HARRISON SCHOOL

School Policy: **POSITIVE STUDENT SUPPORTAND BEHAVIOUR POLICY**

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Related Policies:
DET Code of Conduct Policy
Safe and Supportive Schools Policy
Countering of Sexual Harassment in ACT Public Schools
Suspension and Exclusion of Students in ACT Government Schools
Providing Safe Schools P-12 Policy for ACT Government Schools
Gifted and Talented Policy for ACT Government Schools
Playground Supervision

Related School Documents:
School Values and Learning Statement
Critical Incident Management Plan
Excellence Program
Harrison School Creating a Happy and Safe Playground
Responding to a Playground Injury/Incident

Purpose:
This policy was developed to ensure that there is a clear philosophical framework and related procedures to ensure a positive environment for students and, in particular, to ensure the appropriate student support in the school is reflective of the school's core values.

Policy Statement

The aim of this policy is to:

- guide the development of student support procedures, which meet the needs of our school community
- develop a code of conduct for students' behaviour
- provide staff with guidance to promote consistency in how they support students
- provide parents with a clear picture of the philosophy and practices which underpin the school's approach to supporting students.
- provide a guide to address issues that may arise from bullying, harassment, conflict, violence, racism and sexual harassment.

Responsibilities:
All members of the school staff have the responsibility to read, understand and adhere to the policy and its intent.

Adults working as volunteers, as helpers with children or gaining work experience, have the responsibility to follow practices modelled by staff members and should ensure that they comply with the policy.

Harrison School Intent, Vision and Values Statement

Intent
Harrison School is a community that provides a positive, inclusive and engaging environment which inspires learners to achieve their potential as productive members of the wider community.

Vision
Inspire

Personalise

Learn

Goals
Provide the best possible learning opportunities

Strengthen our sense of community

Develop a shared understanding of the Harrison School values and vision.

Values
Respect

We value and accept individuality (different languages, cultures and beliefs)

We treat others the way we would like to be treated

We ensure that our intentions are positive when interacting with others in the Harrison community

We take accountability for all our actions and responsibility for property.

Inclusion

We provide equal learning opportunities and have fair expectations

We celebrate diversity by welcoming and considering everyone

We recognise others by valuing and accepting the needs and differences of every individual

We share all areas and resources fairly and invite others to participate.

Teamwork

We work as a group to achieve a common goal

We recognise and utilise the strengths of everyone in our team

We show commitment and respect the ideas and opinions on others

We help others work things out for themselves.

Endeavour

We try our best and know that it is better than not trying at all

We set goals, we achieve those goals, and we always aspire to succeed

We self-reflect and take responsibility of our own learning

We always preserve when things get tough, to achieve our personal best.

Resilience

We embrace change and look for new learning opportunities

We develop coping mechanisms and find ways to move forward

We try new things and are prepared for any outcome

We bounce back from adversity by looking on the bright side.

Integrity

We make positive choices in diverse situations

We do the right thing, even when no one is watching

We hold ourselves accountable and own our own behaviours

We are true to who we are and what we value.

Definitions:

Individual Learning Plan (ILP): This is the document which details the educational and social goals and related programming for each student.

Positive Behaviour Support Program (PBS): An approach to behaviour management of students, which emphasises positive interventions and systems designed to achieve socially important behaviour change.

Pro-social skills: Pro-social skills are those that are conducive to positive social interactions, more age appropriate and suitable for the social setting.

Social Story: A Social Story is a short story developed to teach social skills through improved social understanding and the extensive use of visual materials.

Student Support Team: This group of staff members is responsible for collaborating to develop a support plan for any student identified who requires additional support. It should operate as a standing committee of the school and comprise people familiar with the Positive Behavioural Support model.

Risk Management Plan (RMP): This is the document which details the strategies for supporting students at risk of injury or due to their individual needs.

For definitions of the following terms please refer to the Department of Education and Training, Providing Safe School P-12 policy.
Racism
Bullying
Harassment
Violence
Conflict
Sexual Harassment

Shared understandings regarding supporting students:
- No other variable in the school setting appears to have a greater impact on student learning and behaviour than the interpersonal relationship between the staff member and student.

- Harrison School is committed to providing an environment in which students can receive an education program which maximises their potential and promotes excellence in achievement.

- The school community believes that Harrison School should be a safe place, where students can learn and where teachers can teach.

- The management of student behaviour should accommodate the special needs of individual students, encourage the development of positive social behaviours and emphasise the acceptance of responsibility for one's actions. Interventions should be tailored to the individual child, not a 'one size fits all' approach.

- The school believes that corporal punishment is unacceptable.
  Management strategies and teaching approaches implemented by staff should reflect the school's core values.

- Consistency of approach between home and school, and between staff members within the school, is of critical importance in the development of acceptable behaviours for the students.

Student Support Framework:

A code of conduct for students is based on our Values Statement. Clear statements have been articulated for the classroom. Consequences and procedures to respond to unacceptable behaviour have also been developed and are detailed in the support documents. Procedures for supporting or extending students with their learning have been outlined in the support documents.

At Harrison we encourage the widest access to knowledge and decision making within the school community by working towards:

- inclusion rather than social isolation
- success for the students in school and community contexts
- positive rather than negative labelling experiences
- choice making.

This requires a commitment to the following beliefs:

- all members of the school community have rights
- there is a clear expectation on the part of teachers that all students can learn
- emphasis is placed on teamwork rather than have students compete against one another
- students become active participants in the learning process and in decision making rather than passive recipients
- individual needs of the students may require different responses
- all individuals will be treated with respect at all times.

With these beliefs in mind, the school's approach to student support is strongly influenced by a value driven approach and the Positive Behaviour Support (PBS) Program.

Developing a Plan of Action for a Student Support Program

Teachers may be concerned about a wide range of student learning needs. Teachers work in a Learning Teams model. These teams provide opportunities to address student learning needs. At times, this model or the teacher's usual classroom program may not be meeting the needs of the student and concerns persist. When this occurs a more detailed assessment of the situation is required.

Students who require additional support should be referred to the Student Support Team, using the Referral Form included in the supporting material.

Positive Behaviour Support Program

The Positive Behaviour Support Program involves:

- functional analysis of behaviour - It considers what the behaviour is and why it might occur.
- being proactive - It emphasises the prevention of undesirable behaviours by teaching and rewarding appropriate behaviour in the first instance.
- multiple strategies – These address problem behaviours by rearranging the environment, teaching adaptive behaviour, establishing effective reinforcement and stimulus control and devising strategies to manage problem behaviour.

Being values based means respecting the individual's dignity, promoting their capabilities, expanding their opportunities and enhancing their educational experience.

PBS targets the outcomes that are important to the individual. It considers that unmet needs (*for friendship, choice making, etc) typically cause challenging behaviour. The focus is on supporting the individual to make better choices based on our school values.

Whole School Strategies

Student Support Team:
The role of the Student Support Team is to:
- develop programs to meet student's identified needs
- monitor the student's progress in programs developed for specific needs
- withdraw students from programs or phase out programs when satisfactory progress has been made.

The Student Support Team will convene to develop programs, which address issues for students who have been referred because of their support needs. The composition of the Student Support Team includes the school principal, and/or Team Leader, school counsellor, class teachers and LSAs as required. For individual support teams, the parent or carer will be included.

Classroom Management Plans
These plans detail the strategies to be used to support student learning in the class. Each class/team also develops a shared understanding of the school's values in action. These actions are communicated and displayed for everyone in the code of conduct.

Risk Management Plans
When a student demonstrates that he/she requires an individualised approach, a risk management plan should be written as part of that student's ILP.

School Excellence Program
The school has a number of programs and activities that are available to support students wishing to extend their learning. These programs may operate in the classroom and/or beyond the school. Students are encouraged to pursue their individual interests and access opportunities that enhance their learning experience at school.

Professional Development
Regular professional development programs dealing with current trends in student support are provided for all staff members as part of the school's ongoing professional development program.

Bum bags on the Playground
All staff members are encouraged to use the bum bags provided by the school to facilitate student support on the playground. They contain cards that can be used to seek assistance or affirm students displaying school values.

Information Sharing
At staff meetings there is an opportunity for staff to share information or concerns regarding students.

ILPs
Student support strategies and programs can be detailed in an Individual Learning Plan.
If behaviour support is a priority focus area in an Individual Learning Plan, specific behaviours can be identified and targeted with planned intervention strategies clearly described. The PBS approach is used as a framework for developing intervention strategies.

Time Out (Thinking Time/Cooling down time)
'Time Out' at a designated site in the classroom, on the playground or in another part of the school can be used as a means of defusing an escalating situation or to reduce the social reinforcement thought to be influencing a child's inappropriate behaviour.

Suspension / Exclusion

The Principal has the capacity to implement the system provisions for the suspension of students whose behaviour puts others at extreme risk. This can only be done in consultation with parents or carers. It is a last resort and in practice is seldom required.

Physical Violence is unacceptable in Preschool and Kindergarten. In this age group, children are beginning to understand their impact on others. As children grow and learn, they are expected to take more responsibility for their actions. At Harrison we teach our young students to take on responsibility in a gradual way to ensure long term growth and understanding.

When responding to situations involving a young child who has been physically violent a consequence may involve:

- Immediate removal from the situation and a period of timeout within the classroom setting
- Small group, supervised work in the classroom environment
- Removal from classroom to learn in other classroom setting
- In school suspension
- Out of school suspension