



Clapham
Primary

Respect | Responsibility | Cooperation

Behaviour Support Policy 2020

(including Anti-Bullying and
Proactive Strategies)



Clapham Primary

Respect | Responsibility | Cooperation

Mutual respect and responsible behaviour are vital in a successful learning community. At Clapham Primary, Behaviour Support is a responsibility of the entire school community. We are committed to developing a school culture which values cultural diversity, individual and group accountability and respect for all. Our teaching focus is to empower students to make responsible and safe choices for themselves and others and build knowledge and skills which will lead to each child contributing as an effective citizen in the community.

Clapham Primary expects that all students will achieve academic success and social and emotional wellbeing at school. Our key goal is inclusion and we aim to foster a positive, safe and supportive learning environment based on our values of:

- **Respect**
- **Responsibility**
- **Cooperation**

Students at Clapham Primary are at different stages on the learning continuum and reflect a diversity of needs and abilities. Some students may be just beginning to understand the concept of responsibility while others have developed a clear understanding and are able to make responsible choices. Understanding what is behind the behaviour and the relationship between teacher and student is the basis for all behaviour support.

Clapham Primary Behaviour Support Policy embodies the principles of the Department for Education supporting the safe inclusion of children in public education. These principles include:

- Behaviour has a purpose, so we will build on student's strengths to meet that purpose in a safe, respectful and productive way.
- Behaviour arises within the context of a child's life. We will recognise the influence the environmental, social, family and personal factors that shape their behaviour.
- Behaviour is learnt over time, so we will support students to learn and practice new behaviours over time.
- Communities, families, peers and professionals are our key partners in supporting behavioural change.

Clapham Primary actively promotes positive language and approaches and our behaviour support strategies are purposeful and directed at achieving the core functions of:

1. Promoting and support socially acceptable and positive behaviour
2. Explicitly teaching positive behaviour and behaviour expectations
3. Preventing, reducing or redirecting unsafe / unproductive behaviours
4. Working with parents, families, communities and professionals to understand how behaviour has emerged for a child/young person and develop strategies to change behaviour
5. Providing visible, fair and equitable responses to behaviour that foster trust and confidence in the school community
6. Repairing and restoring relationships that have been harmed by problematic behaviour
7. Establishing safety and wellbeing for people involved in behaviour incidents

Bullying and Harassment

Clapham Primary provides a safe, inclusive, supportive and ordered learning environment that does not tolerate bullying, harassment and violence. Bullying, including cyber bullying, harassment and violence, is not acceptable in this school and will be dealt with seriously and expediently. The school will work with the school community and other services and agencies to support its students in being responsible and productive members of this community. At Clapham Primary students are expected to be respectful and cooperative community members. Bullying will be addressed through restorative practices that empower individuals to speak up and assert themselves. This is an important lifelong skill.

What is bullying?

Bullying is ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. Bullying is **intentional, ongoing and targeted**.

What is harassment?

Harassment is behaviour that targets an individual or group due to characteristics held by that group (identity, race, culture, etc) that offends, humiliates, intimidates or creates a hostile environment. Harassment may be an ongoing pattern of behaviour or it may be a single act.

Bullying and harassment can be:

| | |
|------------------|---|
| Physical | kicking, hitting, pushing, pinching, spitting, tripping, punching, shoving, flicking, throwing objects, unwanted touching |
| Verbal | name-calling, teasing, taunting, mocking, making offensive comments, putting others down, threatening |
| Emotional | threats, stalking, offensive gestures, standover tactics, taking or damaging someone's property, ignoring, gossiping, excluding people from groups, producing offensive graffiti, offensive or hurtful comments about appearance, family and/or friends, spreading hurtful/untruthful rumours |
| Cyber | inappropriate text messaging, sending offensive or degrading images and/or comments by phone/internet/email, communicating under false pretences, forwarding of other students private communication, establishment of websites to humiliate others |

Reporting & Responsibilities

Terminology to be used within the school community

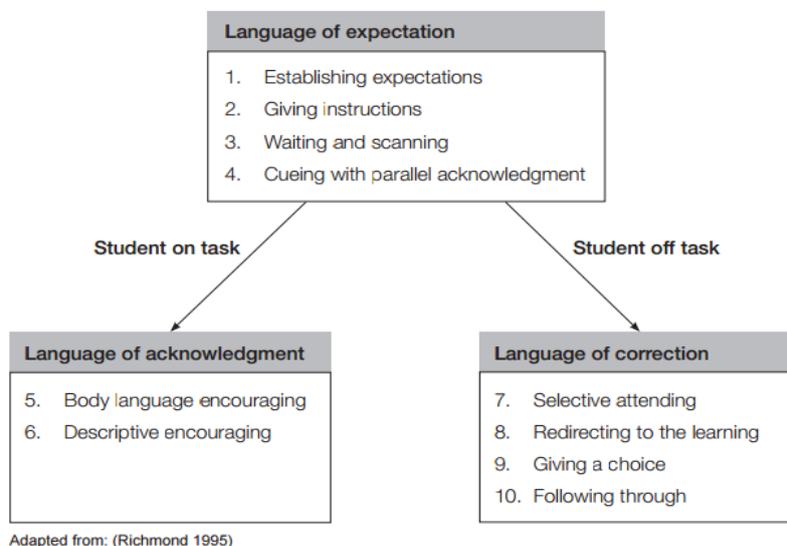
- Avoid the term **'victim'** and use **'recipient'** or **'target'** instead.
- Avoid the term **'bully'** and use **'the student who bullied'** instead.
- Avoid the term **'weaker'** and use **'in a less powerful (or more vulnerable) position'** instead.

Guidelines to be followed within the school community

- All students are acknowledged and valued as individuals regardless of gender, racial, cultural, religions, physical or intellectual differences.
- The Principal and staff have a responsibility to fairly, reasonably and consistently implement the Code of Conduct.
- All students are informed that if they are bullied, teachers are available to support them and to stop it from happening. Incidents must be reported to a class teacher, the teacher on yard duty or a person with whom they feel comfortable.
- All students are informed that if they witness bullying or are aware of it occurring in other ways, incidents must be reported to a class teacher, the teacher on yard duty or a person with whom they feel comfortable.
- All parents are informed that if they believe that their child or another child is being bullied, they should contact the school.
- All teachers are informed of the procedures that are followed if an incident of bullying is reported to them.
- All teachers have a responsibility to respond to, investigate, follow up and monitor incidents of bullying.

Proactive Behaviour Support Strategies

Essential Skills for Classroom Management



Problem-Solving Skills

Students are explicitly taught a range of effective problem-solving strategies. Strategies such as the **High 5** are used to develop appropriate problem-solving skills when faced with conflict situations. (see Appendix)

Habits of Mind

Habits of Mind are embedded into Clapham Primary's school culture. Habits of Mind means having a disposition toward behaving intelligently when confronted with problems, the answers to which are not immediately known. (see Appendix)

Wellbeing

Wellbeing initiatives such as the Smiling Minds Program (mindfulness), are implemented across the school to support the whole child (socially, emotionally and academically). Staff receive training from, and engage with, organisations including BeYou and Berry Street Education Model.

Interoception

Also known as the 8th sense, interoception, allows students to tune in and notice internal body signals like tense muscles or full bladder. When students notice these body signals they can use them as clues to regulate their emotions. When children have not yet developed interoception skills they will struggle with not only their own emotions but with social interactions. Brain break movement activities, including completing sensory pathways, help students to reset and then re-engage with learning.

Restorative Justice Practice and Reflective Questioning

Students are taught explicitly how to reflect and respond to behaviour. Staff use a range of trauma-informed practices that are proactive and help build capacity to enable students to self-regulate behaviour and to restore relationships. Reflective questioning is a key tool used in Restorative Sessions to focus on accountability, healing and needs as outlined in our **Student Reflection Sheet** (see Appendix)

1. What happened?
2. Who has been affected? How?
3. What needs to be done to put things right?

BEHAVIOUR SUPPORT POLICY - A WHOLE OF SCHOOL APPROACH

| POLICY FUNCTION | Student Level | Class Level | School Level |
|---|---|---|--|
| Promote and support positive and productive behaviours | Use of praise and positive feedback, student awards and rewards | Participation in activities for Harmony Day, NDA, Student Awards, Class rewards | Code of Conduct / School Values statement, Harmony Day, National Day of Action against Bullying and Violence, RU OK Day, Student Awards, |
| Teach positive behaviours and expectations | Use of praise and positive feedback, discussion of alternative behaviours/options, use of character strengths / habits of effective people | Establishment of class rules / norms, curriculum and lessons about behaviour, establishment of predictable routines and structures | Code of Conduct, establishment of local structures / steps for responding to student behaviour, Programs eg. What's the Buzz, Rock and Water |
| Prevent , reduce and redirect unsafe and unproductive behaviours | Non physical redirection / instructions, Support and Safety plans for children with specific behaviours, staff supervision / monitoring | Class layout (visibility of different spaces), additional adult supervision for risky activities / times, calm down /quiet spaces | Establishment of play and out-of-bounds areas, Staff supervision (on duty at break times and in class), chill out rooms/nests |
| Work with parents, families, communities and professionals to understand behaviour and develop ways to change behaviour | Parent-teacher nights, use of communication books / diaries, provision of medical and other professional assessments / reports, case conferences and case mgt teams, suspension and exclusion meetings, referrals to Support Services and other specialist staff in DECD and externally | Meet the teacher / acquaintance nights, parent involvement in class activities, Classroom observations by Support Services and Wave 2 consultations | Involvement of parents / families on Governing Council and parent groups, parent engagement activities, staff professional development via specialist professionals (DECD and external) |
| Provide visible, fair and equitable responses that foster trust and confidence in the school community | Visibility of certain forms of consequences, feedback following complaints about behaviour, use of timely and relevant consequences | Class discussions about behaviour / incidents, use of restorative circles, invitation for guest speakers / workshops after incidents, feedback following complaints about behaviour | Involvement of parents / families on Governing Council and parent groups, parent engagement activities, effective complaints management processes, reporting to GC on behaviour trends, public reporting iin AR, analysis of data for Site Improvement Plans, Incident Letters to school community |
| Repair and restore relationships that have been harmed by problematic behaviour | Apologies, restorative practices (six methods), create opportunities for safe and respectful interactions | Apologies, restorative practices (six methods), create opportunities for safe and respectful interactions | Use of external facilitator for restorative processes where there is whole of school impact |
| Establish safety and wellbeing for people involved in behaviour incidents | Limited use of suspension / exclusions, support and safety plans (supervision and monitoring), separate play areas | Support and Safety Plans, including use of class buddies, change of classes | Engagement of SWISS team, engagement of Employment Assistance Program specialists, risk assessments |

Whilst the focus is on proactive and preventative whole school approaches, certain types of behaviour are unacceptable and responses may include a variety of consequences. At Clapham Primary, staff acknowledge that every child is different and no two circumstances are the same. Staff make professional judgements to best support every student.

MINOR

Behaviours that do not seriously harm others; do not violate the rights of others in a serious way; are not a pattern of problem behaviour; do not require involvement of Leadership or support personnel.

Classroom:

- Not following adult instructions
- Not completing class work due to disruptive behaviour (talking)
- Calling out/interrupting others
- Rudeness – back chatting
- Arriving late for class

Yard:

- Not following adult instructions
- Littering
- Not wearing hat
- Poor sportsmanship
- Playing inappropriately
- Not following rules for equipment use
- Playing in out-of-bounds areas



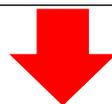
ACTION

Teacher supports student – use consequence logically connected to behaviour eg: littering – pick up litter; Time in/aside; apology; time out for work completion.

MODERATE

Behaviours that violate the rights of others; are not in keeping with school rules, values or Code of Conduct.

- Repeated minor behaviours
- Verbal harassment and teasing (name-calling)
- Exclusion of others
- Offensive language or gestures
- Damage to own or others property
- Inappropriate behaviour during off-site activities
- Physical assault – minor



ACTION

Teacher supports student – Time in/aside; Supported Exit; Time out in office; Restricted play.

Record on Classroom Behaviour Incident Record (Pink) OR Yard Behaviour Incident Record (Orange).

Teacher supports student to complete Student Reflection Sheet (which is sent home).

Parents/Caregivers contacted or notified by teacher if student exited from class or yard via either phone call, email, Seesaw message.

MAJOR

Behaviours that significantly violate the rights of others; put others or self at risk of harm; require the involvement of Leadership.

- Repeated moderate behaviours
- Endangering self and others
- Bullying – all types
- Fighting
- Misuse of or deliberate damage to school resources/equipment
- Leaving school grounds without permission
- Use of illegal substances on school grounds
- Possession of a weapon
- Unlawful conduct (vandalism; theft)
- Truancy
- Physical assault - major



ACTION

Teacher supports student initially and Leadership notified.

Consequences may involve student having Time out in office, alternate program/timetable, loss of privilege (no participation in extra-curricular/off-site activities), restitution, Take Home, Suspension OR Exclusion.

Leadership supports student to complete Student Reflection Sheet (which is sent home).

Parents/Caregivers contacted by Leadership.

Behaviour Plan negotiated with student, teacher, parents/caregivers, Leadership and support personnel.

CLASSROOM EXIT STRATEGY

CLASSROOM STRATEGIES & BEHAVIOUR SUPPORT SYSTEMS

10 Essential Skills for Classroom Management

Student non-compliant



INAPPROPRIATE BEHAVIOUR

Not following school/class Code of Conduct
Interfering with learning of others

REMINDER OF RULES

Student non-compliant



FORMAL WARNING

Explicit verbal warning
Refer to A/B Choice

Student non-compliant



CLASS TIME IN / ASIDE

5 – 10 minute max
Time to think/regroup/calm down

Student non-compliant



EXIT TO SUPPORT CLASS

With work as appropriate
Student out for the remainder of the lesson
At the end of the lesson student is sent back to their class teacher to discuss incident and ask permission to return
Record on EDSAS and parent contacted

Student non-compliant



EXIT TO OFFICE

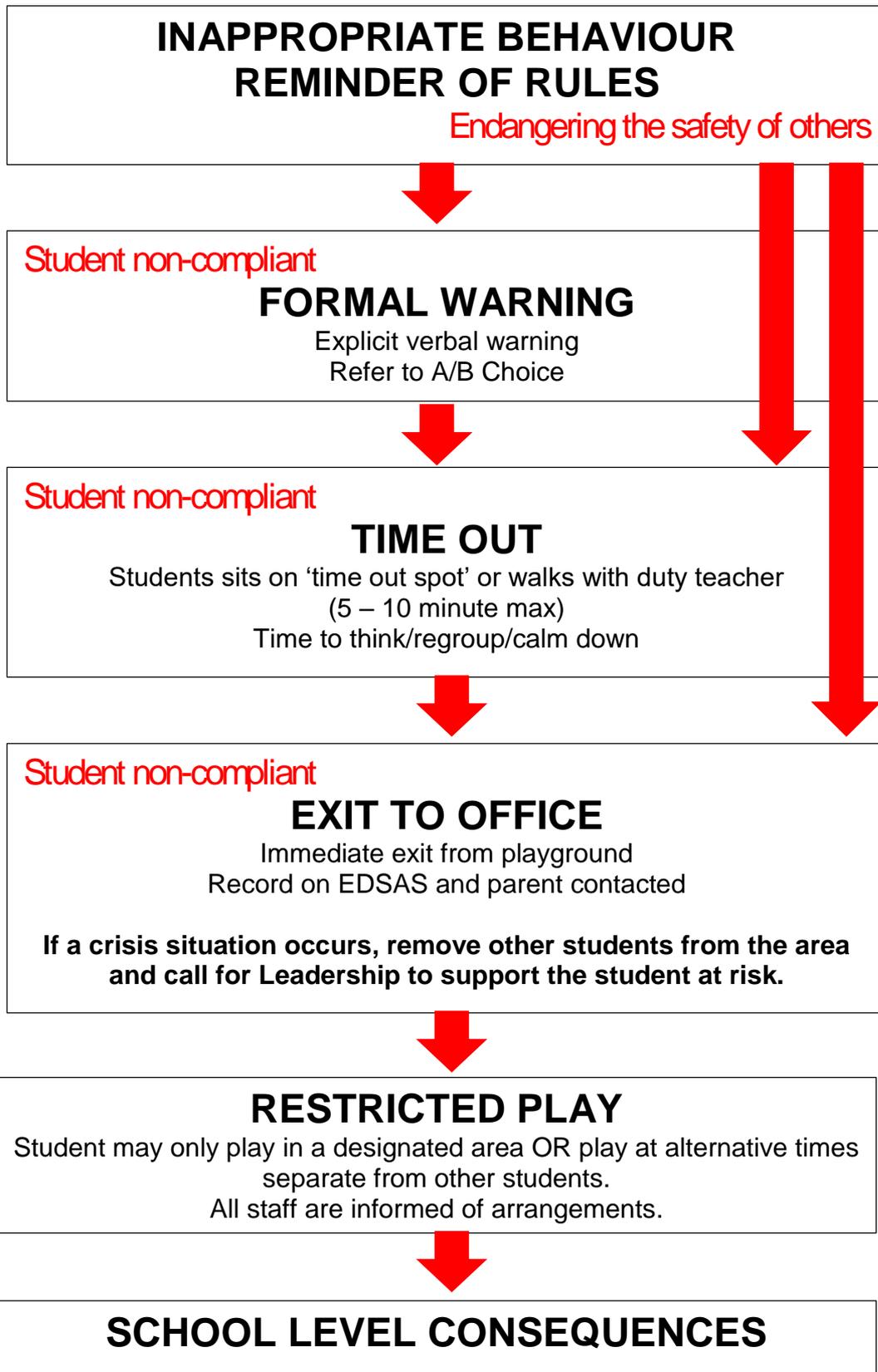
With work unless otherwise arranged
Record on EDSAS and parent contacted

Student non-compliant

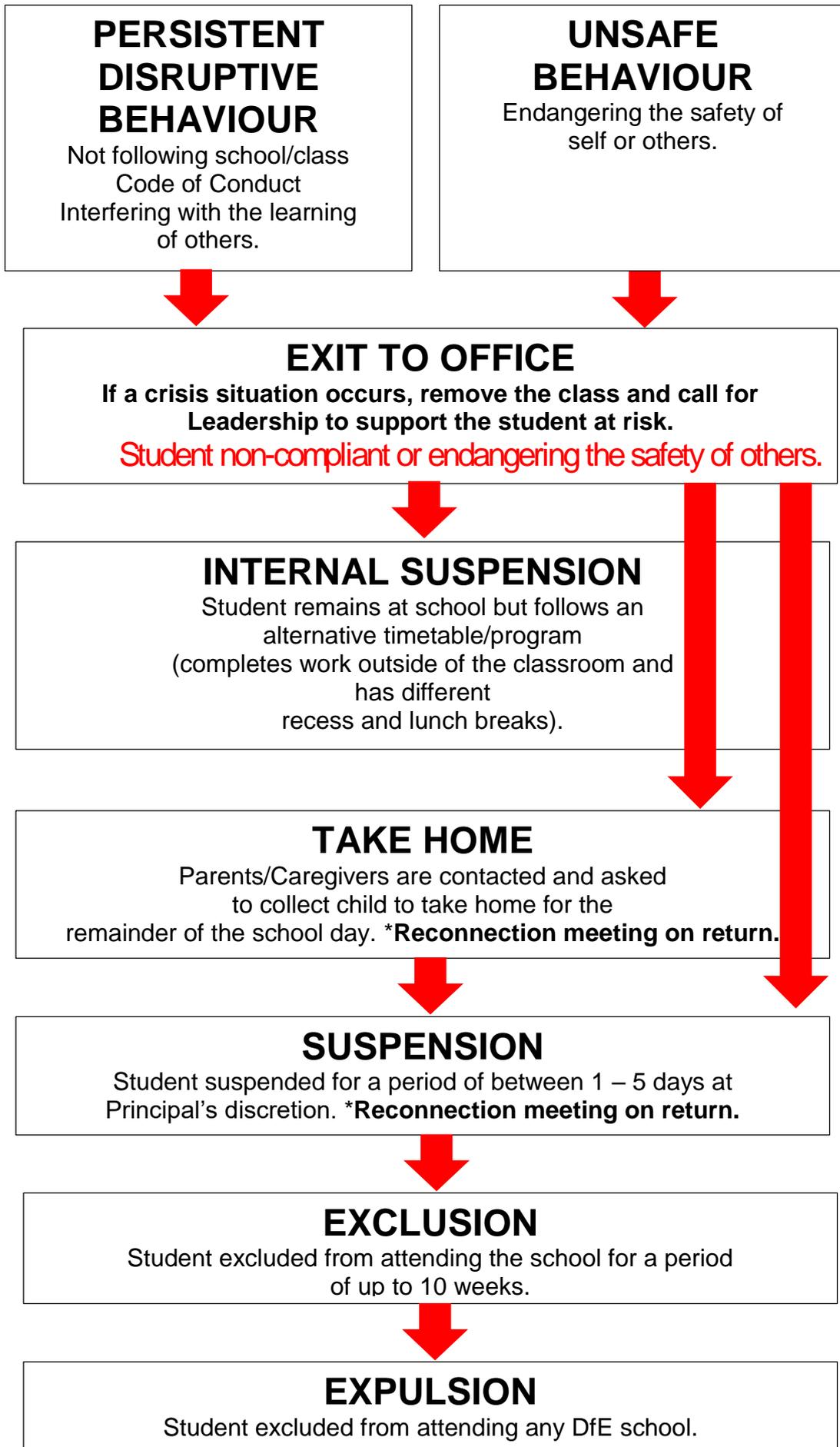


SCHOOL LEVEL CONSEQUENCES

YARD EXIT STRATEGY



SCHOOL EXIT STRATEGY



*A Reconnection Meeting takes place during or at the conclusion of the student's suspension period. The aim of this meeting is to set SMARTAR goals to support the student to develop the skills to not participate in the persistent, disruptive or unsafe behaviour.

APPENDIX

- ***Parent Letter & Student Reflection Sheet***

Completed by either teacher or Leadership and student. Communication sent to Parents/Caregivers, signed and returned to school the following day.

- ***Behaviour Incident Records*** class (pink) and yard (orange)

Completed by staff. Entered on EDSAS

- ***Habits of Mind***

- ***High 5 Problem Solving Strategy***

GLOSSARY

Restorative Justice Practices / Reflective Questioning

Teacher or member of leadership meets with all students involved to engage in a Restorative Justice session. During this discussion the student who has caused harm can hear how their actions have affected others. They are supported to apologise and identify future actions they make take to show they are sorry and to repair relationships ie: how can they speak appropriately/kindly to others, not say inappropriate statements. The student who has been harmed has the opportunity to have their voice heard and say what they didn't like. At this session staff share with the student who caused the harm how their actions have affected a lot of people, for example, those who witnessed the incident, themselves, their parents and the wider Clapham school community.

Therefore after the restorative session, the following will occur:

1. Classroom/yard behaviour incident record detailing the incident is entered on EDSAS
2. Student completes a Reflection Sheet
3. Logical consequences enacted for student who has caused the harm
4. Parents notified via phone call, email, Seesaw message, Parent letter

Please note that staff do not share with students affected the logical consequence enacted for the student who caused harm, but staff do state that they have a consequence. This is due to confidentiality; it is the student and the parents of the student who caused the harm to know the consequence and inappropriate for staff to share this with others.

Reconnection meeting

A reconnection meeting is held after the completion of take home, suspension, and exclusion periods to decide what supports will be provided to help the student safely and positively reconnect with the school, their peers, school staff and learning. **“Reconnection meeting”** is the new term for “re-entry meeting”. The term strengthens the restorative justice approach, and recognises that the process is not just about the physical return of a student to school.

SMARTAR Goals

The SMARTAR model is used to develop goals that are specific, measurable, attainable, relevant, timely, agreed upon and reviewed. A SMARTAR goal is a structured statement that identifies the progress a student makes in a specific area of learning or behaviour.



Clapham Primary

Respect | Responsibility | Cooperation

Dear Parent/Carer,

At Clapham we want all of our students to feel safe and happy. We encourage students to use the school values - Respect, Responsibility and Cooperation. This is something we know you feel is important too. When incidents occur at school it is paramount that we work together to ensure that everyone feels issues are resolved fairly and in a timely manner. Clapham's Restorative Justice Process allows us to create opportunities for students to:

- Become aware of the impact of their behaviour
- Take responsibility for their actions
- Take steps forward to making things right

When working alongside your child we believe we can make positive changes by using Restorative Justice Practices, which are inclusive and collaborative, to restore relationships and rectify harm caused. All students have the opportunity to share their perspective and points of view. All students involved in the incident work together to:

- Identify agreed solutions
- Put solutions into action
- Achieve a positive outcome

Today we met with _____ to work through this process. As a result of the process the following was identified and actioned:

Details:

Logical Consequence:

Please be advised that all parents of students involved are notified. Thank you in advance for your ongoing support.

Please sign and return this note to the Front Office tomorrow. Do not hesitate to contact us should you wish to discuss this matter further. If you would like further information about our Restorative Justice Processes please see our Behaviour Policy on the website: www.claphamps.sa.edu.au Click on the Planning and Reporting tab and then Behaviour Policy.

Yours sincerely

Jodie Kingham

Principal

Justine Baldwin-Langley

Deputy Principal

Cassie Kopias

Literacy & Well-being Co-ordinator

/ /

Parent signature: _____





MY REFLECTIONS

Students are supported by Leadership to complete this self-reflection sheet as part of our Restorative Justice process.

What did I do?

How have others been affected by what I did?

- ✓ **What I could do next time to better manage a situation like this:**
- listen and follow instructions of an adult
- start my learning task straight away
- show respect
- be patient and tolerant
- ignore - move away - report to an adult
- be inclusive
- consider other people's safety and wellbeing
- treat school property and other people's belongings with care
- ask an adult for help to solve a problem

The Habits of Mind that I need to use are:



1. Managing impulsivity
Take your Time! Thinking before acting; remaining calm, thoughtful and deliberative.



2. Listening with understanding and empathy
Understand Others! Devoting mental energy to another person's thoughts and ideas. Make an effort to perceive another's point of view and emotions.



3. Thinking flexibly
Look at It Another Way! Being able to change perspectives, generate alternatives, consider options.



4. Thinking about your thinking (Metacognition)
Know your knowing! Being aware of your own thoughts, strategies, feelings and actions and their effects on others.



5. Thinking and communicating with clarity and precision
Be clear! Striving for accurate communication in both written and oral form; avoiding over generalizations, distortions, deletions and exaggerations.



6. Thinking interdependently
Work together! Being able to work in and learn from others in reciprocal situations. Team work.

Habits of Mind

| | |
|--|--|
|  <p>1. Persisting Stick to it! Persevering in task through to completion; remaining focused. Looking for ways to reach your goal when stuck. Not giving up.</p> |  <p>2. Managing impulsivity Take your Time! Thinking before acting; remaining calm, thoughtful and deliberative.</p> |
|  <p>3. Listening with understanding and empathy Understand Others! Devoting mental energy to another person's thoughts and ideas. Make an effort to perceive another's point of view and emotions.</p> |  <p>4. Thinking flexibly Look at it Another Way! Being able to change perspectives, generate alternatives, consider options.</p> |
|  <p>5. Thinking about your thinking (Metacognition) Know your knowing! Being aware of your own thoughts, strategies, feelings and actions and their effects on others.</p> |  <p>6. Striving for accuracy Check it again! Always doing your best. Setting high standards. Checking and finding ways to improve constantly.</p> |
|  <p>7. Questioning and problem posing How do you know? Having a questioning attitude; knowing what data are needed and developing questioning strategies to produce those data. Finding problems to solve.</p> |  <p>8. Applying past knowledge to new situations Use what you Learn! Accessing prior knowledge; transferring knowledge beyond the situation in which it was learned.</p> |
|  <p>9. Thinking and communicating with clarity and precision Be clear! Striving for accurate communication in both written and oral form; avoiding over generalizations, distortions, deletions and exaggerations.</p> |  <p>10. Gather data through all senses: Use your natural pathways! Pay attention to the world around you Gather data through all the senses; taste, touch, smell, hearing and sight.</p> |
|  <p>11. Creating, imagining, and innovating Try a different way! Generating new and novel ideas, fluency, originality</p> |  <p>12. Responding with wonderment and awe Have fun figuring it out! Finding the world awesome, mysterious and being intrigued with phenomena and beauty.</p> |
|  <p>13. Taking responsible risks Venture out! Being adventuresome; living on the edge of one's competence. Try new things constantly.</p> |  <p>14. Finding humor Laugh a little! Finding the whimsical, incongruous and unexpected. Being able to laugh at oneself.</p> |
|  <p>15. Thinking interdependently Work together! Being able to work in and learn from others in reciprocal situations. Team work.</p> |  <p>16. Remaining open to continuous learning I have so much more to learn! Having humility and pride when admitting we don't know; resisting complacency.</p> |

3. Talk firmly

2. Talk friendly

4. Move away

5. Report

1. Ignore



Use the HIGH 5
to problem solve

Using the HIGH 5

1. Ignore

How do you ignore someone?

What does your body language look like when you are ignoring someone?

If someone is annoying you or doing something you don't like, ignoring them lets them know that you don't want to be involved in it.

You turn your body away.

You walk away.

2. Talk Friendly

Say "Can you please stop... (tapping your pencil, playing with my hair, kicking me when we are lining up)"

It is important to name what it is that you don't like someone doing.

3. Talk Firmly

Say "Stop it! I don't like when you are... It is annoying/hurting me. Leave me alone!"

Be clear about exactly what it is that someone is doing and why you want them to stop.

4. Move Away

Physically move to another space/area. For example: On the floor during carpet time, in the line outside the classroom, eating area, play area, etc. **Students must let the person that is annoying them know that they are moving away from them and that they want to be left alone. "I am moving away from you because you are still... (tapping your pencil, pushing your feet into my back, blowing in my ear, speaking rudely).

5. Report

Report inappropriate behaviour and student's name to an adult (Teacher, SSO, Front Office, Parent volunteer).

**If the student is being physically hurt or verbally abused, the student must report immediately.



