



# Wellbeing and Behaviour Policy

## Rationale

The purpose of The Durack School Wellbeing and Behaviour Policy is to support the right of students to receive a quality education in a safe and supportive learning and teaching environment. The Durack Preschool behaviour guidance policy aligns with this policy.

**Durack School Vision** focuses on: Quality Teaching and Learning, Innovation and Equity

### **Durack School Values:**

**Respect:** for ourselves, others and the environment

### **Responsibility:**

- Students are responsible for being organised, ready to learn, engaged in learning and doing their best.
- School staff are responsible for carrying out their duties professionally.
- Parents / guardians are responsible for ensuring that their children are ready for learning and supporting the school as partners in their child's education.
- We are all accountable for our actions.

**Integrity:** being true to our beliefs, being honest and doing what we say we will do. All members of the school community are expected to adhere to the school values.

## Principles Underpinning the Wellbeing and Behaviour Policy

This Wellbeing and Behaviour policy is underpinned by Durack School Vision and Values and the core Principles of Best Practice.

At Durack School:

1. Student behaviour is viewed in the light of the complex nature of relationships that influence the daily lives of teachers, students and parents in schools.
2. Student behaviour programs and practices embrace
  - a positive approach to creating a safe, supportive and caring environment
  - inclusiveness, and cater for the different potentials, needs and resources of all students
  - placing the student at the centre of the education process
3. Positive student teacher relationships, quality teaching and learning, consistent behaviour management approaches, and supportive parents drive student behaviour improvement.
4. The development of effective and positive partnerships between the school and families as well as personnel from the Department of Education, the community and other relevant agencies are regarded as essential to the enhancement of improvement in behaviour.

5. Responses to inappropriate behaviour take into account the particular situation and context, individual circumstances, special needs, age and actions of the student, and the needs and rights of school community members.

**OUR BELIEFS** about behaviour and learning

At Durack School we believe that

- Appropriate behaviour should be expected and encouraged at all times.
- Students who are productively engaged are well behaved
- Bullying behaviour should not be tolerated.
- Students, Staff and Parents have rights and responsibilities. These are:

<b>All Students have the right to</b>	<b>All Students have the responsibility to</b>
Learn and play in a safe, caring environment free from negative interference	Follow the school expectations and take responsibility for their actions
Be treated with kindness, fairness and respect	Respect and care about other people and the school environment
<b>All Staff have the right to</b>	<b>All Staff have the responsibility to</b>
Be free from disruption in the teaching and learning process	Be prepared and behave in a professional manner
Be treated and respected as professionals	Carry out their responsibilities as required by DoE and Durack School
<b>All Parents have the right to</b>	<b>All Parents have the responsibility to</b>
Be respected, included and kept informed of their child's learning development	Acknowledge and accept their role as the major influence on their child's academic and social development
Have access to school personnel at agreed times	Be aware and supportive of the school's beliefs, policies and procedures.

## **Creating Positive Learning Communities**

### **On Track at Durack**

The 'You Can Do It' program is the principal program used at Durack School to teach students the school values and optimise the social, emotional and academic development of students. The 'You Can Do It' values at Durack are identified as 'On Track at Durack' values.

**BE CONFIDENT    BE POSITIVE    BE PERSISTENT    BE RESILIENT    GETTING ALONG**

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 'On Track at Durack' values that apply specifically to their own classrooms and wider school community.

### **Visible Learning**

In the Implementation of 'Visible Learning' in our school we will focus on developing learning dispositions that are essential for the development of a good learner. The dispositions which Durack staff value are: resilient, co-operative, persistent, risk-taking, reflective, curious and self-directed.

Work expectations will be outlined through learning intentions and success criteria clearly so that students are clear about what they are learning, why they are learning it and what they need to do to be successful.

### **Class Expectations**

Teachers and students develop procedures incorporating our "On Track at Durack" values for use in the classroom at the beginning of the year. These can be agreements developed cooperatively that cover talking, movement, learning, treatment, conflict, and environment.

Teachers and students should refer to the 'Values – You Can Do It' Poster which is to be displayed prominently within the classroom.

### **Positive behaviour is reinforced**

Productive feedback is the principal method of reinforcing positive behaviour as the teacher makes it explicitly clear to the student what they are praising them for. "Well done Tom, you are listening attentively".

Productive feedback is also used to redirect students to appropriate positive behaviours. "Tom, do you remember the expectation about using a quiet voice in class?"

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.

Students are recognised at assembly and in the weekly newsletter through "On Track Awards". These awards are linked to the On Track values. Students earn mini awards from all key areas and can 'cash' them in for a major award. They need to earn 10 assorted minis to receive an "On Track Award" and must have at least one of each key value in their mix of 10.

## **Bullying**

Bullying is repeated verbal, physical, social or psychological aggressive behaviour by a person or group directed towards a less powerful person or group that is intended to cause harm, distress or fear.

There are some specific types of bullying behaviour:

- **verbal or written abuse** - such as targeted name-calling or jokes, or displaying offensive posters
- **violence** - including threats of violence
- **sexual harassment** - unwelcome or unreciprocated conduct of a sexual nature, which could reasonably be expected to cause offence, humiliation or intimidation
- **homophobia** and other hostile behaviour towards students relating to gender and sexuality
- **discrimination including racial discrimination** - treating people differently because of their identity
- **cyberbullying** - either online or via mobile phone.

There are also some behaviours, which, although they are inappropriate, are not bullying:

- **Mutual conflict** - which involves a disagreement, but not an imbalance of power. Unresolved mutual conflict can develop into bullying if one of the parties targets the other repeatedly in retaliation.
- **Single-episode acts** of nastiness or physical aggression, or aggression directed towards many different people, is not bullying
- **Social rejection or dislike** is not bullying unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others.

Reports of bullying will be followed up immediately by the Senior Management Team.

The 'You Can Do It' program has strategies and support mechanisms which can be taught to students specifically through the Resilience and Confidence components.

## **Cyber Bullying**

The increased use of technology has also highlighted a new form of bullying-cyberbullying. This occurs through the use of email, texting, chat rooms, mobile phones, mobile phone cameras, ipods and websites. It has the same attributes as face to face bullying- a power imbalance, repetition and the intention to hurt. Its difference to other bullying forms is that it has the possibility for a wider audience, can be read or viewed repeatedly, can occur 24/7 and has the potential for anonymity

Students at Durack School:

- Are instructed on a regular basis in the appropriate use of technology inside and out of school through programs such as 'Cybersmart'
- Sign / have parents sign on their behalf, a terms of use document – '**Acceptable Use Agreement for Students**'
- Must hand mobile phones in at the office each morning and collect them each afternoon
- Will have their access to school technology removed if found to be using it inappropriately and parents will be notified of the reasons

## Consequences for unacceptable behaviour

While the focus is on positive and preventative school approaches, certain types of behaviour will not be tolerated. Unacceptable behaviours include:

<b>Type of Behaviour Displayed</b>	<b>Explanation</b>
<ul style="list-style-type: none"> <li>• Assault on Staff</li> <li>• Assault on Student</li> </ul>	physical / sexual
<b>Dangerous Act</b>	endangering self / endangering others / throwing objects
<b>Intimidation/bullying/harassment</b>	verbal harassment/teasing / verbal abuse / swearing / verbal threat / physical threat / racial abuse /sexualised inappropriate behaviour /cyber bullying
<b>Disruptive behaviour</b>	Intentionally impeding <ul style="list-style-type: none"> <li>• teaching and learning in the classroom</li> <li>• play of peers in the playground</li> </ul>
<b>Non-compliance/ refusal</b>	Failure to follow reasonable request or to follow agreement.
<b>Bystander behaviour</b>	Failure to take appropriate action such as seeking assistance from an adult or teacher during an incident.
<b>Inciting others</b>	Inciting and encouraging inappropriate behaviour.
<b>Property offence</b>	inappropriate use of property / wilful damage / stealing
<b>Violation of Agreement</b>	class rules / school rules
<b>Weapons offence</b>	Possession of knife / gun / other object that is used as a weapon.

Consequences will depend on the age of the child, the nature of the behaviour and individual special needs.

Unacceptable behaviour will be addressed by staff members, recorded on an incident slip and entered into a behaviour database. Repeated or major incidents will be followed up with parents by classroom teachers and a member of the Senior Management Team.

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, reflective thinking, mediation, suspension and/or police involvement.

All major incidents are referred to the Senior Management Team and they will inform parents as appropriate.

## **Suspension**

### Internal suspension

Internal suspension will be used as a consequence for a serious behaviour incident e.g. repeated non-compliance, fighting, bullying, threatening or repeated use of inappropriate language to staff and / or students. A student will spend the day removed from their classroom. They will have their recess and lunch breaks in the playground at different times from the rest of the students.

The following procedures will be followed:

- The parent/guardian and class teacher will be notified prior to the suspension.
- Details will be entered into SAMS.
- The principal/ assistant principal will supervise the student while on internal suspension both in the office and in the playground for recess and lunch breaks.
- A work program will be provided for the student by the class teacher.

Full suspension. If a student is a danger to him/herself, staff or other students or has a history of inappropriate behaviours he/she may be suspended. Full suspension is used as a last resort and only when all other consequences have been applied or when internal suspension is not appropriate for the behaviour exhibited by the student (eg threatening the principal or staff). Depending on the seriousness of the incident the Principal/Nominee may request that the student be collected from the school by the parent/ guardian. The length of the suspension will depend on the severity of the incident and history of suspensions.

The following procedures will be followed:

- The parent/guardian and class teacher will be notified prior to the suspension.
- Documentation signed by Principal /Delegate will be sent to the parents, the Regional Director PARR, and a copy placed in the Student Record Folder. The details will be entered into SAMS.
- A re-entry meeting will be organised between the Principal / Assistant Principal, student and parent before the student returns to class.
- A program of work will be provided for the student to complete at home if a student is suspended for more than one day.

## **Students with special needs**

Students with high behavioural support needs will have an individual behaviour plan negotiated with student, teacher, Special Education teacher and parent. Support for individual students may, after involvement of Student Services, include a Special Education Support Assistant support in the classroom and /or in the playground.

## **Student support networks**

A team approach to behaviour support includes the involvement of all staff, senior staff, students, parents, Department of Education Student Services Personnel (Advisors for Special Ed, Gifted, Guidance) ,The Children's Development Team (Speech, Physiotherapy, Occupational Therapy), Youth Engagement Officer, DSTA (Defence School Transition Aide), Attendance Officer based at Palmerston High, Department of Children and Families. Other agencies may include Tamarind, Paediatricians, Sommerville Family Services, Anglicare parenting programs and other relevant community service groups.

## **Resources that can be used in the teaching of Durack School Values**

You Can Do It! - Kit and associated Resources  
On Track at Durack Overview  
Safe Schools NT Code of Behaviour pamphlets  
Friendly Schools and Families Kit  
Child Protection Curriculum

See Teacher Resources in the Library for other useful resources.

## **Related legislation, policies and links**

Durack Preschool Behaviour Guidance Policy  
Safe Schools NT Framework  
NT Government Education Act  
Mandatory Reporting  
Durack School Critical Incident Policy  
Durack School Drug Policy

## **Websites**

[www.safeschools.nt.gov.au](http://www.safeschools.nt.gov.au)

[www.bullyingnoway.com.au](http://www.bullyingnoway.com.au)

<http://www.families.nt.gov.au/asp/index.asp>

[http://www.psychology.org.au/publications/tip\\_sheets](http://www.psychology.org.au/publications/tip_sheets)

[www.netalert.net.au](http://www.netalert.net.au)

[www.cybersmartkids.com.au](http://www.cybersmartkids.com.au)

[www.apapdc.edu.au/kidsmatter/](http://www.apapdc.edu.au/kidsmatter/)

## **Appendices for staff**

You Can Do It Poster  
Durack School Specific Areas Expectations  
Time Out flow chart  
Restorative processes  
On Track Awards  
Consequences for specific behaviours  
Positive Behaviour Plan - templates  
Incident forms