Hackham East Primary School

Behaviour Education
and
Self Management Policy

"Behaviour is shaped by the sum total of regular and frequent lessons that create small
but meaningful changes over a long and sustained period of time."
-Wilson McCaskill

Hackham East Primary School is committed to developing Behaviour Education and Self-Management (BESM) in students. We embrace a values-based approach that underpins our school culture. BESM is a school community responsibility. Students, parents and teachers need to have a clear understanding of what is expected in regards to how we treat each other to ensure a welcoming learning environment that is supportive and safe. We believe that students come to school to better themselves by being able to work with others. Students need to pursue their personal best no matter who they work with. Therefore as teachers and parents it is imperative that we have a clear focus on this and to role model rational, emotionally regulated behaviour. The Australian Curriculum, within the "Personal and Social Capability" states: "In the Australian Curriculum, students develop personal and social capability as they learn to understand themselves and others, and manage their relationships, lives, work and learning more effectively. The capability involves students in a range of practices including recognising and regulating emotions, developing empathy for and understanding of others, establishing positive relationships, making responsible decisions, working effectively in teams and handling challenging situations constructively.

The Melbourne Declaration on the Educational Goals for Young Australians (MCEETYA 2008) recognises that personal and social capability assists students to become successful learners, helping to improve their academic learning and enhancing their motivation to reach their full potential. Personal and social capability supports students in becoming creative and confident individuals with 'a sense of self-worth, self-awareness and personal identity that enables them to manage their emotional, mental, spiritual and physical wellbeing', with a sense of hope and 'optimism about their lives and the future'. On a social level, it helps students to 'form and maintain healthy relationships' and prepares them 'for their potential life roles as family, community and workforce members' (MCEETYA, p. 9).

Students with well-developed social and emotional skills find it easier to manage themselves, relate to others, develop resilience and a sense of self-worth, resolve conflict, engage in teamwork and feel positive about themselves and the world around them. The development of personal and social capability is a foundation for learning and for citizenship. Behaviour Education is most effective when built into, not onto curriculum.
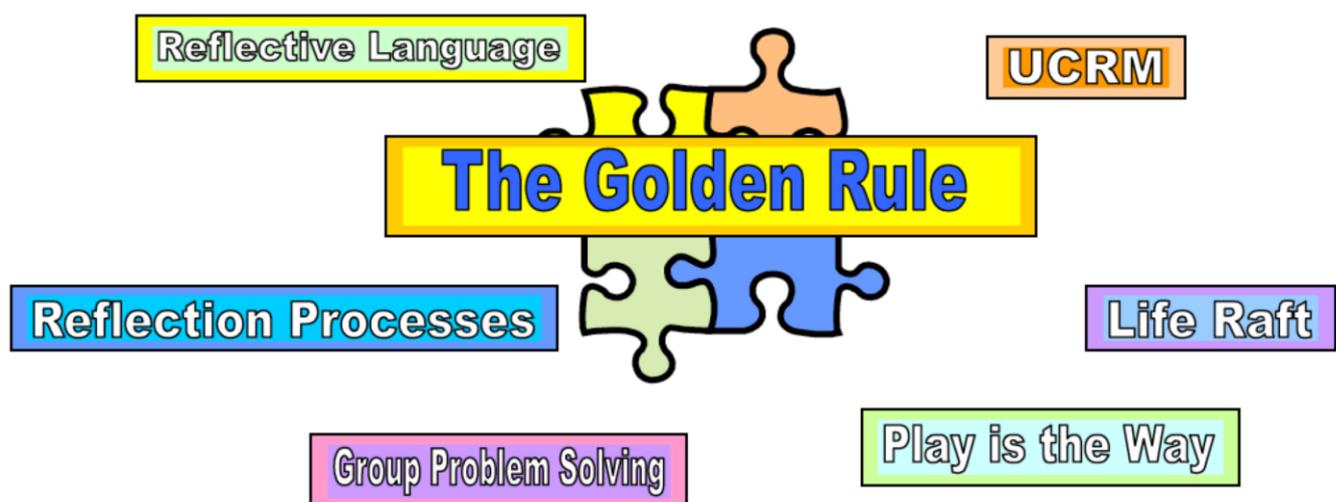
Play is the Way
We are a "Play is the Way" school (PITW). The practices outlined throughout this document were developed by "Play is the Way" and adopted by our school community. At Hackham East we believe the "Play is the Way philosophy is the most effective way to develop Emotional Intelligence (EQ); focusing on the skills of self-control, self- motivation, empathy and managing relationships. We aim to put students in

control of their thoughts, feelings and actions. The games are not the focus, but a conduit to experience the Virtues.

Outcomes

- To develop pro-social behaviour.
- Create a share body of experience that is used to build relationships.
- Highlight the benefits of managing emotions and working together.
- Develop optimism and the ability to bounce back.
- Encourage self-motivation and the ability to persevere.
- Initiate a process of self-awareness and discovery in children.
- Create a positive tone and school culture.

The school is fully resourced to support compulsory implementation in every classroom. This equipment can only be used for "Play is the Way" sessions. Each teacher selects a game to be implemented during the whole school morning games program, three times a week. Teachers take their own class for a game in week one. Then they take the same game with another class the following week. Teachers implement the same game with every class in their block (A programme for this would be worked out in consultation with staff). By doing this they get to know all the students in the block and it can give the classroom teacher a different perspective on how the students interact. The rotation system also means that teachers only need to know one or two games per term. Students change activities weekly. In wet weather teachers implement "In Rhythm" activities in the classroom. Music and Phys Ed specialists implement a Play is the Way game as an element of each lesson.

As teachers, we must make perceptive observations that will lead students to awareness. During all games sessions teachers are asked to make at least one observation that makes students reflect about how the game is going. By implementing careful questioning and respectful suggestions we encourage more meaningful conversation around students' behaviour.

Manners
Every teacher will focus on the acknowledgment and reinforcement of good manners in our community. We believe manners are the lubricating oil of a community. Manners are simple things like saying "Please", "Thank You", knowing a person's name and asking them how they are. Manners create the tone and culture of a school.

Self-Control Checklist (Reflective Language)
The teacher must talk in a way that allows students to reflect -*not react*, and should behave in a way that allows students to accept - *not defend*. Teachers are to use language prompts and language that encourages self-control and must take the time to use language prompts to redirect behaviour both in front of the class and individually.

This language is firmly embedded throughout our school.

When dealing with children, it is important to maintain your composure and speak in a calm manner whilst utilising these phrases. Always give time for the child to respond. Every teacher will use a common language approach as part of our BESM policy. These are outlined below (reflective poster):

- Right or wrong thing to do?
- Strong decision or weak decision?
- Feelings or thinking in charge?
- Being your own boss or asking me to be the boss?
- Are you running away from the problem or dealing with it?
- Am I trying to hurt you or help you?

"Was that the right thing or wrong thing to do?"
This gives the child a chance to work out why they are being "disciplined" and provides you with a discussion starting point.
"Did you make a weak decision or strong decision?"

"Weak decision" is when a child decides to do the wrong thing. "Strong decision" is when a child makes sensible 'right' decisions.

"Is your thinking or are your feelings in charge?"
This is used to diffuse emotional reactions from students when getting them to reflect on their behaviour.

"Are you going to be your own boss or do you need me to be the boss of you?"
This is empowering students to make decisions about their actions and even choosing their own consequences. If they are still not complying, *you* become the 'boss', take over the situation and choose the consequence for them.

"Are you running away from the problem or dealing with it?"
This is when a situation is created that the child needs to 'fix' and they are refusing to deal with it.

"Am I trying to hurt you or help you?"
This is to get the student to realise that the aim of the questioning is to ultimately improve their behaviour. This makes the teacher an ally, not an enemy.

Removal of Rewards and Punishment

Research shows that the more we use bribes and other artificial inducements to motivate people the more they lose interest in what we are bribing them to do." Do this and you will get that," is the most prevalent form of motivation and behaviour control. It must be substituted with, "Do this because it will satisfy and fulfil you to do so and because you believe it is the right and best thing to do." The giving of rewards (physical - medals/merit awards etc.) and verbal (praise/use of superlatives) must be viewed in the context of primary school behaviour education. In primary school, young children in the formative years of brain development are being trained in the behaviour of self-motivation – a virtue. The brain wiring for such behaviour is being established and must not be jeopardised by practices that diminish the strength of that wiring. Such practices must be questioned and removed unless research and evidence proves they have no detrimental effect on developing the self-motivation of primary aged children. Self-motivation, in being a virtue, must be a deeply entrenched habit of action. It cannot be an action that waxes and wanes in response to the inducements being offered.

Research also clearly states the same detrimental effects of trying to manipulate student behaviour using punishments. Behaviour should be treated in the same way as we look at the teaching of Mathematics or English. If children can solve a Mathematics problem, threatening to punish them will not help them solve the problem. Behaviour is no different. We need to educate students on how to work through behavioural problems without the threat of punishment. We need to have a focus on the consequences of their actions on themselves and those around them rather on the lowest form of moral reasoning which is the punishment they may receive. We need to help individuals take responsibility for their own behaviour through education not by force or coercion.

Rewards vs Awards

It is useful to think through the differences in order to help guide our thinking and school practice:

Rewards: Something given in return for service, effort or achievement (good or bad) used to manipulate, lure and motivate – Bribery for control. Do this and you will get that.

Awards: Acknowledgement of service, effort or achievement (good only) that is not motivated by the desire for a reward or the pleasure of the reward giver. In other words awards are not used to manipulate student behaviour. Awards therefore should reflect entrenched habits of action so there is a minimalist approach. Students need to be motivated by a desire for self improvement and a commitment to virtuous behaviour.

The whole purpose of giving awards is to hold up students as beacons role models-something to aspire to, set examples for others. Therefore we do not want awards to simply highlight innate ability. This is not what the student controls. We must be careful not to signal/award innate ability without virtuous behaviour otherwise we are indicating that innate ability or being gifted is the key requirement for success and achievement.

Are You Ready (Code Switching)

Students are taught the importance of "code switching" through the "Are You Ready" strategy. Students learn to understand the expectations around working in specific environments and act accordingly. For example, students intuitively understand how to behave when they attend a funeral and the different expectations if attending a football game etc. The classroom is no different. "Are You Ready" prepares students to code switch before entering the classroom by enabling students to set specific goals which becomes the focus for that day.

1. Students set a personal goal for the day.
2. Discuss goal with the class
   Student: *"I'm ready to ….(states goal)".*
3. **Students code switch**. They know that when they enter the classroom there is an expectation that they are ready to pursue their goal, to switch onto learning.
4. Throughout the day the teacher will ask students to restate their goals.
5. The class respond if the student is working to achieve the goal.

Reflection Process (Reflection-Reason-Right Action)
We do not believe in using punishments or rewards to try and change student behaviour.
Students simply have the opportunity to reflect upon the strong decision he/she should have made, how this affects him or her and others and what he or she needs to do to move on.
We stress this is not a punishment. The process is not done during the child's lunch time but at the point of need. As a Leadership Team we realise that this process takes more time than simply giving the child a punishment, however, we are committed to the educative process.

Full 3 R Process
The Repair and Restitution Process at Hackham East is based on humanising the process. Developing an understanding and awareness of others, accepting responsibility, earning back respect and trust, saying sorry and reinforcing the fact that the perpetrator belongs to a community that is committed to helping them become valuable members of society.
As the process developed, incidents besides bullying have also been included such as disrespectful behaviour and use of inappropriate language. This has been at the discretion of staff.

The intent of this process is to raise empathy, build self-awareness, encourage self-respect and maintain mutual respect. The student then has the opportunity to reconnect with the community. It is holistic because the process involves all stakeholders (active involvement). The process is done *with* the student and not *to* the student.
Teachers have the option of taking a student through the Full 3Rs process. Leadership will look after the rest of the class if a teacher chooses to complete the process with the student. Alternatively, a member of Leadership will complete the process.
Parents are contacted and informed about the incident and must discuss it with their child and sign the documentation.

Full 3R Steps	
STEP 1	***Name the Victim*** Write down the name of the people affected by your inappropriate behaviour. This must include the surname. This element is important as there may be many Johns or Michaels but only one John Taylor or Michael Jones. The focus is on getting the perpetrator to see the victim as an individual.
STEP 2	***Finding Value*** The student then writes down two things about the person they bullied and states why they are a valuable member of the class or school. Again the focus is on humanising the process. This step may require the student to observe the person in the playground or to seek information from his/her friends. When the student has decided on what to write, he/she must give reasons for the words used to describe the other student. For example "John is helpful." The teacher would then ask, "How do you know?" "I saw him stop to help a teacher carry sports equipment."
STEP 3	***Identify virtue*** Student writes what virtue needs to be focussed on.
STEP 4	***Identify Need for virtues*** Student writes why each virtue identified is necessary.
STEP 5	***Acting Responsibly*** Student identifies how their weak decision affected themselves and those around them.
STEP 6	***Making It Right*** The student must now write what they will do for the person/s that demonstrates that making things better is necessary and important. They must find something to do that is worthwhile, helpful and takes time and effort on their part. It is not always easy to identify an act of restitution. Things such as destroying someone's work would lead to the perpetrator redoing the work or helping repair what was broken. Other acts of bullying are not so clear cut. If a student causes physical harm, we would not expect the student to perform surgery or apply first aid. In cases like this where the student cannot directly assist the student, they need to make a difference to the physical environment which the student inhabits - the school. This means performing tasks that require hard physical work during the student's break time. It is critical to ensure the task is not trivial or easy, as this also trivialises the act of bullying. At Hackham East, students work in the school garden where hard work such as tilling the soil and weeding etc. is strenuous and labour intensive. Discussing with the victim about how hard the perpetrator has worked and suggesting that they might like to help him/her finish the task, is also a powerful way to demonstrate the concept of "forgiveness". Students respond extremely well to the hard work aspect of the task. They can also physically see the effects of their work, that they did actually achieve something by stripping away weeds etc. Again the "work" element of the task has had a bonding effect on students as they work together to complete a task. There is documented evidence supporting the use of physical challenges to modify student behaviour. The students that fall into this category typically have excess energy which needs to be channelled, therefore, the physical work component of the gardening made sense. The alternative of placing these students into detention or in school suspension is punitive rather than educative and makes effective supervision difficult. Typically these students find sitting still and completing menial work difficult and therefore created other issues such as keeping them on task and focused. This often leads to secondary behaviour issues. The "gardening" program dealt with these concerns.

	The program is supervised by Leadership who do not have regular playground supervision duties. Teachers are released from class by Leadership to take these students through the "Repair and Restitution" process prior to working in the garden. The "garden program" is implemented for instances of physical and verbal aggression, disrespectful behaviour such as not following a teacher's instructions, marginalising another student, abusive or derogatory language towards another student or adult (see below).
STEP 7	*Saying Sorry* The student needs to complete a sincere written apology to each person affected by the inappropriate behaviour. They need to choose their words carefully, as it is important that those affected, accept the apology.
STEP 8	*Acknowledging Community* The final stage is the completion of the "Belonging to a Community" section. This section outlines in dot point form what it takes to be a valuable member of the community. Things such as: consideration of others, reasoned and responsible behaviour, respect, courage and the commitment to stick to the values our school community believes in. The student writes down three things about themselves, that make them a valuable member of the class and society. This helps the student to reflect upon their own characteristics and how they abandoned these in carrying out an act of bullying. This bullying act does not define who they are. They need to stay strong to their own beliefs and what makes them a valuable member of the community.
STEP 9	*Informing Parents* The Repair and Restitution sheets are then sent home for parents to sign.

Bullying

Bullying is essentially an intentional abuse of relational power. It is an act of cruelty. Most bullying is not physical. It is psychological. It is intentional, selected, unprovoked and *repetitive* behaviour towards another person by one who is stronger physically or psychologically. Most bullying occurs in the playground but can occur in classrooms.

When students come to Hackham East, they have the right to learn in a safe environment. We take an educative approach in dealing with bullying. We believe the most effective way is to raise the empathy level of the bully and to work with students on bystander behaviour. It is also vital to work on empowering the victim. We implement specific reflective processes that target these areas.

We have a moral obligation to act on bullying. When an act of bullying is identified the perpetrator completes the Full 3R process.

We need to ensure that students who carry out acts of bullying reflect upon the "response" and the "reaction" rather than the "What" they are going to do about it. The most critical element in the Repair and Restitution process is the "Why".

Awareness Raising

Teachers will use discussion and classroom meetings to reinforce what the school means by bullying and why bullying is unacceptable. Some focus questions may include:

- What do you think bullying is?
- Why do people bully?
- How can we help students that bully?
- How can we help victims of bullying
- How does bullying make people feel?
- What kind of bullying goes on at school?
- What should we do about bullying?
- What should you do when you know?

- What is bystander behaviour?

It is Ok to Tell
When students know what constitutes bullying, they can recognize when it is occurring and so are able to take steps to prevent it continuing. Students should be encouraged to tell a teacher if they are being bullied in any way. The word DOBBER or DOBBING are words used by bullies to prevent a victim from asking for help. These words will not be used at Hackham East. Bullies trade on secrecy, threat, anxiety and fear. We must create a climate where it is ok to tell. Only by telling can things improve.

Give Skills to Victims
Teachers will take whatever steps are necessary to stop bullying. However it is also important to empower the victim. Teachers and parents can teach students how to stand up to bullies in an assertive way. Assertion is a skill and needs to be practised whilst emphasising:
- How to look assertive rather than aggressive.
- How to think strong.
- Specific words and phrases to use to convey one's rights. (I don't like it when you….).
- How and when to walk away.
- That it is ok to tell.

Supporting Parents
Victims and parents of victims need to know that they can share with confidence their needs, concerns and feelings about bullying in confidence. We need to encourage parents to talk to their children, reinforce that bullying will not go away by itself and explain how bullies threaten and demand secrecy. Most importantly when students talk, take them seriously.

Open communication between home and school is vital in counteracting bullying. Parents are encouraged to notify and collaborate with class teachers and when necessary, with Leadership and other support agencies.

Declaration of Human Rights
It is important to discuss the declaration with students, as a way of demonstrating, that the values we live by at Hackham East are "universal" and go beyond the school. *These values are prevalent in our community and the world.*

Time Release (Playing it Safe)
This process is implemented for students who find it difficult to play safely in the playground even after repeated intervention and reflection. It is based on a time restrictive model. He/she eats lunch with other students then participates in the reflective processes with the teacher or Leadership. The student is then released to play for designated time. At the conclusion of lunch the student completes the "Playing it Safe" reflection sheet. This sheet is completed every day the student is on time release. It is to be taken home and signed by the parent. After a week without incident, the time is increased (determined by the teacher /Leadership) until the student is back to full lunchtime play. The completion of the reflection sheet is the critical educational element of the process.

Bystander Behaviour
Students that have been identified as participating in bystander behaviour complete the bystander behaviour reflection process. The focus of the process is to help students to reflect upon the notion that "A person who puts aside their virtues and knowingly contributes to the abuse of another's dignity and rights by taking no action to prevent it is a bystander". This is not acceptable at school and within our community.

Refusing to Be a Victim
Though we do not want children to change the essence of who they are to avoid threatening attention of others, we do want them to consider ways and means of making themselves safer. A sense of empowerment can only be generated if children believe they can actively and deliberately take charge of their lives to make it better.

By working through the 4 headings children can specifically alter their behaviour in effective ways without duly compromising the right to be themselves.

1) Physical behaviour – The things they do and the way they do them.

2) Vocal Behaviour – The things they say and the way they say them.

3) Places/Spaces – Where they go, when they go and who they go with.

4) Getting along/fitting in – The everyday compromises, adjustments, considerations and behaviours (manners) that everyone makes to keep the social machinery running smoothly. As with the reflection 3Rs process students complete the reflection sheets, have them signed by the parents and returned to school.

3 Way Conferencing

This process is implemented to help students make more consistent changes to their behaviour through a 3 way conference between the teacher, student and parent. The focus is on developing a consistent approach between the school and home in implementing reflective processes, use of language and setting of specific goals.

Removal/Re-Entry Procedure

- When Leadership are called to help a student to investigate/instigate a reflective process, the "Removal Process" must be implemented. This means the facts must be discussed with the class prior to the child being removed. Classmates give the student feedback on the weak decisions made by the student and how they can support the student in making stronger decisions. (Bystander behaviour). After the reflective process Leadership/teacher must complete the "Re-entry process". This involves the student identifying the weak decision, identifying the strong decision that he/she should have made, how the class will help the student, student identifies the virtue he/she need to work on and why.
- For any student who completes the Full 3 R process teachers must initiate a **GPS** when the student returns to class. The student must read the apology letter and discuss the strong decision he/she must make in order to re-join the class community. The student receives feedback from his peers on how his/her action affected the class community and how they can assist the student in making strong decisions. An Individual Behaviour Plan (IBP) needs to be negotiated with the student when he/she returns to class.

Growing Personally and Socially (GPS)

Group Problem Solving is a quick and easy structure to set up that can be used on a regular basis to address, understand and resolve issues and concerns about conduct and behaviour – it is guided/monitored by the classroom teacher. The process has a clear focus on raising empathy and giving an authentic student voice.

- Students sit in a circle.
- Teacher sits with the students.
- One person speaks at a time.
- The speaker holds an object to show it is their opportunity to speak.
- Everyone behaves respectfully.
- Everyone has the opportunity to comment on what is said if they want to.

What does the GPS address?

Problems of behaviour and/or conduct that students have failed to resolve after trying first to deal with it themselves, secondly after asking for the help of others in the peer group and thirdly, any other party higher in the problem solving hierarchy (i.e. Peer mediators, school counsellors). However, this cannot be a hard and fast rule as it may exclude certain students from using GPS. Namely, those students who may be marginalised and have no one they can discuss things with – students who lack the confidence to approach others for advice and help – classrooms where the "unspoken rules" of behaviour make it impossible to reveal a need for help and other such situations.

Although it is hoped that GPS handles only those problems that have failed to be resolved after committed attempts to do so, it may be prudent, in the early stages especially, to allow all concerns to be aired in GPS and use the GPS process itself to educate students as to whether GPS or some alternative process would have been a better way to deal with the problem. The most important thing is that GPS serves as a safe

harbour, a place where even the quietest, least sure, most alone voice can be heard. To this end, students must be advised that they can request an emergency GPS for any problem they consider to be of such severity or importance that the health, wellbeing or welfare of a person or persons is under immediate and significant threat.

Life Raft
Every teacher timetables in a Life Raft session on a weekly basis. Life Raft covers the 5 key concepts we teach to students as an important element of our virtues philosophy. Our goal is to equip students with the social and emotional skills that will significantly improve their chances of success both in learning and life. To quote Mr. Wilson McCaskill "Let us raise children to be considerate of themselves, others and the world in which they live, with sound reasons for the things they say and do. From this, all else will follow". The Life Raft manual sets out a series of lessons around each of the 5 concepts.

The 5 key concepts are:
Treat others as you would like them to treat you.
Be brave-participate to progress.
Pursue your personal best no matter who you work with.
Have reasons for the things you say and do.
It takes great strength to be sensible.

UCRM
The Ultimate Community Role Model
There are three values we focus on in the junior primary and six in the middle and upper primary. The junior primary VIRTUES are: **courage, friendliness and good manners**. The middle/upper VIRTUES include the three identified in the junior classes and three more which are: **persistence, compassion and tolerance**. The diagram overleaf demonstrates the process.

The aim of the program is to get students to demonstrate and practise these VALUES until they become a *deeply ingrained habit of action* or a VIRTUE. It helps students develop a greater awareness of themselves; the virtues they are strong in and others they need to work on.

It puts a label on "WHY". Why do I do well academically? **(persistence)** How can I do better? **(courage)** For example: "You need to have courage and step outside your comfort zone and challenge yourself." It provides more informative feedback for students. Instead of teachers saying "This is great work!" teachers at Hackham East add "This is great work because you **persisted.**" or "You did well because you were more **tolerant** during group work." Ideally we want students saying "Gee when I **persist** I do better." "If I'm more **tolerant** with others, I learn more and the group gets more done." Other students do not just see the student who is doing well just as "smart". They begin to recognise that this student may or may not be smart, but he/she **persists** or has **courage** and therefore achieves well.

The UCRM assists students to set goals - "My writing is not improving because I do not **persist.** I need to work on this virtue."

The UCRM consistently highlights specific examples demonstrated by students in class. Therefore there is consistent reinforcement of what is meant and understood about these key virtues. As teachers we may start to look at students a little differently. For example "Simon is a really quiet, nice student but he has never been acknowledged for **courage** or for **friendliness.** I need to work with him to develop these qualities."

If a student is finding it difficult to make friends or struggling with the peer group then the process is an effective reflection tool. It gives the student a clear goal to work on. Teachers and students can set some clear goals around the virtues such as **friendliness, good manners or courage.** It is these values that the student can do something about.

This process is not just about the individual. Students monitor each other within their group. They can clearly label or articulate when a member of the group is not exhibiting a key virtue. At Hackham East we

have a common understanding and all use the same language when giving feedback to students across the school and when discussing student progress with colleagues and parents. The process makes students focus on what really makes someone a valuable member of class. Students may comment that, "I'm a good class member because I'm good at sport". Our process will shift the focus from a student's skills to values; what they can control and hence contribute to the community, as opposed to what they are born with i.e. "I'm good at sport and I use my skill to bring others into the game or to show others how to play better." (**tolerance/compassion**) This is the sort of focus we want to develop in students. It is important that students are pursuing virtuous behaviour not solely as a means to be rewarded or to please the teacher, but because they see personal and community benefits in doing so. To this end teachers will be frugal in their use of superlatives and nurture the belief that the right thing should be done simply because it is the best thing to do.

General Acknowledgements
Teachers acknowledge a student who demonstrates any of the identified values throughout the day and encourages students to look for those values in each other. This should be completed quickly and succinctly then students return to work. An example would be instead of saying "Good work!" it might sound like "I'd like to acknowledge Simon. He demonstrated **persistence** to complete this work and although he was having trouble, he worked through it." The class then continues. General acknowledgements can be given to individuals or groups of students and are unlimited in number.

Formal Acknowledgements
These are given when a teacher believes a student has turned a value into a virtue and therefore has been an excellent role model of a particular virtue. When this happens the teachers organise a "Formal Ceremony". This is done in a significant way. No certificate or reward is given to these students. It is important that the ceremony itself is experienced as a treasured reward. Therefore special guests are invited, including parents and members of the school community. Teachers record all students who receive a formal acknowledgement.

CRM Certificate Nomination
Teachers can nominate one student, per virtue, per term.
Students must have received a formal acknowledgement for the virtue in order to be nominated.
Any staff member can veto the nomination if they do not believe the student has displayed the virtue at all times.

Community Role Model Certificates
Students can receive only one certificate for each virtue over the duration of their school years (six certificates in total).
Students can not receive a CRM certificate for the same virtue twice.
Presentations will be made at the final assembly of each term.

Ultimate Community Role Model Nominations
Teachers can only nominate students who have all six certificates.
The final decision will be made by the entire staff.

Ultimate Community Role Model Award
Given out at an organised ceremony attended by the whole school. Parents then invited to have morning tea with students.

Whole School Recognition (Awards)
Leadership
Teachers are encouraged to invite Leadership into classrooms or send children to the office to receive acknowledgement for virtues behaviour.

School Medallions

Each class will nominate two students for the end of year medallions. The awards focus on two areas: effort in academic achievement and effort in application of values. Class teachers present the medallions to the two children selected in their classes at an end of year awards assembly and the to the year 7 students at the Graduation Ceremony.

Ultimate Community Role Model
The presentation will be made at the final assembly of the year.
Only one person can receive the **Junior Ultimate Community Role Model or Ultimate.**

No Suspension Policy
If the offence falls under any of the suspension categories, the student will be removed immediately and placed in the low isolation area in the office. Once the student is removed, the teacher/Leadership initiates a discussion with a class focussing on bystander behaviour and how we can assist the student in making stronger decisions in the future. The only exception will be if the issue is of a highly sensitive nature then the Full 3 R Process must be implemented.

Monitoring
- Behaviour data is entered on EDSAS/DUX.
- Case conference information is used for student profiling, strategic intervention and follows up.
- Recidivist behaviour (repeat offenders) are targeted and monitored through Individual Behaviour Plans.
- EDSAS/DUX data is used to identify behavioural trends so they can be addressed at a class level.
- At all levels the process is monitored and reflected upon by staff and Leadership to ensure it remains workable.
- Individual student surveys implemented on a two year rotational basis that measures student perceptions around values implementation, school culture and relationships.
- Track all student reflection sheets.
- 3 Way Conferences implemented.
- Trialling GPS recording sheets.

Implications for Parents
We must change parent perception of what it means to be a successful student and the types of skills students need to be successful in society.

Parents have a RIGHT to:
- Be informed of behaviour education and self-management procedures and decisions affecting their child's welfare.
- Be informed of their child's position within the school's behaviour education and self-management continuum.
- Be heard in an appropriate forum on matters related to the rights of their child within the Behaviour Education and Self-Management Policy.

Parents have a RESPONSIBILITY to:
- Ensure that their child attends school punctually and regularly.
- Ensure that the physical and emotional condition of their child is at an optimum for learning in a purposeful and supportive environment.
- Support the school's objectives of the Behaviour Education and Self-Management Policy in schools.
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School Communication
Every attempt is made to keep parents informed at every level of the BESM process. It is vital to cultivate a productive link between home and school as this is a determining factor of success when improving a student's behaviour. Parents are kept informed through reflection sheets sent home, phone calls, case conferences and meetings with teachers and members of Leadership. Newsletter inserts are provided regularly to explain the different parts of the BESM process and more importantly to share the powerful language used at Hackham East Primary School.

Collaboration
Rescue vs Support. We work with parents to ensure that they understand that "Falsely rescuing children from emotional discomfort and difficulty weakens their resilience and lessens their capacity to persevere." Wilson McCaskill