





## ***Bakewell Primary School Wellbeing and Behaviour Policy Management Plan***

**An element of Safe Schools NT Framework  
*Safe Schools, Responsible Behaviour, Quality Learning and Teaching***

### **Rationale**

The Department of Employment, Education, and Training is committed to provisions that ensure all young Territorians have a right to and receive a quality education in a safe and supportive learning and teaching environment. Research indicates that improving the quality of teaching and learning drives student behaviour improvement. The purpose of *The Bakewell Primary School Wellbeing and Behaviour Policy* is to support quality teaching and learning.

All members of the school community are expected to respect the following rights:






-  The rights of all people to be treated with respect and dignity
-  The rights of all students to learn
-  The rights of teachers to teach
-  The rights of all to be safe.

In addition to the DEET rationale our school has a set of values and beliefs that underpin our actions and decisions around Wellbeing and Behaviour, and indeed all educational programs and processes.

### Our Motto

Strive and Grow with Respect and Cooperation

### Values

-  Responsibility - to be accountable for one's own actions, resolve differences in constructive non-violent and peaceful ways, contribute to society and to civic life, take care of the environment.
-  Respect - to treat others with consideration and regard, respect another person's point of view.
-  Trust - to hear and accept each other's thoughts and opinions in a climate of mutual confidence in each other.
-  Growth - to enable individuals and our school to grow creatively, to learn effectively and to prepare for working in to the future.
-  Safety – to have safe places and relationships where one is free from cares and anxieties and feels protected.

Bakewell Primary School has recently undertaken a strategic and collaborative review of our school values using Julia Aitken research and suggested processes.

### Core Principles of Best Practice

Student behaviour needs to be seen in the light of the complex nature of relationships that influence the daily lives of schools, teachers, students and parents, including individual and special needs.

Student behaviour programs and practices must:

- ✚ embrace a health-promoting approach to creating a safe, supportive and caring environment
- ✚ embrace inclusiveness, and cater for the different potentials, needs and resources of all students
- ✚ place the student at the centre of the education process

Student behaviour is closely linked to the quality of the learning experience including quality teaching and positive student teacher relationships. Successful student behaviour change and management is enhanced through effective school, family, education department, community and interagency partnerships.

Responses to inappropriate behaviour must consider the particular situation and context, the individual circumstances, special needs and actions of the student and the needs and rights of school community members.

## School beliefs about behaviour and learning

The Bakewell Primary School Behaviour Management Team has developed six Belief Statements that we feel encompass our school's specific beliefs and approaches to Wellbeing and Behaviour:

1. We believe that a safe, supportive and disciplined environment is essential to effective learning.
2. We believe that all people should be treated with respect and dignity.
3. We believe that effective learning occurs best when there are strong relationships across the community.
4. We believe in a restorative approach to repairing harm and building relationships.
5. We believe in the value of explicitly teaching effective social skills and strategies for learning.
6. We believe in the value of a shared understanding of and commitment to whole school approaches that promote high expectations of all school community members.

Bakewell Primary School was a founding school in the "Building Relationships and School Wellbeing" Project from 2004-2006. The ten key elements of the project were audited across the school community and action cycles developed. Many of these cycles are still in evidence today through programs such as our Student Leadership Council – adapted for our own purposes through the Young Leaders' Program.

Bakewell Primary School has two key whole school approaches linked specifically to Wellbeing & Behaviour:

-  The Friendly Schools & Families Program
-  Restorative Practices

## Creating Positive Learning Communities

### 1. Promoting wellbeing and positive behaviour

In our school we endeavour always to promote high standards of behaviour and personal responsibility of all school community members. In line with our values – we hold strong the notion that all individuals should be treated with respect and dignity. We support and embody the NT DEET Code of Behaviour statement that; *Essential to effective learning is a safe, supportive and disciplined environment where people respect:*

- ✚ The rights of all people to be treated with respect and dignity.
- ✚ The rights of all students to learn.
- ✚ The rights of teachers to teach.
- ✚ The rights of all to be safe.

### 2. Acknowledging and rewarding exemplary and improving behaviour

Our school has implemented and developed many strategies for the recognising of positive and healthy behaviours. These include, but are not limited to,:

- ✚ Buddy Classes – where younger and older classes meet regularly for social, learning and collaborative purposes.
- ✚ Class based positive incentives – such as reward points programs, class goals leading to special events and rewards.
- ✚ Car Park Meetings – as a means of Middle Years students contributing to better grade based solutions.
- ✚ Varying group sizes within the classroom to promote strengthening collaborative skills in students.
- ✚ Open Class Policy – so that students and families can feel welcome in the school and can build healthy relationships with teachers and other school staff.
- ✚ On Task Program – this runs extensively throughout the school to help students grow the specific skills to cope and thrive in a variety of learning environments.
- ✚ Parents in Class – we have many classes, particularly across Early Childhood classes, where parents are a key component and can enhance the learning and growing experiences.
- ✚ Student Leadership – this is a key feature of our school. The SLC students meet regularly for the purpose of developing their leadership skills and contributing to their school community and wider community.
- ✚ Formal thank you letters to families and community members for their positive and unique contributions. To complement this we have regular School Council awards and an annual Thank You Evening.
- ✚ Implementing engaging and inclusive curriculum practices – these include First Steps for reading and writing and programs such as QuickSmart maths.
- ✚ Resource Program - a class teacher allocated full time to work with small groups of students identified as being at academic or social and emotional risk with the explicit purpose of improving academic and wellbeing outcomes for these students.
- ✚ Rock & Water – a boys' education program, also very successful with girls, based around developing self-confidence, self-esteem and self control through a martial arts based approach. This program is facilitated for up to 75 students from years 4-7.

## Bakewell Primary School

- ✚ Reflection and Structured Play – these are recess and lunchtime based programs directed towards building social skills for students demonstrating challenging behaviours.
- ✚ Community events – designed to maximise parent/family school partnerships and include, Kids As Teachers evenings, a Multicultural Evening, Fun Day and Christmas Concert.
- ✚ Staggered Lunch and Recess times – to allow students a combination of play experiences that are both cross-aged and with children of a similar age.
- ✚ Parent Teacher Interviews – formally organised and regularly held.
- ✚ Alternate Lunchtime Programs – designed to facilitate a happy lunchtime or recess for students and include art, craft, skipping, rugby, movie club, ICT, girls' and boys' clubs.
- ✚ 10 minutes Extra Play – for students who have not had negative behaviours recorded during a school week.
- ✚ Merit Awards – a weekly nomination from class teachers and presented at assemblies by the Principal and other notable community members.
- ✚ Gold Slips – awarded to students in the school yard for demonstrations of positive behaviours and drawn at assemblies by a Senior Teacher for special prizes.
- ✚ Raffle tickets – handed out to students in classes for demonstrations of positive behaviours and drawn at assemblies by an Assistant Principal for special prizes.
- ✚ Environment Awards – presented to the grade with the tidiest area at school assemblies.
- ✚ Uniform Awards – presented by the Student Leadership Council to the grade with the most prolific uniform presence.
- ✚ Communication – regular parent/family communication through newsletters, class letters each term, email & phone contact and the maintenance of our school website.

### 3. Programs to promote positive learning communities

Bakewell Primary School has adopted two key whole school approaches in the area of Wellbeing and Behaviour:

- ✚ Friendly Schools & Families is our contextual whole school approach for countering bullying. We have been using the program for three years now with significant success. The Friendly Schools & Families Program offers practical guidance, a plethora of strategies for each component of a whole-school program (including ethos, policy & practice, physical environment, social environment, engaging families, learning environments and behaviour management) and tools to assist with their implementation. The program challenges and encourages our school to examine how organisation, ethos, learning environments and responses to bullying inhibit this behaviour and enhance social skills. Our Term 1 focus in all classes is this important program, which also largely constitutes our compliance with the National Safe Schools Framework.
- ✚ Our other key whole school approach is Restorative Practices. Extensive training opportunities have been provided to staff, students and families in this practice. Restorative practices in school are inspired by the philosophy and practices of restorative justice, which puts repairing harm done to relationships and people over and above the need for assigning blame and

## Bakewell Primary School

dispensing punishment. Processes and practices include interventions when harm has happened, such as restorative enquiry, mediation and community conferencing. However there are also processes and practices that help to prevent harm and conflict occurring, and which build a sense of belonging, safety and social responsibility. These include Circle Time and Restorative Pedagogy (teachers modelling the values and skills and creating opportunities for their development amongst the students whatever the subject being taught).

## Consequences for unacceptable behaviour

### 1. Being clear about unacceptable behaviour

Students at Bakewell Primary School typically participate in class restorative circles to establish class rules and values for behaviour. These processes are also encouraged for determining consequences. These rules, values and consequences are displayed in posters and featured in class circles throughout the school year and on a daily basis.

Teachers develop Classroom Management Plans as a component of the Teaching and Learning Programs and these are submitted to Senior Teachers for feedback and moderated amongst teams on a regular basis.

We have begun the process of developing new ways to collect data on student behaviour using the parameters of the SAMS behaviour module as key areas. We comply with the NT Code of Behaviour in defining with students, families and staff that unacceptable behaviours include:

- ✚ Physical abuse
- ✚ Verbal abuse
- ✚ Sexual assault
- ✚ Intimidation and threats
- ✚ Cyber bullying and harassment
- ✚ Possession of a weapon and/or use of a weapon
- ✚ Possession of and/or trafficking in illicit drugs or being under the influence of illicit drugs.
- ✚ Possession of and/or being under the influence of alcohol or providing alcohol to others.
- ✚ Possession of and/or supplying tobacco products or smoking on school grounds.
- ✚ Vandalism
- ✚ Stealing
- ✚ Doing an obscene or offensive act.

### 2. Our school's responses to unacceptable behaviour

Our school responds in a restorative way to wrongdoing whenever possible. This is in line with the belief that a firm and fair approach is required. When those who do wrong feel they are treated fairly, they are more likely to comply with systems and consequences, even if they themselves are disadvantaged by those systems or outcomes.

Actions and processes within these responses can include (although are not limited to):

- ✚ Remind, Warn, Act.
- ✚ Reflection sessions using restorative reflection worksheets and discussions.
- ✚ Structured Play at recess for students demonstrating unacceptable behaviours in the schoolyard.
- ✚ Relocation – using buddy classes and/or administration.
- ✚ Mediation between students with mutual conflict issues.
- ✚ Internal suspension.
- ✚ External suspension.

- ✚ Teacher monitoring of using best practice classroom management techniques and productive pedagogies. This includes teachers considering voice volume & content, body language and the avoidance of negative strategies such as sarcasm, labelling and making inflammatory remarks.
- ✚ Teachers are encouraged to use calm and non-judgemental strategies and approaches to diffusing negative behaviours whenever possible.

### 3. Students with high behavioural support needs

Students at Bakewell Primary School with high support needs are identified by classroom teachers and those with direct contact with the student, including ISAs, ITAS tutors, Special Education teacher, Resource Program teacher, Team Leader, Assistant Principal or Principal.

Parents and families are considered a valuable component of establishing crucial background information – a child’s “story”.

When students are identified as consistently demonstrating unacceptable behaviours, the process of developing an Individual Behaviour Plan (IBP) commences. Bakewell Primary School has developed an IBP template and instructions reflective of research in Applied Behaviour Analysis. All facets of the students behaviour and background are explored and behaviours of most concern are targeted and strategised.

The template is included as Appendix A and the instructions for development of the IBP are included as Appendix B.

### 4. Consequences for specific unacceptable behaviours

Teachers are encouraged to apply logical and natural consequences for both negative and positive student behaviours. We endorse the NT Code of Behaviour, and take seriously our responsibility to:

- ✚ Provide the opportunity for all students to learn.
- ✚ Ensure the safety of staff and students.
- ✚ Assist students who exhibit unacceptable behaviours to accept responsibility for themselves and their actions.

We also endorse the use of the following strategies from the NT Code of Behaviour, although it is worth noting that our practices are often carefully considered adaptations of these broader statements:

- ✚ Reflective thinking rooms
- ✚ Mediation
- ✚ Restorative processes
- ✚ Detentions
- ✚ Withdrawal of privileges
- ✚ Time out strategies
- ✚ Suspensions

In addition, we employ a fortnightly behaviour focus consisting of topics such as speaking respectfully, moving safely and staying on task. During these times, teachers speak regularly in their class circles about the behaviour focus for that fortnight and students who fail to meet expectations attend a Reflection session to discuss how they might improve that aspect of their behaviour.

### Student support networks

A wide variety of networks, processes and programs exist to further develop a supportive environment for students. These include:

- ✚ The development of IBPs for students identified to be consistently demonstrating unacceptable behaviours.
- ✚ Behaviour focus weeks and days and the ways these are embedded in classroom routines.
- ✚ The focus of Term 1 units of work through the Friendly Schools and Families Program.
- ✚ Referrals for further support to Student Services Division for students whose disabilities affect their social and emotional wellbeing or for students experiencing significant crisis in their lives.
- ✚ Connection with our School Based Police Officer, so that students feel an extended sense of safety from the school through the wider community.
- ✚ Regularly meeting with parents and families through a variety of forums.
- ✚ Providing significant support through Senior Staff for assistance with the management of and the building of relationships with students identified as requiring further behavioural support.
- ✚ Maintaining staff wellbeing through informal respite and “break times” for teachers who take on the task of working with challenging students.
- ✚ Individual timetables for varying time periods for students who struggle to maintain full school days or weeks in the company of their class.
- ✚ Providing ISA support for students identified to be at social and/or emotional risk.
- ✚ Development of targeted approaches such as Rock & Water as a means of connecting students within their particular group so that they might support each other when additional self-control and self-discipline is required.
- ✚ Facilitation of Anger Management programs in classes across the school using resources such as “There’s a Volcano in my Tummy” as the key learning resource and format.
- ✚ Development of Girls’ Group and Boys’ Group at lunchtimes to connect students in a fun and comfortable environment exclusive to them.
- ✚ Facilitation of “On Task” programs for students identified as demonstrating behavioural challenges as a result of poor academic performance.
- ✚ Provision of informal and formal counselling for students experiencing crisis or social and/or emotional distress. This also includes monitoring for the short, medium or long term.

## Bakewell Primary School

### Related legislation, policies and links

[www.friendlyschools.com.au](http://www.friendlyschools.com.au)

[www.realjustice.org](http://www.realjustice.org)

[www.transformingconflict.org/Restorative\\_Approaches\\_and\\_Practices.htm](http://www.transformingconflict.org/Restorative_Approaches_and_Practices.htm)

[www.whatworks.edu.au/3\\_3\\_6\\_3\\_3.htm](http://www.whatworks.edu.au/3_3_6_3_3.htm)

[www.safersanerschools.org/](http://www.safersanerschools.org/)

[www.parentingideas.com](http://www.parentingideas.com)