



## Procedures for Positive Behaviours – Wellbeing and Engagement

Garran Primary is driven by a deep belief that every student is capable of successful learning. Quality teaching, consistent routines, visuals of expectations and a quality curriculum are key strategies to enhance student wellbeing and engagement at school. A high priority is given to building and maintaining positive and caring relationships between the entire school community. The school has a culture of kindness, caring, trust and support. The school environment is safe, respectful, inclusive and promotes intellectual rigour. All students are expected to take responsibility for their own behaviour. They are expected to show respect by displaying the school values of kindness, versatility and responsibility at all times and display behaviour that reflects well on themselves, their families and the school.

In our whole-school approach:

- We have high expectations
- Expectations are clear, simple and explicit
- The school community sets and upholds high expectations
- There is a collective and consistent approach to discipline and support
- All students are explicitly taught expected behaviours
- Procedures for data collection, ongoing monitoring and evaluation of school strategies are in place

## School Values

**Versatility** We can adapt to change (Growth mindset) and are willing to ‘have a go’ (courage) and bounce back (resilient) if things don’t succeed. Versatility is also the school motto and is featured in the school song.

**Respect** We treat everyone in a kind, friendly manner.

**Responsibility** We care for our school and belongings, and always do our best.

Some ways in which we enact these values at Garran include but are not limited to;

Enacted School Values		
Respect	Responsibility	Versatility
We use kind and friendly words and actions	We learn and let others learn	We have a Growth Mindset
We are honest	We strive to do our best	We are resilient (bounce back)
We play fair and include others	We care for belongings and our school	We ‘have a go’ when things are new or challenging

## Overarching School Rules

**We are versatile.**

**We are respectful.**

**We are responsible.**

## Supporting Positive Behaviours

### Strategies

- Common school values articulated
- Visible and consistent class routines
- Collaboratively developed class rules which are both visually and verbally defined
- Explicitly taught behaviour expectations -providing students with the skills and knowledge to make responsible choices and demonstrate appropriate behaviour within the classroom and in the playground
- Building positive relationships, where children know each other, and staff know children
- Understanding the cultural background of students and their families and how this can impact on expected behavioural norms in the school environment
- Understanding of students with a disability and how to make reasonable adjustments for them
- Utilising restorative justice and restitution as an approach to support learning
- Utilising data for decision making, monitoring and evaluating strategies
- Utilising research based, scientifically validated approaches including Growth Mindset, Social Skills and Bounce Back strategies to support student personal growth and development
- Providing positive rewards including Eddy the Teddy tickets contribute towards house points for positively engaging in school life and learning, fostering intrinsic motivation to learn whilst celebrating excellence through Student Aussie of the Month and Student Effort Awards being awarded at special assemblies. Giving merit awards to students from each class every week.
- Support for students requiring intervention or additional support by designing individual safety, behaviour, and or personal learning plans.

### School Steps for Inappropriate Behaviour

- **Redirect:** Students are redirected or refocused by staff using verbal and nonverbal cues or distraction.
- **Remind:** Students are reminded of appropriate behaviour choices.
- **Reflect:** Students are provided with time in class to reflect on the behaviour choices they have made.
- **Relocate:** Students are provided with time in buddy class to reflect on the behaviour choices they have made.
- **Refer:** Students who continue to make unacceptable or unsafe behaviour choices are referred to Executive.
- **Repair:** Students are given the opportunity to repair the harm they have caused.
- **Rebuild:** Students are given the opportunity to rebuild relationships with people they have harmed through a restorative conference.

## Positive Acknowledgement System – Eddy the Teddy

Eddy the Teddy acknowledgments encourage and reward positive behaviours. The reward recognises students who demonstrate the school values. The Eddy the Teddy ticket can be given out by any staff member. Children take the ticket and place it in their 'house mailbox' located in the front office, next to Eddy the Teddy. The tickets are counted each week by the student leaders, who announce the winning house each week. Points are tallied and an overall winner is announced each year.

A ticket can be given to a student when they are demonstrating positive behaviour(s). It is not intended as a preventative measure to minimise negative behaviour but rather to encourage students to do the right things and show initiative.

## Student Rights and Responsibilities

### 1. *I have the right to be treated with respect.*

I have the responsibility to accept responsibility for my own behaviour and to be friendly, kind and respectful to everyone in the school community.

### 1. *I have the right to be safe and secure in a friendly environment.*

I have a responsibility to report any inappropriate behaviour to teachers and to treat everyone in a friendly and kind manner.

### 2. *I have the right to expect my property to be safe.*

I have the responsibility to look after and care for property and belongings, keeping the school clean and to report to an adult if others are not doing the same.

### 3. *I have the right to learn in a non-disruptive environment.*

I have the responsibility to ensure my behaviour is not disruptive to the learning of others.

### 4. *I have the right to have pride in my school, where effort and appearance is promoted.*

I have a responsibility to wear my uniform and uphold the values of the school at all school activities and events.



## RIGHTS and RESPONSIBILITIES

### Staff have the right to:

- Receive respect, courtesy and kindness from others
- Teach in a safe, secure and clean environment
- Teach in a non-disruptive environment
- Receive cooperation and support from parents



### Staff have a responsibility to:

- Show kindness and respect to all members of the school community
- Ensure that classrooms and the school environment is neat, tidy and safe
- Ensure student needs are met
- Keep parents updated
- Explicitly teach students classroom rules and school behaviour expectations
- Teach Bounceback, Growth Mindset strategies and Social Skills
- Use active supervision in the playground and classroom

### Parents have the right to:

- Receive respect, courtesy and kindness
- Receive updates from teachers if their child has required support in self regulating behaviours
- Be informed of curriculum and school procedures
- Be listened to when matters are raised related to their child's education

### Parents have a responsibility to:

- Show kindness and respect to all members of the school community.
- Inform staff of any concerns regarding their child's health or welfare
- Ensure that their child's health and welfare is at an optimum for learning
- Support the school and staff in their decision making and the education of their child
- Listen and trust the professional advice of teachers regarding their child in the school environment

## CODE of CONDUCT

### Respect

- Be kind and friendly to all members of the Garran School Community
- Smile, say hello to people and use names
- Always use manners including please, thank you and excuse me
- Be honest
- Do something for someone without them asking
- Be kind to yourself
- Play fair
- Include others

### Responsibility

- Strive to do our best – aim high
- Proudly wear school uniform
- Know and follow the school rules
- Treat all school and personal property with care
- Follow all instructions given by all staff members
- Take responsibility and be honest about my behaviour
- Let others learn
- Keep our school clean and free of litter
- Act in a safe manner both in and out of the classroom

### Versatility

- Be resilient
- Demonstrate control over my impulses and emotions
- Know how to bounce back and forward (Bounce Back and Growth Mindset)
- Have courage to ask for help
- Be resourceful – How can I fix the problem? What could I do next? Who else could help?
- Set and attain realistic goals
- 'Have a go' at new things



## Responding to Inappropriate Behaviour

### Restorative Practices

Restorative Practices are aligned with our values and our philosophy at Garran Primary School in that positive relationships are central to a successful learning journey. This approach allows students to learn from behavioural mistakes and make better choices in the future without damaging relationships, and help build capacity to enable students to self-regulate behaviour. It is a focus where emphasis is on changing behaviour not just managing behaviour. It allows everyone to;

- Have a say
- Understand the reasons for the decision
- Have a shared understanding of what is expected

After an incident a staff member will engage students in a restorative conversation, to encourage reflection and to restore any damage to relationships. The following questions can be used to facilitate the conversation.

These questions are:

When challenging behaviour:

- 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 have they been affected?
- What do you think you need to do to make things right?

To help those affected:

- What did you think when you realised what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right

### Reflective Behaviours

The classroom teacher initiates discussions that look at the behaviours of students and not individuals. Students are made aware of the fact that it is the behaviour that others do not like. This reflective approach empowers students, by encouraging responsibility for learning about relationships and fostering positive relationships with teachers and other students.

### Excursions, Events and Activities

A student's participation in any activity organised by Garran Primary School is at the discretion of the Executive Team. Any student whose behaviour may be of risk to themselves or others may be deemed ineligible to attend. Students receive the opportunity to attend excursions and camps when they demonstrate behaviours at school that show they can follow staff instructions to ensure everyone is safe and can enjoy the activities organised. Additionally students selected for sporting and teams and opportunities to represent the school, require students to follow school rules and demonstrate the school values.

## **Unacceptable Behaviours**

Aggression or threatening behaviour towards others is not acceptable. Any behaviours deemed to be high level including but not limited to physical or verbal aggression, bullying or intentional behaviour which impacts on others negatively, will result in a school suspension. Parents will be contacted by a member of the Executive team and the school steps will be fast tracked. Students who receive a suspension may also lose leadership rights and opportunities to participate in school activities. Students may have an individual playground or learning plan and or specific areas to relax and play if other strategies are not successful.

## **Responding to Reported Incidences**

### **Who Does What?**

#### **Class Teachers**

- Have high expectations for positive behaviour in learning and play
- Teach and give students opportunities to practice and learn social skills
- Regularly explain rules and procedures to children for classroom, playground and school activities
- Complete data report for any inappropriate behaviour

#### **Executive Teachers**

- Inform parents as appropriate
- Communicate with teachers about procedures
- Ensure that data reports have been completed and analyse and identify areas where incidents may be happening or specific children who may require support
- Support teachers in creating positive learning environments

#### **School Psychologist**

- Guide staff and parents in services and support
- Offer parents or students counselling if appropriate

#### **Parents/Carers**

- Discuss and actively listen to concerns their child has about another person's behaviour
- Recognise that their child's version of events is only one part of the story
- Take their child's concern seriously without being overly protective
- Remind their child that everyone has the right to feel safe
- Raise any matters of concern with teachers to investigate

## Kindness and Respect – Bully Free Zone at GPS

Bullying is not acceptable at our school. As a school community we have high expectations for ensuring children are kind, respectful and responsible. It is expected that all members of the Garran Primary staff, students and parents work together to prevent bullying in any way that it manifests. All members of the Garran School community are valued as individuals and have the right to feel safe and happy within the school environment. Bullying is not acceptable and it is expected that all members of GPS staff, students and parents will work together to prevent bullying.

Bullying is when someone, or a group, deliberately and/or repeatedly hurts, frightens or threatens someone else.

Not everything that hurts or upsets students is bullying. It is not bullying when friends have an argument, or say something upsetting to another person.

If children witness bullying and do nothing about it, then they are failing to meet their obligations as a member of our community who values each individual and their rights to be happy and valued at our school.

All forms of bullying are recorded on the school data system. Parents and carers are notified if their child is involved in incidents of bullying.

Students have opportunities to develop strategies and use them to deal with all forms of bullying. They will also use strategies from their learning of Bounce Back and Growth Mindset resources. Our school expectations of respect and kindness as behaviours practised throughout the school on a daily basis is reinforced through our school assemblies, newsletters, class meetings and whole school expectations.

What should students do?

- Report the bullying to a trusted adult or teacher
- Keep any bullying text messages, images or voice mail messages
- If the bullying continues, do not be afraid to report it again as a different course of action may be required
- If your friend is being bullied, or you see an incident of bullying, you should encourage that person to tell a trusted teacher or tell a teacher yourself

What parents should do? Contact the Class Teacher or a staff member.

- Assist your child to print out and hand in to the school any material from websites and emails etc
- Be aware that actions such as discussing the matter with other parents and/or students directly can inflame the situation – it is better to contact the school instead
- Trust the school to carry through actions that will solve the problem
- Be proactive and aware of what your child is doing online

What should the school do?

- Follow the school procedures
- Provide support for both students as appropriate