



Wagaman Primary School Wellbeing and Behaviour Support Policy

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

Rationale

Wagaman Primary School is committed to ensuring all young Territorians receive a quality education in a safe and supportive learning and teaching environment. Research indicates that both, quality of teaching and the quality of relationships & 'connectedness' support positive behaviours.

The purpose of *The Wagaman Primary School Wellbeing and Behaviour Support Policy* is to provide all community members with clear guidelines for behaviour and social interactions which positively enhance the social and emotional wellbeing of all members. The implementation of the 'Tribes Learning Community' process supports, enhances and underpins all aspects of this policy

All members of the school community are expected to respect the following rights, which directly correlate to the NT Code of Behaviour.

- 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

All members of the school community are expected to abide by the Tribes Agreements of

- *Mutual Respect,*
- *Attentive Listening,*
- *Appreciations./No Put Downs*
- *Personal Best*
- *Active Participation with the Right to Pass.*

Core Principles of Best Practice

Behaviour is seen in light of the complex nature of relationships that influence the daily lives of teachers, students and parents. This reveals that responses have to be varied across a number of key areas. At Wagaman Primary School, behaviour support programs and practices have included:

- embracing the Tribes TLC approach to creating a safe, supportive and caring environment

- placing the student at the centre of the education process whilst having high and positive expectations for all
- embracing inclusiveness and catering for the different potentials, learning styles, and needs of all students
- building links between strategic planning, classroom pedagogies and student social/emotional needs to ensure system is geared to quality learning and teaching
- working closely with teaching and allied staff (e.g. Student Services & School-based constable) to enhance professional learning opportunities in behaviour support, classroom management and curriculum delivery

Student behaviour is further viewed as being closely linked to the quality of the learning experience, including quality teaching and positive student/teacher relationships. Positive behavioural development is enhanced through effective school, family, education department, community and interagency partnerships.

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

School beliefs about behaviour and learning

The Wagaman Primary School Wellbeing and Behaviour Support Policy is underpinned by a set of key defining beliefs about behaviour and learning. These include:

- Positive relationships are integral to wellbeing and effective learning
- Respect is a core value that operates as a foundation to all social interactions within the school.
- Consistency and uniformity of language, protocols and practice across the school is essential
- Development and maintenance of strong communication links and partnerships between community, family and school, support positive behaviours.

Creating Positive Learning Communities

1. Promoting wellbeing and positive behaviour

- Creating a safe environment that is welcoming, supportive and connected to community values
- School wide commitment to abiding by the Tribes Agreements
- Working collaboratively to encourage and promote positive and acceptable behaviour within the school and the community
- Teaching staff and Student Representative Council (SRC) as role-models
- Positive reinforcement, celebrate the successes
- Leadership programs
- Wellbeing officer
- Community events- i.e. Harmony Day, concerts and sports carnivals.
- The compulsory wearing of the school uniform as a positive symbol of schooling identity.

2. Acknowledging and rewarding exemplary and developing behaviour

The Wagaman Primary School community recognises the strategic importance in fostering an environment that rewards and engages positive behaviours in students. There are a number of incentives that assist in achieving this goal. However, a key safeguard is recognising the need to avoid over-indulgence with the application of such rewards to ensure they assist in altering undesirable behaviours and encouraging positives. At Wagaman School, these are factored in relation to the external/environmental drivers and the way these assist in constructing internal strength within students. These include:

- Peer encouragement
- Stickers
- Caught being good "Way to Go" tickets
- Merit certificates
- Special privileges
- Principal's awards
- Citizenship awards
- Appreciations
- Verbal praise
- Quiet Achievers awards
- Celebrating achievement with senior staff
- Notes to parents
- Student Learning Portfolios (negotiated and shared with class teacher)
- Including students into 3-way parent/teacher conferences

3. Programs to promote positive learning communities

- Implementation of the Tribes Learning Communities process
- Consistency of language and expectations across the school
- Construct student experiences that enable them to achieve social and emotional resilience to the challenges in their schooling experience
- Consistent application of the school's rules, including the protocols and processes applied when these are broken
- Greater philosophical emphasis upon environmental preventatives rather than punishment
- Explicit teaching of NT EsseNTial Learnings and Australian Values for Schooling

Specific School-Based Programs

- Values Education
- Restorative Justice
- Buddy Classes
- Rock and Water
- Life Education
- Kidsmatter
- Indigenous and Inclusion Support Assistance
- Health Promoting Schools Policy
- Leadership Programs - SRC
- Girls Group / Boys Group – life skills / resiliency
- Art Stories

Specific Parent/Community Programs

- Friday Friends
- Homework Centre
- Parent Workshops
- Play Group

Consequences for unacceptable behaviour

1. Being clear about unacceptable behaviour

The following student behaviours will not be tolerated and are likely to lead to suspension and where appropriate, police involvement will occur: These behaviours are contained in the NT Governments' Code of Behaviour policy dated 2007.

- Physical abuse
- Verbal abuse
- Sexual assault and sexualised language
- 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 or supplying tobacco products or smoking on school grounds
- Vandalism
- Stealing
- Obscene or offensive acts.
- Ongoing disrespect to staff and failing to follow reasonable instruction.

Principals have an obligation to ensure that natural justice has occurred and that all circumstances have been considered before enforcing the suspension. It is expected that schools will provide appropriate intervention for the student upon their re-entry to the school and classroom.

Actions to follow that make the school safe

Student Oriented Acts

- Treating each other with respect and dignity
- Respect / be aware of personal space
- Running is permitted only on lawned areas, or as specifically instructed during lessons, i.e. morning fitness and gym
- Within the building environment walking only is permitted
- Respect for the property of others
- Student movement throughout the school is performed with the approval and guidance of staff
- Hats are to be worn at all times in Area 2, including the shaded areas
- Enclosed shoes are expected to be worn at all times, except as directed by staff where it is appropriate to the lesson, i.e. gymnastics

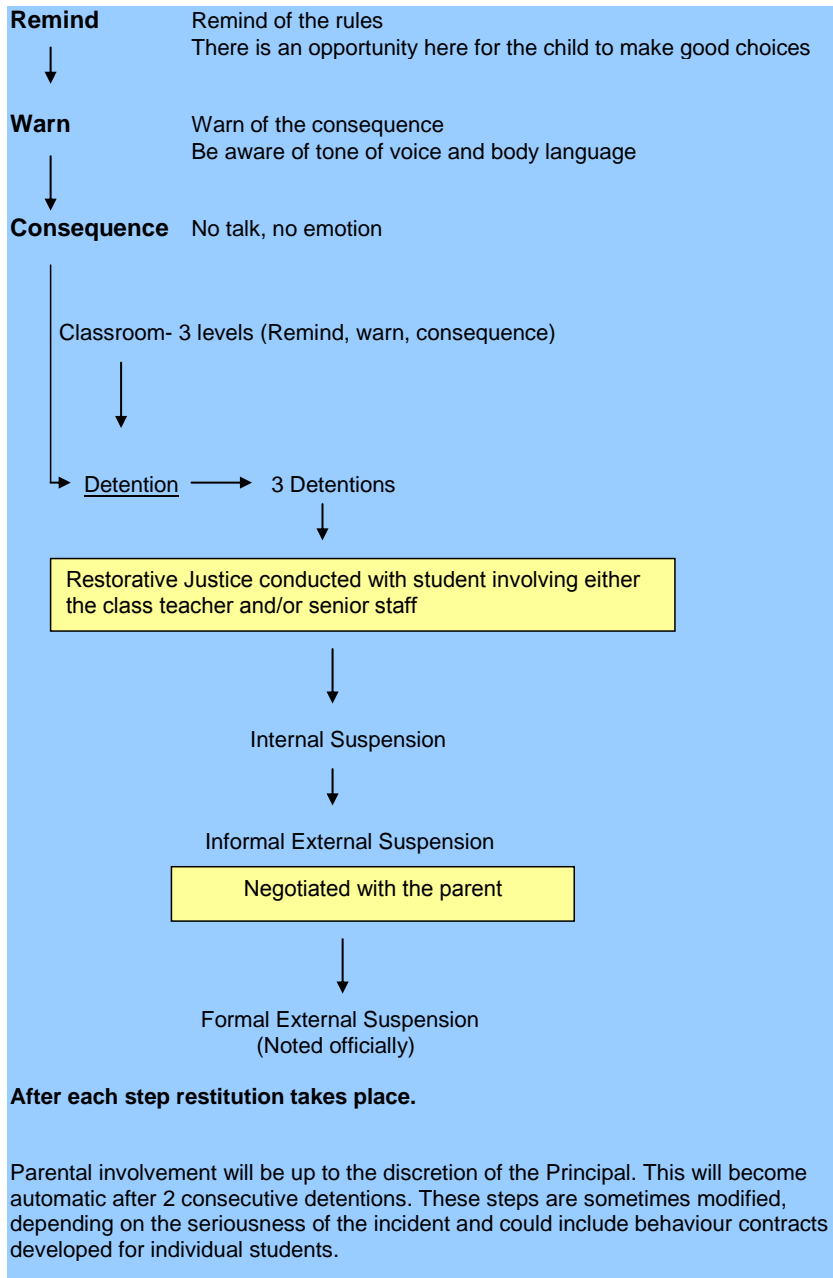
- Eating is conducted in Area 1
- Students are to avoid talking with people outside the school, and to notify staff immediately to their presence
- Students are to hand mobiles to the front office upon arrival at school

Administration Protocols

- Community members moving on to the school grounds during the day are to report to the front office and notify senior management to their presence and purpose for visitation
- All school staff is required to wear an official name badge that identifies them to both students and community
- Official visitors to the school should be made known to the students via way of public announcement. It is an expectation that tradesman and other visitors have appropriate police clearance and identification tag to be near school students during school times.
- Community volunteers i.e. parents are required to have an appropriate police clearance and will be provided with an identification tag.
- Where an emergency situation arises such as in a fire, cyclone, violent or threatening act, clear and appropriate policy responses will be enacted.

2. Wagaman School's Responses to Unacceptable Behaviour

[Insert triangles here](#)



Consequences for Unacceptable Student Behaviour

Student behaviour that does not conform to the expected standards is not acceptable. The Wagaman Primary School *Code of Behaviour Policy* sets out the range and level of consequences for unacceptable student behaviour. A key consideration is that consequences must:

- Provide the opportunity for all students to reflect on, learn from and improve their future behaviours
- Ensure the rights, safety and wellbeing of staff and students is maintained, whilst balancing the rights of the offending student.
- Assist students who exhibit unacceptable behaviours to accept responsibility for themselves and their actions.

The Wagaman Primary School is authorised by DET to use a range of consequences that may include:

- time out strategies
- withdrawal of privileges
- restorative processes
- reflective thinking processes
- mediation
- detention with teacher supervision
- suspension, internal and external
- police involvement

In applying consequences for unacceptable student behaviour, the individual circumstances, actions of the student and the needs and rights of the school community will be considered. Access to alternative programs and input from other agencies may be necessary for students who repeatedly display unacceptable behaviours.

3. Students with high behavioural support needs

- Individual Behaviour Support Plan
- Red Slip
- Mediation
- Restorative justice
- Parental involvement
- External agency intervention
- Suspension
- Alternate programs

4. Consequences for specific unacceptable behaviours

Red Slip - No warnings. These will be handed out for:

- Swearing
- Physical violence
- Sexually explicit or sexualised behaviours
- Bullying (Explain cyber, physical, verbal, mobile, internet)
- Exclusionary behaviours (8 years plus = manipulative behaviours)
- Non-Compliance to teacher instructions and requests
- Parents informed by letter or phone calls and incident will be recorded on data base

Student support networks

Related legislation, policies and links

Policy	Web Address
National Safe Schools Framework	

Related Resources	Web Address
Tribes Learning Communities	www.tribes.com
Choice Theory	
Bullying No Way!	www.bullyingnoway.com.au
Bullying. Everybody's Business. A Kids Helpline Initiative.	www.kidshelp.com.au/INFO7/contents.htm
Kidsmatter	www.kidsmatter.edu.au
Addressing Bullying Behaviour. Its Our Responsibility	www.eduweb.vic.gov.au/bullying/index.html
Bullying at School	www.scre.ac.uk/bully/index.html
Lawstuff-find out about bullying at school	www.lawstuff.org.au/
Bullying in Schools and What to Do About It	www.education.unisa.edu.au/bullying/
Rock and Water	
Bullying in Schools	www.ericps.ed.uiuc.edu/eece/pubs/digests/1997/banks97.html
Peer Resources-Peer Mediation	www.peer.ca/links.html
Goodness and Kindness Campaign-empowering children with a vision of	www.goodness.org.au/

Deleted: ¶
Deleted: ¶

Deleted: ¶
Deleted: ¶

Deleted: ¶
Deleted: ¶

Deleted: ¶
Deleted: ¶

Deleted: ¶
Deleted: ¶

Deleted: ¶
Deleted: ¶

Deleted: ¶
Deleted: ¶

Deleted: ¶
Deleted: ¶

Deleted: ¶
Deleted: ¶

Deleted: ¶
Deleted: ¶

changing the world		
Sexual Harassment and Educational Institutions: A Guide to the Federal Sex Discrimination Act	www.hreoc.gov.au/sex_discrimination/sexualharassment/education.html	Deleted: ¶ Deleted: ¶
Recognising Sex-Based Harassment	www.education.qld.gov.au/students/advocacy/equity/gender-sch/issues/better-recog.html	Deleted: ¶
Discrimination, Bullying and Harassment	www.doe.tased.edu.au/equitystandards/discrimination/default.htm	Deleted: ¶ Deleted: ¶ Deleted: ¶

Further attachments

- Red Slip
- Senior Staff Response to Students sent to Office
- Reflective Thinking sheet
- Student Behaviour Incident Sheet

Principal

Chairperson School Council

Director Schools Performance