Education through Community

Community through Education

POSITIVE BEHAVIOUR

POLICY AND PROCEDURES

<table>
<thead>
<tr>
<th>Version</th>
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<th>Author of Changes</th>
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</thead>
<tbody>
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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.
- 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

<table>
<thead>
<tr>
<th>Whole School</th>
<th>K/PP</th>
<th>Year 1/2</th>
<th>Year 3/4</th>
<th>Year 5/6</th>
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<tbody>
<tr>
<td>Nourished &amp; hydrated: water bottles and 'brain food'</td>
<td>Affirmations</td>
<td>Affirmations</td>
<td>Paperclip chain</td>
<td>Class meetings: positive feedback round</td>
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<td>energy breaks</td>
<td>Brain gym</td>
<td>Brain gym</td>
<td>Tree of Consideration</td>
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<td>Celebrations at:</td>
<td>Marble jar</td>
<td>Opportunities within lessons for feedback</td>
<td>Sneeze – response</td>
<td>Gratitude Box</td>
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<td>- Whole School meeting</td>
<td>“Fill my Buckets”</td>
<td>teacher</td>
<td>Considerate behaviour chart</td>
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<td>- shared lunches</td>
<td>Zones of Regulation</td>
<td>peer</td>
<td>Emotions chart</td>
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<td>- Harmony Groups</td>
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<td>self-reflection</td>
<td>Song of the week</td>
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<td>Specific acknowledgement</td>
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<td>Rock &amp; Water</td>
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<td>MINDUP</td>
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<td>Restorative circles &amp; check-ins</td>
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<td>Creating a Culture of Thinking: 8 Forces</td>
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<td>Making Thinking Visible routines</td>
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<td>Environment as Third Teacher</td>
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<td>Positive Partnerships</td>
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<td>Teaching &amp; Learning adjustments</td>
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<td>IBSPs advised by SSEN CTs</td>
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**Practices although individual are aligned**

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### 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;

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 like skills!
• 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

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.
Layered Response to Social Conflict

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).

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);

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
  o refer concern/conflict to rostered staff
  o before and after school hours play in front of school
  o prior to 8:30am remain on the verandah
  o 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 (SSEN): 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

Teaching Restorative Practices with Classroom Circles:

Defining Restorative

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

- bossy
- defiant
- demanding
- dramatic
- fearful
- fussy
- hyperactive
- impulsive
- oppositional
- rebellious
- stubborn
- talkative
- tattletale
- unfocused
- wants attention

SOLUTION FOCUSED

- natural leader, visionary
- holds strong beliefs, bold, determined
- knows what they want, outspoken
- expressive, passionate
- cautious, careful
- has strong preferences
- energetic, enthusiastic, on the go
- spontaneous, instinctive
- advocates for a different perspective
- is finding their way
- persistent, determined, steadfast
- enjoys communicating
- seeks justice, respects rules
- multitasks, pays attention to many things
- advocates for needs, seeks connection
SOCIAL CAPITAL

consists of the

RESOURCES

that arise from a web of

RELATIONSHIPS

that people can

access and mobilize

to help them

improve their lives

and

achieve their goals

Equitable support to activate resources for all youth, especially those who are historically marginalized

Including education, occupation, physical, psychological, and social-emotional well-being

Including purpose, self-efficacy, belonging, relationship skills, emotional regulation, and growth mindset

Reciprocal expressing care, challenging growth, providing support, sharing power, and expanding possibilities