



Wellbeing and Behaviour Policy

An element of Safe Schools NT Framework

Safe Schools, Responsible Behaviour, Quality Learning and Teaching

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 and supportive learning and teaching environment. Research indicates that improving the quality of teaching and learning drives student behaviour improvement. The purpose of *The Nhulunbuy 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

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

At Nhulunbuy Primary School we believe....

- that every student is capable of successful learning
- that we have a shared responsibility to maintain a safe, supportive and orderly learning environment that promotes intellectual rigor.
- that building and maintaining positive and caring relationships where there is mutual trust between staff, students and families is critical for success.
- that all members of the school community, including teachers, families and students, should be treated with respect and dignity.
- that working together through a culture of continuous improvement achieves the best outcomes

School Wide Positive Behaviour Support

School Wide Positive Behaviour Support (SWPBS) is the whole school approach to wellbeing and behaviour at Nhulunbuy Primary School. The SWPBS framework focuses on the creation of a 'school community' with a sense of belonging through a positive lens. Alongside this are high behaviour expectations and differentiated and targeted approaches for students with higher levels of need. All teachers at Nhulunbuy Primary School integrate this framework and embed it within their behaviour management processes and Social Emotional Learning program whilst creating a 'common wellbeing language' that builds upon the SWPBS language. This in turn, creates a positive, productive, student-centred learning environment with high expectations.

In collaboration with SWPBS, Restorative Practices is taught to students to strengthen resilience, foster awareness and develop a restorative process for the management of student behaviour. The restorative process is used to compliment SWPB, at formal and informal levels in the management of student behaviour. All teachers are familiar with this practice, the method and common language. It is an expectation that Restorative Practice is explicitly modelled in the classroom and school community.

Restorative Practice Principles

- **Foster awareness in the student** of how others have been affected.
- **Avoid lecturing.** This often results in the student reacting defensively. It distracts from noticing other people's feelings.
- **Involve the student actively.** Rather than simply issuing consequences for the student, a restorative intervention encourages the student to speak. They face and listen to those who have been affected by their inappropriate behaviour. They help decide how to repair the harm and make a commitment to this.
- **Accept ambiguity.** Often fault is unclear and people can agree to accept the ambiguous situation.
- **Separate the deed from the doer.** We recognise a student's worth, his/her virtues and accomplishments while disapproving of his/her inappropriate behaviour.
- **See all inappropriate behaviour as an opportunity for learning.** Incidents can be used constructively to build understanding, empathy and a sense of community.

Zones of Regulation

The Zones of Regulation (ZoR) is used to assist students in becoming aware of their emotions and ways they respond. At each zone, students identify what their behaviour may look, feel and sound like. They also identify possible strategies to assist them. ZoR curriculum is explicitly taught in every classroom across the school.

Each classroom has the Zones of Regulation displayed with variations to suit the grade and/or cohort. This is used to:

- teach social understanding and expectations
- visually remind students of the zone they are in, referring them to prenegotiated strategies (emotions, behaviours and/or noise level) to self manage
- provide students with self-management and self-regulating opportunities. Pre-teaching and practicing expected behaviours
- address social, emotional challenges or repetitive behaviours through tier 2 and 3 support

Creating Positive Learning Communities

At Nhulunbuy Primary School we promote wellbeing and positive behaviour through the explicit teaching and modelling of our PRIDE Values.

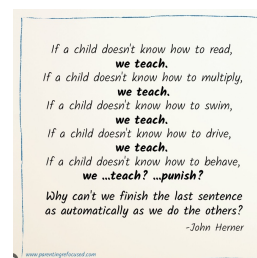
I SHOW **PERSISTENCE**

I SHOW **RESPECT** TO MYSELF AND OTHERS

I SHOW **INTEGRITY**

I SHOW **DIVERSITY**

I SHOW **EXCELLENCE**



The first 2 weeks of school incorporates the 'Quality Start Up' which is dedicated to ensuring students are aware and taught school values, SWPB expectations and Zones of Regulation. We explicitly practice routines and positively reinforce expected behaviors.

In Semester 1, teachers define and explicitly teach the PRIDE values whilst developing an understanding of the strategies and expectations associated with these values both at a classroom level and at a school level. In the first week of Semester 2, we focus on this again, providing an opportunity to make adjustments and catch up any new students to the school. The PRIDE values are consistently revisited throughout the year in order to consolidate understanding.

For further information regarding the values, please see Attachment 2- Nhulunbuy Primary School SWPB Matrix

Promoting wellbeing and positive behaviour whilst developing resilience

At Nhulunbuy Primary School we explicitly teach the '5 Finger Plan' which consist of (1) ignore, (2) ask nicely, (3) ask firmly, (4) walk away and (5) tell a teacher. The purpose of this method is to develop resilient learners, who can effectively action positive strategies to deal with minor conflict situations. The expectation is that teachers will consistently encourage students across the school to use these steps. *For further information regarding the 5 Finger Plan, please see Attachment 3*

Year 5 and 6 students participate in optional Peer Mediator training. During unstructured play, 'mediators' support students by modeling strategies, suggesting alternatives, communicating respectfully and helping students to effectively resolve minor conflict in a positive manner.

Other resources and strategies used to assist in the promotion of wellbeing and positive behaviour within Nhulunbuy Primary School include but are not limited to:

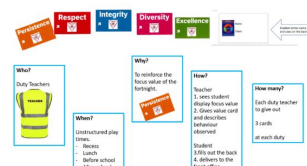
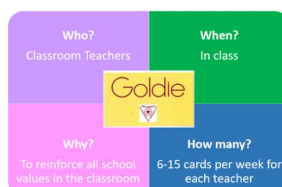
- NPS SWPB team
- Student Wellbeing and Inclusion Services including School Counsellor, Advisors & Psychologist
- Private and Community based Allied Health visits
- Student Representative Council, Captains, House Captains and NPS School Council
- Timetabled Engine Room visits
- Boy/Girl group intervention programs
- Targeted student daily check-ins
- Daily circle time/ intentional check in, in every classroom every day
- Behaviour Snap Shots
- Transition learning and play environment
- Health and PE program
- Arnhem Regional School Sport
- Excursions
- Morning Running Club
- Intraschool Electives (Year 1-6)
- Pop Up Play Ground
- Student Wellbeing Room
- Quick Smart
- Toad Busters, Tournament of minds, Library Monitors

Acknowledging Positive

Behaviour At Nhulunbuy Primary School, we acknowledge, celebrate and promote positive student behaviour through the following SWPB acknowledgment systems: PRIDE AWARDS At each fortnight's assembly, all classroom teachers present 2 PRIDE awards to students from their class. The award aligns with the fortnight's PRIDE value focus. Teachers gather at the front of the stage, read out the student's name and say a few words about the student and their reasoning behind the award. Principal Awards presented at fortnightly assembly to students who have received 10 Goldies.

Acknowledging Positive Behaviour

- Behaviour framework for teaching
- All student have the opportunity to learn and practice behaviours needed to be successful at school
- The 5 school values are taught, celebrated and acknowledged



Goldies: Given out in class by teachers, to students demonstrating school values. Goldies are 'spent' using the Goldie menu.

Response to Minor Behaviours of concern - For further information regarding the minor behaviours, please see Attachment 4- Minor and Major Behaviours.

It is expected that teachers will manage and respond to minor behaviours of concern within the classroom, following the whole school behaviour management process of Remind, Warn, Act.

Remind, Warn, Act

- 1- Remind (Follow SWPB plan, refer to strategies, offer assistance)
- 2- Warn (correct privately, provide warning, refer to strategies)
- 3- Act (student takes their work to a buddy class and/or teacher will follow individualised plan as detailed in escalation plan)
- 4- Senior staff member intervention (intervenes due to the severity or seriousness of the behaviour See Attachment 5 - Behaviour Flowchart)

Buddy Class

Each classroom has an identified Buddy Class. If a student is unable to regulate their behaviour within the classroom, following the Remind, Warn Act on 'Act' they will be asked to move to their Buddy Class to regulate, and where appropriate finish off their work. It is expected that the student should spend no longer than the remainder of that lesson (an hour lesson) in the Buddy Class. Upon return, the teacher has a *Restorative* conversation with the student in order to assist the student to reflect and continue with their learning and behaviour.

If a student has continued with minor behaviours or has been sent to a buddy class more than 3 times during the week the teacher will ensure senior staff and family has been notified and an escalation plan developed. Teachers will be supported by the SWPB team, to complete an ABC functional assessment in order to better support and track student behaviour.

For further information regarding the Reflection Sheet, please see Attachment 6- Reflection Sheet

Responses to behaviours of concern

For further information regarding major behaviours, please see Attachment 4- Minor and Major Behaviours Outline Document

While our focus is on positive and preventive whole school approaches, behaviours of concern also require a response. Decisions about what are behaviours of concern are consistent with Safe Schools NT policy. If a student's minor behaviour continues to infringe upon the rights of others in the classroom and/or playground then responses to behaviours of concern occur. *For further information regarding the Safe Schools Code of Behaviour, please see Attachment 7- Safe Schools NT Nhulunbuy Primary School's response to unacceptable behaviour is firm and fair.*

- ✓ Firm in relation to boundaries, expectations, responsibilities and choice.
- ✓ Fair in relation to clear, predictable and consistent expectations, that have been clearly communicated, practiced, discussed and explored as a class and documented where there are students with additional needs and individualised approaches. Compassion, realistic processes and natural consequences.

Nhulunbuy Primary School uses the "Remind, Warn and Act" process as outlined above, in order to respond to behaviours of concern at school. As part of the whole school approach to Restorative Practice, students are involved in the resolution of serious conflicts and problems where appropriate. All students are afforded natural justice.

Step One: In Class response

The teacher responds to unacceptable behaviour in an appropriate manner according to the situation. Teacher gives clear directions and reference should also be made to the School Values, Class code of cooperation and NPS PRIDE Matrix. The steps followed by the teacher are Remind, Warn, and Act.

Step Two: Time with Buddy Teacher

If the student continues to demonstrate unacceptable behaviour once moving through the Remind, and Warn, the student is to be sent to a buddy class for a timeout. The student will take class work to complete during the Timeout period. Some students on an escalation plan will follow the pre-negotiated alternative steps, moving to the intervention room or taking a purple card and spending time in or outside the front office instead.

Major Behaviour - terminology below taken from SAMS G2 – School Management Solutions database under Behaviour Management.

Assault

Substance use
or possession

Deliberate acts
of bullying

Verbal Abuse

Obscene or
offensive acts

Weapons
offence

Property
Offence

Stealing

Sexual Assault

Please note, if a student has been through the “Remind, Warn Act” process more than three times in the same week, Senior Staff and parents are to be notified.

Step Three: Senior intervention

If the student has already been sent to the Buddy Teacher for Timeout and the behaviour continues, this should be recorded in SAMS, Senior Staff and parents should be notified.

Step Four: Consultation/Meeting with Parent/Carer

If a student requires 'Senior Intervention' or they are experiencing frequent 'Timeout' periods, the parent/guardian will be contacted to arrange a meeting with the teacher and a member of the Senior Staff. The meeting may result in the formulation of an Individual Escalation Plan or a Support Plan.

Parent Contact

Teacher is to make first contact with a parent/carers if a student's behaviour continues to infringe upon the rights of others in the classroom and/or playground. Teachers are encouraged as part of quality communication between school and home, to contact parents when they feel it is necessary.

If the situation required the support from a member of Senior Staff, the person involved will contact the parent and will report back to the teacher.

Individual Behaviour Plan (IBP) / Educational Adjustment Plan (EAP) / Escalation Plan

In some cases a conference between the teacher and/or Senior Staff with the parents/carers will be necessary to develop Support Plans. Consultation with relevant people such as specialists and external agencies may be requested. Students with identified Special Needs will have an EAP. Goals of the EAP are identified in a consultative meeting with parents and Student Services Staff and should address behavioural needs of the child.

Support Plans will be monitored and a follow-up of the formal ILP/EAP/ Escalation Plans may involve a series of case conferences with the teacher and leadership, parents/carers, specialist personnel and external support agencies, as necessary.

Nhulunbuy Primary School has a SWPB Team that are committed to providing ongoing and high level differentiated support in the areas of wellbeing, behaviour, inclusion and special needs. The team consists of a range of professionals including the Principal, Assistant Principal, Senior Teacher - SWPB, Special Education Teachers, PLT Leaders, Aboriginal Islander Education Worker and Education Support Officers.

Nhulunbuy Primary School staff have free access to the Employment Assistance Scheme through the Northern Territory Department of Education.

Recording of Negative Behaviour

To inform further planning and the decision making processes, incidents of unacceptable behaviour, Buddy Isolation etc are to be recorded on the SAMS G2 – School Management Solutions database under Behaviour Management.

Response to specific behaviours of concern

As specified by the 'Safe Schools NT Code of Behaviour' document, major behaviours of concern will be responded to promptly, by a member of the Senior Staff, who will involve parents/carers. A period of withdrawal from the classroom/ school or suspension will be taken into consideration in accordance with guidelines below. Where appropriate, police involvement will occur.

Suspension Procedures

In exceptional circumstances of serious and/or repeated unacceptable or dangerous behaviour the following procedures may be used. This is implemented in line with the Department of Education NT guidelines below.

Re-entry to Class

After a period of suspension from school, the student and parents are required to attend a re-entry meeting. This allows the student to reflect and demonstrate an understanding of the inappropriate behaviour and to discuss strategies to ensure re-offending does not occur. Restorative Practice principles are followed and the presence of the class teacher may be required.

For further information behaviours processes, please refer to Attachment 9- Behaviour Management Flowchart

Related legislation, policies and links

The Department of Education (DoE) Schools policy is currently under review. As such content on this site may be subject to update. It is recommended that currency of the content be checked with the listed contact area on the policy, before it is referenced or applied. If you are unable to contact the listed contact area, please phone DET School Operations on (08) 8901 4987.

<http://www.education.nt.gov.au/about-us/policies/schools>

https://education.nt.gov.au/__data/assets/pdf_file/0008/972791/suspension-interim-guidelines-for-term-1-2021.pdf

Further attachments

1. The 5 Point Scale
2. Nhulunbuy Primary School SWPB Matrices
3. The 5 Finger Plan
4. Minor and Major Behaviours Outline Document
5. Reflection Sheets
6. NT Safe Schools: Code of Behaviour
7. Behaviour Management Flowchart