

Building Quality Behaviour

Program aims and rationale

Our aim is to ensure that Epping West Public School is a safe and happy environment for all. We understand that most students strive for quality behaviour but recognise that anti-social behaviour occurs and that it needs to be dealt with swiftly and with due thought to procedural fairness.

A strong supportive culture is necessary so that anti-social behaviour is not acceptable under any circumstances. Epping West Public School uses a proactive approach, such as Choice Theory, that teaches students strategies in how to work and play in the classroom and playground. Teachers are provided with a framework that is positive and consistent across grades Kindergarten to Year 6.

Expectations of staff, students and parents

Interactions between all members of the school community are positive. All students can be safe and happy at school with all experiencing a “fair go”.

In particular:

- Students are expected to play safely; report all anti-social incidents; co-operate with other students and staff.
- Staff are expected to encourage co-operative behaviour through Choice Theory language; be vigilant and proactive on playground duty; respond to all students' concerns and complaints; assist with the identification of students who are using anti-social/bullying behaviour; be positive role models for all students; and understand the Department of Education and Communities (DEC) discrimination policies.
- Parents are asked to discuss the ‘Our School Rules’ policy with their child; encourage co-operative behaviour in the children; discourage retaliation of any kind; encourage independence in their children; and report any incidents of prolonged or sustained anti-social behaviour.

Whole school strategies

- Staff, students and parents are made aware of our school rules annually with “Our School Rules” policy. This is to include the mapping of the school for safe play and out of bound areas. Students are to be made aware of such areas.
- Resilience and Choice Theory teaching in PDHPE across all grades.
- Buddy program-kindergarten students are buddied with year 6 students so that the older children can offer support from day one of the new school year.
- Camp excursions for Year 5 and 6- offer opportunities for students to develop cooperative skills.
- A strong Student Representative Council (SRC) operates, followed by class meetings.
- Playground policy is distributed annually with all students involved in discussing their behaviour and school expectations of behaviour on the playground with their parents.
- A pastoral care program is in place through the Learning Support Program to provide additional support to students in need. This may be something as simple as asking for a teacher to volunteer to be a special buddy to a student in need of additional attention. The teacher would seek out the child at various times and engage in general conversation with the student.
- Principal and Deputy Principals have an open door policy. Parents, staff and students know they will be given time if there is a problem.
- Kindergarten to Year 6 (K-6) social skills program and Zones of Regulation lessons.
- Choice Theory language is used across the school.
- Assembly Awards.
- Intervention programs.
- Surveys.

- Active identification of students' requiring intervention.
- Discussion of reinforcement of quality behaviour at assemblies.
- Regular articles in Contact (the school newsletter).
- Learning and Support Team (LAST) meetings.

Classroom strategies

- Class rules are negotiated every year with teacher and students.
- Students and parents discuss and sign a personal agreement each year indicating understanding and willingness to adhere to appropriate playground behaviours
- Class meetings are held as a means to alleviate anti-social incidents.
- Specific programs are implemented in grade/class programs to address any ongoing issues that are identified.
- Teaching of appropriate playground activities.
- Regular classroom discussions of appropriate behaviour.
- Posters are displayed in classrooms and playgrounds.

Procedures for dealing with anti-social behaviour

This behaviour can be:

- **verbal** eg name calling, teasing, abuse, putdowns, sarcasm, insults, threats;
- **physical** eg hitting, punching, kicking, scratching, tripping, spitting;
- **social** eg ignoring, excluding, ostracising, alienating, making inappropriate gestures; and
- **psychological** eg spreading rumours, dirty looks, hiding or damaging possessions, malicious SMS and email messages, inappropriate use of camera phones.

What can teachers and students do:

- Class teacher and student deal with smaller issues.
- Parent and staff work with students to look at underlying problems and seek solutions.
- Principal or staff member works with individuals or groups on strategies that work.
- Pro-social programs are organised.
- Issues are resolved in a calm manner hearing what each student feels and assisting all students to feel more able to cope.
- Restitution when appropriate so that students have the notion of rights and responsibilities reinforced and the requirement to take responsibility for their own action.
- Any sustained/ongoing incidents are detailed on a Blue Serious Incident Form.
- Certain behaviours are not tolerated and may lead to suspension. These include any physical abuse that injures another person.
- If a student persists in displaying inappropriate behaviour, intervention occurs. This may include counselling or being placed on a monitoring program.
- Parents are notified if a student displays severe or persistent inappropriate behaviours - Blue Form Procedures.
- Teacher on duty completes Blue Form and sends the form and students to appropriate Assistant Principal (AP). Parents are then notified.
- AP investigates the incident collecting facts from all involved parties.
- The students involved in the incident resolve any future situations appropriately with the Deputy Principal
- Victims of severe anti-social behaviour are provided with counselling and a program to outline appropriate strategies to use.
- Parent assistance in changing behaviours is sought if 'violence was evident or when Blue Forms require it.

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