

SUCCESS FOR EVERY CHILD

This process document is based on the following principles:

- * Families, society, peers, staff and significant adults influence the choices of young people; it's our collective responsibility to support every student
- * DfE and school communities, services and agencies work together to create learning communities which are:
 - * optimistic,
 - * inclusive, equitable and conducive to learning,
 - * safe; free from harassment and bullying,
 - * equitable for all students, maximising their learning opportunities and outcomes; and
 - * supportive of students acknowledging their behaviour choices, understanding that all behaviour has an outcome and a consequence.

STAFF RESPONSIBILITIES

- * Embed Renmark Primary School values of **RESPECT, EXCELLENCE, SELF-BELIEF and TRUST**
- * **Establish and maintain positive relationships with students and parents/caregivers**; early personal contact is essential
- * **Establish and maintain a positive supportive class and whole school culture** where every child can succeed, underpinned by democratic and negotiated strategies
- * **Establish an inspiring learning environment with students**; consider seating, visuals, space and student dynamics
- * **Ensure the teacher is mobile** in the room/learning space, engaged **in learning with every student**
- * **Provide a relevant, engaging and differentiated curriculum**, supporting learning **for all students**
- * **Ensure consistent and developmentally appropriate expectations** for all students
- * **Ensure individualised and supportive Behaviour Learning strategies** underpinned by
 - **Restorative practices**: *How has this behaviour impacted others and the student? How can we fix it? What will be the consequence if it happens again?*
 - **SMART principles**: *the impact of trauma on student behaviour, learning and relationships*
 - **Student Voice** – *how do students learn, provide feedback to teachers about teaching and learning, where is student voice in curriculum design?*
- * **Ensure students understand the impact of inappropriate behaviour** on teaching, learning, wellbeing and safety (are empathetic); **Restorative practices** used to minimise its recurrence
- * **Implement explicit positive behaviour strategies**; document plans with parent input
- * **Work in partnership with families, senior staff, and support staff** to support at risk students

BUILD AND MAINTAIN POSITIVE RELATIONSHIPS

Teacher-Student

- * Know each student personally and academically; plan for this and use explicit strategies, make time
- * Continually reinforce and explicitly teach strategies underpinned by Emotional Intelligence and RPS Values
 - o **RESPECT** – language, thought, feelings, actions
 - o **EXCELLENCE** – in effort
 - o **SELF-BELIEF** – optimistic, accepts challenge, learns from mistakes
 - o **TRUST** – in relationships, making positive choices, in yourself
- * Use positive and optimistic **GROWTH MINDSET** language to develop responsibility and self-awareness
- * Distract the student from negative behaviour, with minimal fuss, using least intrusive strategies
- * Consider possible reasons for student behaviour, question, listen, allow students to talk; reserve judgement and consequences until you have the whole story
- * Use “Choice” language, make an “A” or “B” choice, allow time and space for reflection and re- engagement
- * Use a calm voice, positive, encouraging and respectful body language and comments **at all times**
- * Minimise power struggles while ensuring the safety and wellbeing of all parties
- * Model positive, respectful relationships with all adults and students

Teacher-Parents/Caregivers

- * Contact parents/caregivers within the first two weeks of term 1, phone or face to face. Introduce yourself, convey care for each student, availability and approachability. Listen well, without judgement.
- * Establish communication – phone, email, text, diary note, face to face
- * Ensure regular, prompt communication, share successes and discuss issues as they arise
- * Involve parents/caregivers in their child’s learning, support plans, goal setting

Student-Student

- * Expect and explicitly teach/model behaviours aligned to our school values and the students’ developing Emotional Intelligence; expect students to demonstrate these towards each other

RESOURCES/Frameworks

- * Natural Justice principles and Restorative Practice
- * Growth Mindset
- * SMART principles
- * Child Protection Curriculum
- * Australian Curriculum Personal and Social Capability
- * AITSL Professional Standards for Teachers, DECD Code of Ethics
- * RPS Anti-Bullying Guidelines
- * Behaviour Learning Support tools: Student Support Plans, 5 point scale, Google Classrooms resources, SMaRT Room when all other strategies have been implemented

BEHAVIOUR GUIDELINES and CONSEQUENCES

Inappropriate behaviour: ongoing behaviour that disrupts teaching, learning and play

Unacceptable behaviour: intentional violence, abuse, bullying including electronic, illegal activity

Natural Justice Principles: consequences directly related to the impact of negative behaviour on the student and others i.e. a child playing unsafely in the playground could walk and talk with the duty teacher, watch others playing safely, and then try again. A child upsetting another in class could work elsewhere so others can learn without disruption, then return to class when ready. A follow up discussion will occur **when the child is ready** about their behaviour, its impact, the goal/plan and the consequence of recurrence.

CONSEQUENCES: (consider all perspectives and factors then implement the most effective strategies)

Take Home: continuing disruptive behaviour after various strategies and leadership intervention, **SMaRT ROOM** have been tried. The teacher will call the parent. Ensure accurate documentation. Complete Take Home slip.

Suspension: unprovoked, intentional, opportunistic violence; significant deliberate property damage; extreme disregard for RPS school values. Relevant factors considered, not always clear cut. Suspension signals unacceptable behaviour to the school community and allows for planning time.

Exclusion: after the provision of high level support, previous suspensions and where the safety and well-being of others are at high risk. Support Services involved. **Re-entry meetings held following Suspensions and Exclusions.**

SENIOR STAFF CAN BE INVOLVED AT ANY STAGE OF THE BEHAVIOUR LEARNING SUPPORT PROCESS

Stage 1 PROACTIVE STRATEGIES Relationships and strategies - classroom and learning area teacher/s

- * Be explicit about behaviour and its impact on the student and others, developing empathy and assisting them to make positive choices. Have high expectations aligned to RPS School Values
- * Use positive language and strategies, not punitive, to elicit positive behaviour. Language like “Reminder, Warning, Class Sit Out” ... can escalate student behaviour. Encourage students to think and reflect on behaviour and make positive choices, give them time and space ...in your room, a quiet area elsewhere, depending on the child and their need
- * Document ongoing behaviour concerns and strategies used to support behaviour change; it will be required for referrals, meetings etc. Can be ***Behaviour Record book, specific template.***
- * Leadership support includes a range of strategies as per the SMaRT Room slips the goal being successful re-engagement. ***Our goal is to keep every student at school and in class where possible, which may look different for every student and may take considerable time.***
- * On Call senior staff and/or the teacher/s will determine appropriate strategies and consequences
- * ***All students will be welcomed back into the classroom to try again. A Restorative conversation between the student and teacher will then occur as soon as practically possible.***

Stage 2 - STUDENT SUPPORT PLAN Student Support Plan developed – teacher/s, student, school counsellor, parent/caregiver

If student behaviour continues to disrupt teaching and learning over time, after Stage 1 support:

- * Teacher, parent/s/caregiver/s and student will meet to discuss the behaviour, its impact, possible factors, and support strategies implemented to date
- * A behaviour change support plan including SMART targets will be developed together. The plan will include a range of strategies, involving senior staff if required
- * Teacher/s, Student Wellbeing Leader, Parent/s/Caregiver/s and student monitor and communicate progress as per the Student Support Plan
- * The student is expected to re-engage positively in all aspects of school, with positive support from staff.

Stage 3 - BEHAVIOUR LEARNING SUPPORT PLAN Student Support Plan reviewed and adjusted - teacher/s, student, parent/s/caregiver/s, senior staff

If the Stage 2 plan is not effectively supporting behaviour change

- * The Student Wellbeing Leader and teacher will refer the student to the Principal/Deputy Principal, sharing relevant information, plans
- * Deputy Principal will discuss behaviour issues with parents / caregivers, teacher/s and student
- * A Behaviour Learning Support Plan including SMART targets, and clear consequences for ongoing behaviour, will be developed with all stakeholders, monitored and reviewed regularly
- * Referral to Behaviour Support Coach and/or support services, if required
- * Teacher/s, SWL, DP and relevant personnel will monitor progress and adjust plan as required
- * With positive support, the student is expected to re-engage successfully in all aspects of school

Stage 4 - FURTHER SUPPORT REQUIRED Further Action - principal, student, teacher/s, parent/s/caregiver/s, support services

- * Deputy Principal to refer student to Principal
- * Principal to meet with all stakeholders to review and adjust the plan as required
- * Consequence for ongoing unacceptable behaviour may be Suspension, Exclusion, part-time attendance

WHAT DOES THIS LOOK LIKE IN PRACTICE?

- Our personal values and beliefs can be very different to those of our students and parents.
- Our role is to encourage and influence positive choices based on our School Values and Learner Dispositions and use the resources and tools readily available.
- We work together to ensure our school community understands that our school values are enacted in what we say and do, directly and indirectly.

In our Behaviour Learning framework, there must be whole school consistency in the following:

- * Establish reflection/calming/quiet spots in and out of the classroom/learning area, where students can work away from others for a reasonable time i.e. a nearby class, specific corridor space; negotiate with each other. Students on plans may have designated break spaces i.e. SMaRT Room.
- * Use language that conveys the non-punitive purpose of a break which is to allow the student time to reflect, calm, re-focus and make an "A" choice. At RPS we will not use punitive language in reference to breaks i.e. Warning/Reminder, Class Sit Out, Buddy Class. Ask students instead to "HAVE A BREAK" to Reflect, Calm, Re-focus and make an "A" choice so they can continue their learning, successfully. We will all use this language, choosing the most appropriate term/s at the time.
- * The Break – students think and reflect on their behaviour, think about a plan/goal for change, identify support they may need, and articulate the consequence if the behaviour recurs. This is the basis of a Restorative conversation, held on the student's return to the class, when they are ready.
- * Be proactive and responsive, not reactive. We will not use a rigid linear "step" process, each student is different and different strategies are required for individual students to achieve success
- * Make explicit the behaviour expectations and implement explicit natural consequences.
- * Speak calmly, be encouraging, listen well, be firm and fair, explicit and supportive.
- * Be mindful of entering into a power struggle – don't!
- * Always be welcoming, interested in each student, conversational. Use humour and patience!
- * Class teachers will communicate significant behaviour issues to Specialist teachers however behaviour issues in one class may not be so in another. Students on plans may be the exception.
** A child may start a specialist lesson with a negative mindset if they are almost at a Take Home beforehand. Have fresh starts and specifically encourage that student.
- * Document behaviour issues in the Behaviour Record book. Teachers establish BR books to meet their needs. Documentation must include the student name, date, time and notes about the behaviour. Also strategies and action taken. Please contact parents/caregivers for significant and/or ongoing issues.

REMEMBER...

- * Consider any needs not being met – food, water, sleep. We may assist and work with the family
- * Use strategies/tools to develop students' intrinsic motivation to succeed, reducing extrinsic motivation
- * Students may need time away from the class to avoid escalation of behaviour
- * Leadership will support at any stage
- * Call a Take Home if necessary and all other strategies have been tried– not based on a number of steps, but on behaviour, strategies used and outcomes. Complete the Take Home slip for parents and office.
- * Behaviour Support Plans, SMaRT Room Slips, diary notes, prompt parent communication, parent meetings, share successful strategies with other staff – support each other.

Suspension, Exclusion if all other strategies have been unsuccessful and behaviour is significantly impacting the teaching, learning, safety and wellbeing of others.

What will you do differently to re-engage that student – if nothing changes, we keep getting the same result!