**Safe and Supportive School - Behaviour Management Procedures**

Arawang Primary is committed to providing a safe school environment for all members of the community. The school’s behaviour support procedures have been developed within the National Safe Schools Framework and are guided by Safe and Supportive School Policy (SSS).

Arawang Primary School is engaged in the following programs to assist with the implementation of the SSS policy:

* Positive Behaviour for Learning
* Restorative Practices
* Circle Time

**Purpose**

The purpose of the document is to provide processes and procedures that support the implementation for the SSS policy and behaviour management at Arawang Primary School.

**Key Dimensions of Support**

Arawang’s key dimensions of support are curriculum, teaching, organisation and relationships. The school provides an engaging differentiated curriculum where learning is planned to meet individual student needs. Arawang teachers employ a variety of quality teaching practices to promote a positive school culture and quality learning outcomes for students. The organisation of Arawang’s school structures, processes and procedures has been designed to promote a positive school environment. All members of the school community are expected to model respectful relationships and contribute positively to the safety and wellbeing of themselves and others. Staff members are engaged in a range of professional learning opportunities to support the growth and sustainability of the key dimensions.

**Behaviour Support**

At Arawang Primary School we provide a structured approach to promote positive behaviour. These structures are supported by Circle Time, the Classroom Behaviour Management and Playground Behaviour Management flow charts, Positive Behaviours for Learning, Restorative Practises and The Hive (student problem solving space for lunch and recess).

**Positive Behaviour for Learning**

At Arawang Primary School we strive to provide a safe and respectful learning environment for our students, teachers and school community. We encourage and promote our school values of respect, endeavour, curiosity, creativity and compassion to support our students to be engaged, independent and happy learners. Our three behaviour expectations are Be Safe, Be Respectful and Be a Learner. Positive student behaviour is acknowledged by awarding Buzzies.

**Circle Time**

Circle Time is a teaching strategy which allows the teacher to address areas of the ACARA Personal and Social Capabilities learning continuum. It allows children to explore and address behaviours and issues which concern them. It provides a structured mechanism for solving problems, in which all participants have an equal footing. Circle Time affords the opportunity for the teacher and class to communicate with each other about issues which promote self-esteem and positive behaviour, aligning with our PBL approach.

**Behaviour Reporting Procedures**

**Parents** and **students** should report low-level incidents to classroom teachers (or playground duty teachers where appropriate) and high-level behaviours to school executive staff.

**Classroom -** teachers follow Classroom Management Procedures (Appendix 1) for all minor behaviours. Teachers report major class behaviour to the school executive. The executive will work with classroom teachers to support students using restorative conferencing.

**Playground** - staff follow Playground Management Procedures (Appendix 2) for all minor behaviours. Staff report major problem behaviour to executive using playground ‘on the run’ slips. The executive will work with classroom teachers to support students through The Hive restorative conferencing.

All members of the school community should report ongoing or high-level problem behaviour to school executive immediately. Where appropriate, parents will be contacted to support the resolution process. If a behaviour meets the criteria of the Safe and Supportive School policy the Safe and Supportive School Contact Officers will be notified.

**Role of the Safe and Supportive School Contact Officers -**

* check Sentral and analyse in relation to Safe and Supportive School policy.
* provide support to students who may be experiencing bullying.
* respond to complaints.
* collect data on incidents of bullying, sexual and racial harassment for school use in developing procedures.
* develop strategies and supports to counteract bullying and harassment in the school.
* register and organise the school to take part in the National Day of Action against Bullying and Violence.
* promote an inclusive environment for same sex attracted, gender diverse and intersex students.

**Safe and Supportive Schools Contact Officer Procedures -**

* review and check Sentral, classroom teacher, referring teacher and executive.
* if not already provided, complete written statements from all students involved.
* call parents and explain the situation, consequences and the school’s restorative conversation process.
* where appropriate and if parents and students are in agreement then hold a restorative conference.

**Conflict Resolution Procedures**

Staff follow the Classroom and Playground Management flow charts. Staff should support all involved parties using restorative principles and negotiate natural consequences (i.e. apologies, time out of class/school activities, time off the playground etc).

**Appendix** 1 - Classroom Behaviour Management Procedures

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| **Step 1: Informal - Reminders**  Redirect behaviour, eye-contact, distract, reminder, warnings, teacher proximity, circuit breaker (give student a break away from the group) give time to process and follow through. |

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| **Step 2: Classroom Time Out/Time In/Thinking Spot (up to 5 min) Teacher keeps records**  Student moves to Time Out in a designated place in the classroom. When the teacher is ready they will discuss the problem with the student using Restorative questions. Whilst reflecting in Time Out the student thinks about their actions and how they can resolve the problem. The teacher negotiates with the student a return to the class group. This process may occur a number of times at the discretion of the teacher. |

**NOTE:** Major behaviours will result in the student being immediately placed in buddy timeout or escorted to Central Time Out by the Executive, Deputy Principal or Principal.

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| **Step 3: Buddy Time Out (up to 20 min)**  Student moves to Time Out in the adjoining classroom to complete a Student Incident Report. It is the responsibility of the student’s class teacher to follow up and discuss the incident with the student using the Restorative questions. If needed executive support should be sought. |

**NOTE:** On reaching Step 3 several times in a week and with discussion with executive, a student will move immediately to Step 4 if another misdemeanour occurs and parents are contacted.

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| **Step 4: Central Time Out**  Parents are notified that the student will be removed from class and placed in Central Time Out for a nominated period of time. This timeout is supervised by the Executive, Deputy Principal or Principal. Central Time Out may be utilised for a day or period of a day and return to class is negotiated between the student, executive and class teacher. Restorative practices are used to help the student recognise their behaviour, restore relationships and school harmony. |

**NOTE:** Referral to Special Needs Team, Counsellor, alternate programs, outside agencies

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| **Step 5: In-School Suspension**  This is used to suspend a student from class and the playground under supervision for a period of 1 day or more at the Principal’s discretion and parents contacted. |

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| **Step 6: In-School Suspension - Behaviour Plan**  A Positive Behaviour Plan may be developed (prior to or after a suspension) with the student and family to support the student’s positive behaviour choices in the classroom or playground. |

**NOTE:** In school suspension provides the opportunity to circuit break a negative cycle to avoid formal suspension.

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| **Step 7: Formal Suspension from School**  Actions are documented and parental support obtained before a student is sent home. Formal suspension follows departmental guidelines. |

**Appendix** **2** - Playground Behaviour Management Procedures

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| **Step 1: Informal Reminders**  Redirect behaviour, distract, reminder about acceptable behaviour, proximity, giving a choice, check in. |

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| **Step 2: Walk with Teacher (5 - 10min)  - Restorative Questions**  Student is to walk with a teacher for a restorative conversation.  **Time Out Area (5 - 10min)**  Student to be sent to the silver seats in the undercover shade shelter for thinking or calm down time.  Teacher prompts student to think about the incident using restorative questions. When the student is ready, teacher checks in for restorative conversation.  Restorative questions:   1. What happened 2. What were you thinking 3. What have you thought since 4. Who has been harmed / affected and how 5. What needs to happen to make things right   ‘On the run’ referral slip to be completed and entered in SAS for minor behaviours by the teacher on duty.  If the behaviour is repeated or if the student refuses to comply with the teacher then the ‘on the run’ referral slip is completed and the student is sent to The Hive with the slip.  Incident will be recorded in SAS by The Hive teacher. |

**The Hive - On the Run Referral Slips**

A playground ‘on the run’ referral slip requiring Hive attendance (at the next available opportunity) will be issued for

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| * Abusive language * Defiance * Constant disruption |  Harassment   Property damage   Truancy |  Forgery   Criminal behaviour   Physical aggression |

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| **Step 3: The Hive**  The Hive staff will take statements, conduct a counselling session using Restorative Conferencing. Parents will be contacted as needed and data will be collected using SAS. |

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| **Step 4: Removal from Playground - Walkie Talkie**  A student may be removed from the playground immediately for high level violence or unsafe behaviour. The front office is contacted and a staff member (teacher and/or executive) escort the student inside. This may result in the student being excluded from the playground for a period deemed appropriate by the Executive team. |

***NOTE:*** Duty teacher to contact front office when **immediate assistance** is required for any emergency. (eg. Medical,

accident, unwanted visitor).

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| **Step 5: In-School Suspension**  This is used to suspend a student from class and the playground under supervision at the discretion of the Principal and parents contacted. |
| **Step 6: Formal Suspension from School**  Actions are documented and parental support obtained before a student is sent home.  Formal suspension follows departmental guidelines. |