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 receive a quality education in a safe and supportive and respectful learning and teaching environment. Research indicates that improving the quality of teaching and learning drives student behaviour improvement. The purpose of The Gray 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 staff and students 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 including staff and students. Students with a disability will be treated in an appropriate manner in accordance with the Disability Act and the Discrimination Act. However, the bottom line is that Gray School is a learning and teaching environment and behaviour of students needs to reflect that. There is a zero tolerance for disrespect of the right of the teacher to teach, the right of students to learn and the safety of both staff and students.
School beliefs about behaviour and learning

Gray Primary School has a commitment to ensuring that students maintain high personal standards in a supportive and safe environment in which self-respect, caring for and respecting the beliefs, rights and property of others is paramount. Bullying behaviour is not tolerated. The school believes that appropriate behaviour should be expected and encouraged at all times. The school also recognises that just like some students need support with learning how to read, write or do mathematics then some students need support to learn how to behave in an appropriately accepted manner.

We believe staff should discipline with dignity through a restorative justice philosophy.

We believe that all students from Preschool to Year Six are responsible for their behaviour and therefore need to accept the consequences of their behaviour. We acknowledge that Students, Staff and Parents have rights and responsibilities which need to be accepted by all, for each others’ safety and wellbeing.

These are:

<table>
<thead>
<tr>
<th>All Students have the right to</th>
<th>All Students have the responsibility to</th>
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<tbody>
<tr>
<td>Work and play in a safe, caring environment free from negative interference</td>
<td>Follow the school rules and take responsibility for their actions</td>
</tr>
<tr>
<td>Come to school to learn and achieve their academic best</td>
<td>Be respectful of the learning environment by not being disruptive, disrespectful and stopping people from teaching and learning</td>
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<td>Be treated with kindness, fairness and respect</td>
<td>Respect and care about other people and the school environment</td>
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<tr>
<th>All Staff have the right to</th>
<th>All Staff have the responsibility to</th>
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<tr>
<td>Be free from disruption in the teaching and learning process</td>
<td>Be prepared and behave in a professional manner</td>
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<tr>
<td>Be treated and respected as professionals</td>
<td>Carry out their responsibilities as identified by DoE and Gray School</td>
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<tr>
<th>All Parents have the right to</th>
<th>All Parents have the responsibility to</th>
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<tr>
<td>Be respected, included and kept informed of their child’s learning development</td>
<td>Acknowledge and accept their role as the major influence on their child’s academic and social development</td>
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<tr>
<td>Have access to school personnel at agreed times</td>
<td>Be aware and supportive of the school’s beliefs, policies and procedures.</td>
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GRAY SCHOOL RULES

The Gray School Community takes pride in providing a safe, non-threatening environment for all members of the school community.

Expectations are that all members of the school community will follow these rules.

1. Teachers, all staff and students have the right to be treated fairly and with respect.

2. Teachers and all staff have the right to teach without constant interruption.

3. Students have the right to learn without constant interruption.

4. Everyone has the right to feel safe at school.

5. All students are expected to look after their own, other people’s and the schools property.

6. Students are expected to follow the Five Keys – Getting Along, Confidence, Resilience, Organisation and Perseverance.
Creating Positive Learning Communities

The Gray Way

We encourage student social and emotional wellbeing through positive action, by promoting and instructing our students in our “Gray Way” expectations.

I AM ORGANISED,
I AM RESILIENT,
I AM CONFIDENT,
I AM GETTING ALONG WITH OTHERS,
I AM PERSISTENT

These concepts are explicitly defined and taught and then continually revisited and reinforced. All teachers collaborate with their classes to develop, display and explicitly teach ‘The Gray Way’ strategies and rules that apply specifically to their own classrooms.

Social and Emotional Programs – You Can Do It and Friendly Schools and Families

This program is used across the school and complements The Gray Way statements. The units within each level are mapped to ensure a coordinated whole school approach. It is an evidence based bullying reduction program. It promotes the development of resilience, positive self-esteem, empathy, cooperation, friendship skills, social skills and decision making, emotional management and conflict resolution to help protect students from the harmful effects of bullying, as well as help them build positive peer relationships.

Class rules

Teachers and students develop class rules at the beginning of the year. These can be agreements developed cooperatively that cover talking, movement, learning, treatment, safety, routines, conflict, environment.

Positive behaviour is reinforced

Classroom teachers employ many reward and encouragement systems to develop positive outcomes for students. These include stickers, individual and group points, reward charts, table points, competitions, early birds/early minutes, house points. Students are recognised at assembly and in the weekly newsletter through Student of the Week awards, Student of the Week awards and lucky draw of raffle tickets awarded for good behaviour in the yard. Student awards are linked to The Gray Way expectations.

Classroom teachers are expected to follow 1,2,3 Magic as behaviour management in their class. Teachers should focus on the primary behaviours and tactically ignore the secondary behaviours (this may include sulking, body language, tone of voice, muttering, whining, crying) in order to focus on dealing with the primary behaviour.
Students who constantly hurt others, assault staff/students or constantly disrupt the teaching and learning environment will be sent home for the day or formally suspended. Although a bit of leniency is applied to those students with a diagnosed disability, this rule also applies to students with a diagnosed disability as the safety, protection and welfare of students and staff cannot be compromised.

**Teacher Responsibilities**

By February each year teachers must have established the routines, expectations, class rules, consequences, relationships with every child. Teachers should establish what happens in 1, 2, 3 Magic and what the expectations are around going to a buddy time out class and how they re-enter their own class. Teachers are expected to contact parents of students who are constantly being sent to buddy time out class or to the office or on detention.

Teachers set up the core routines within the first two weeks – what are the expectations for lining up, how do students enter the class, what are the class seating plans, what are your routines for transitioning from one lesson to another, the expectations around noise level, how do students leave the room, the expectations for students finishing work early, and the expectations for students not completing work?

**Resources**

Safe Schools NT Code of Behaviour pamphlets
You Can Do It! - Kit and associated Resources
Friendly Schools and Families Kit
The Gray Way Overview

*See the librarian for other resources*

**Consequences for unacceptable behaviour**

While the focus is on positive and preventative school approaches, certain types of behaviour will not be tolerated. Unacceptable behaviour includes bullying, physical assault including biting, verbal abuse, sexual assault, intimidation and threats, cyber bullying and harassment, possession and/or use of a weapon, possession/trafficking/use of illicit drugs/tobacco, vandalism, stealing, obscene or offensive acts, disrespect to staff and other students and continuous disruption to the teaching and learning environment. These unacceptable behaviours are all valid reasons for a formal suspension.

Consequences will depend on the age of the child, the nature of the behaviour and any disability that the child has. They will be firm and fair.

Unacceptable behaviour will be addressed at either a minor or major incident level, depending on the level of severity and the particular circumstances surrounding an incident. In investigating incidents, staff use the Restorative Practice questions. (See attachments)

Consequences which may be applied include restoration, restitution, loss of privileges, time out, community service, detention, reflective thinking, mediation, parent takes the child home for the rest of the day, suspension and/or police involvement.
Major incidents are referred to the Senior Staff. Parents will be informed when there is a major incident. All major incidents will be discussed with parents.

If a student is unwilling or unable to comply or is a danger to him/herself, staff or other students, then he/she may be suspended immediately. The Principal/Nominee will contact parent/caregiver or emergency contact person to organise for an adult to collect the student for the remainder of the day. If there is no adult to collect the student then the Police may be called, depending on the severity of the incident. The following procedure will be followed:

- Notify parent/guardian and negotiate consequences
- Documentation sent to the DoE, signed by Principal /Nominee.
- Before the student returns to class the student and parent must meet with the Principal/Assistant Principal for a re-entry meeting.
- A student may be suspended for different lengths of time, depending on whether this is the first or repeat suspension.

Students with high behavioural support needs will have an individual behaviour plan negotiated with student, teacher and parent. Support for individual students may include Tutor support within and outside of the classroom depending on the provision of additional funding from the department.

**Reward Excursions**

At the end of every year classes have a reward excursion or activity. Students and parents are notified about this at the beginning of Term 4. Students must earn a set number of points based on their attendance and behaviour, in order to participate in the Reward Excursion. Students with less than 50% attendance may not attend the excursion or activity. Those students who do not earn these points will not be allowed to attend and parents will be notified of this decision. Students will be given every opportunity to earn the points over the nine weeks.

**Student support networks**

A team approach to behaviour support includes the involvement of all staff, senior staff, students, parents, Student Services Personnel (Advisors for Special Ed, Gifted, Guidance, Autism) The Children’s Development Team (Speech, Physiotherapy, Occupational Therapy), School based constable, DSTA (Defence school Transition Aide), OCF (Office of Children and Families), and DoE.

Other agencies may include Tamarind Mental Health Services, Paediatricians, Somerville Family Services, Anglicare parenting programs and other relevant community service groups.

**Related legislation, policies and links**

Education Act Section 27  
Gray School Critical Incident Policy  
Gray School Drug Policy  
Web sites: www.safeschools.nt.gov.au  
www.netalert.net.au  
www.bullyingnoway.com.au  
www.cybersmartkids.com.au  
www.apapdc.edu.au/kidsmatter/  
www.psychology.org.au/publications/tip_sheets
Restorative Processes

Restorative Justice is about repairing the damage in the relationship or in vandalism. Students are gathered around a table to give their individual side of what happened. The stories need to match to ensure that the truth has come out. Students are guided through the following questions.

Restorative Questions when things go wrong.

- What happened?
- What were you thinking of at the time?
- What have you thought about since?
- Who has been affected by what you have done? In what way?
- What do you think you need to do to make things right?

Restorative Questions when someone has been hurt.

- What did you think when you realised what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

Excerpt from Part 4 Education Act

Division 3: Suspension and Expulsion

Suspension by Principal

(1) This section applies if the principal of a Government school is satisfied a person who is enrolled in the school should be suspended from attending the school because the person’s presence would be harmful to the health or moral welfare of other persons at the school.

   Examples for subsection (1)

   The person is insolent, repeatedly disobedient, conducts himself or herself immorally or is guilty of a serious breach of discipline.

(2) The principal may, by written notice given to the person, suspend the person from attendance at the school.

(3) The principal must, as soon as practicable, give a copy of the notice of suspension and a report of the circumstances to:

   (a) the CE of Department of Education
(b) if the suspended person is a child – a parent who has the actual custody of the child.

(4) The suspension has effect:
   (a) for the period, not exceeding one (1) month, specified in the notice of suspension; or
   (b) if the Minister expels the person within the period mentioned in paragraph (a) – until the expulsion