Osborne
PRIMARY SCHOOL

Behaviour and Engagement Policy and Guidelines

Updated 2025

Behaviour and Engagement Policy and Guidelines

Effective: 2025

Policy Statement

At Osborne Primary School we strive to create a safe, positive, inclusive, and culturally responsive environment that enables students to fulfil their learning potential and respects the rights of all students and staff. We employ a combination of proactive and preventative strategies to encourage positive behaviour, which is defined in the Department of Education's '*Student Behaviour in Public Schools Policy*' as:

> *A student's competence and capacity in their context of the school community's expectations and values to:*
>
> - *establish and build positive connections with adults and peers*
> - *develop empathy for others and understand relationships*
> - *recognise and regulate their own emotions*
> - *make responsible decisions*
> - *work effectively with others*
> - *cope with challenging situations constructively*

We are committed to utilising a multi-tiered system of support that is responsive to individual students' needs by:

- Using a whole school reward system to promote and reinforce positive social behaviours and interactions [TIER 1: 85% of students]
- Using positive corrective practices and restorative approaches to redirect and teach student appropriate behaviour in a timely and consistent manner [TIER 2: 10% of students]
- Developing Individual Behaviour Support Plans and/or Escalation Profiles to support students [TIER 3: 5% of students]

Principles of Behaviour

We understand that behaviour is learned, behaviour is influenced by the situation or context in which it occurs, behaviour serves a purpose, and behaviour is a form of communication. There are different functions of student behaviour:

- Gain or avoid sensory stimulation
- Gain or avoid an activity/task
- Gain or avoid a physical object
- Gain or avoid adult/peer interaction

Our School Values

The following values underpin our everyday practices and teachings:

RESILIENCE

REPONSIBILITY

RESPECT

Key Principles

At Osborne Primary School:

- we all follow a consistent whole school approach to encourage positive student behaviour and engagement,
- clear and consistent procedures are implemented to ensure that all students display desirable behaviours,
- we use restorative practices to respond to behaviour errors and focus on explicitly teaching students our expected behaviours.

Rights and Responsibilities

	RIGHTS	**RESPONSIBILITIES**	
Students have the right to	• An education • Learn in a purposeful and supportive environment • Work and play in a safe, secure and clean environment • Be treated with respect • Be heard	• Take ownership of their learning • Behaving in a way that protects the safety and wellbeing of others • Be accountable for their actions • Show respect and courtesy to others • Taking care of school resources and personal belongings	Students are responsible for
Staff have the right to	• Teach in a purposeful environment with cooperation and support from colleagues • Work in a supportive partnership with parents • Work in a safe and positive environment • Work in a clean and secure environment • Be treated with respect • Be heard	• Establishing positive relationships with students, parents and colleagues • Modelling and showing respectful and courteous behaviour • Providing quality teaching that improves student outcomes (academic, social-emotional, wellbeing) • Creating a calm, positive learning environment • Setting clear expectations for student behaviour • Working in a supportive partnership with parents • Notifying parents of any concerns • Responding to communication from parents • Assessing and responding proactively to potential risks	Staff are responsible for
Parents have the right to	• Access education appropriate to the child's needs • Be informed of policy, procedures and decisions affecting their child • Be informed of their child's academic progress • Be treated with respect • Be heard in an appropriate forum on matters relating to their child's education	• Modelling and showing respectful and courteous behaviour • Working in a supportive partnership with the school to improve outcomes for their child • Attending scheduled meetings and respond to communication from the school • Providing consumable equipment and materials required for their child's learning	Parents are responsible for

Desirable Behaviours

At Osborne Primary School, we ***acknowledge***, ***teach*** and ***reinforce*** our values of:

RESILIENCE *We show resilience by…*	RESPECT *We show respect by…*	RESPONSIBILITY *We show responsibility by…*
• being problem solvers. • having a go, trying our best and keep trying. • seeking help when needed. • including others. • speaking, thinking and acting positively to others and yourself. • celebrating the success of others and yourself. • accepting mistakes and learning from them. • setting goals for growth.	• looking after equipment, resources and the environment. • listening and following all staff instructions. • speaking, thinking and acting with kindness to others and yourself. • considering other people's boundaries. • keeping each other safe. • allowing others to teach and learn. • accepting each other's differences.	• using equipment and resources correctly. • considering others when moving around. • keeping areas tidy. • following our school's Uniform Policy. • being honest. • using different areas of the school correctly. • being organised.

Proactive Strategies to Encourage Desirable Behaviours

<u>CLASS DOJO POINTS:</u>

- Students are rewarded with Class Dojo points for displaying desirable behaviours, which are recorded under the relevant value – Resilience, Respect, Responsibility.
- Students are explicitly acknowledged for the value they have demonstrated and how it was demonstrated (e.g. 'Well done for showing Respect by following my instructions')
- Students receive individual, whole class or whole school rewards once targets are met (PLEASE NOTE: These rewards are just suggestions)

<u>Other Incentives and Rewards:</u>

- Values certificates presented at assembly
- Individual classroom rewards (e.g., stickers, raffles, etc.)

Preventative Strategies to Reduce Escalations in Behaviour

Low Key Strategies:

- Use of low-key strategies to respond to minor behaviours and reduce escalations and/or interruptions of lesson delivery:

Winning Over	**Signal to Begin**	**Transition**	**Planned Ignore**
Active Scan	**Type of Response**	**Praising**	**Non-Verbal Gesture**
Come On Back	**The Pause**	**The Look**	**Modelling Behaviour**
Minimal Verbal	**Private Dialogue**	**Proximity**	**Problem Not the Student**

Reduce Triggers:

- Potential triggers that may escalate students' behaviours are reduced.
- Appropriate classroom organisation and consistent routines to encourage predictability

Explicit Teaching of Desired Behaviours:

- Explicit teaching and demonstration of desired behaviours and school expectations
- Students are redirected to desired behaviours at earliest signs of undesirable behaviours

Positive Relationships:

- Staff form and maintain positive relationships with all students
- Teachers build a sense of belonging within the classroom
- Students are supported to feel safe, valued, and engaged in the school

Appropriate Curriculum:

- Appropriately designed teaching programs aim to meet the needs of students by supporting and challenging their learning
- Implementation of modified learning to accommodate individual needs

Self-Regulation Strategies:

- Students are explicitly taught how to identify and regulate their emotions by using a range of taught strategies
- Students are monitored closely and respectfully encouraged to use specific strategies associated with each zone to self-regulate
- Staff are encouraged to take proactive steps to regulate their own emotions when responding to undesirable behaviours

Circuit Breakers/Sensory Places:

- Regular Brain Breaks scheduled throughout the day to help students refocus their attention
- Sensory spaces are established in classrooms, equipped with activities to help students calm
- Explicit teaching of regulation strategies and how to use sensory resources appropriately

Friendology:

- All classroom teachers deliver the Friendology program in their classrooms to develop students' ability to form and maintain healthy friendships, which assists them appropriately resolve social conflicts.

Minor Vs. Major Behaviours

MINOR BEHAVIOURS (Teacher managed)	MAJOR BEHAVIOURS (Administration managed)
➢ Disrupting/interrupting lessons (e.g., calling out, talking when others are working) ➢ Refusal to follow instructions and/or complete work ➢ Minor property misuse/damage (self, others) ➢ Unsafe behaviours (e.g., running in classroom, throwing objects in classroom) ➢ Disrespect (e.g., answering back, screaming at others, swearing, talking over others) ➢ Inappropriate use of technology	➢ Abuse, threats, harassment, or intimidation of students and/or staff ➢ Physical aggression towards students and/or staff ➢ Damage to or theft of property ➢ E-breaches (e.g., use of mobile phones, accessing inappropriate websites) ➢ Possession, use, or supply of illegal objects and/or illicit substances ➢ Repeated minor behaviours (1, 2, 3 Take a Break x 2)

Responding to Undesirable Behaviours

MINOR BEHAVIOUR

Redirect to desired behaviours

Low key strategies

Sensory/brain breaks

Redirection 1 – that is a 1

Redirection 2 – that is a 2

Redirection 3 – that is a 3

Circuit Breaker – Take a Break

*** For Specialist classes, refer to Front office with a white slip (See Appendix 1)

Redirection 1 – that is a 1

Redirection 2 – that is a 2

Redirection 3 – that is a 3

Refer to Front Office with a white slip

MAJOR BEHAVIOUR

Emotional coaching (see Appendix 2)

Restorative questions (See Appendix 3)

Reflection sheet (see Appendix 4)

Parent/s informed

Dependent on behaviour, responses may include:

- Withdrawal (in school suspension)
- Suspension

Repeated major behaviours or is suspended in a term will result in a student losing their Good Standing status and will require them to be placed on a Behaviour Documented Plan, which will stipulate how they can earn their status back

- Classroom teachers to inform what count each student is at during handover to Specialist teacher

Good Standing Policy

All students at Osborne Primary School begin each school term with Good Standing. To maintain Good Standing, students must comply with the school's values and follow classroom expectations. Students will lose Good Standing if they are suspended once in a term.

Students who lose their Good Standing status:

- will not be able to participate in the week's Golden Time activity (30 minutes) on Fridays
- are to be placed on a Behaviour Documented Plan

Opportunity to Earn Back Good Standing:

Students can earn back their Good Standing status by demonstrating positive change in their behaviour and by meeting the explicit guidelines in their Behaviour Documented Plan

Suspension

The following behaviours may result in a suspension:

- Targeted behaviour towards staff or students; verbal or physical (i.e., with intention to harm)
- Behaviour that puts the student, others, or school property at risk

The decision to suspend a student is solely at the discretion of the principal. Several factors will be taken into consideration, including:

- Events leading to student's behaviour
- Student's individual circumstances
- Potential impact of suspension on the student (e.g., impact on level of engagement at school)

Students who are suspended are required to participate in a re-entry meeting with their parents and the school's Principal.

Behaviour Documented Plans

Classroom teachers are to develop a SEN Behaviour Documented Plan for students who:

- Display ongoing and repetitive undesirable behaviours
- Have lost their Good Standing status

Dealing with Ongoing Undesirable Behaviours

Students who continue to demonstrate ongoing and repetitive undesirable behaviours despite effective implementation of a Behaviour Documented Plan:

- Classroom teachers are to follow the whole school Request for Assistance process to request support from the Student Services Team.

<u>Functional Behaviour Analysis (FBA):</u>

- Classroom teachers track the student's behaviour and complete the necessary documents (see below) to identify the function of the student's behaviour
- The Learning Support Coordinator and School Psychologist can provide support if required

APPENDIX 1

Behaviour Office Referral

Student Name: _____ **Year:** _____ **Room:** _____

Teacher: _____

AREA: (please circle)

CLASSROOM LIBRARY SPECIALIST PLAYGROUND

Subject:_____

BEHAVIOUR/S: (please circle)

RESILIENCE *We show resilience by…*	RESPECT *We show respect by…*	RESPONSIBILITY *We show responsibility by…*
• being problem solvers. • having a go, trying our best and keep trying. • seeking help when needed. • including others. • speaking, thinking and acting positively to others and yourself. • celebrating the success of others and yourself. • accepting mistakes and learning from them. • setting goals for growth.	• looking after equipment, resources and the environment. • listening and following all staff instructions. • speaking, thinking and acting with kindness to others and yourself. • considering other people's boundaries. • keeping each other safe. • allowing others to teach and learn. • accepting each other's differences.	• using equipment and resources correctly. • considering others when moving around. • keeping areas tidy. • following our school's Uniform Policy. • being honest. • using different areas of the school correctly. • being organised.

RESPONSES: (please tick)

	Reduce triggers
	Low – key strategies (e.g. non-verbal, proximity, planned ignore, winning over, the look)
	Self – regulation strategies
	Circuit Breakers
	1, 2, 3 Take a breaker X 2

Brief notes:

_____

_____

ADMIN ACTIONS: (please tick)

	Emotion Coaching including Restorative Questions
	Reflection sheet
	10 minute time out during break time
	Parent/Carer informed
	Entered into Integris
	Withdrawn/Suspension

Admin Name:

APPENDIX 2 EMOTION COACHING

Step 1: Be Aware of Emotions

- The more aware you are of your own feelings, the better you will understand how the child is feeling.
- When appropriate, share your emotions with the child.
- Children are learning about emotions by watching how you show yours.
- Listen to the child for clues about what she is feeling.

Step 2: Connect with the Child

- Take the child's emotions seriously.
- Be willing to understand the child's perspective.
- Encourage the child to talk about feelings.

Step 3: Listen to the Child

- Listen to the child in a way that lets her know you are paying attention.
- Try not to judge or criticize emotions that are different from what you expected.
  Research shows that it is important to understand the emotion before you give advice on the behaviour.

Step 4: Name Emotions

- Start identifying emotions even before a child can talk.
- Talk about emotions like happy, sad, and angry and when people feel them.
- Name a range of emotions. Talk about what these emotions mean and when people feel them.
  Avoid telling children what they *ought* to feel – try to identify the emotions they *are* feeling.
  Model identifying your own emotions – children learn by watching and copying what adults do.

Step 5: Find Solutions

- When children misbehave, explain why their behaviour was inappropriate and hurtful.
  Encourage emotional expression but set limits on behaviour.
- Help children think through possible solutions.

APPENDIX 3 RESTORATIVE QUESTIONS

- What happened?
- What were you thinking at the time?
- What are you thinking about now?
- How might others feel/think about that?
- What could help you to make things better?

APPENDIX 4

THINK SHEET K-PP

Name_____ Date_____

How was I feeling?

Sad	Tired	Hungry	Worried	Angry

What happened?

I hurt someone	I yelled	I upset someone	I took something
I broke something	I wasn't following instructions	I didn't listen	I used swear words

Who has been affected?

My friends	My teachers	Others

How did my behaviour make others feel?

	Hurt		Sad
	Scared		Angry

What should I have done?

	Take 3 deep breaths		Ignore
	Move somewhere else		Talk to a teacher

What should I do now?

	Say sorry		Clean up
	Follow my teacher's instructions		Do something nice

At Osborne Primary School we strive to uphold the values of:

Respect	**Responsibility**	**Resilience**

Staff name: _____ Student name: _____ Date: _____

THINK SHEET 1-3

Name_____ Date_____

How was I feeling?

Sad	**Frustrated**	**Confused**	**Worried**	**Angry**	**Embarrassed**	

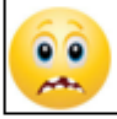
What happened?

I hurt someone	I yelled	I used swear words	I upset someone	I took something
I broke something	I got upset or angry	I didn't follow instructions	I didn't listen	

Who has been affected?

Students	Teachers	Others

How did my behaviour make others feel?

Hurt	Sad	Angry
 Scared	Worried	Frustrated

What should I have done?

Take 3 deep breaths	Ignore
Move somewhere else	Talk to a teacher

What should I do now?

Say sorry Set it right	Clean up
Complete work	Do something nice

At Osborne Primary School we strive to uphold the values of:

Respect	**Responsibility**	**Resilience**

Staff signature: _____ Student name: _____ Date: _____

REFLECTION SHEET 4-6

Name_____ Date_____

How was I feeling?

Sad	Frustrated	Confused	Worried	Angry	Embarrassed	

What happened?

I hurt someone	I yelled	I used swear words	I upset someone	I took something
I broke something	I got upset or angry	I didn't follow instructions	I didn't listen	

Any additional information:

_____

_____

_____

_____

_____

Who has been affected?

☐ Students ☐ Teachers ☐ Others

How did your behaviour make others feel?

Hurt	Sad	Embarrassed	Angry
Scared	Unsafe	Worried	Frustrated

What should I have done?

Take 3 deep breaths	Ignore	Count backwards
Move somewhere else	Positive self-talk	Do something else
Think calm thoughts	Talk to a teacher	Take a break

What should I do now?

Apologise	Clean up	Complete work
Problem-solve	Do something nice	Set it right

At Osborne Primary School we strive to uphold the values of:

Respect	Responsibility	Resilience

Staff signature: _____ Student name: _____ Date: _____