



## **KATHERINE SOUTH PRIMARY SCHOOL WELLBEING AND BEHAVIOUR POLICY**

### **RATIONALE**

The Department of Education is committed to provisions that ensure all young Territorians have a right to and receive a quality education in a safe, supportive and respectful learning and teaching environment.

Research indicates that student safety and wellbeing are enhanced when students feel connected to their school, have positive and respectful relationships with their peers and teachers, feel confident about their social and emotional skills and satisfied with their learning experiences.

The purpose of *Katherine South Primary School Wellbeing and Behaviour Policy* is to support quality teaching and learning in the holistic development of our students - socially, emotionally, intellectually and physically. We adopt the philosophy of Safe Schools NT to assist us in building a safe environment.

### **SAFE SCHOOLS N.T CODE OF BEHAVIOUR**

Safe Schools NT implements the National Safe Schools Framework which identifies nine key elements for schools in planning, implementing and maintaining school safety by promoting student wellbeing and developing respectful relationships.

1. Leadership commitment to a safe school
2. A supported and connected school culture
3. Policies and procedures
4. Professional learning
5. Positive behaviour management
6. Engagement, skill development and safe school curriculum
7. A focus on student wellbeing and student ownership
8. Early intervention and targeted support
9. Partnerships with family and community

In line with the NT Code of Behaviour; all members of our 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 staff to perform their duties
- The rights of parents to be informed and involved
- The rights of all to be safe.



## **SCHOOL WIDE POSITIVE BEHAVIOUR SUPPORT**

School-wide Positive Behaviour Support (SWPBS) is a proactive, team-based framework for creating and sustaining safe and effective schools. Emphasis is placed on prevention of problem behaviour, development of pro-social skills, and the use of data-based problem solving for addressing existing behaviour concerns. SWPBS increases the capacity of schools to educate all students utilising research-based school-wide, classroom, and individualised interventions.

School-wide PBS provides a positive focus to encouraging desirable student behaviours.

A set of universal expectations for behaviour, positively stated, are established for all students in all locations of the school. These expectations promote our core agreements of Community, Achievement, Respect and Engagement.

Interventions and strategies are implemented to teach and reinforce these expectations. These include:

- Explicit instruction in specific student behaviours that demonstrate the four agreements in various locations in the school.
- Generous quantities of positive adult/teacher attention and other kinds of reinforcement to students for demonstrating positive behaviours, especially specific behaviour expectations identified by the school.
- Predictable consequences for behaviour infractions that are delivered consistently by all staff in a professional manner throughout the entire school. Consequences are not primarily punitive in nature; they are an opportunity for the student to learn from his or her mistakes and to accept responsibility for the choices that the student made.

## **SCHOOL BELIEFS ABOUT BEHAVIOUR AND LEARNING**

At Katherine South Primary School, our purpose is to grow an inclusive learning community built on our CARE Agreements:

- Community
- Achievement
- Respect
- Engagement

To achieve this we...

- recognise we all belong together and are important to each other
- treat ourselves, each other and school property with consideration and regard
- meet the highest expectations and standards for ourselves
- actively participate in all areas of school life.

The school expects a high standard of behaviour at all times. Agreements define what we want students TO DO and provide a consistent guideline for how to meet the standards of our expectations. We explicitly teach our expectations to students and encourage and acknowledge them frequently for displaying the expected behaviour.

The behaviour matrix is a foundational document for the School Wide Positive Behaviour approach and outlines the expectations and specific behaviours that form the basis of the KSPS behaviour curriculum.

The matrix reflects the language and culture of our school. It is the language all staff use when they teach students the expectations. Additionally it is the language used when they remind students, when they recognise students and when they correct students.

Expected behaviour is fostered through positive peer and teacher feedback and acknowledgment through verbal praise, stickers, C.A.R.E. tokens, merit certificates, green cards, house/spirit points and attendance awards.

## **CREATING A POSITIVE LEARNING COMMUNITY**

At Katherine South Primary School we promote wellbeing and positive behaviour by:

- listening to, respecting and acknowledging students
- using positive behavioural reinforcers such as praise, tokens, raffle tickets, stickers, contact with parents, certificates and Green Cards
- providing a stimulating learning atmosphere
- establishing clear expectations for behaviour and learning
- reinforcing school agreements by acknowledging students who demonstrate them
- arranging classroom furniture, resources and materials for optimum access and organisation
- providing leadership opportunities such as; SRC, school/house captains, and library monitors

### ***Certificates***

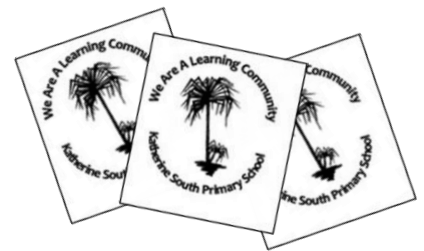
Certificates are a tangible way of providing students with positive feedback about their work or behaviour in the classroom environment. At the school, students receive certificates to celebrate and acknowledge behaviours and learning we wish to reinforce, specifically the school C.A.R.E. Agreements: Community, Achievement, Respect and Engagement.



10 certificates/stickers = 1 Green Card  
10 Green Cards = 1 Certificate of Merit  
5 Certificates of Merit = 1 Certificate of Distinction

### ***CARE. Tokens***

Tokens are given to students to recognise when they have demonstrated the school behaviour agreements in the playground. They are a tangible reminder for adults to give frequent, positive, and specific verbal feedback to students.



Tokens are given to all students to increase student use of the school behaviour agreements and to focus on increasing positive interactions between staff and students. Students may cash in their coupons at the C.A.R.E. shop during shop hours.

Classes also earn tokens for following the Agreements and the behaviour expectations outlined in the matrix. A series of class rewards are available to recognise their efforts.

## **CONSEQUENCES FOR UNACCEPTABLE BEHAVIOUR**

As a SWPBS school we aim to provide a consistent, predictable and fair use of consequences for all students. To ensure this, all staff are expected to respond to misbehaviour using the following procedures.

To effectively correct a behaviour error staff should respond in a way that is:

- Calm: Using professional and composed voice tone and volume.
- Consistent: Respond the same way to all students who display minor behaviour errors.
- Brief: Short and concise response and disengage quickly to get back to learning.
- Immediate: Respond within a short time after the behaviour error takes place
- Respectful: A private, polite response free of sarcasm or threats.
- Specific: Tell the student exactly what they are doing incorrectly and state specifically what they should be doing. (Remember the response to misbehaviour must be focussed on re-teaching the student/s by helping them know what we want them to do instead.)

When addressing behaviour that is not consistent with our CARE Agreements, staff follow the prompt - redirect - reteach - provide choice - conference method.

The process is clearly outlined in the Behaviour Flowchart.

Any consequences given will:

- 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.

*N.B. Katherine South Primary School endeavours to build a safe, caring and supportive environment for all students, with specific focus on the prevention of bullying. Please refer to the Bullying Policy for further information.*

### **RESTORATIVE PRACTICES APPROACH**

Throughout 2019 KSPS will be implementing the Restorative Practices Approach to manage unacceptable behaviour. Restorative practices provides a framework based on the belief that when relationships are harmed we must work with the students, teachers and parents involved to restore the relationships. Restorative practices are a commitment to inclusiveness so that we make every attempt to maintain connectedness for all members of the school. KSPS view quality relationships as pivotal to authentic teaching and learning, and believe that the relationship between the student, staff member, parent and guardian is paramount.

Restorative Practices provide a focus on developing positive relationships between all members of the school community and opportunities for people to take responsibility for their behaviour and learning. This requires that staff members actively create the space where students can experience situations that develop their emotional and social capacity in order to support and assist them in taking responsibility for their behaviour and learning. Restorative practices create a context which enables students to learn from their mistakes, reconcile their differences, resolve problems with others and effectively address a wide variety of wrongdoings,

Restorative practices aims to:

- Involve all who participate to have a sense of dignity, fairness and justice
- Allow students to gain a greater insight into the impact of their behaviours on others
- Provide opportunities for healing and repairing the damaged relationships
- Ensure a sense of community is heightened when students, teachers, and parents are equally valued in the restorative process.

### **CODE OF BEHAVIOUR**

*The purpose of the Code of Behaviour is to affirm the right of all school community members to feel safe at school. Katherine South Primary School is a safe and productive learning and teaching environment. To achieve this...*

**Students** are to be treated with respect and dignity. In return, they must demonstrate respect for themselves, others and the school environment. Students are expected to:

- come to school prepared, on time and ready to learn
- participate actively in the school's education program
- take responsibility for their own behaviour and learning
- behave in a way that respects the rights and property of others, including the right of students to learn and the right of teachers to teach
- cooperate with staff and others in authority
- refrain from bringing anything to school that may compromise safety.

**Teachers and school staff**, under the leadership of their principals, provide educational programs and a safe environment in a respectful and responsible manner. They have the right to expect the co-operation of students and colleagues and be able to conduct their business in a safe environment. Teachers and school staff are expected to:

- provide safe and supportive learning environments
- provide inclusive, engaging and meaningful curriculum and teaching catering for student needs
- initiate and maintain constructive communication and relationships with students and parents/carers
- promote awareness of school policies and guidelines
- apply school codes and policies in a consistent and fair manner
- promote the skills of responsible self-management with students
- comply with mandatory reporting guidelines.

**Parents/carers** play an important role in the education of their children and have a responsibility to support the efforts of school staff in maintaining a safe and respectful learning environment for all. Parents/carers are expected to:

- ensure their child attends school regularly, on time, prepared and ready to learn
- support school staff in maintaining a safe and respectful learning environment for all students
- initiate and maintain constructive communication with school staff
- comply with mandatory reporting guidelines
- have an active interest and cooperate with the school to achieve the best learning, wellbeing and behavioural outcomes for their child.

**All school community members** are expected to:

- follow the Code of Behaviour by taking responsibility for their own behaviour and actions
- respect and comply with Australian law, especially in relation to unlawful behaviour involving weapons, alcohol, drugs, dangerous acts, vandalism, violence, verbal abuse, and sexual misconduct
- respect the rights and diversity of others and treat others fairly and with dignity
- demonstrate honesty and integrity
- show proper care and regard for school and other people's property
- take appropriate measures to help those in need
- resolve conflict in a non-threatening manner.

## **SUPPORT SERVICES**

### **Outside Support Agencies and Contacts**

- Anglicare NT 8963 6100
- Department of Children and Families 8973 8600
- Good Beginnings 8972 2800
- School Based Constable
- Somerville Community Services 8972 5100
- The Smith Family 8972 1364
- Wurli 8972 9100
- YMCA 8972 1994

### **Counselling Services**

- Kids Helpline 1800 467 354
- Relationships Australia 8923 4999

### **Related Policies**

- Bullying Policy
- Critical Incident Policy

### **Further References**

These are located: U:\Teacher Public\1 TEACHING & LEARNING\SWPB

- Behaviour Expectation Matrix
- KSPS Behaviour Flowchart
- Behaviour Level Posters
- Behaviour Referral Form - Office
- Reflection sheet
- Time Out to Buddy Class Form

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Principal

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Chairperson School  
Council

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Regional Director

### **Evaluation:**

This policy will be reviewed as part of the school's review cycle.

Updated January 2019