SCOTS ALL SAINTS COLLEGE

Promoting Positive Behaviours

Junior School



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Train a child in the way he should go, and when he is old he will not turn from it. Proverbs 22:6

Introduction

The College recognises that every student has the right to reach their full potential in a secure and supportive environment where all members of the community feel safe and valued.

We seek to prepare students for the challenges of the 21st Century by developing self-discipline and a respect for themselves and others. In conjunction with our College families, we provide guidance to enable students to develop routines, build strong relationships and reflect on their learning, behaviour and actions.

The Student Behaviour Support Policy and Procedures is the Junior School framework that is underpinned by each staff member's individual management plans and strategies. Scots All Saints College (SASC) will continue to support staff professional development to achieve excellent classroom management skills.

The SASC values –Respect, Truth, Hope and Compassion - are integral to the way in which staff assist students to develop self-discipline, self-regulation and respect for others.

Strategies to Promote Positive

Scots All Saints College seeks to develop a culture of positive discipline by setting clear expectations about student behaviour and encouraging positive behaviour.

Students in the Junior School should be developing self-regulating behaviour and positive decisions in regards to their interactions with teachers and other students.

Strategies for developing this culture include:

- clearly setting behaviour expectations
- affirming acceptable behaviour
- establishing specific teaching and learning programs
- communicating expectations with the wider College community
- acknowledging positive behaviour in a range of ways from informal verbal acknowledgment, comments in the school diary and through to structured merit awards
- managing behaviour that does not meet the College's expectations
- maintaining records in respect to student behaviour

Each of the following steps are in place to promote learning and to build positive relationships in the College Community:

- There should be clear, timely and open communication with students and their parents.
- Appropriate use of discretion.
- There should be full discussion and involvement with class teachers, Pastoral Care and Wellbeing Coordinator, the Head of Junior School, the College Psychologist and if appropriate, the College Chaplain.
- Due to compliance and child-protection issues, there must be accurate, non-emotive and objective recording of details, events, actions and steps taken, keeping in mind that this information may be shown to parents and carers.
- There must be clear communication between teachers and the Head of Junior School (where appropriate), of actions that have been taken.

School Rules and Student Expectations

Students are expected to abide by the rules of the College and the directions of teachers and staff and other persons with authority delegated by the School while:

- at School
- undertaking College activities
- attending College functions
- wearing the College uniform; and
- in any interactions with members of the College community (eg staff and students), including on social media.

A student's conduct is expected to bring credit to the College. Examples of written rules that students are expected to follow are dealt with in:

- The Promoting Positive Behaviours in the Junior School (this document)
- Acceptable Use of ICT Policy
- Student Diary

Prohibition of Corporal Punishment

It is our policy that:

We prohibit any form of physical punishment (corporal punishment) or verbal abuse.
We do not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the College.

The use of any corporal punishment by a staff member is strictly prohibited.

Students Expectations

Value - Truth
The student has the responsibility to: • Engage positively in learning • Be honest and encourage honesty • Do their best work • Use technology appropriately • Be on time • Complete homework • Ask for help when needed
Value - Respect
The student has the responsibility to: • Speak with respect • Respect the College and its community • Be kind • Accept the consequence of their actions • Keep their learning spaces neat and organized • Listen to the teacher's instructions • Respect others ad keep their hands and feet to themselves • Look after their belongings • Place their rubbish in the bins • Wear their uniform with pride

Value – Compassion
The student has the responsibility to: • Be inclusive • Listen to others and respect their views • Be courteous and humble • Care for and support others • Celebrate the achievement of others • Ask questions when they do not understand something • Be an upstander and report negative behaviours
Value - Hope
The student has the responsibility to: • Be grateful • Participate in College events • Always represent the College in a positive manner • Set a good example to others • Encourage and help others • Participate attentively and respectfully in Chapel • Make the most of the opportunities available to them.

Behaviour Management Procedures for Junior School

At Scots All Saints College Junior School we believe that the best way to manage student behaviour is through engaging learning opportunities, increasing levels of self-regulating behaviour, providing productive feedback and encouraging students to demonstrate positive behaviour.

Through consistent and caring guidance, we seek to reinforce the following values in our Junior School students:

- Truth
- Compassion
- Respect
- Hope

Promoting Positive Behaviour

There are many ways in which we acknowledge positive behaviour, including weekly awards and regular teacher feedback. Teachers also employ a range of behaviour management strategies within their classrooms to ensure that students are engaged and positive about their learning and interactions with others.

To ensure our students understand our Student Expectations in the classroom (see Appendix), with specialist teachers, in the playground and when they are representing the College, we will implement a behaviour management system that recognises and rewards positive behaviours and identifies behaviours which are inappropriate. It is the role of all teachers to consistently reinforce Student Expectations so the message to our students is clear and consistent. Adjustments in expectations can be made for students for individual students (at the Head of Junior School's discretion) to ensure all students are treated fairly.

Use of the Junior School Diary - Students in Year 1 to Year 6

Our school Junior School Diary is a wonderful tool to keep parents and carers informed of their child's progress at school. Teachers are encouraged to provide feedback to parents via the Diary and to ensure they check daily for messages from parents and carers. A code of behaviour has been developed for students in Year 1 to Year 6 and can be recorded in student Diaries as part of the

important ongoing communication with families. While messages will be recorded for families in Kindergarten, they will not be part of the code system.

Table 1 – Diary entry codes

Code	Meaning	Examples
OR	Organisation	• arriving to class / other activity on or before time • arriving to class with necessary materials e.g. books, Student Diary, stationery, device • uniform and grooming in accordance with College guidelines • completion of tasks set for home
CW	Classwork	• completion and quality of work in class • paying attention and contributing to class discussions and activities
SO	Sociability	• working co-operatively with the teacher and/or with other students • contributing positively to the learning environment in the classroom

Table 2 – Diary entry grades

Code	Meaning	Explanation
1	Excellent	well beyond the teacher's normal expectations
2	Demerit	below the teacher's expectation, needs to be addressed by the student

As classroom teachers check student diaries daily, they will be able to monitor a student's progress.
At the start of each week, classroom teachers need to check each student's Diary to record if a student has received either;

- 3 demerits in the week prior, and or
- 3 or more codes of excellence.

If a student received three Demerits during a week, they will be required to meet with the Head of Junior School, where a consequence for consistent inappropriate behaviour will be decided.

Teachers should record where a student receives 3 or more Excellent codes during a week so they can receive recognition from the Head of Junior School.

Management of negative behaviour

Serious Misdemeanors

If a breach of conduct is regarded as being significant in nature, it will be referred directly to the Head of Junior School immediately, as the incident is reported.

Actions that may be referred directly to the Head of Junior School include, but are not limited to:

- Using profane or indecent language
- Harassment of either other students or College staff, including physical, verbal, sexual or emotional
- Willful destruction of College property, or the personal property of others
- Tampering with College fire equipment, fire alarm systems, safety signs and equipment or emergency procedures
- Undermining the religious ideals and faith held by the Presbyterian Church
- Defiance or insubordination to a staff member
- Dishonesty in any form
- Possessing or displaying literature/materials of a sexually explicit or obscene nature
- The use of, handling, possession, or furnishing to others of tobacco, alcoholic beverages, vaping devise or substances or other drugs.
- Using, handling or possessing weapons

Behaviour Support Plan

Individual Behaviour Support Plans are formal written agreements regarding behaviour, which are negotiated between a student, parents and the College. A contract can be effective in contributing significantly to behaviour change and reinforcing pro-social behaviours. The contract should include the following:

- What the student is expected to do
- A clear definition of the behaviour the student is expected to exhibit
- The positive consequences for performing the desired behaviour
- The negative consequences for not performing the desired behaviour
- A plan for maintaining desirable behaviour.

The purpose of the contract is to:

- Help a student realise there is a problem (ie, the current behaviour conflicts with personal growth as well as College values and protocols and the rights and responsibilities of other students)
- Assist the student to overcome the problem
- Invite the student to connect specific behaviours with specific consequences

Discipline Incident Procedures

Reporting

The College encourages a culture of open reporting of all incidents by all members of the College Community – staff, students and parents.

Gather Information

Information is gathered from all available sources. Wherever possible sources are NOT revealed to maintain confidentiality and to encourage a 'community watch' culture. Written statements are obtained. This is done as soon as possible after the incident has occurred.

Contact Parents/Guardians

If the incident is serious/contentious the parents/guardians are contacted immediately so as to advise them that the College is aware of the incident and that the School will be in contact to keep them up to date with the facts as they develop.

Summary of Incident

A documented summary of the incident is developed from the information gathered and will include the action taken.

Referral

The summary of the incident is referred to the person in the position of most responsibility for the incidents (ie, teacher, Pastoral Care and Wellbeing Coordinator, Head of Junior School, Head of College or parents/guardians) to advise or discuss further consequences.

Consequences determined and outlined

The College aims to ensure that consequences follow the principles of substantive fairness. That is, the College aims to ensure that the final decision and action taken is fair in that the outcome:

- Is based on evidence
- Is commensurate with the nature and seriousness of the issue/s
- Takes into account any extenuating/mitigating circumstances
- Is consistent with the outcomes in other, similar cases

Consequence/s are outlined to the student and discussed with the parents/guardians if involved.

Consequences

There are a range of consequences that students will face if they breach school rules or are disobedient. These are determined by the Head of Junior School and may include:

- Warnings or reprimands
- Recess and/or Lunchtime detentions
- Cancellation of privileges
- Withdrawal from College activities
- Individual Behaviour Support Plan
- Suspension – internal or external
- Expulsion

Communication of Consequences

The determined consequences are communicated to the students and their parents and carers. The communication may be done via the Diary, an email or phone call to families.

Confidentiality

To protect confidentiality and privacy, staff involved in discipline procedures must ensure that the information is restricted to those who genuinely need to know in order to deal with the incident.

Bullying

Bullying is repeated and intentional behaviour causing fear, distress or harm towards another person which involves an imbalance of power. It can involve humiliation, domination, intimidation, vicitimisation and harassment. Bullying can take many forms, including; physical bullying, psychological bullying, indirect bullying and cyberbullying.

Bullying Prevention and Intervention

Scots All Saints College recognises that the implementation of whole-College prevention strategies is the most effective way of eliminating, or at least minimising, incidents of bullying within our community. The following initiatives form part of our bullying prevention strategy to create a no-bullying culture within the College.

Prevention Strategy	College Implementation
• a structured curriculum and peer group support system, that provides age-appropriate information and skills relating to bullying (including cyber bullying) and bullying prevention, to students over the course of the academic year education, • training and professional development of staff in bullying prevention and response strategies regular provision of information to parents/guardians, to raise awareness of bullying as a College community issue to equip them to recognise signs of bullying , as well as to provide them with clear paths for raising any concerns they may have relating to bullying directly with the College • promotion of a supportive environment that encourages the development of positive relationships and communication between staff, students and parents/guardians • promotion of responsible bystander behaviour amongst students, staff and parents/guardians • reporting of incidents of alleged bullying by students, bystanders, parents/guardians and staff are encouraged, and made easy through the establishment of multiple reporting channel • risk assessments of bullying within the College are undertaken by surveying students to identify bullying issues that may ordinarily go unnoticed by staff	• Grow Your Mind program, for Kindergarten to Year 6 students and participation in the Peer Support program. • Ongoing staff professional development. • Visits from external groups to provide explicit instruction on anti-bullying and strategies for protection, communicated to parents and guardians via various College channels. • Regular opportunities for parents and guardians to address concerns with the College. • Regular reporting by Staff of wellbeing concerns of students, discussed with Psychological Services.

• records of reported bullying incidents are maintained and analysed, in order to identify persistent bullies and/or victims and to implement targeted prevention strategies where appropriate • statements supporting bullying prevention are included in students' College diaries • education of staff, students and parents/guardians on health conditions to promote understanding and to reduce stigma and fear • anti-bullying posters are displayed strategically within the College • promotion of student awareness and a 'no-bullying' environment by participating in events such as the Bullying No Way Week.	• All communication between the College and families in relation to bullying maintained in strict confidence. • College Diary and website outline Bullying Policy. • Posters displayed at College. • Junior School promotes anti-bullying through specific targeting anti-bullying days and activities and school leaders address bullying at school assemblies.

Junior School Strategies for Managing Incidents of Bullying

The College will investigate all allegations of bullying-type behaviour reported by students, parents and carers. Where it appears that bullying has occurred, the following steps will be taken:

STRATEGY	IMPLEMENTATION
Liaise with families of both parties	Once the facts are obtained, the families of both parties will be notified of the incident(s) and subsequent discipline/consequence.
Disciplinary action	The student who has bullied understands the disciplinary actions caused by their actions. Consequences to be determined by Head of Junior and communication to both parties.
Advising staff	All teachers and relevant staff will be advised of situation for observation or intervention during duties. • Casual Teachers - Where casual teachers are supervising or teaching the students, they are made aware of the relationship between the students. • Specialist Teachers - Where students are in same grade or involved in same activities, teachers advised not to group together and remain vigilant of all interactions

Counselling and Support	Support and counselling given by the members of the Pastoral Care Wellbeing Team to encourage a respectful relationship between the two parties. For this to occur, the student who bullied needs to understand the impact of their actions, apologise for their actions and undertake to not repeat or continue their actions. The student who was bullied understands the consequence the other student is receiving.
Future expectations (student who has bullied)	The student who has bullied understands the potential disciplinary action if they repeat this behaviour.
Future expectations (student who was bullied)	The student understands they should inform Head of Junior School if further incidents occur, immediately. The students who was bullied understands they are supported by the College and staff. If needed, the students will be offered access to support services.
Reflection and Review of College Policies and Procedures	Analysis of situation to influence future approach to anti-bullying: How has this happened? Is additional training of staff required? Are additional skills needed for students to report bullying? Implement additional strategies or develop resources to support increased understanding (staff and students).
Follow-up Support	Both students have the opportunity for regular interactions and maintain contact with members of the school Wellbeing and Pastoral Care Team following the resolution to discuss ongoing relationship between the students and their wellbeing.

Appendix


STUDENT EXPECTATIONS
Truth
It is my responsibility to:
• Engage positively in my learning
• Be honest and encourage honesty
• Do my best work
• Use technology appropriately
• Be on time
• Complete my homework
• Ask for help when needed
Hope
It is my responsibility to:
• Be grateful
• Participate in College events
• Always represent the College in a positive manner
• Set a good example to others
• Encourage and help others
• Participate attentively and respectfully in Chapel
• Make the most of the opportunities available to me
All For Christ
It is my responsibility to:
• Speak with respect
• Respect the College and its community
• Be kind
• Accept the consequences of my actions
• Keep my learning spaces neat and organised
• Listen to the teacher's instructions
• Respect others and keep hands and feet to myself
• Look after my belongings
• Place my rubbish in the bin
• Wear my uniform with pride
Respect
It is my responsibility to:
• Be inclusive
• Listen to others and respect their views
• Be courteous and humble
• Care for and support others
• Celebrate the achievements of others
• Ask questions when I do not understand something
• Be an upstander and report negative behaviour
Compassion
ALL FOR CHRIST
SCOTS ALL SAINTS COLLEGE


BE BOLD, BE BRAVE
BE AN UPSTANDER AT
THE JUNIOR SCHOOL
WHAT'S AN UPSTANDER?
An upstander is someone who speaks or acts in support of others.
GIVE IT A TRY
1
Be kind to the person being treated unfairly. Show appreciation and support for them and play or sit with them.
2
Interrupt unkind behaviour. Speak up and help the person leave the situation.
3
Tell a trusted adult about what is going on by asking for help from a teacher or caregiver.
4
Be brave. It's okay to feel nervous or unsure of what to do. But, as an upstander, you're setting an example for others and making the Junior School a kinder place.
STOP
BULLYING