file (buff file).
- In or out of school suspension:
  - administration staff will enter all suspensions into SIS.

## Data Collection, Analysis and Reporting

Behaviour data is analysed every year to assess the effectiveness of this policy and to inform future whole school planning. Generalised data regarding student behaviour is reported to the school community each year in the Annual Report.

## Review

This policy is reviewed by staff annually to ensure all staff are aware of its content and their roles and responsibilities.

The school staff and School Board will complete a collaborative review of the policy every 3 years. A review will occur sooner if our school data identifies a need for this to occur.

## Supporting Policies and Documents:

- SAER (Students at Educational Risk) Policy
- Attendance Policy
- Critical Incident and Management Policy
- Digital Citizenship Strategy and Acceptable Usage Agreements
- Student leadership Operational Statement and Agreement
- Chaplaincy Guidelines
- Pikas Method of Shared Concern Script
- Cooperative Learning Scope and Sequence
- Virtues Program
- Resilience and Drug Education Guidelines
- Classroom and Playground Reflection Sheets

All of these policies and documents are available to staff on Connect.

Endorsed by staff on 14 October 2019.

Endorsed by the School Board on 4 November 2019.

Next review – 2022

