



Bonython Brief: approach to promoting positive behaviours for learning

ACT public schools use the Safe and Supportive Schools policy to design school procedures that *are committed to providing positive and engaging environments where young people feel connected, respected, achieve success and are fully engaged in education.* Bonython Primary School aims to support learners to become active and informed citizens who take responsibility for themselves, others and the environment and build and value respectful relationships.

Bonython Primary School provides a range of learning opportunities aimed at modelling and informing students of the expectations of positive and respectful relationships and behaviour. We believe this is a process for helping children develop fundamental skills for life effectiveness. Our approach to social and emotional learning teaches the skills we all need to handle ourselves, our relationships, and our work effectively and ethically. These skills include recognising and managing our emotions, developing care and concern for others, establishing positive relationships, making responsible decisions, and handling challenging situations constructively and ethically.

At Bonython we use the GIDES to *guide the* maintenance of safe social, emotional, intellectual and physical environments. The GIDES are communicated, modelled and acknowledged across the school at every opportunity. Our GIDES include:

- Grit - perseverance and showing resilience and determination
- Integrity - acting honestly and taking responsibility
- Embracing Diversity - accepting, valuing and appreciating difference
- Empathy - understanding others
- Self-management - demonstrating composure and self-control

The GIDES are expectations which are communicated at various levels within the school including

- Whole school: through Bonython Briefing, social media and communication with families, and recognition
- Whole class: through group discussions and class meetings, modelling and recognition of appropriate behaviours, and explicit teaching of social and emotional skills
- One to one: Students with identified needs can be provided with individual plans to build and reinforce positive behaviours for learning
- Parent/student/teacher meetings: to establish and maintain joint support for education and intervention strategies

When things go wrong for students, members of the education team guide individuals to:

- take turns to tell the story of the incident
- summarise key points of agreement as the focus
- individuals identify the part of the problem they were responsible for

In the resolution phase, students are offered the opportunity to think about and share:

- what needs to be mended/repaired for them
- what mending/repairing they need to do
- what consequences or strategies are needed to restore positive participation at school

Depending on the outcome of the investigation and the context and climate of the incident, the most appropriate selection of the following strategies is undertaken:

- Student/s may be provided with alternatives to regular learning programs including playground situations until there are indications that the student/s understands the severity and impact of their actions
- A problem solving conference may be conducted with the aim of highlighting the impact of the situation on people involved. These conversations aim to reinforce positive behaviour and empower students to seek resolution
- Families are contacted for physical/aggressive incidents ("hands-on") and/or high level problems
- Student support plans may be put in place to assist all parties involved in an incident, including Positive Behaviour Support Plans, Protective Action Plans, Playground Passports and Classroom Behaviour Plans

- Parent support may be requested including their time to assist student inclusion, management of behaviours, and to engender positive learning
- Temporary exclusion of individuals from activities or situations in which the risk of non compliance or dangerous behaviour is obvious
- Suspension from school may be used to interrupt a cycle of behaviour, to reinforce the requirements of the school, to create, review or adapt individual student plans or to signal to the student the severity of their actions
- Negative incidents are recorded on Sentral Wellbeing by teachers or members of the executive team

Promoting positive behaviour for learning

With the goal of ensuring that every experience promotes positive learning, the school aims to reduce repetition of negative situations by facilitating appropriate interventions. These are aimed at improving student participation, engagement and achievement, to position them for success. They are applied flexibly and mindfully to achieve effective social, emotional and behavioural learning for the student.

To avoid recurring patterns of unproductive behaviours the following interventions may be applied:

- Application of the classroom protocols and routines
- Use of time in an alternative space to refocus
- Provision of alternative programs in order to build success
- Social stories used to prepare students for unfamiliar events or unknown expectations
- Alternative arrangements/reasonable adjustments
- Parent support including their time to assist student inclusion, management of behaviours and to engender positive learning
- Use of partial attendance programs to enable a student to experience and build on positive social and learning experience
- Suspension from school to interrupt a cycle of behaviour or to reinforce the requirements of the school, to review and modify individual student plans, or to signal to the student the severity of their actions
- Support from the Education Support Office, Allied Health professionals and/or the school psychologist

When considering the appropriateness of interventions aimed at promoting positive behaviours for learning, the school considers the wellbeing of all participants, including staff, students and members of the public. In cases when such wellbeing cannot be ensured, student/s may be offered an alternative program. These interventions apply to all school activities including school visits, excursions and special events.

Additional resources/links :

- BPS Social and Emotional Framework (2017)
https://docs.google.com/document/d/1CTEJkZUxcvw8_wkSMO0RWSJLjaCYRTZzpoo0SjlqSG4/edit?ts=5b839b09
- Safe and Supportive Schools Policy, ACT Education
- Individual Learning Plans/Behaviour Response Plans
- SASSCO officers with current and relevant training
- Zones of Regulation
- BPS Social Story Google Drive