POSITIVE BEHAVIOUR POLICY

Churchlands Primary School
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RATIONALE

Churchlands Primary School in partnership with the whole school community aims to create and maintain a safe and inclusive environment. All stakeholders will engage in respectful and transparent communication and adhere to the negotiated rights and responsibilities outlined in the agreed code of conduct.

VALUES

The Department of Education’s core values; Learning, Excellence, Equity and Care underpin Churchlands Primary School’s Behaviour Policy.

POLICY STATEMENT

The Churchlands Primary School community (Principal, staff and parents) are responsible for the development of processes for the effective, timely management of student behaviour which:

- are preventative in nature;
- promote positive social behaviour, student wellbeing and the development of self regulation;
- focus on early intervention; and
- clearly outlines procedures for the management of ongoing or serious behaviour.

RESPONSIBILITY FOR IMPLEMENTATION AND COMPLIANCE

Principal, all staff, students and parents.

SCOPE

This policy applies to all students, staff, parents and associated community members.

Purpose:

Establish a Behaviour Policy that

- embraces a holistic view of behavioural norms.
- is built on the core pillars / foundations of
  - Rights and Responsibilities,
  - Mutual Respect,
  - Communication,
  - Continuous Education, and
  - Accountability and Consequences
- promotes common shared values amongst key stakeholder groups (students, teachers, parents and school administration).
- communicates clear expectations on what behaviour is acceptable, and what is not, from the point of view of all key stakeholder groups.
sets expectations on the consequences related to non-conformance of the accepted behaviour norms.

is readily available, easily accessed and clearly understood by all key stakeholder groups.

creates a positive school environment where the rights and responsibilities of individuals, as well as the community, is recognised, respected and balanced.

allows for issue resolution that is process driven, not emotional.

promotes behaviour modification in a manner that is

□ driven by self-regulation, not compliance,

□ inclusive, not confrontational.

□ consistent with Australian National Values and the common expectations of all key stakeholders (students, teachers, parents and school administration).

**Rights and Responsibilities**

**Essential Guidelines**

Rights and Responsibilities: STUDENTS

Stakeholders will work together to create an atmosphere where students are:

- expected to behave well in the learning environment.
- feel respected and capable.
- are actively engaged in the curriculum and are provided with interesting ways to learn.
- feel cared for by school staff and develop a sense of belonging to the school; and
- where teachers know them well, build on their strengths and encourage them to persist with tasks until they succeed.

<table>
<thead>
<tr>
<th>All STUDENTS who are part of the school community have the RIGHT to:</th>
<th>All STUDENTS who are part of the school community have the RESPONSIBILITY to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Feel safe at CPS.</td>
<td>• Follow the rules.</td>
</tr>
<tr>
<td>• Access the full curriculum.</td>
<td>• Work to the best of their ability.</td>
</tr>
<tr>
<td>• Be included.</td>
<td>• Respect own and school property.</td>
</tr>
<tr>
<td>• Be treated with respect.</td>
<td>• Respect themselves and each other.</td>
</tr>
<tr>
<td>• Learn in a well maintained environment.</td>
<td>• Manage their daily responsibilities.</td>
</tr>
</tbody>
</table>

Rights and Responsibilities: STAFF

All staff at CPS understand that:

- behaviour is learned, and so with those students who regularly misbehave, all staff see their job is to help those students learn more productive and responsible behaviours.
- behaviour is influenced by the situation in which it occurs, and so all staff act to change the student’s behaviour by altering some aspects of the classroom situation.
<table>
<thead>
<tr>
<th>All STAFF who are part of the school community have the RIGHT to:</th>
<th>All STAFF who are part of the school community have the RESPONSIBILITY to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Be safe from verbal and physical abuse</td>
<td>• Be proactive and preventative by modelling and teaching appropriate behaviour in a safe and inclusive environment.</td>
</tr>
<tr>
<td>• Feel supported, valued and empowered by administration and colleagues</td>
<td>• Provide support to children, parents and colleagues.</td>
</tr>
<tr>
<td>• Be well informed of and contribute to school processes, plans and policies</td>
<td>• Be consistent and fair with implementation of whole school policy and well informed of department policies.</td>
</tr>
<tr>
<td>• Be trusted and respected by students, parents and colleagues</td>
<td>• Maintain high expectations and provide valuable and constructive feedback to students.</td>
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<tr>
<td>• Open and transparent communication with all stakeholders</td>
<td>• Communicate in a respectful, open and clear manner with all stakeholders in a confidential manner.</td>
</tr>
<tr>
<td>• Effective training/strategies to create a learning environment where students can achieve to their potential</td>
<td>• Be punctual and provide observant duty of care.</td>
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<td></td>
<td>• Develop resilient students</td>
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</tbody>
</table>

### Rights and Responsibilities: PARENTS

<table>
<thead>
<tr>
<th>All PARENTS who are part of the school community have the RIGHT to be:</th>
<th>All PARENTS who are part of the school community have the RESPONSIBILITY to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Treated with respect, fairness, honesty and courtesy.</td>
<td>• Have their child attend school punctually and regularly.</td>
</tr>
<tr>
<td>• Accorded direct lines of communication and access to teachers and the administration.</td>
<td>• Create an environment that encourages children to want to go to school.</td>
</tr>
<tr>
<td>• Provided full transparency on how the school deals with behavioural matters.</td>
<td>• Practise active engagement and active listening when dealing with children, other parents, teachers and administration.</td>
</tr>
<tr>
<td>• Allowed open and honest communication in a safe environment.</td>
<td>• Support and adhere to the school’s processes and policies in words and action, not work against it.</td>
</tr>
<tr>
<td>• Made fully as required aware of all relevant processes and protocols with regards to remediation, intervention, escalation and issue resolution.</td>
<td>• Develop resilient children who choose ‘battles’ wisely.</td>
</tr>
<tr>
<td>• Be safe from harassment of all kind.</td>
<td>• Exercise common sense, practicality and reasonableness when dealing with day-today issues.</td>
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<td></td>
<td>• Resolve grievances through established processes, not unilaterally by confronting other children, teachers and / or parents.</td>
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<td></td>
<td>• Take responsibility and ownership for process as well as outcomes.</td>
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<td></td>
<td>• Support other parents to meaningfully engage with the school when there is an issue.</td>
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<td></td>
<td>• Project positive role modelling.</td>
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<td></td>
<td>• Support your child’s learning – ‘set them up for ‘success’ and readiness to learn.</td>
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<td></td>
<td>• Be equipped to respond to your child’s physical, psychological and emotional needs in the school environment.</td>
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MUTUAL RESPECT

Mutual Respect is the common shared value on which all Churchlands Primary school processes, policies, protocols and stakeholders relationships are developed and maintained. The notion of mutual respect transcends cultural, language, traditional and family backgrounds.

All members of the school community have the right to:

- Always be treated with courtesy, fairness, honesty, and respect, regardless of who they interact with.
- Question school policies and procedures but this must be done in a respectful manner, at the right forum, with the right person(s), within existing processes and protocols.
- Provide and receive feedback in a safe, non-confronting, and honest manner, within existing processes and protocols.
- Report any matter that impacts them and/or the school community to the administration, in alignment with existing disputes and complaints.
- Work/learn in a safe, secure, friendly, and clean environment without disruption.
- Have their property and belongings respected.
- Be proud of their achievements, regardless of how big or small they may be.

All members of the Churchlands school community have the responsibility to:

- Ensure their collective and individual words and actions create an environment that promotes teaching and learning potential.
- Ensure their words and actions in the school grounds are fully aligned with common shared values of courtesy, fairness, honesty and respect.
- Ensure that their actions do not discredit the school, or bring the school or any of its community members into disrepute.
- Ensure they never take matters into their own hands towards issue resolution, act in any unilateral manner that erodes mutual respect.
- Adhere and respect all established school policies, procedures and protocols even if they personally disagree with these in form or substance.
- Inform the school if they witness any other member of the school community who speaks and/or acts in a manner that is inconsistent with the common share values of courtesy, fairness, honesty and respect.
- Ensure school property, each other’s property and the environment is always kept safe, cared for and respected.

BULLYING PREVENTION

- See parent/child leaflet handout “Bullying Prevention Policy.”
- See Appendix A : “Bullying Awareness Education Program”

This school believes that the working environment for students and staff should be safe and free from violence, harassment and bullying of any kind.

Bullying, violence and harassment are not tolerated because they infringe on our fundamental rights to safety and fair treatment. Bullying refers to a wilful conscious desire to hurt, threaten or frighten. It can be physical or verbal or indirect in nature.
SUPPORT FOR VICTIMS

Victims are encouraged to report to members of staff and/or parents, all incidents of bullying, violence and harassment. **The school will do something about it.** The victim and the assailant will be requested to write down what happened. Both parties will be counselled separately and parents will be notified of the outcome(s). A request will be made for parent’s support and understanding. The class teacher, in conjunction with the Principal/Deputy Principal will oversee the reparation process over a period of time.

PARENT SUPPORT

The school will:
- Request that parents cooperate with the staff in any reparation process.
- Involve professional help where necessary.
- Have information and education sessions for parents.

SCHOOL

The school will ensure that perpetrators are:
1. Confronted with the evidence;
2. Assisted to develop a personal plan of positive behaviour;
3. Given restorative sanctions;
4. The subject of regular behavioural review; and
5. Encouraged to change behaviour through a variety of means (e.g. counselling, role play)

COMMUNICATION

The following are some of the norms that are critical to achieving clear and concise communications between the key stakeholder groups (students, teachers, parents and administration).

- Clear, consistent and open lines of communication must be established and promoted in all interactions between children, teachers, administration and parents.
- The available channels of communication, processes and protocols must be made readily available, easily accessible, and understood by all parents.
- School should provide students and parents full clarity on what the objectives of the School Behaviour Policy are, what the school community expects from an outcome perspective, and why.
- Set a clear and unambiguous framework on what is acceptable behaviour, what is not, and what the consequences are, leaving little to individual interpretation.
- Ensure Students and Parents have full visibility and understanding of the School’s process and policy, including remediation, escalation and issue resolution.
- Allow all stakeholders full opportunity to provide feedback on the Policy on an ongoing basis.
- Allow a full, fair and open hearing to all aggrieved parties – if there is no meeting of the minds between the school and the aggrieved party(ies), the Principal makes the final decision.
CONTINUOUS EDUCATION

One of the core elements of this Policy is about investing time and effort in continuously educating all stakeholders of what is acceptable behaviour and norms within the School community, and what is not. A Policy cannot just function on the notion of compliance, i.e. DOs and DON'Ts.

It must extend beyond compliance to continuously highlight examples of good behaviour, and to facilitate two-way or multi-way communication so that the larger community clearly understand each other's, as well as common expectations clearly.

A consistent and credible feedback loop is important between all stakeholders so that views can be shared openly in a ‘safe’ environment.

Continuous education is also about all stakeholders holding themselves, as well as each other accountable for actions and outcomes.

ACCOUNTABILITY AND CONSEQUENCES

One of the foundations of this Policy is the notion of Respect, Rights and Responsibility.

It is expected that each of the key stakeholder groups (students, teachers, parents and administration) are expected to hold each other accountable for the successful functioning of the policy.

As there is an accountable person or person(s) for every behaviour outcome, there are also consequences. Applying the consequences allow the offending person or party to reflect, rehabilitate and recommit to the foundations of Respect, Rights and Responsibility.

The consequences to non-adherence of the Behaviour Policy will be dealt on a case-by-case basis, using age-appropriate responses.
Principles underlying the policy

Schools are committed to responding promptly and helpfully to your enquiries, concerns, suggestions and compliments.

The following principles apply to all disputes and complaints lodged under Section 118 of the School Education Act 1999:

- The process is accessible to all aggrieved parties and is underpinned by a commitment to cooperation on the part of the Department's staff.
- Resolution at the local level is preferred, wherever it is appropriate to do so.
- Procedural fairness is afforded to all parties.
- The subject of the complaint is informed of the substance of the complaint.
- Vexatious, trivial or previously finalised issues are not pursued.
- Warranted investigation will be pursued with or without the active involvement of the complainant.
- Confidentiality is maintained, to the extent consistent with legislative requirements and the other principles in this section.
- Complaints and disputes are monitored and their management evaluated so as to reduce the occurrence of systemic and recurring problems.
- In all matters the educational well-being of students is the first priority.
- All persons in the school community including students, parents, administrators, teachers and support staff, have a right to be treated with respect and courtesy.
- Complainants are able to make inquiries, raise concerns or lodge complaints about the provision of education and the conduct of Department staff and have them dealt with efficiently, fairly and promptly.
- Processes are to be straightforward and operate within the regulatory framework of the Department.
- Information about the process for raising concerns and making inquiries or complaints is to be available to parents, students and members of the local community.
DISPUTES AND COMPLAINTS
POLICY AND PROCEDURES
Email/Phone/Face to Face

INDIVIDUAL CHILD
- ACADEMIC
- BEHAVIOUR
- HOMEWORK
- ASSESSMENT
- TEACHER

TEACHER
INFORMAL MEETING
OR
FORMAL MEETING
UNRESOLVED

COMPLAINTS
- SCHOOL OPERATIONS
- STAFF
- OTHER CONCERNS ABOUT YOUR CHILD/SCHOOL

PRINCIPAL
UNRESOLVED

NORTH METRO EDUCATION OFFICE

TEACHER
OR
FRONT OFFICE
UNRESOLVED

DEPUTY PRINCIPAL
UNRESOLVED
**REVIEW DATE**

September 2016

**HISTORY OF CHANGES**

<table>
<thead>
<tr>
<th>Effective Date</th>
<th>Last update date</th>
<th>Policy Version No.</th>
<th>Ref No.</th>
<th>Notes</th>
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<tbody>
<tr>
<td>4 January 2016</td>
<td></td>
<td>2.0</td>
<td>D15/0408182</td>
<td>This new policy replaces the Behaviour Management in Schools policy. Endorsed by the Director General on 9 December 2015 D15/0557868.</td>
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