



**Clapham**  
**Primary**

Respect | Responsibility | Cooperation

# Behaviour Support Policy 2020

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:

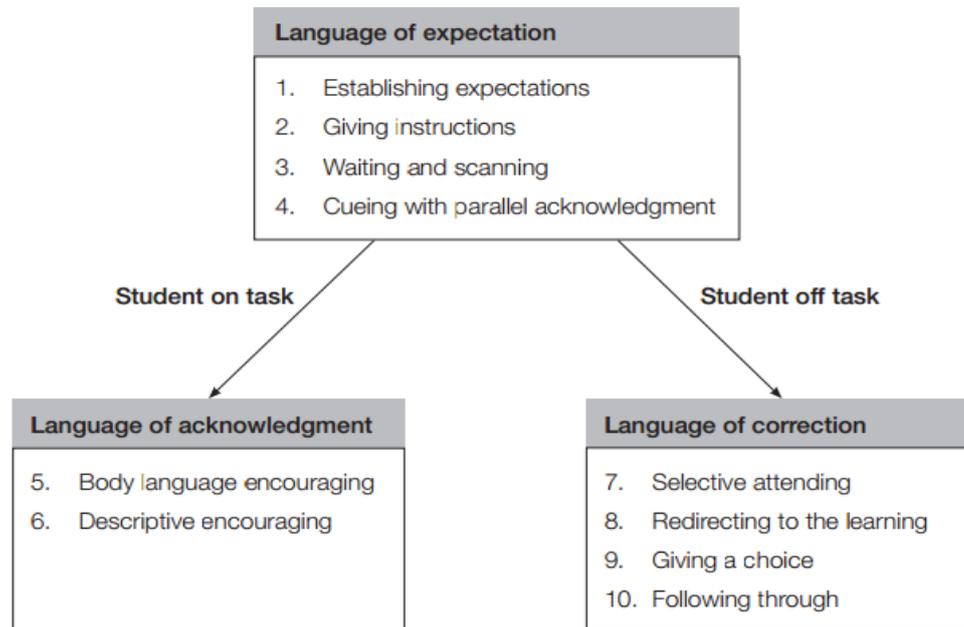
- Behaviour has a purpose, so we will build on student's strengths to meet that purpose in a safe, respectful and productive way.
- Behaviour arises within the context of a child's life. We will recognise the influence the environmental, social, family and personal factors that shape their behaviour.
- 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

# Behaviour Support Strategies

## Essential Skills for Classroom Management



Adapted from: (Richmond 1995)

## Restorative Practices

Restorative Practices help build capacity to enable students to self-regulate behaviour and to restore relationships. Restorative Practices 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?

## Habits of Mind

Habits of Mind is knowing how to behave intelligently when you DON'T know the answer. It means having a disposition toward behaving intelligently when confronted with problems, the answers to which are not immediately known. (see Appendix)

## 'High 5' Problem-Solving Skills

Students are explicitly taught the High 5 to develop appropriate problem-solving skills when faced with conflict situations. (see Appendix)

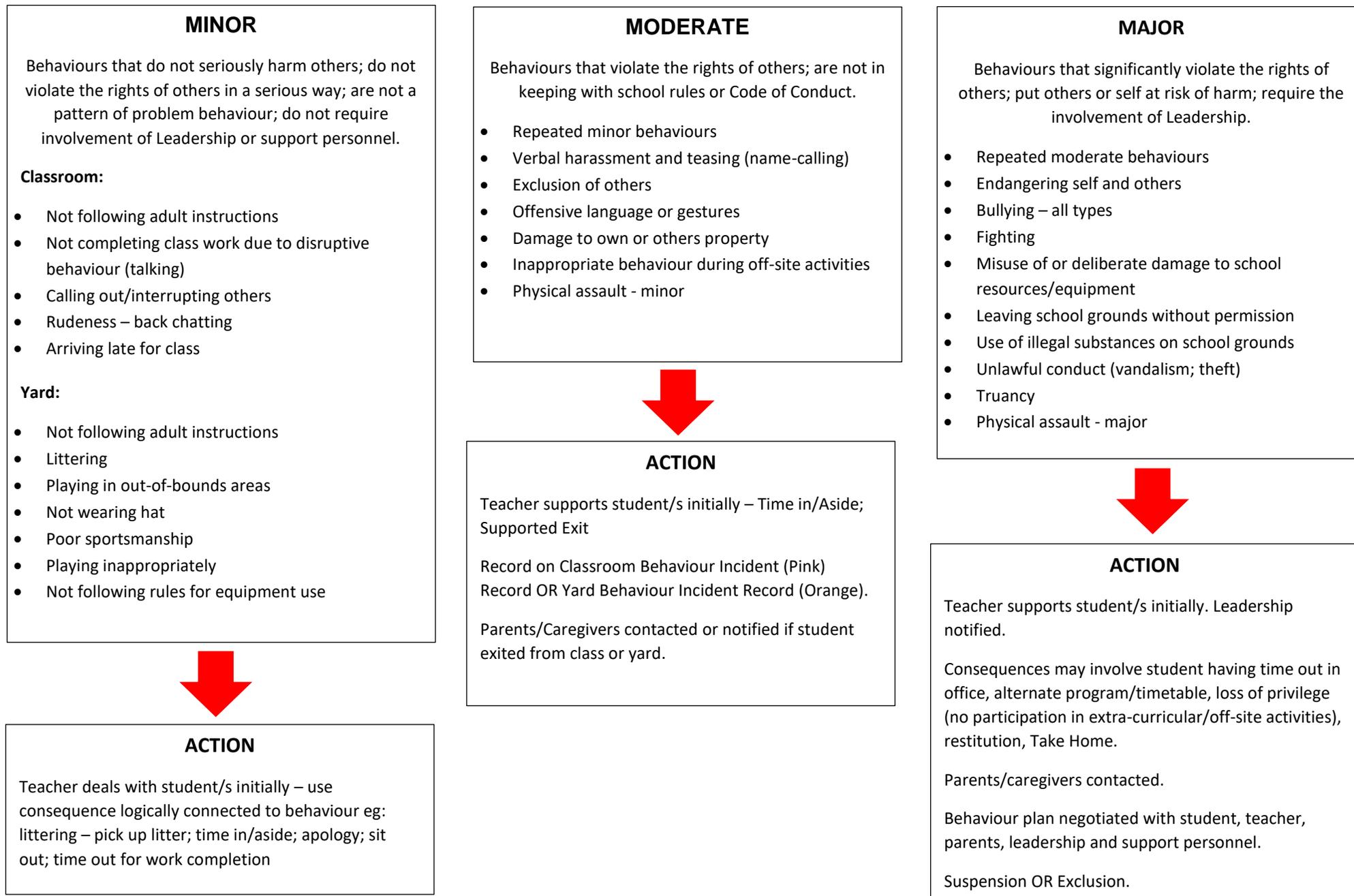
## Interoception

Interoception is a sense that allows students to tune in and notice internal body signals like a rumbling stomach, racing heart, 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.

# 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.



# 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

## INAPPROPRIATE BEHAVIOUR REMINDER OF RULES

Endangering the safety of others



Student non-compliant

## FORMAL WARNING

Explicit verbal warning  
Refer to A/B Choice



Student non-compliant

## TIME OUT

Students sits on 'time out spot' or walks with duty teacher  
(5 – 10 minute max)  
Time to think/regroup/calm down



Student non-compliant

## EXIT TO OFFICE

Immediate exit from playground  
Record on EDSAS and parent contacted

**If a crisis situation occurs, remove other students from the area  
and call for Leadership to support the student at risk.**



## RESTRICTED PLAY

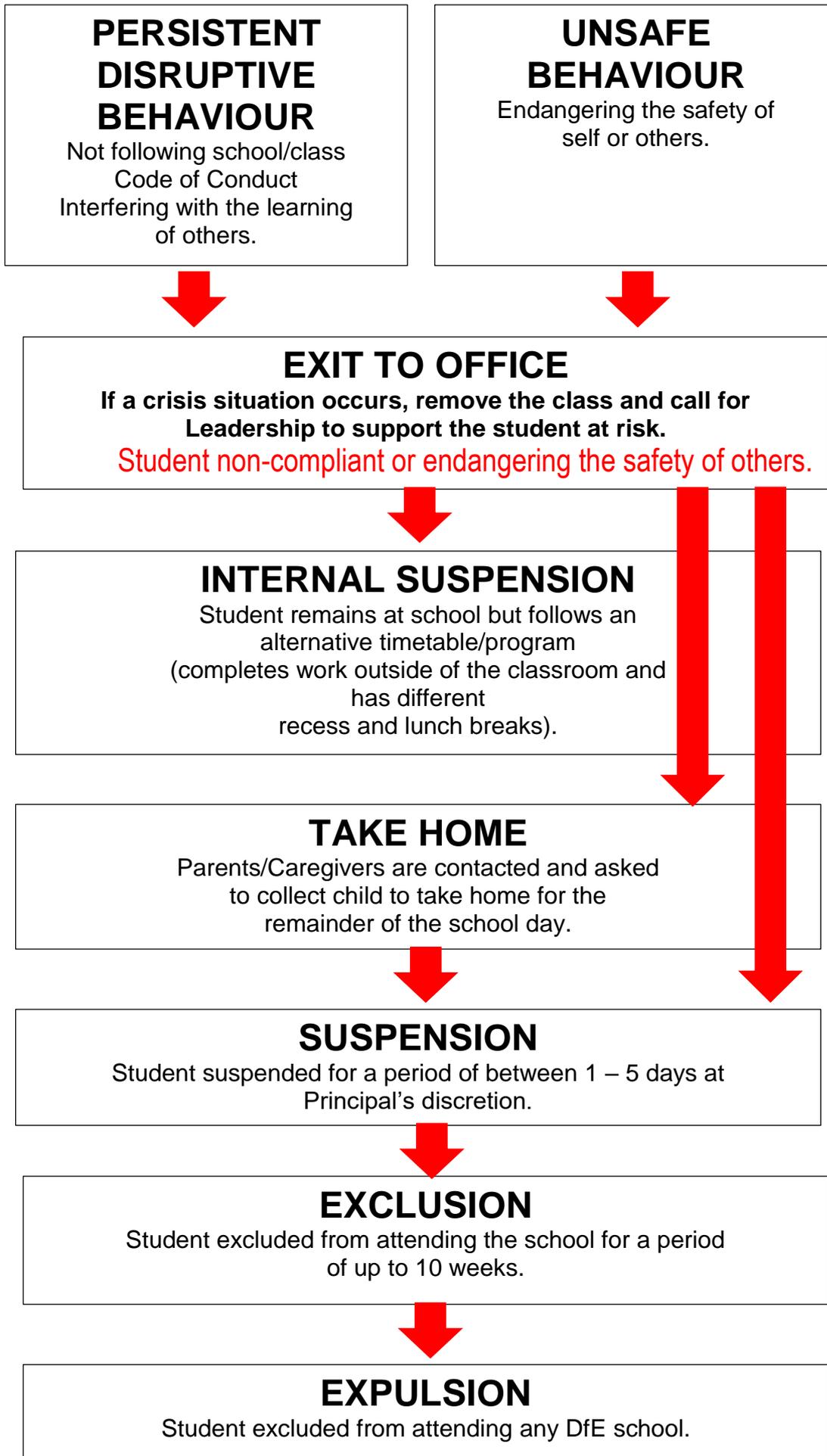
Student may only play in a designated area OR play at alternative times  
separate from other students.  
All staff are informed of arrangements.



## SCHOOL LEVEL CONSEQUENCES



# SCHOOL EXIT STRATEGY



# APPENDIX

- ***Inappropriate Behaviour Incident Report & Student reflection Sheet*** (Completed by Leadership and student. Communication sent to parents)
- ***Behaviour Incident Records for yard and class*** (Completed by staff. Entered on EDSAS)
- ***Habits of Mind***
- ***High 5***
- ***Department for Education codes for behaviour incidents***



## BEHAVIOUR INCIDENT REPORT

Date:

Dear Parent / Caregiver

Today ..... was referred to Leadership for the following behaviour:

- threatening or actual violence
- threatening the good order of the school
- threatening the safety or well-being of an adult or child
- acting illegally
- interfering with the rights of others
- persistent and wilful inattention

Details of incident/behaviour:

.....  
.....

Actions taken:

.....  
.....

We trust you will support our actions by talking about the incident with your child.

Please sign and return this note to the Front Office. Do not hesitate to contact us should you wish to discuss this matter further. This is keeping with our school's Behaviour Education and Self-Management Policy which encourages effective home-school communication.

Yours sincerely

Jodie Kingham

Principal

Justine Baldwin-Langley

Deputy Principal

Parent signature: \_\_\_\_\_ Date: \_\_\_\_\_

# STUDENT REFLECTION SHEET



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

Explain what happened?

✓ **What could you do next time to change this situation:**

- listen and follow instructions accurately
- start my learning task straight away
- show respect
- be patient and tolerant
- ignore and move away
- be inclusive
- consider other people's safety and wellbeing
- treat school property and other people's belongings with care

How have others been affected by what you did?

To ensure I keep my thinking above the line, the Habits of Mind that I need to use are:


# Habits of Mind



## 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.



## 2. Managing impulsivity

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



## 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.



## 4. Thinking flexibly

Look at it Another Way! Being able to change perspectives, generate alternatives, consider options.



## 5. Thinking about your thinking (Metacognition)

Know your knowing! Being aware of your own thoughts, strategies, feelings and actions and their effects on others.



## 6. Striving for accuracy

Check it again! Always doing your best. Setting high standards. Checking and finding ways to improve constantly.



## 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.



## 8. Applying past knowledge to new situations

Use what you Learn! Accessing prior knowledge; transferring knowledge beyond the situation in which it was learned.



## 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.



## 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.



## 11. Creating, imagining, and innovating

Try a different way! Generating new and novel ideas, fluency, originality



## 12. Responding with wonderment and awe

Have fun figuring it out! Finding the world awesome, mysterious and being intrigued with phenomena and beauty.



## 13. Taking responsible risks

Venture out! Being adventuresome; living on the edge of one's competence. Try new things constantly.



## 14. Finding humor

Laugh a little! Finding the whimsical, incongruous and unexpected. Being able to laugh at oneself.



## 15. Thinking interdependently

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



## 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.

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.



<b>BEHAVIOUR</b>	<b>VIOLENCE – THREATENED OR ACTUAL</b>	<b>THEATENED GOOD ORDER</b>	<b>THREATENED SAFETY OR WELLBEING</b>	<b>ACTED ILLEGALLY</b>	<b>INTERFERRED WITH RIGHTS OF OTHERS</b>	<b>PERSISTENT AND WILFUL INATTENTION</b>
<b>DETAILS</b>	<b>500</b> Threatened Violence – Threatening gestures	<b>202</b> Not following school behaviour code – Not completing a consequence	<b>200</b> Not following school behaviour code – Out of bounds	<b>250</b> Theft	<b>101</b> Distracting others – Anti-social Behaviour	<b>100</b> Distracting others – Noises
	<b>501</b> Threatened Violence – Verbal or written threats	<b>203</b> Not following school behaviour code – Defiant manner of questioning	<b>201</b> Not following school behaviour code – Leaving the school grounds	<b>650</b> Sexual Behaviour – Assault – Of a staff member	<b>105</b> Distracting others – Unwanted touching	<b>102</b> Distracting others – Off-task behaviour
	<b>600</b> Threatened Violence using a weapon – Threatening gestures, using a weapon	<b>204</b> Not following school behaviour code – Non-compliance with reasonable instructions	<b>207</b> Not following school behaviour code – Verbal Abuse towards – A staff member	<b>651</b> Sexual Behaviour – Assault – A student		<b>103</b> Distracting others – Work avoidance
	<b>601</b> Threatened Violence using a weapon – Verbal or written threats	<b>205</b> Not following school behaviour code – Missing class	<b>208</b> Not following school behaviour code – Verbal Abuse towards – A student	<b>652</b> Sexual Behaviour – Assault - Other		<b>104</b> Distracting others - Uncooperative
	<b>700</b> Physical Assault/Major – Of a staff member	<b>206</b> Not following school behaviour code – Misuse of property	<b>209</b> Not following school behaviour code – Verbal Abuse towards – Other	<b>800</b> Property destruction – Graffiti		<b>106</b> Avoiding completing tasks - Homework
	<b>701</b> Physical Assault/Major – A student	<b>653</b> Sexual Behaviour - Problematic	<b>300</b> Bullying – Physical	<b>801</b> Property destruction – Property damage		<b>107</b> Avoiding completing tasks – In class

BEHAVIOUR	VIOLENCE – THREATENED OR ACTUAL	THEATENED GOOD ORDER	THREATENED SAFETY OR WELLBEING	ACTED ILLEGALLY	INTERFERRED WITH RIGHTS OF OTHERS	PERSISTENT AND WILFUL INATTENTION
	702 Physical Assault/Major – Other		301 Bullying – Verbal or written	802 Property destruction – Vandalism		108 Avoiding completing tasks – Not attending to instruction
	710 Physical Assault/Minor – Of a staff member		302 Bullying – Cyber	803 Property destruction – Arson		
	711 Physical Assault/Minor – A student		400 Harassment – Sexual	810 Cyber Crime – Posting of images/Video without permission eg: Sexting		
	712 Physical Assault/Minor – Other		401 Harassment – Racial	811 Cyber Crime – Impersonation		
	720 Actual Violence using a weapon – Furniture		402 Harassment – Homophobic	812 Cyber Crime – Intimidation/Blackmail		
	721 Actual Violence using a weapon – Environmental ie: a stick		403 Harassment – Religious	813 Cyber Crime – Defamation eg: on social networking sites		
	722 Actual Violence using a weapon – Knife, etc		404 Harassment – Disability	900 Illicit/Illegal Drugs – Possession		
				901 Illicit/Illegal Drugs – Use of		
				902 Illicit/Illegal Drugs – Distribution		
				903 Illicit/Illegal Drugs – Smoking		

