



Behaviour Management Processes: Information for Parents and Carers

Australind Primary School's *Rights, Responsibilities and Behaviour Code of Conduct* is underpinned by the 'Choose Respect' philosophy and the understanding that effective learning and the development of responsible citizens occurs in a safe, supportive and structured environment that respects the following *rights*;

- *All students have a right to learn.*
- *Teachers have a right to teach.*
- *All school community members have a right to be safe.*

RESPECT IS TO TREAT WITH CARE AND CONSIDERATION

CODE OF BEHAVIOUR

Every member of our community is encouraged to **CHOOSE RESPECT**.

To **CHOOSE RESPECT** is to make a conscious effort to:

- Treat others with Respect, no matter how they treat you.
- Treat yourself with Respect.
- Forgive others who do not treat you with Respect.
- Resist your natural desire to pay back or take revenge.
- Apologise when you do not treat others with Respect.
- Support others who are not being treated with Respect.
- Ask for support when others do not treat you with Respect.

"Fostering a Culture of Respect in our community."

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Advanced Standing

Australind Primary School has high expectations for all our students in regards to attendance, work ethic and exemplary behaviour.

Our 'Advanced Standing' process is a five week cycle of exemplary behaviour that is closely monitored by classroom teachers. This process targets and celebrates outstanding attendance, compliance with school uniform and excellent work habits and reflects the values within the YCDI! (You Can Do It!) program used throughout the school.

The criteria for a student to be awarded 'Advanced Standing' are:

- Arriving at school on time every day and returning to class after breaks promptly.
- Wearing full school uniform, including the school hat, every day.
- Always "Choosing Respect" in the classroom and playground.
- Completing all class work and homework to the very best of their ability.
- 95% or above school attendance in the five week cycle, with no unexplained absences.
- Displaying the YCDI! behaviours (Confidence, Organisation, Getting Along, Resilience and Persistence).

A checklist of the above criteria will be used to record candidates for Advanced Standing. Nominations are provided to the Principal/Deputy Principal for verification. Once the student has received administration verification they:

- Will receive a wrist band/badge to identify them to the school community as an exemplary student. The design of the wrist band/badge will be changed each cycle.
- Will be announced at an assembly every five weeks and receive an 'Advanced Standing Certificate'.
- Will receive a reward at the end of term that is in addition to the reward for the students with Good Standing.

Students keep their Advanced Standing status for the remainder of the semester, providing they maintain the criteria listed above. At the start of each semester, all students will revert to Good Standing, except those students who have lost their Good Standing and are still completing the restorative process and daily progress report (yellow card).

Good Standing

At Australind Primary School, our Good Standing process supports our Behaviour Management Policy by acknowledging and rewarding responsible behaviour. Students with Good Standing are eligible to participate in extra-curricular activities at Australind Primary School such as incursions, inter school competitions and behaviour reward incentives.

All students commence with Good Standing and will retain Good Standing while exhibiting behaviours that are consistent with the school's ***'Rights, Responsibilities and Behaviour Code of Conduct'*** which forms part of the Behaviour Management Policy.

Loss of Good Standing

The Principal/Deputy Principal in consultation with staff and classroom teachers will authorise the removal of Good Standing and the exclusion of participation in rewards as a consequence for unacceptable student behaviour. Students who lose Good Standing must demonstrate exemplary behaviour on a daily progress report (Yellow Card) for ten school days before their Good Standing is re-instated. This record must be signed by the class teacher and the Principal/Deputy Principal each day and by the parent/carer at the end of the week. Any breach of behaviour while the student is on the daily progress record must be referred to the Principal/ Deputy Principal. The students parent/carer will be notified and the daily progress card extended.

All students at Australind Primary School will have a 'token' representing their 'Good Standing' which will be displayed in the classroom. When the Principal/Deputy Principal removes the student from Good Standing, the student must bring their 'token' to the Principal/Deputy Principal until that student has had their Good Standing re-instated.

Students may lose their Good Standing following a period of suspension or a series of behaviours that are not reflective of Australind Primary Schools ***'Rights, Responsibilities and Behaviour Code of Conduct'***.

These behaviours may include:

- Physical or verbal bullying/harassment.
- Making physical contact with the intention to harm another member of the school community (students or staff).
- Videoing a physical altercation or act of bullying.
- Communicating offensive, inappropriate online messages that may bring the school's reputation into disrepute or cause distress to other members of the school community.
- Inciting other students to commit an act of physical aggression.
- Verbal intimidation of a discriminatory nature (racial, religious, gender, LGBTQI)

Loss of Good Standing is at the discretion of the Principal/Deputy Principal and requires notification to parents/carers of the events that resulted in the decision and a plan to re-instate Good Standing.

An Individual Behaviour Plan (IBP) may be developed to assist staff and the student to focus on the identified areas for improvement, including specific strategies, outcomes and consequences. This will be in addition to the daily progress record (yellow card). Parents/carers must meet with the Principal/ Deputy Principal to discuss the IBP.



Rights, Responsibilities and Behaviour Code of Conduct

Australind Primary School's *Rights, Responsibilities and Behaviour Code of Conduct* is underpinned by the 'Choose Respect' philosophy and the understanding that effective learning and the development of responsible citizens occurs in a safe, supportive and structured environment that respects the following *rights*;

- ***All students have a right to learn.***
- ***Teachers have a right to teach.***
- ***All school community members have a right to be safe.***

The Behaviour Code of Conduct also incorporates the *Responsibilities* of members of the school community. These *Responsibilities* guide the behaviour of the school community at Australind Primary School.

All members of our school community have the responsibility to:

- Conduct themselves in a lawful, ethical, safe and responsible manner that recognises and respects the rights of others.
- Apply the philosophy of 'Choose Respect' in all communications.

Staff have the responsibility to:

- Maintain exemplary standards of ethical behaviour and comply with all aspects of the Department of Education's '*Code of Conduct*'.
- Apply the Behaviour Management policy consistently and fairly.
- Provide a safe and supportive learning environment for all students.
- Provide an inclusive and engaging curriculum.
- Initiate and maintain constructive communication and relationships with students and parents/carers.
- Promote the skills of responsible self-management.
- Model 'Choose Respect'

Students have the responsibility to:

- Participate actively in the school's education program.
- Take responsibility for their own learning and behaviour.
- Demonstrate respect for themselves, other members of the school community and the school environment.
- Behave in a manner that respects the rights of others, including the right to learn.
- Cooperate with staff and others in authority.
- Display 'Choose Respect'.

Parents/carers have the responsibility to:

- Show an active interest in their child's schooling and progress.
- Cooperate with the school to achieve the best outcomes for their child, including maintaining attendance above 95%.
- Support all school staff in maintaining a safe and respectful learning environment for all students.
- Initiate and maintain constructive communication and relationships with school staff regarding their child's learning, wellbeing and behaviour.
- Contribute positively to behaviour management plans that concern their child.
- Use online communication in a manner that promotes positive relationships within the school community.
- Model and support the 'Choose Respect' philosophy.

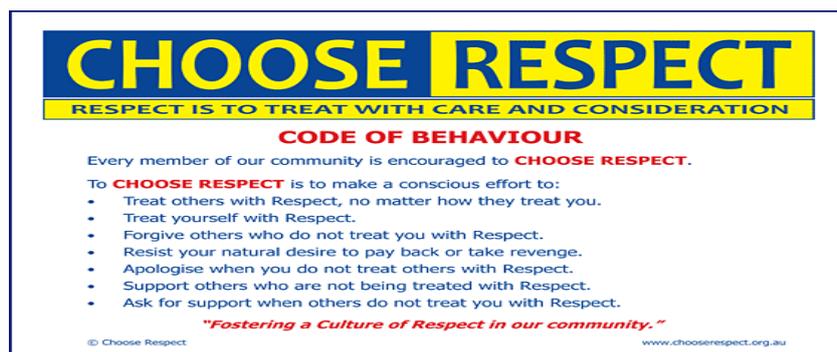
School leaders have the responsibility to:

- Play a strong leadership role in implementing and communicating the Behaviour Management policy to staff, parents, carers and the school community.
- Ensure consistency and fairness in implementing the Behaviour Management Policy.
- Communicate high expectations for all individual achievement and behaviour.
- Review and monitor the effectiveness of school practices and their impact on student learning.
- Support staff in ensuring compliance with the Behaviour Management Policy and facilitate professional development to improve the skills of staff to promote responsible behaviour.
- Model and uphold the 'Choose Respect' philosophy within the school and wider community.

In addition to these **Rights** and **Responsibilities**, the following **Behaviours** are the accepted conduct of students within our school and reflect our community values.

The students at Australind Primary School:

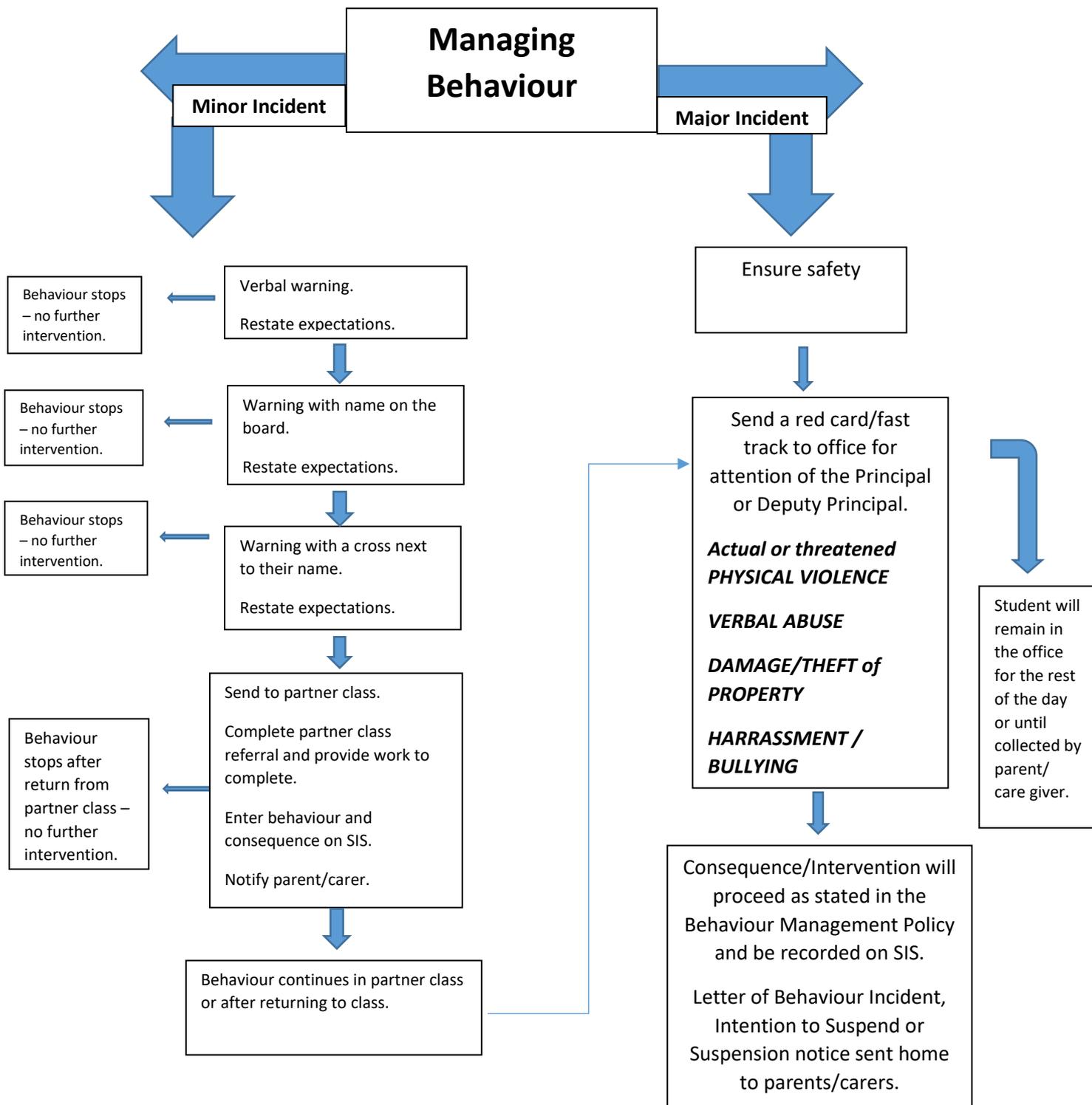
- ***Choose respect.***
- ***Conduct themselves in a safe and responsible manner.***
- ***Come to school ready and prepared to do their best in all activities.***
- ***Take responsibility for their actions and understand that all actions have consequences for themselves or others.***
- ***Show respect and concern for the environment.***



Behaviour Management Flowchart

Australind Primary School's *'Rights, Responsibilities and Behaviour Code of Conduct'* is underpinned by the 'Choose Respect' philosophy and the understanding that effective learning and the development of social responsibility occurs in a safe, supportive and structured environment that respects the following **rights**;

- **All students have a right to learn.**
- **Teachers have a right to teach.**
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Rude vs. Mean vs. Bullying: Defining the Differences

(Adapted from Signe Whitson, Author; Child and Adolescent Therapist)

Students need to learn how to get along with one another and it is acknowledged that social skills are one of the leading indicators of future success. Children need positive role models, rules to follow and clear guidelines on what is acceptable behaviour within our society. While they are learning, they will make mistakes – that's part of learning! So, occasionally, a child will be 'rude' or 'mean' to other children and to adults.

When children are 'rude' or 'mean' they need to learn that these behaviours are not acceptable and be encouraged to deal with these emotions that triggered the rudeness or meanness in a more constructive way.

At Australind Primary School we provide opportunities for all our students to learn and grow through our You Can Do It! programme which promotes empathy, understanding, resilience and confidence in a structured and explicit way.

The You Can Do It! Programme also addresses the serious behaviour of bullying, which is different to being 'rude' or 'mean'.

The main difference between 'rude' and 'mean' and 'bullying' has to do with intention; rudeness is inadvertently saying or doing something that hurts/upsets someone while being 'mean' is purposefully saying or doing something to hurt/upset someone (once or twice). Children (and adults) are mean to each other when they criticise appearance, intelligence, differences in culture, when they ignore you or just about anything else that upsets or hurts us as human beings. Meanness also 'sounds' like words spoken in anger – impulsive cruelty that is often quickly regretted. Meanness is motivated by angry feelings. It is important to note that rudeness and meanness is hurtful and unacceptable and must be appropriately dealt with.

Bullying on the other hand is very different to 'rudeness' and 'meanness'. Bullying needs to have three key elements:

1. There is an absolute intent to harm.
2. There is a power imbalance. (The 'bully' can 'hold' something over the other person).
3. There are REPEATED threats/incidents of aggressive behaviour.

Children (and adults) who bully intentionally say and do something hurtful or upsetting to others on a repeated basis. They show no sense of regret or remorse and they keep doing it, even when others show or express their hurt and or tell them to stop. Bullying is repeated behaviour, aimed to cause harm and upset which leaves the other person feeling powerless and fearful.

By developing a clear understanding of the differences between rude, mean and bullying behaviours and discussing these differences so they are clearly identified, allows the correct intervention to take place to stop the negative behaviour and ensures actual issues are addressed properly.