

SDPS Whole School Student Behaviour Policy:

Code of Conduct:

Respect

By respecting ourselves first, we are accepting and considerate, treating others with appreciation and encouragement.

Commitment

We always persevere, taking pride and responsibility to meet challenges and achieve our best.

Responsibility

We seek to be confident, responsible students and members of the greater community, by actively listening and modelling the right behaviours.

Citizenship

We promote equal voice and express any differences without fear, always demonstrating compassion, integrity and kindness within the school and the community.

Vision:

Sutherland Dianella Primary School students are challenged and supported to become confident and independent learners, who achieve their personal best.

Roles and Responsibilities of staff:

Classroom and Specialist Teachers:

- To provide a positive school experience for every student.
- To reward effort not results.
- To manage low level behaviours in Teaching and Learning and to involve parents with the behaviour of students
- To create an Individual Behaviour Plan for students who require additional support at the classroom level
- To refer for case management, those students who are not responding to intervention
- To establish a class environment that supports student involvement and ongoing reflection on class expectations and consequences. Providing a safe platform for open student discussion and shared problem solving.

Administrators:

- To support teachers to provide a positive school experience for all students
- To case manage students via the Student Services Team as required
- To liaise with parents regarding extreme behaviours
- To reward effort not results.
- To liaise with teachers and review Individual Behaviour Plans and to track behaviour data and implement strategies to address areas of need

Teaching and classroom management strategies support positive student behaviour: ↓

School environment to promote positive behaviour	Strategy for communicating to parents on student behaviour	School strategy for deciding application of disciplinary measures	School approach to coordinating with external agencies where required	Measures to address:	<ul style="list-style-type: none"> ➤ Bullying ➤ Aggression ➤ Drug and alcohol misuse ➤ Weapons on site ➤ Suicide risk ➤ Self harm ➤ Maltreatment
<ul style="list-style-type: none"> ❖ Whole school restorative practice ❖ Positive relationships focus ❖ Strategic student feedback ❖ Student engagement program ❖ Classroom rewards systems ❖ Monitored Individual Behaviour Programs ❖ Whole school Values Program ❖ Merit awards PP to Yr 6 ❖ Whole school Professional Learning on mindfulness and mindsets (James Anderson and Carol Dweck) ❖ Rewarding effort not results ❖ Focus on student self regulation in a supported environment ❖ School 'buddy' program 	<ul style="list-style-type: none"> ❖ Red and Green referral slips ❖ Student reflection sheet ❖ Phone/SMS/Email as required to contact Parents ❖ Tracking Books in classrooms and across Specialist learning areas ❖ Flow chart for parents/students and staff; on Behaviour Management at SDPS 	<ul style="list-style-type: none"> ❖ Students involved in process of consequences for their own behaviours ❖ Focus on positive behaviours, restorative practice and self regulation to empower students to manage their own behaviours ❖ Low level behaviours resolved in situ ❖ Extreme and repeated negative behaviours dealt with by Admin staff. Consideration to the whole child. ❖ Suspensions by Principal or delegate as per the Education Act ❖ Pattern of behaviours interrogated via the School's Information System (SIS) 	<ul style="list-style-type: none"> ❖ Access to School Psych and Student Services Team. ❖ School Based Supported Service (Counselling) to coordinate external referrals ❖ School Based Supported Service part of the Student Services Team ❖ CDS (Childhood Development Service) referrals for early intervention ❖ Speech Pathologist on site to screen and support student and parents; as well as staff ❖ Referrals to Child Protection and Family Services as required 	<ul style="list-style-type: none"> ❖ Bullying and aggression Define, identify and respond to bullying and aggression. Educate the school community, use restorative practice, develop social and emotional skills of all students align with Department bullying guidelines: (http://det.wa.edu.au/studentsupport/behaviourandwellbeing/detcms/navigation/safe-and-supportive-schools/preventing-and-managing-bullying-in-schools/). ❖ Drug and Alcohol misuse Align with best practice principals on educating students about drugs and alcohol: (http://www.det.wa.edu.au/sdera/detcms/navigation/for-schools/resources/principles-for-school-drug-education/) ❖ Weapons on site Educate school community about what constitutes a weapon and what is permitted on school grounds. Rehearse lockdown procedures. Staff to be aware of protocols of working with Police as well as the school's Emergency and Critical Incident Management Plan: http://det.wa.edu.au/policies/detcms/policy-planning-and-accountability/policies-framework/guidelines/protocols-for-working-with-wa-police.en?cat-id=3458013 	

				<p>Suicide Risk and Self Harm</p> <ul style="list-style-type: none"> ❖ Follow Department guidelines and develop a school level response to suicidal behaviour and non-suicidal self-injury, with support of School Psychologist. (http://det.wa.edu.au/policies/detcms/policy-planning-and-accountability/policies-framework/guidelines/school-response-and-planning-guidelines-for-students-with-suicidal-behaviour-and-non-suicidal-self-injury.en?cat-id=3458013) <p>Maltreatment</p> <ul style="list-style-type: none"> ❖ Record all incidents/concerns that do not constitute a mandatory report and lodge with the Deputy. Consult with the Department's Child Protection team to determine when to lodge a concern to Child Protection and Family Services. Ensure all staff are trained in Child Protection issues. Lodge a mandatory report as required (http://www.det.wa.edu.au/childprotection/detcms/port al/)
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Rules regarding personal use of mobile and other electronic devices and responses to breaches of these rules	Strategy for record keeping and use of data in assessing the effectiveness of whole school behaviour support
<ul style="list-style-type: none"> • iPledge for iPads; students and parents • Professional learning for staff re students online • Mobile phones given to class teachers during the day. Letter from parents to acknowledge use is only for travel to and from school • Communication with parents • Appropriate consequences for the breach in question • Access to devices removed for a period of time as a result of the breach 	<ul style="list-style-type: none"> • Student Services Team – case management of student behaviour • Red and green slips; evaluation of data such as; behaviour types, locations, interventions etc. Track behaviours across a year and from one year to the next • Behaviour tracking to inform; policy direction, resourcing • Tracking Books in all learning areas • Individual Behaviour Plans •

Procedures:

- Consultation with school Board regarding the Behaviour Policy
- Annual review of whole school behaviour support planning whenever the school indicates there is a need
- Report annually to the School Board on the school's performance in behaviour support

Implementation of the Behaviour Policy at SDPS:

1	The best interests of students is a primary consideration	✓
2	The school maintains a positive approach	✓
3	Personalised adjustments incorporated based on student need	✓
4	Cohesion in behaviour support for students across contexts and teachers	✓
5	Consistency in behaviour support in and out of the school community; through liaison with parents and community	✓
6	Support the growth of self regulation and peer regulation; reduce the need for adult intervention	✓
7	Use the least restrictive alternative that will prevent or de-escalate student conduct or emotional states that risk harm to self or others	✓
8	Compliment behaviour interventions/therapies provided by external agencies	✓
9	Respond to the assessment of school behaviour data	✓
10	Comply with the requirements listed on the 'Positive Behaviour' website	✓

Individual student behaviour support where the need is identified:

- ✓ Monitoring students whose behaviour needs are not adequately met by the whole school support plan
- ✓ Advice received from regional and Statewide Services staff as required
- ✓ Liaise with external agencies as required
- ✓ Information from students and/or their parents to inform a personalised behaviour support plan
- ✓ Review records of enhancements in behaviour support and their outcomes

Signed:

Dated: