



*Education through Community*

*Community through Education*

## POSITIVE BEHAVIOUR POLICY AND PROCEDURES

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1	Nov, 2015	Created	DS
2	Aug, 2019	Reviewed and updated in line with DoE update directives	DS

## POLICY

Spearwood Alternative School (SAS) provides a positive, safe and supportive learning environment. Restorative practices are used to promote a positive community and to guide behaviour to build positive relationships.

### Philosophical Beliefs

SAS is a place where respect, trust and understanding, patience, compassion and open communication is practiced and revered. In all situations, clear boundaries based on respect for the needs of everyone are the building blocks of unity and a cooperative school.

All children:

- act to have their needs met
- seek connections
- are intrinsically motivated
- need opportunities to practice considerate (mindful) behaviours until they are automatic
- when engaged are more likely to behave considerately

*"See a child differently, you see a different child"* - Dr Stuart Shankar

At SAS we believe:

- you have to have a relationship in order to have something to restore - the basis for Restorative Practices;
- everyone needs the opportunity to be heard;
- hurt people, hurt people;
- some children may need to be explicitly taught ways of meeting their needs without violating others;
- emotions need to be acknowledged before the thinking can occur (the prefrontal cortex is disabled by the stress hormones released when the amygdala is triggered);
- it is essential to respond to the behaviour not the child - behaviour is communication;
- everyone has the right to learn in a safe environment; and
- all members of the school community have the responsibility for creating and fostering a safe and respectful environment.

*"It takes a village to raise a child."* (proverb attributed to African cultures).

We value:

- kindness;
- diversity;
- connection;
- a connected and considerate community;
- respectful relationships; and
- being our brilliant best.

### Educational Goals

All students to develop:

- a sense of agency;
- positive dispositions towards learning;
- an emotional support network; and
- social, emotional and moral intelligence.

## Behavioural Goals

All students to develop skills that enable them to:

- calm and manage their emotions;
- articulate their experiences respond rather than react;
- hear and see other people's viewpoints-to empathise;
- stand up for what they believe in and reflect our community's values;
- choose peaceful options;
- solve problems in ways that respond to and respect all involved;
- be resilient;
- act with kindness;
- be aware of others; and
- be considerate.

## PROCEDURES

A guidance approach to behaviour that uses acknowledgment (informative feedback) and teaching emotional self-control underpins our practice.

The following practices of prevention, intervention and restoration form the basis of the SAS culture in promoting a positive community and to guide behaviour.

### INDIVIDUAL LEVEL

- Begin with connection - greeting each child every day.

### CLASS LEVEL (INCLUDING SPECIALIST CLASSES)

- Optimise learning environment (furniture arrangement, lighting, music, oils).
- Develop routines.
- Negotiate agreements.
- Utilise Classroom Management Instructional Strategies (CMIS).
- Problem solve collaboratively.
- Sit in circles.
- Set goals
- Weekly meetings.
- Restorative circles.
- Teach students how to facilitate restorative circles.
- Make learning goals explicit.
- Provide immediate feedback.
- Meditate.
- Mindful practices.
- Explicit teaching of emotional skills – adults identify and 'name' behaviours.
- Explicit teaching of social skills – communication, co-operation, collaboration, problem solving.
- Explicit programmes - *Mind-Up, Rock and Water, Protective Behaviours, Tribes*.
- Promote cooperative learning.
- Promote independent /personal learning.

### COMMUNITY LEVEL

- Sit in circles.
- Educate parents.
- Whole School Meetings - acknowledge students' efforts and successes through well worded feedback.
- Harmony Groups.
- Restorative Practices/circles.
- Shared experiences – camps, Harmony Group annual picnic.
- Engage with parents to contribute to class and school programmes.

### Practices supporting positive behaviour

Whole School	K/PP	Year 1/2	Year 3/4	Year 5/6
Nourished & hydrated: water bottles and 'brain food'	Affirmations	Affirmations	Paperclip chain	Class meetings: positive feedback round
energy breaks	Brain gym	Brain gym	Tree of Consideration	
Celebrations at:	Marble jar	Opportunities within lessons for feedback	Sneeze – response	Gratitude Box
- Whole School meeting	"Fill my Buckets"	teacher	Considerate behaviour chart	
- shared lunches		peer	Emotions chart	
- Harmony Groups	Zones of Regulation	self-reflection	Song of the week	
Specific acknowledgement		Considerate behaviour chart	Gratitude Box	
Rock & Water		Focus on SEL – strengthen communication skills		
MINDUP		100 chart (as needed)		
Restorative circles & check-ins		Debriefing post collaborative games		
Creating a Culture of Thinking: 8 Forces				
Making Thinking Visible routines				
Environment as Third Teacher				
Positive Partnerships				
Teaching & Learning adjustments				
IBSPs advised by SSEN CTs				

*Practices although individual are aligned*

*We create and cultivate a safe and supportive environment*

*We practice prevention, intervention and restoration*

*We prioritise healing and resiliency*

*We are giving kids amazing life skills!*

### Enabling and Constraining Aspects

We are enabled by

- strong community;
- the fact that we have all chosen to be here;
- community accepting the notion of shared pastoral care;

- students being supportive of each other;
- having highly skilled, caring staff;
- staff valuing relationship building; and
- everyone supporting each other.

We are constrained by:

- there not always being administrative support available for high-risk situations;
- different parenting styles;
- not all parents understanding / trusting restorative practices; and
- the fact that people commonly revert to their default setting of their own experiences.

## Layered Response to Disruptions

### Academic systems

### Behavioural systems

#### TIER THREE

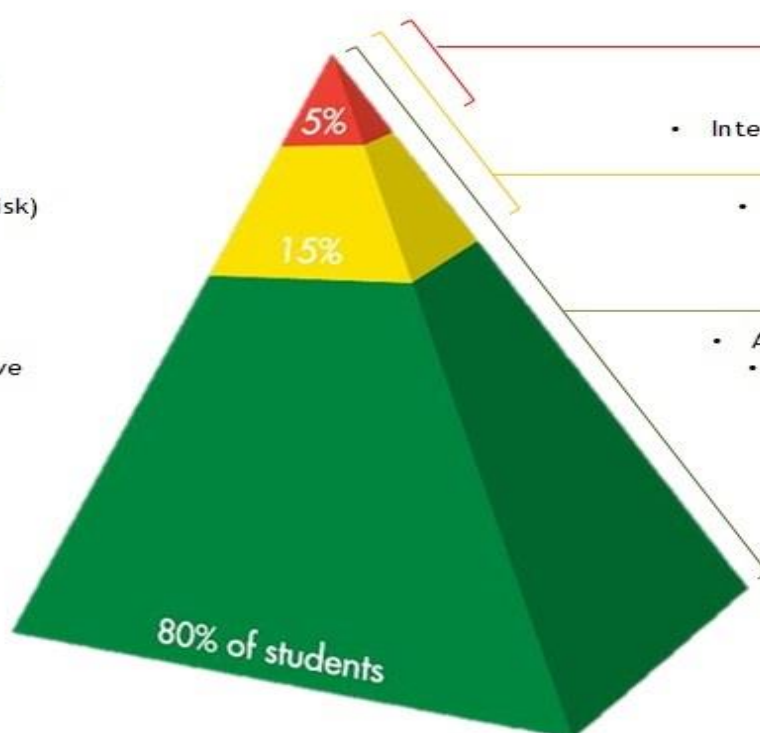
- Individual students
- Assessment-based
- High intensity

#### TIER TWO

- Some students (at risk)
- High efficiency
- Rapid response

#### TIER ONE

- All students
- Preventive, proactive



#### TIER THREE

- Individual students
- Assessment-based
- Intense, durable procedures

#### TIER TWO

- Some students (at risk)
- High efficiency
- Rapid response

#### TIER ONE

- All settings, all students
- Preventive, proactive

- Tier 1: CMIS - proximity, I statement/s, moving students, redirection, egg shaker for too noisy, use humour, the look, timers.
- Tier 2: allocated seating, short breaks, sensory strategies (weighted bags, rock, squishy toys, air seats), pressure holding, one-on-one conversations, focusing on other children (ignoring), visual cues, social stories.
- Tier 3: Individual Behaviour Support Plan - strategies suited to individual and based on our knowledge, prior experiences with the child and professional judgement with parental input.

Restorative practices are not limited to formal processes, such as restorative conferences or family group conferences, but range from informal to formal.

On a restorative practices continuum (Figure 3), the informal practices include:

- affective statements that communicate people's feelings; as well as
- affective questions that cause people to reflect on how their behaviour has affected others.

Impromptu restorative conferences, groups and circles are somewhat more structured but do not require the elaborate preparation needed for formal conferences.

Moving from left to right on the continuum, as restorative practices become more formal, they

- involve more people,
- require more planning and time, and
- are more structured and complete.

Although a formal restorative process might have dramatic impact, informal practices have a cumulative impact because they are part of everyday life (McCold & Wachtel, 2001).

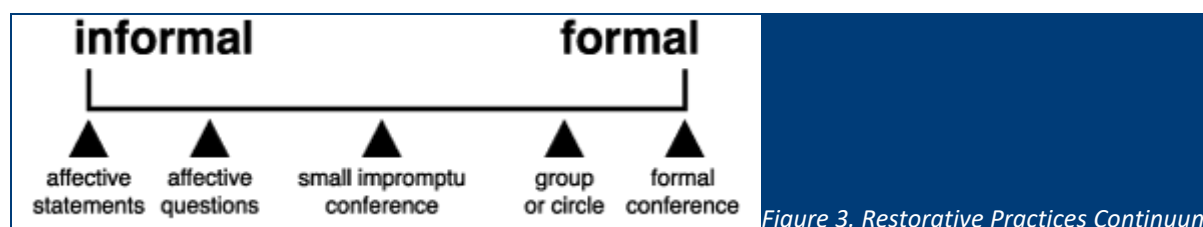


Figure 3. Restorative Practices Continuum

The aim of restorative practices is to develop community and to manage conflict and tensions by repairing harm and building relationships. This statement identifies both proactive (building relationships and developing community) and reactive (repairing harm and restoring relationships) approaches.

Organisations and services that only use the reactive without building the social capital beforehand are less successful than those that also employ the proactive (Davey, 2007).

### Tier 2 Behaviours

- informal conversations about any changes in home / school behaviour;
- parents bring any issues they become aware of to the teacher's attention;
- parents encourage students to bring issues to their teacher's attentions at the time they occur.

### Tier 3 Behaviours

- three way conversations;
- class parent meetings on a needs basis (e.g. social conflict);
- development of Individual Behaviour Support Plan.

### Parents

- will be asked to contribute to the development of the plan;
- will sign off on individual plans;
- have the responsibility to regularly follow up on the progress of the plan; and
- will bring any matters that haven't been resolved at a class level to the Principal.

## Collegial Support

### Tier 2 strategies

- shared with all stakeholders: EAs, specialist teachers: filed on S drive (guest staff – class folder);
- information included in Transition Programme.

### Tier 3 strategies

- Principal involved in planning and monitoring of strategies;
- all staff made aware of Individual Behaviour Support Plan (IBSP): filed on S drive.

## Monitoring and Assessment Methods

- informal discussions;
- staff meeting discussions;
- focus meeting;
- moderation of ABE (formal Reporting to Parents);
- recording behaviour incidents (SIS);
- regular review of policy.

## Parental Participation

- school board endorses policy;
- policy published on school website;
- parent classroom meetings – classroom guidance plans shared;
- biennial sessions Professional Learning Restorative Practices;
- regular offered parent workshops – Tuning into Kids / Circle of Security;
- expectation of parents to call any children on behaviour in the SASsy way.

## Professional Learning

Teaching staff are all trained in the Protective Behaviours and Mandatory Reporting Guidelines.

## APPENDICES

### SAS expectations for safety

In all classes                      follow agreements

In the yard

- sticks are for building (do not run around with them)
- tree climbing – branches to support need be as thick as top part of leg
- bikes and scooter and skateboards may be used as transport to school (please don't ride them within the grounds)
- play in designated areas: some places are "out of bounds":
  - the front garden barrier on Rockingham Road
  - car park
  - Piara (unsupervised)
  - behind the Toilet Block
- play games appropriately
  - no tackling

no “excuses” for physical aggression

- refer concern/conflict to rostered staff
- before and after school hours play in front of school
- prior to 8:30am remain on the verandah
- after 3:10pm with parent supervision

Parents please note - While on school grounds adhere to the SAS expectations for safety

#### Consultants / Allied professionals

- School Psychologist
- School of Special Education Needs (SEN): Consultant Teachers
- Department of Child Protection
- Child and Adolescent Mental Health Services
- Child Development Centre
- Private Paediatrician
- Private Psychologist / Psychiatrist
- Therapists – Occupational / Speech
- Autism Association WA
- ISADD



## References and Resources

Managing Student Behaviour: Classroom First Strategy

Formulating a Policy About Behavioural Guidance: Dr Louise Porter, 2011. "Children need our compassion the most when they appear to 'deserve' it the least".

Addressing Violence in Schools - <https://www.education.wa.edu.au/violence>

**Restorative Practices** – stored in Compactus (search summary BookMark):

- Early Years Restorative Practices Visual Script and Cards
- How to do Restorative Peer Mediation in your School: A Quick Start Kit
- Implementing Restorative Practices in Schools
- A Practical Introduction to Restorative Practice in Schools: Theory, Skills and Guidance
- The Restorative Classroom (CD rom)
- The Restorative Classroom: Using Restorative Approaches
- Restorative Practice and Special Needs: A Practical Guide to Working Restoratively
- Restorative Justice Pocketbook

Making Restorative Practices Explicit in Classrooms

<https://www.varj.asn.au/Resources/Documents/Int%20Conference%202013%20papers/Making%20Restorative%20Practice%20Explicit%20David%20Vinegrad.pdf>

Teaching Restorative Practices with Classroom Circles:

<https://www.healthiersf.org/RestorativePractices/Resources/documents/RP%20Curriculum%20and%20Scripts%20and%20PowerPoints/Classroom%20Curriculum/Teaching%20Restorative%20Practices%20in%20the%20Classroom%207%20Lesson%20Curriculum.pdf>

Defining Restorative

[http://www.iirp.edu/images/pdf/Defining-Restorative\\_Nov-2016.pdf](http://www.iirp.edu/images/pdf/Defining-Restorative_Nov-2016.pdf)

Classroom Management/ Instructional Strategies/ Building Relationships – stored in Compactus

Beyond Discipline: from compliance to community: Alfie Kohn

Feel Bad Education: And other Contrarian Essays on Children and Schooling: Alfie Kohn

The No-Fault Classroom: Tools to Resolve Conflict and Foster Relationship

Learning in the emotional rooms: how to create classrooms that are ....John Joseph

Classroom Management: a thinking and caring approach: Barrie Bennett, Peter Smilanich

Different Kids, Same Classroom:

Friendly Schools & Families: Erin Erceg & Donna Cross

Discovering gifts in middle school: learning in a caring culture: Jeanne Gibbs

Tribe: a new way of learning and being together: Jeanne Gibbs, Pat Ronzone

A Volcano in My Tummy: Helping Children to Handle Anger

The anti-bullying handbook: Keith Sullivan

The Hidden Hurt: Ed Murphy

BTV- get with the program: Donna Cross

Bye-Bye Bully! A Kid's Guide for Dealing with Bullies

Bullies, Bigmouths and so-called friends: Jenny Alexander

SOS: Save Our Schools from Bullying!

(Library for kids' books)

Health

Be You: Growing a mentally healthy generation (integrated KidsMatter)

<https://beyou.edu.au/>

MIND UP

## PROBLEM FOCUSED

## SOLUTION FOCUSED



## SOCIAL CAPITAL



For further information, see Scales, P.C., Boat, A., & Pekel, K. (2020). Defining and Measuring Social Capital for Young People: A Practical Review of the Literature on Resource-Full Relationships. Minneapolis: Search Institute. Report for the Bill & Melinda Gates Foundation Copyright © Search Institute 2020