



'Preparing Children for the Future'

Behaviour Education and Self-Management

At Callington Primary School our goal is to equip students as powerful learners to help them face the challenges of a rapidly changing world. An important aspect of this is a commitment to developing behaviour education and self management in students. We embrace a positive education approach that underpins our school culture. Students, parents and teachers need to have a clear understanding of what is expected in regards to how we treat each other to ensure a welcoming learning environment that is supportive and safe.

The Australian Curriculum, within the Personal and Social Capability states:
In the Australian Curriculum, students develop personal and social capability as they learn to understand themselves and others and manage their relationships, lives, work and learning more effectively. The capability involves students in a range of practices, including regulating emotions, developing empathy for and understanding of others, establishing positive relationships, making responsible decisions, working effectively in teams and handling challenging situations constructively. As students develop and demonstrate an understanding of the personal and social capability they are able to concentrate on learning and focus on developing and demonstrating Callington Primary School's powerful learner qualities;

Bravery, Communication, Independence, Inquiry, Making Connections, Optimism, Persistence, Resilience, Reflective and Teamwork.

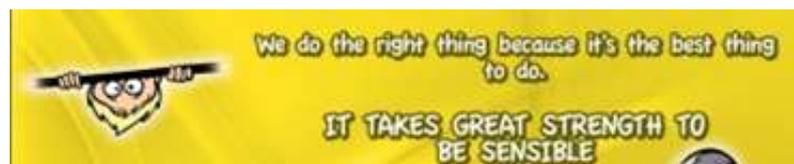
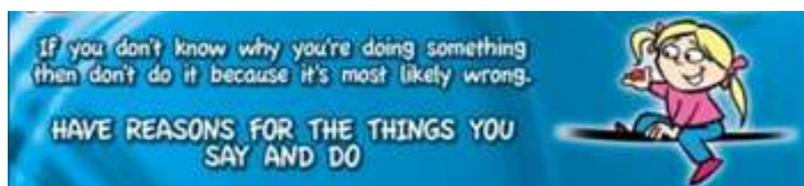
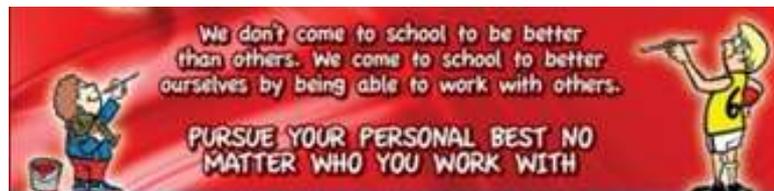
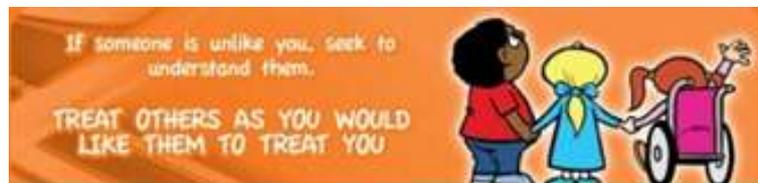
Students with well developed social and emotional skills find it easier to manage themselves, relate to others, develop resilience and a sense of self worth, resolve conflict, engage in team-work and feel positive about themselves and the world around them.

Behaviour education is most effective when built into, not onto curriculum.

Play is the Way

Across all levels R-7, we are implementing the Play is the Way philosophy which is an effective way to focus on the skills of self control, self motivation, empathy and managing relationships. We aim to equip students with the social and emotional skills that will significantly improve their chances of success both in learning and life. The central ideas in this philosophy are termed life rafts. The five life rafts cover the key concepts we teach to students as an important part of the philosophy. These are introduced to students and taught explicitly through the whole school games program on a Monday morning which is then followed up by teachers during the week. During game sessions teachers use careful questioning and respectful suggestions to encourage more meaningful conversations around student behaviour.

The Golden Rule



Self Control Checklist

Talking to students in a way that allows them to reflect not react enables students to develop the skills to recognise the changes that need to be made in their behaviour. Teachers use language prompts that encourages self control and redirect behaviour.

We use a common language approach to ensure consistency across the school. Questions that teachers may ask students include;

“Was that the right thing or wrong thing to do?” - This gives the child a chance to work out the mistake they made and provides you with a discussion starting point.

“Did you make a weak decision or strong decision?”- “Weak decision” is when a child decides to do the wrong thing. “Strong decision” is when a child makes sensible ‘right’ decisions.

“Is your thinking or are your feelings in charge?” - This is used to diffuse emotional reactions from students when getting them to reflect on their behaviour.

“Are you going to be your own boss or do you need me to be the boss of you?” - This is empowering students to make decisions about their actions and even choosing their own consequences. If they are still not complying, *the teacher* becomes the ‘boss’ and takes over the situation and chooses the consequence for them.

“Are you running away from the problem or dealing with it?” - This is when a situation is created that the child needs to ‘fix’ and they are refusing to deal with it.

“Am I trying to hurt you or help you?”- This is to get the student to realise that the aim of the questioning is to ultimately improve their

Reflection Process

At Callington Primary School we support students to reflect on their behaviour at all levels and take the time to make “strong decisions.” The process we use is not a ‘step process’ but rather a process to guide students to understand the level of behaviour that they are demonstrating.

- **Mistakes are ok as long as you learn from them**

We encourage students to understand that using appropriate behaviours is a learning process and this means that mistakes will happen. At this point a teacher might use non-verbal cues or verbal reminders to refocus the student. This may also be a time when a teacher might use the self control checklist above. It is expected that the student will change their behaviour as they have recognised the ‘mistake’ that they have made.

- **You need to start thinking about your behaviour**

A student may be repeating their weak decisions or their behaviour is beginning to impact on themselves or others. At this point the teacher may use the self control checklist above or demonstrate that it is time for the teacher to be the boss by redirecting the student. This may also be time for the student to have some reflective time on their own.

- **Your behaviour is having an impact on others**

When a student’s behaviour is having a significant impact on others it is interfering with the rights of others to learn and the teachers right to teach and create a safe learning environment. This may be a time that the Principal is called to help a student to investigate/instigate a reflective process. The intent of the reflective process is to raise empathy, build self awareness, encourage self respect and maintain mutual respect. Teachers may choose to take a student through the reflective/restorative process or ask the Principal to complete the process. It is important that wherever possible reflection time is completed at the time of need to support the educative process. During investigation/instigation of the reflective process restorative questions may be used and those people who have been affected by the student’s behaviour may be asked to be a part of the process. Restorative questions include;

- What happened?
- What were you thinking at the time?
- What have you thought about since?
- Who has been affected by what you have done? In what way?
- What do you think needs to happen to make things right?

Documentation is completed and this documentation is sent home to inform parents about the incident so that they can discuss it with their child and sign the documentation.

Reflection Process

- STEP 1 Restorative Questioning**
The student has the opportunity to talk about what happened and identify the name of the people affected by the behaviour. This may be a time when other students are involved in the conversation to ensure that everyone feels they have been heard and can all be a part of the restorative process.
- STEP 2 Acting Responsibly**
The student identifies what their weak decision was and how it affected themselves and those around them
- STEP 3 Identify Strong Decision**
The student identifies what the strong decision would have been. This is to assist them in having the thinking time and show to them that they actually have the ability to identify what is right and wrong. This is also time for the student to be supported in identifying strong decisions to assist the educative process.
- STEP 4 Identify the Life Raft**
Student identifies which life raft(s) need to be focussed on
- STEP 5 Acknowledging Community**
The student identifies things about themselves that make them a valuable member of the class, school and society. This helps students to reflect upon their own characteristics
- STEP 6 Saying Sorry**
The student needs to identify each person affected and sincerely apologise verbally or in writing. They need to choose their words carefully, as it is important that those affected, accept the apology
- STEP 7 Informing Parents**
The Reflection sheet is sent home for parents to sign and returned to school

Positive Recognition

At Callington Primary School awards reflect entrenched habits of action. Students need to be motivated by a desire for self improvement and commitment to positive behaviour. The whole purpose of giving awards is to hold up students as role models, something to aspire to, set examples for others. Awards are presented at assembly every 3 weeks and are focussed on the life rafts in Term 1 as an understanding and practising of these is essential to be an effective learner. In Terms 2-4 awards are presented and focussed on both the life rafts and powerful learner qualities.

Suspension

DECD outlines categories for suspension but in considering whether to suspend a student the Principal will consider the following;

- The severity and frequency of the misbehaviour
- Repeated behaviour patterns and possible triggers
- Risk factors such as; disability, trauma, mental health
- Age and stage of development in understanding behaviour and consequence
- The student's prior record of behaviour and their response to any previous sanctions
- Any other relevant matter

All incidents are treated on an individual basis and no one incident will result in an automatic suspension without considering the above.

Parents will be notified if their child is being suspended from school and given the appropriate documentation informing them of the dates of the suspension and the requirement to attend a re-entry conference before the child returns to school.

At the re-entry conference

At the re-entry conference a student development plan is negotiated. In this plan students consider the behaviour that needs to change and what this will look like. Support people for the student will be identified and positive implications for the behaviour change are identified. The conference also considers how and when the student will return to school.

While the student is suspended the Principal initiates a conversation with the class focussing on bystander behaviour and how we can assist the student in making stronger decisions in the future. The only exception will be if the issue is of a highly sensitive nature then the restorative process will be implemented.

Monitoring

- Teachers fill in a triplicate behaviour book. 1 copy is sent home, 1 to the office and 1 kept in the book by the class teacher
- Reflection sheets are photocopied and filed in student files
- Behaviour data is entered on EDSAS by the Administration Officer. This data is used to identify behavioural trends so that they can be addressed at a class level
- Repeat offenders are monitored through individual behaviour programs and referred to the DECD behaviour coach
- At all levels the process is monitored and reflected upon by staff and the Principal to ensure it remains workable
- 3 Way conferences implemented

Implications for Parents

Working with Parents around what it means to be a successful student and the types of skills students need to be successful in society is essential to assisting behaviour education.

Parents have a right to:

- Be informed of the behaviour education and self management procedures and decisions affecting their child's welfare
- Be informed of their child's position within the school's behaviour education and self management process
- Be heard in an appropriate forum on matters related to the rights of their child within the Behaviour Education and Self Management Policy

Parents have a responsibility to:

- Ensure that their child attends school punctually and regularly
- Ensure that the physical and emotional condition of their child is at an optimum for learning in a purposeful and supportive environment
- Support the school's objectives of the Behaviour Education and Self Management policy
- Communicate effectively with teachers and return notes accordingly

Communication

Every attempt is made to keep parents informed at every level of the BESM process. It is vital to cultivate a productive link between home and school as this is a determining factor of success when improving a students' behaviour. Parents are kept informed through reflection sheets sent home, phone calls, case conferences and meetings with teachers and members of Admin. Newsletter articles are provided regularly to explain the different parts of the BESM process and more importantly to share the powerful language used at Callington Primary School.

Check In Circle

Class teachers provide opportunity for students to discuss issues and be involved in solving the problems through the use of a strategy called the check in circle. Students use the catastrophe scale to determine how their day has been going;

THUMBS UP – I had a good lunch, there were no problems or the problems I had were not significant

THUMBS TO THE SIDE – I had an ok lunch. I had a problem but it was sorted out or I really have been able to bounce back from it and it isn't bothering me anymore.

THUMBS DOWN – I had an issue, it is really bothering me and I really need to talk about it.

During the check in circle if students put their thumb down they can have the opportunity to share the problem to the group where they sum up the issue in a couple of sentences and then members of the class will offer suggestions on how the problem could be solved. If the student wants to discuss privately with the teacher they inform the teacher of this and a time is arranged when convenient. The Check In Circle is also an opportunity for those students who indicate a thumbs up or thumbs to the side to share their positive experiences and/or problem solving skills so that other students in the class can take these ideas on board.

Bullying

Bullying is essentially an intentional abuse of relational power. It is intentional, selected, unprovoked and repetitive behaviour towards another person.

Types of bullying include;

- Verbal: Nasty name calling, taunting, teasing and spreading gossip or rumours
- Threats of physical harm and intimidation
- Written: Writing and sending nasty notes
- Extortion: demanding money or favours
- Exclusion: Deliberately leaving someone out of an activity or ignoring and avoiding someone
- Interference with personal property
- Physical Harm: Hitting, punching, kicking and throwing objects
- Racism or racist remarks and actions
- Sexism or sexist remarks and actions

At Callington Primary all members of the school community are entitled to a safe, secure and caring environment. Each person is recognised as a unique individual bringing special qualities to share, recognising that we all have the right to be respected and the responsibility to respect each other.

We aim to establish a community in which everybody feels valued, respected and safe, and where individual differences are appreciated, understood and accepted. We do not tolerate bullying of any form. We take an educative approach in dealing with bullying. We believe the most effective way is to raise the empathy level of the bully and to work with students on bystander behaviour. It is also vital to empower the victim. We implement reflective processes that target these areas.

What will happen if there is reports of Bullying?

We have a moral obligation to act on bullying. When an act of bullying is identified we recognise this as a high level of behaviour; ***Your behaviour is having an impact on others***. We use the shared concern approach to deal with bullying; Briefly this approach consists of the following;

- Individual meetings are held with each of the students involved in the bullying situation eg; the student or students bullying, the person being bullied and any bystanders who may have seen what was happening.
- The student or students bullying completes the reflective process. We need to ensure that students who carry out acts of bullying reflect in preparation for them to participate in a restorative conversation with the person being bullied and the bystanders.
- The bystander(s) and person being bullied are also given the opportunity to reflect and suggest ways to improve the situation in preparation for a restorative conversation. This is an important part of the process and restorative conversation won't take place until the bystander(s) and person being bullied are ready to see that the situation can be improved.
- A restorative conversation is led by the Principal with all students involved and follow up meetings, discussions are planned to offer support and ensure the restoration process is completed.
- All parents are contacted and informed of the process and what further support will be put in place.

Bullying can be complicated, which takes time and patience to resolve properly. Using this approach we are committed to the safety and wellbeing of all students.

Awareness Raising

Teachers will use discussion and classroom meetings to reinforce what the school means by bullying and why bullying is unacceptable. Some of this is covered through the mandated Child Protection Curriculum and through social skills teaching. Some focus questions during discussion and learning about bullying include:

- What do you think bullying is?
- Why do people bully?
- How can we help students that bully?
- How can we help students who are being bullied?
- How does bullying make people feel?
- What kind of bullying goes on at school?
- What should we do about bullying?
- What should you do when you know about bullying?
- What is bystander behaviour?

It is Ok to tell

When students know what bullying is, they can recognise when it is occurring and so are able to take steps to prevent it continuing. When students see bullying or think they are being bullied they need to tell a teacher.

The word DOBBER or DOBBING are words that are not used at Callington Primary School as these words are often used to prevent people from asking for help. We must create a climate where it is ok to tell. Only by telling can things improve.

Skills to those being bullied

Teachers will take whatever steps are necessary to stop bullying. However, it is also important to empower those who are being bullied. Teachers and parents can teach students how to stand up to bullies in an assertive way. Assertion is a skill and needs to be practiced whilst emphasising:

- How to look assertive rather than aggressive
- How to think strong
- Specific words and phrases use to convey one's right. (I don't like it when you...)
- How and when to walk away
- That it is ok to tell.

If your child is being bullied

Open communication between home and school is vital in counteracting bullying. Parents are encouraged to notify and collaborate with class teachers and when necessary with the Principal and other support agencies. As a parent;

- Encourage talking; it may be difficult but be patient
- Try not to overreact, listen calmly and try and work out the facts
- Tell your child that physical or verbal retaliation on their part is NOT the answer.
- Reassure your child that it is not happening because there is something wrong with him or her
- Identify reasons why bullying is hurtful and explain the importance of telling a staff member at school.
- Report the matter to the class teacher, even if unsure of the extent of the bullying. This alerts the school to the possibility of a problem



My Behaviour Reflection Sheet

Name	Date
Class Teacher	Reflection sheet completed with....

I have been making some weak decisions about my behaviour and it is time to reflect about what I am doing.

Draw a picture of the weak decision you made.

Draw a picture of you making strong decisions.

Draw a circle around what you need to focus on.



Draw a picture of what makes you a great member of your classroom and our school.

Who do you need to say sorry to?

Dear parent, A "Weak decision" is when a child decides to do the wrong thing. A "Strong decision" is when a child makes sensible 'right' decisions. Today your child made a weak decision but has been able to identify how to make things right. Can you please discuss this plan with your child and return this signed to the class teacher by.....(enter date)

Parent Signature.....

Date:.....



My Behaviour Reflection Sheet

Name	Date
Class Teacher	Reflection sheet completed with....

I have been making some weak decisions about my behaviour and it is time to reflect about what I am doing.

What happened?

Draw a circle around what you need to focus on.



How has your weak decision affected you and those around you?

What are you going to do to make things right?

What are three things about yourself that make you a valuable member of your class and our school?

- 1..... 2.....
- 3.....

Dear parent, A "Weak decision" is when a child decides to do the wrong thing. A "Strong decision" is when a child makes sensible 'right' decisions. Today your child made a weak decision but has been able to identify how to make things right. Can you please discuss this plan with your child and return this signed to the class teacher by(enter date)

Parent Signature..... Date:.....