Rationale

The Scarborough PS Positive Behaviour Program is a consistent, highly visible whole school approach that supports our high expectations. Our positive relationships between all school community members are a pre-requisite to effective classrooms and in turn highly effective learners.

Scarborough PS Positive Values

Our values are embedded across all layers of our school and form the basis or our interaction, our learning and lay the foundation of our success at school and later life.

At Scarborough we **STRIVE** to:

Show **RESPECT** for self and others

Show social and environmental **RESPONSIBLITY**

Show **COMMITMENT** to achieve potential

Promoting Positive Behaviours

- Explicitly teach our positive values
- Immediate recognition of positive behaviour choices
- Know the students in our class and our school
- Connect with students by using their name, greeting them each day, having conversations
- Build a sense of belonging through connection with others
- Provide a range of positive incentives at the individual, class and whole school level (eg. Positive play)
- Recognise positive choices through merit certificates, house tokens and classroom based rewards linked to the school values.
- Work to build intrinsic motivation

Not Negotiable

Certain behaviours have an immediate negative impact on the learning environment and/or relationships. These behaviours may lead to immediate administration intervention and/or suspension. These behaviours include, but not limited to…

- Physical aggression
- Verbal aggression
- Continual refusal to follow instructions, including opting out of learning
- Damage to or theft of personal or school property
- Bullying behaviours

Logical Consequences

There should be a clear link between behaviour and a consequence. This consequence will take into account the needs of the whole child and the circumstances. Discussions about behaviour and consequences will be based on observable actions and not emotions

For example
- A student who does not respond to a greeting by an adult will need to stop and be asked to respond appropriately.
- A student who refuses to complete their work will be given the option to complete it in class or need to complete it at the next break time or at home.
- A student who continually interrupts the lesson will be asked to raise their hand and wait to speak or have to sit in another part of the classroom.

Consequence Flow (outside of not negotiable)

CONSEQUENCE FLOW ⟶					Administration Referral
K-2	Verbal reminder of unwanted behaviour and state desired behaviour	Verbal reminder as a choice stating desired behaviour or consequence	In class redirection / reflection time	Redirection / reflection in other learning area	
3-6	Verbal reminder of unwanted behaviour and state desired behaviour	Verbal reminder as a choice stating desired behaviour or consequence	In class redirection / reflection time	Redirection / reflection in other learning area	
PLAYGROUND	Verbal reminder of unwanted behaviour and state desired behaviour	Verbal reminder as a choice stating desired behaviour or consequence	Sit on bench / walk with teacher for 5 minutes		

* There should be a timely reset between the first 2 stages of the flow. Eg. Not raising you hand at 9.00am and them doing the same at 9.45am are 2 separate behaviours, not a continuation of the first.

Monitoring Behaviour
Negative behaviour choices are tracked at the classroom level by the teacher. Tracking allows the teacher to identify any patterns or triggers that influence behaviour choices and becomes evidence when developing recognition and development plans.

Restorative Practices
All students who reach the level of administration intervention will participate in a restorative discussion with the class teacher and other affected parties. Restorative discussions aim to support the student to take responsibility for their behaviour and understand the impact on others. The process also aims to rebuild the relationship between the people involved.

Contracts

Informal contract – These are informal agreements between a student and teacher that identify a behaviour that is impacting on the student's engagement with learning. The focus is on a small change that will put learning back as the focus. Informal contracts are often a short term intervention.

Individual Behaviour Plan – These are developed with the teacher, student and parent with input from a member of the school administration team. These plans are detailed and map out step by step strategies that are linked to a targeted behaviour. The plan will provide a focus and have a balance of positive reinforcement and negative consequences.

Any informal contract or individual behaviour plan should take into account the role specialist staff play in managing behaviour. These plans will be shared with all staff who teach the student.

Bullying

The website bullyingnoway.gov.au defines bullying as

"an ongoing misuse of power in relationships through repeated verbal, physical and/or social behaviour that causes physical and/or psychological harm. It can involve an individual or a group misusing their power over one or more persons. Bullying can happen in person or online, and it can be obvious (overt) or hidden (covert)".

Bullying of any form or for any reason can have long-term effects on those involved, including bystanders.

Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

Bullying takes many forms and can include:
- Verbal
- Psychological
- Covert
- Physical
- Cyber

Any form of bullying is unacceptable and is dealt with using a 'zero tolerance' approach. All classrooms explicitly teach strategies to deal with bullying type behaviours and build resilience.

Class Meetings
Class meetings will occur on a regular basis in all classrooms, taking into account the students' developmental level. The class meeting structure allows teachers and students to raise concerns and come to shared agreements on positive solutions.

This policy has been reviewed by the School Board in Term 4 2017.
This policy is due for review by staff in Term 4 2019.