



Augusta Park Primary School
Strong culture, strong relationships, strong learners

Student Behaviour Responses

Central to the success of our school community are the respectful relationships that are established between staff, students and families.



Augusta Park Primary School (APPS) students participate in Play is the Way; a program that teaches and develops the skills children need for building relationships.

Date Reviewed: August 2020

Next Reviewed: August 2021

Our Vision

Our vision is: 'strong culture, strong relationships and strong learners'. At Augusta Park Primary School families, students and staff work together to develop collaborative relationships, expert staff, effective learning environments, challenging learning experiences, successful students and strong community connections. Our school has a diverse student population which reflects a high number of Aboriginal families representing a range of language and cultural backgrounds.

Our Mission

At Augusta Park Primary School, we work in partnership with families, students and staff to develop and promote:

- **collaborative relationships** that are based on mutual respect, trust, listening to each other and being open to other people's perspectives. We all have opportunities to provide feedback and participate in decision making. We help and support each other by working collaboratively to achieve the best outcomes for students.
- **expert staff** who continuously build their knowledge and practice through active engagement in professional learning opportunities, performance development and undertaking research into current pedagogical practices which improve student learning outcomes.
- **effective learning environments** which stimulate student learning are engaging, organised and provide opportunities for students to develop a sense of belonging and strong relationships with others. We develop clear, consistent routines and expectations in collaboration with students to set the preconditions for learning as well as to foster a positive, safe and caring school.
- **challenging learning experiences** which foster deep understanding, intellectual stretch and motivate students to learn through the use of effective questioning, open-ended tasks, multiple entry points, differentiation and effective and timely feedback. We develop students executive functioning skills and growth mindsets through learning dispositions, intentional teaching and effective task design.
- **successful students** who are curious, self-motivated, persistent, reflective and resilient learners. Students work collaboratively with teachers to set their own learning goals and are able to articulate where they are at in their learning and can identify their next steps. We support students to be successful by ensuring learning intentions and success criteria are made visible and are understood by all students.
- **strong community connections** through actively engaging in school and community events. We communicate openly and understand each other's backgrounds and perspectives. We connect and engage with services in our local community to improve outcomes for students. We continuously build on our understanding and awareness of Aboriginal culture through our languages program and working with our Aboriginal Education Team as well as celebrating and participating in events that are significant to Aboriginal people.

- All classes display the Augusta Park Primary School student behaviour response chart to ensure all students are clear of student behaviour expectations and the consequences for inappropriate behaviour
- At the beginning of each year teachers work in consultation with students to establish classroom expectations
- Classroom expectations are displayed visually in the classroom
- All classes have a visual behaviour step chart aligned to the Augusta Park Primary School student behaviour management policy.
- All classes display the Learning PIT – a tool that is used to support students to understand challenge, struggle, strategies and reflection.
- All classes display the learner dispositions – a reference point for students to support them in becoming resilient, persistent, reflective, curious and self-motivated learners.

Work Refusal and Defiance

Teachers have a right to teach. Students have a right to learn. Our goal at APPS is to re-engage students in their learning. If a student is refusing to engage in or complete learning tasks, teachers will:

- Provide students with rule reminders
- Provide thinking time
- Offer help and/or strategies to help with the task.

If the teacher has to stop the lesson to address the behaviour, the teacher will provide the student with a warning and:

- Explain the consequence of the behaviour to the student
- Find out what else could help the student focus on their learning task
- Place the child in an environment away from any distractions (this may include within the classroom or other supervised areas).

The student will be able to re-join the class when they are ready to continue on with their learning tasks. Students will be informed that any missed learning time will be made up at play times, or during other activities such as craft.

If the work refusal or defiance continues the student will be sent to another classroom to have some time out (buddy class):

- The student will take some work to continue on with OR the student will be sent there to have some thinking or cool down time.

The student will be able to re-join the class when they make a commitment to follow rules and engage in their learning upon re-entry. A reminder will be given to the students regarding learning expectations. Students will be informed that lost learning time may need to be made up.

If the work refusal or defiance continues and is persistent, then the student will be referred to a member of the leadership team. Contact will be made to the student's families. Consequences for work refusal and defiance are:

- Alternative placement (for a period of time, internal or external suspension will be considered)
- Reconnection Behaviour plans will be developed with students and their families
- Education Office support via STAR referrals
- SAPSASA participation is dependent upon the completion of learning tasks.

Creating a successful learning environment

- Structure lessons to respond to the concentration span of the age group
- Learning tasks are designed to meet the needs of the students
- Monitor student's energy levels
- Check that students have had their basic needs met (food etc.)
- Let students know of the expectations and consequences of their behaviour in advance
- Focus on positive, timely feedback
- Reinforce positive behaviour
- Make sure that staff are consistent in their responses to behaviours
- Knowing and recognising students as individuals and learning what works for them
- ACE Team support – in classrooms working together and reinforcing positive choices
- Seek advice from families where a student's behaviour is noticeably different
- Teach children to ignore other students when they are being defiant or disruptive.

Verbal and Physical Abuse

Violence: the intentional use of physical force or power, threatened or actual, against another person (s) that result in psychological harm, injury or in some causes death. Violence may involve provoked or unprovoked acts and can be a single incident, a random act or can occur over time.

At APPS, the play environment must be a safe place.

The staff at APPS realise that some swearing is non-intentional and not directed in an abusive manner towards other school members. Students who use non-intentional swearing will be reminded of the appropriate language to use at school, and will sit out for a period of time during that play period.

When a student swears at students in an intentional way during play time, the duty teacher will ask the student to withdraw from the game/activity, and Leadership will be notified.

The Teaching and Learning environment should be free from violence and aggression.

- All verbal, physical or violent behaviour in the classroom will result in the student being automatically removed
- The wellbeing of the students and staff will be monitored after the verbal or physical abuse has occurred
- A student, who non-intentionally swears in class, will be removed for a minimum of 1 lesson. The student can re-join the class after a discussion about the appropriate language to use at school, and a commitment has been made to not repeat the language again
- When abuse or swearing is directed towards a class member, a Take Home or Office Exit for the day will be the response to this behaviour. This is to restore the learning environment and safety of others
- Racial or sexual abuse will result in External Suspension
- Swearing at or Abuse of a staff member will result in External Suspension.

Physical Abuse and Intimidation

- Incidents of physical abuse or assault may be reported to the Police
- Families of both the victim and the perpetrator will be notified of the police report
- A formal reconnection process will occur before the student can return to class
- Support will be given to restore relationships and develop strategies to prevent re-occurrence.

Natural Justice Principles

Procedural fairness principles include those that promote the rights of children/young people to be heard, to know what is alleged, to question evidence, to impartial adjudication and to the right to appeal.

The Declaration of Principles Governing the Treatment of Victims (commissioner for Victim's Rights, 2001) outlines the rights of victims and the principles of justice regarding the treatment of victims, including being informed of support services.

Harassment and Bullying

Harassment: behaviour that targets an individual or group due to their identity, race, culture or ethnic origin; religion; physical characteristics; gender; sexual orientation or economic status; ability or disability and 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: repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more people. This also includes **Cyber-bullying** which is bullying through information and communication technologies.

At APPS, we work together to provide a safe, inclusive, supportive and ordered learning environment that is free from bullying, harassment and violence. Any form of bullying is not acceptable at APPS and will be dealt with seriously and expediently.

The school will work with school community to support its students in being responsible and productive members of the community.

Children will report **any form** of bullying or harassment to a member of staff as soon as possible so that action can be taken.

Teachers will:

- Know and respond to the 'Signs of Bullying' (refer to page 5)
- Listen to a child's concerns: ask them to identify the child who is harassing them. Document their concern
- Ask the child if that person has hurt them before
- Provide an opportunity for all stories of the incident/s to be told.
- Discuss the behaviours eg. How would you feel if this was happening to you?
- Develop empathy for the victim.
- Explain consequences for teasing/harassment/bullying
- Support the perpetrator to fix the relationship with the victim
- Encourage a genuine apology; explain to the child that this is a way to repair the relationship. Explain that the best way of showing that they are sorry is through a change in behaviour – the bullying and harassment STOP.

Leadership Response

- Document the incident/s when reported. Make sure both the victim and the perpetrator have a voice.
- Identify the most appropriate 'methods of intervention' (refer to page 5) based on the severity ranging from:
 - Disciplinary action (take home/suspension etc)
 - Mediation
 - Restorative practice
 - The support group approach
 - The method of shared concern
- Communicate the outcome to the victim, perpetrator and families
- Monitor the effectiveness of the outcome used over time, maintain contact with the students and families.

Harassment and Bullying

Kids Matter Framework – A school wide approach to Bullying

- Ensure that students and staff receive training about responding to harassment and bullying including recognition of the 'Signs of Bullying'
- Parents and the school community are aware of DfE information pamphlets and policies eg. '*Bullying & Harassment at School*'
- Review the bullying aspect of the Behaviour Development policy annually
- Ensure that anti-bullying strategies are taught as part of the curriculum
- Collect data in relation to incidents of bullying and report these to Governing Council
- Support may be sought from the local police community constables where bullying is evident in the wider community eg. via social media or outside of school hours.

Proactive Conditions: *underpin the successful interactions between all members of the APPS school community*

- Teach students that harassment and bullying are hurtful and not accepted behaviours
- Encourage students to seek help when faced with bullying eg. reporting to an adult is a positive step
- Students should be taught how to report bullying eg. as soon as possible
- Informing students of consequences of the behaviour in advance
- Consistent responses by all member of staff
- Teach students how to support each other rather than use violence/aggression or abusive behaviours
- Teach students to use appropriate language when facing harassment and bullying
- Teach students skills to deal with bullying and harassment through 'Play is the Way' and the Child Protection Curriculum
- Report back to the student and their families what has happened as a result of making a report. Reassure them that their voice has been heard and responded to.

Signs of Bullying:

Parents and teacher share an important part to play in helping the school and the students deal with any form of bullying. Many students do not talk about bullying for fear of making it worse. A change in behaviour in students may be a signal that they are being bullied or they have some other concerns. Some signs that a student is being bullied may be:

- isolation in class and at play time
- unexplained cuts, bruises or scratches
- damaged or ripped clothing
- headaches or stomach aches
- refusal to go to school
- asking for extra pocket money or food
- tearfulness, anxiety or difficulty sleeping
- 'hiding' information on mobile phones (text messages, emails, comments on their social network pages).

Methods of Intervention:

Mediation: Requires students to be voluntarily involved in the dispute resolution process

Restorative Practice: Is a strategy that seeks to repair relationships that have been damaged, including those damaged through bullying. It does this by bringing about a sense of remorse and restorative action on the part of the offender and forgiveness by the victim).

The support group approach: This method gathers assistance for the victimised student. It does this by sharing knowledge of his or her distress at a meeting with the perpetrators, together with peers who would offer support to the victim.

The method of shared concern: This strategy addresses group bullying. It supports the emergence of a solution to a bully/target problem through the use of a series of interviews and discussions with the parties involved.

AUGUSTA PARK PRIMARY SCHOOL

FLOWCHART FOR BEHAVIOUR CASE MANAGEMENT PROCESS

Behaviour Concern identified by Teacher/ Deputy/STAR team

Teacher/ Deputy/STAR team gathers and analyses information from a range of sources.

School observations; EDSAS attendance/behaviour data; Behaviour Management tracker; Suspension and Reconnection plans.

If identified via suspension, Deputy to undertake Reconnection meeting with concerned staff member (teacher/ACEO) and set SMARTAR goals (taken from OCOP OR create after the meeting on the Reconnection form). Deputy to email this to concerned parties and notify family with of the goal(s).

Deputy/STAR team monitor the Behaviour Data of identified students

Using the behaviour tracker

Deputy to review the identified case and check in on student progress with

Class teacher, NIT Teachers
Family
Leadership

Based on analyses of behaviour data and observations, teacher modifies learning program to address identified concern

Teacher may consult with key site personnel including school Special Education Coordinator, Student Wellbeing leader, Aboriginal Education leader, ACEOs, SSOs, Reading Intervention SSO, previous class teacher, mentors, line manager or established links beyond the site.

Identify, document and implement appropriate strategies and anticipated outcomes.

Monitor effectiveness of interventions in consultation with parents/caregivers.

Documentation of concerns and planned actions are provided to STAR for consideration and support.

STAR delegate or Deputy is assigned to support teacher to monitor and review strategies actioned.

Teacher and Deputy contact family to discuss concerns.

Teacher and STAR delegate review plan (no longer than 5 weeks).

Deputy to do review meeting with family from reconnection process to update on progress.

CONCERN REMAINS

CONCERN ADDRESSED

STAR Committee carries out student review process

Reflect and question assumptions underpinning perceived concerns and interventions.

Identify and plan/refine future courses of action including site based resources.

Evaluate progress of learner behaviour.

Student Wellbeing leader contact Student Support Services (SSS) for a Consultation

Consultation occurs to identify key reasons for requesting support, clearly outlining the needs of the student, and cover off on interventions already implemented,

Consultation will jointly identify appropriate services, provide timely advice and strategies for you to implement.

Following the consultation the SSS will complete a record of consultation (ROC) form, which includes the agreed next steps. The school will receive a copy of this document via email.

CONCERN REMAINS

CONCERN ADDRESSED

Site proceeds with Referral

If it is agreed the SSS team will be involved the Special Education teacher or Student Wellbeing leader will get written consent from the parent or legal guardian.

Once consent has been given the request for support will be assigned to a service provider, (students may go on a waiting list initially) who will then make contact with the site to plan the next steps.

Student continues to receive support as recommended by STAR

While referral is awaiting action student will continue to be supported as recommended by STAR.

Parent/caregiver will continue to be informed of student's progress by class teacher.

Student Support Services Action Referral

Student Wellbeing leader coordinates SSS visits, interventions and recommendations including monitoring, reviewing and reporting student's progress through a One Child One Plan for the student.

Staff will continue to support the student and are able to discuss with the Deputy or STAR team issues at any point.