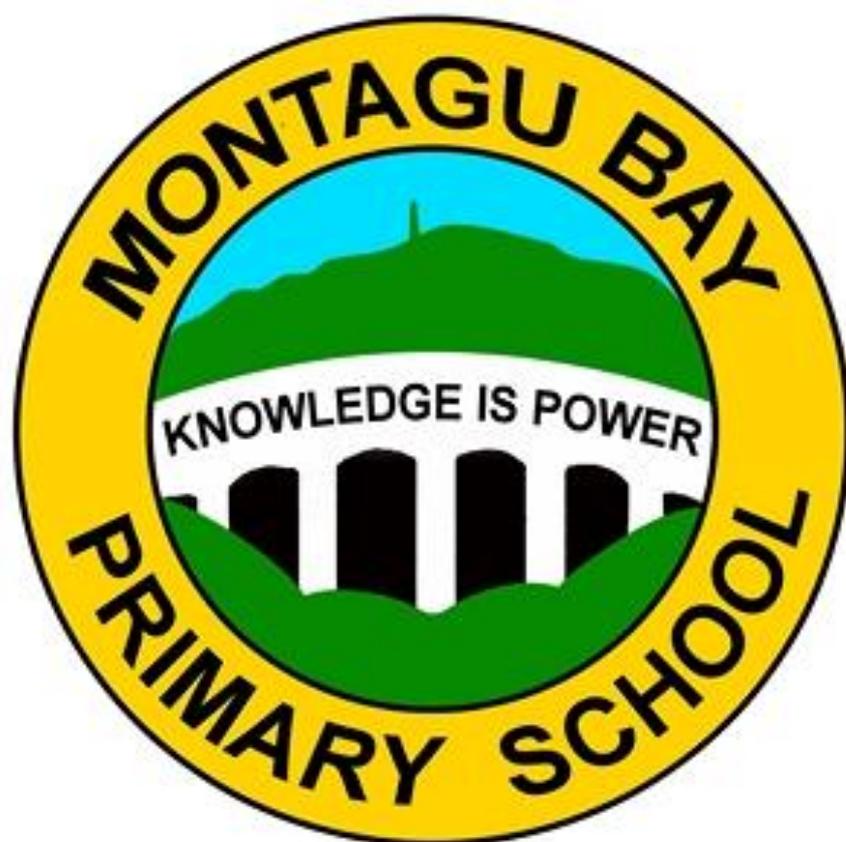


# Montagu Bay Primary School

## Respectful School Procedures



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At Montagu Bay Primary School we explicitly teach and model our school community values of:

- Respect
- Responsibility
- Resilience

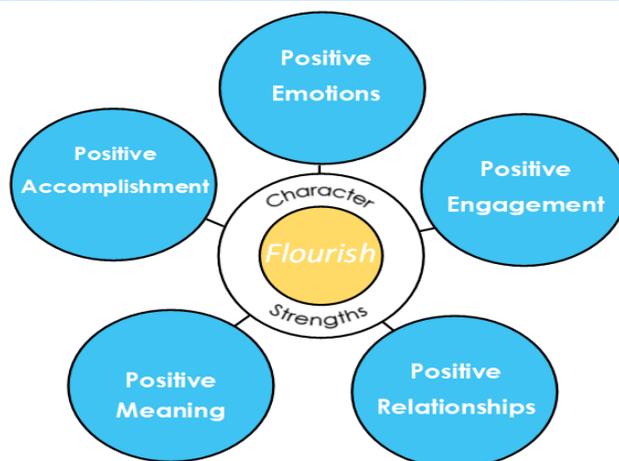
These values guide all members of our school community in their actions and choices and underpin our commitments to:

- building positive relationships across the school community (Respect)
- maintaining the safety and wellbeing of students and staff (Responsibility)
- ensuring everyone in our school community has the right to have their feelings acknowledged and valued (Resilience)

At Montagu Bay Primary School we believe that it is important to educate our students socially and emotionally; to enable them to flourish both at primary school and in their life beyond school.

This is why we have embraced the science of Positive Psychology which, when applied to education, is called Positive Education. Positive Psychology is a branch of psychology that emerged from traditional psychology's deficit based model. It is a strengths based approach that aims to build individual resilience and strengths in all children. The aim of positive psychology is to improve the quality of people's lives.

At Montagu Bay Primary School we have developed our own model which is based on Martin Seligman's PERMA model. We are beginning to teach Positive Education by introducing students to the VIA Character Strengths. Our 24 character strengths help us to demonstrate our 3Rs at MBPS every day.



Our aim is to equip our students with a toolbox of strategies that they can use to be resilient and lead happy and meaningful lives.

We use a range of Positive Behaviour Support strategies to assist our students to learn acceptable behaviours and to promote positive connections across the school community. Our PBS strategies include:

- 3 R certificates
- Class-based Social Skills Programs
- Buddying/Mentoring Programs
- Calming activities
- Behaviour Blitzes (common language)
- Building emotional literacy
- Engaging teaching and learning programs
- Aussie of the Month awards
- Growth Mindset
- Zones of Regulation
- Respectful relationships curriculum
- E-Smart curriculum
- Positive Education – strengths focus

**The Public service Code of Conduct also guides the actions and choices of staff.**

**Code of Conduct**

- *An employee must behave honestly and with integrity in the course of State Service employment.*
- *An employee must act with care and diligence in the course of State Service employment.*
- *An employee, when acting in the course of State Service employment, must treat everyone with respect and without harassment, victimisation or discrimination.*
- *An employee, when acting in the course of State Service employment, must comply with all applicable Australian law.*
- *An employee must comply with any standing orders and with any lawful and reasonable direction given by a person having authority to give the direction.*
- *An employee must maintain appropriate confidentiality about dealings of, and information acquired by, the employee in the course of that employee's State Service employment.*
- *An employee must disclose, and take reasonable steps to avoid, any conflict of interest in connection with the employee's State Service employment.*
- *An employee must use Tasmanian Government official resources in a proper manner.*
- *An employee must not knowingly provide false or misleading information in connection with the employee's State Service employment.*
- *An employee must not make improper use of - information gained in the course of his or her employment; or the employee's duties, status, power or authority in order to gain, or seek to gain, a gift, benefit or advantage for the employee or for any other person.*
- *An employee who receives a gift in the course of his or her employment or in relation to his or her employment must declare that gift as prescribed by the regulations.*
- *An employee, when acting in the course of State Service employment, must behave in a way that upholds the State Service Principles.*
- *An employee must at all times behave in a way that does not adversely affect the integrity and good reputation of the State Service.*
- *An employee must comply with any other conduct requirement that is prescribed by the State Service Regulations 2001.*

**Visitors, Parents & Carers**

All visitors to the school, including parents, carers and family of students are expected to behave in a way that demonstrate the 3Rs. If behaviour is displayed that sits outside of reasonable and respectful behaviour a warning letter may be issued explicitly stating the behaviour that is unacceptable. In the case of extreme behaviour and/or repeated disrespectful behaviour a Trespass Order may be issued. If the behaviour is threatening and/or illegal and jeopardises the rights of the community to feel safe then a Restraint Order may be sort and charges may be pressed.

**We are committed to:** building positive relationships across the school community

Therefore we...	And we don't...
<p><b>1. Show interest in our students and their families:</b></p> <ul style="list-style-type: none"> <li>• We maintain our role and develop effective and respectful relationships with students</li> <li>• We are genuine in our communications e.g. greeting students and families, asking questions and actively listening to responses</li> <li>• We see all students in the school as “our students”</li> <li>• We regularly relay positive stories from school to home, personally or via phone/email, ensuring that all parents receive positive feedback at least once a month.</li> <li>• We welcome children from other classes as well as other visitors into our classrooms</li> </ul> <p><b>2. Consider the meaning of individual student’s behaviour in the context of their experiences:</b></p> <ul style="list-style-type: none"> <li>• We work on specific responses to individual behaviour e.g. when the student does ..., what do we do?</li> <li>• Teachers, support personnel and families work together to develop a shared understanding of student needs</li> <li>• We seek more information about student background and/or recent experiences and circumstances</li> <li>• We identify and celebrate each child’s strengths</li> </ul> <p><b>3. Provide intervention for students at risk:</b></p> <ul style="list-style-type: none"> <li>• We collaboratively plan, document, implement and review programs that are developmental and individualised for each student</li> <li>• Strategies contained in PLPs, IEPs and other planning documents are regularly reviewed</li> <li>• We seek expert advice and assessment information from school psychologists, social workers and other support personnel</li> <li>• Transition processes are provided</li> </ul> <p><b>4. Have buddy class arrangements across the school for mentoring &amp; relationship building:</b></p> <ul style="list-style-type: none"> <li>• Buddy times are planned for and focus on mentoring, relationship building and providing opportunities for students to achieve</li> <li>• Buddy classes are used for behavior support when required</li> </ul> <p><b>5. Only share information that is supportive of student’s wellbeing:</b> We collaborate with school, other support personnel and families to share relevant information.</p>	<ul style="list-style-type: none"> <li>• Use putdowns... “He’s being an idiot” “I’d expect that of her”</li> <li>• Use sarcasm</li> <li>• Talk about student behaviour in front of others</li> <li>• Take away earned rewards</li> <li>• Reprimand students without re-direction</li> <li>• Sit children in highly visible, high traffic areas of the school e.g. corridors, office area</li> </ul> <ul style="list-style-type: none"> <li>• Ignore negative behavior that we notice (a behaviour ignored is a behaviour condoned)</li> </ul>

**We are committed to:** maintaining the safety and wellbeing of students and staff

**Therefore we:**

**And we don't:**

**1. Provide a safe and predictable learning environment:**

- All staff (including relief) and students know school rules, boundaries, expectations and consequences
- Character strengths and Zones of regulation are displayed in all learning areas
- Students know what they are expected to do and how to achieve
- We implement consistent routines and structures e.g. line order, how to transition/move to specialist activities
- Class and daily timetables are visible in all rooms
- Advance warning is given (where possible) when change occurs to daily routines
- A chill out area is available in all classrooms
- Alternative lunchtime activities are offered to engage students.
- Time in (supervision of students in the classroom/ workspace) is used by staff to assist students to:
  - regain emotional stability and composure;
  - reflect on their behaviour;
  - repair relationships; and
  - find a way to re-engage in their learning program
- Respite is provided for staff and students when required e.g. senior staff can provide a break or do a duty
- Use conflict resolution strategies to sort out problems between staff. (engage a SS mediator if needed)

- gossip or talk about families or staff
- make judgments
- use put downs or make sarcastic comments
- have a one-size-fits-all policy
- implement ad-hoc programs / last minute planning
- jump to conclusions about student behavior
- speak disrespectfully about our colleagues

**2. Explicitly teach social skills and support students to form positive relationships:**

- Explicit instruction for each class, planned by teachers at appropriate grade level including Zones of Regulation, Growth Mindset, Positive Education principles and Respectful Relationships curriculum, e-Smart curriculum
- Skills are broken down into achievable steps and taught sequentially. Opportunities for practice are incorporated into all lessons i.e. games, drama, pair and group work
- Negative/mistaken behaviours are seen as an opportunity for explicit teaching
- Explicitly teach language related to feelings
- Opportunities are created for students to build positive relationships e.g. buddy classes, pairing students up with mentors
- We acknowledge students who are engaging in positive play

- All staff model positive relationship skills e.g. language and friendship behaviour
- All staff implement the whole school social skills focus (including non-teaching staff)
- Staff take responsibility and address any inappropriate behaviour that they see or hear with the student concerned

**3. Give concrete praise and implement strategies to reward positive behaviour:**

- Positive behaviours and actions in all areas of the school are acknowledged by referring to what students have done e.g. "I really like the way you..." "When you did ... that really helped..." connecting the behaviour to the strength demonstrated and/or the 3 Rs
- All staff (including non-teaching staff) support and acknowledge positive behaviours and character strengths equally
- We praise and acknowledge all 3R values equally

**4. Use positive re-direction and provide explicit, timely feedback to improve behaviour:**

- I see you need help with...
- I'm wondering if...
- I can see that you're just about to...
- Next time can you practise your strength of
- Cross-praising – we tactically ignore inappropriate behaviour and acknowledge students demonstrating the required behaviour
- We reflect back on how we believe a student is feeling and what that is based upon e.g. "I am guessing that you are angry at the moment because your face is red and you aren't able to look at me. Is that right?", "Your body is telling me..."
- Students are given appropriate choices so that they feel a sense of control
- We ask students to repeat back instructions to determine their understanding of the behaviours required
- We set limits on unacceptable behaviour and use natural consequences e.g. Since it took you longer than ... to do ... we have run out of time for you to have your turn on the ...
- "At Montagu Bay we..."
- We look for opportunities for restitution e.g. "Because you broke all of the pencils in the tub you will need to stay behind and sharpen all the pencils in the classroom tubs during the break".
- Senior staff provide "push in" (within classroom) support for teachers to assist students in containing and improving their behaviour.

**We are committed to:** ensuring everyone in our school community has the right to have their feelings acknowledged and valued

**Therefore we:**

**1. Implement whole school strategies that build emotional literacy:**

- We acknowledge and value student's emotional literacy
- We teach students to recognise and express their feelings through art, drama, music, games and other experiential learning opportunities
- We build our students' vocabulary of words to express their feelings
- Social scripts/stories are used to teach students how to be considerate and manage their emotions
- We have high expectations for all students. We expect them to face their fears and meet challenges with resolve and commitment
- We challenge negative concepts and core beliefs e.g. "I'm no good", "It's not my fault"

**2. Teach and model skills and strategies to deal with conflict constructively and repair relationships:**

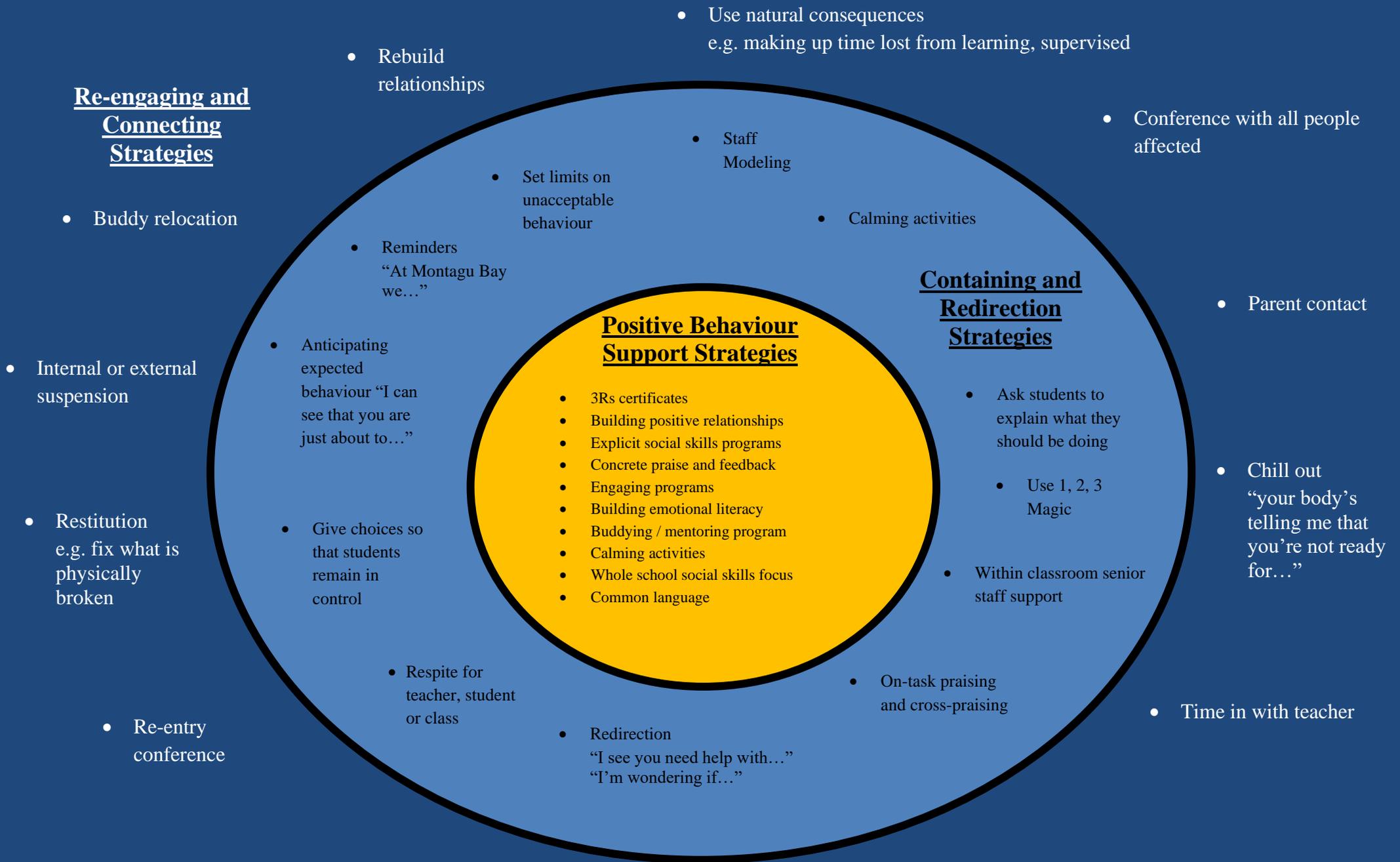
- We plan and implement inclusive social skills programs based on sound teacher-student relationships
- We provide experiential learning opportunities for students to problem solve around day to day problems, difficulties and conflicts
- Students see staff "hanging in there" when confronted by problems and challenges and "bouncing back" from emotional discomfort and failure
- We talk in a way that lets students respond and not resist
- Staff model rational control over often irrational emotions

**3. Incorporate relationship repair in all behaviour management responses:**

- A restorative, problem solving approach is used to assist students to take responsibility for their behaviour, to understand the impact it has on others and repair relationships.
- All those involved and affected by the behaviour are brought together to look at what needs to happen to repair the harm.

**And we don't:**

- Downplay or disregard others' emotions
- Leave negative behaviours unchallenged/ignore negative behaviours
- Rely on punitive discipline responses that result in blame, alienation and/or exclusion of students
- Put down staff members.
- Engage others in our own conflict



**At Montagu Bay we explicitly teach and model our core values of Respect, Responsibility and Resilience**

