

We are currently updating our School Wellbeing, Inclusion and Behaviour Policy Management plan which sets the scene for a safe, fair learning and social environment. We anticipate this will be in draft ready for community consultation this year.

Our school approach to preventing and responding to behaviour incorporates our values, learning toolkit and restorative strategies. At the beginning of the year, Teachers work hard with students to create a classroom community with high expectations of learning and behaviour. Setting up routines based around our whole school approaches is part of our 'Jingili Way' start up week. These concepts are revisited where necessary throughout the year, particularly in re-setting for each term.

Our School Values and Learning Toolkit

Our Jingili 3Rs are embedded across everything we say and do. In 2021, our SLC co-created summaries of what our 3Rs mean for our students and we also established our new learning toolkit which is being implemented across our classes as a learning language for our students to develop and grow learning behaviours.

As Jingili learners, we are

 <p>RESPECTFUL We are kind and caring towards ourselves, each other and the environment.</p>	 <p>RESPONSIBLE We take ownership of our decisions, actions and emotions towards ourselves, others and our school property and grounds.</p>	 <p>RESILIENT We are brave, have a growth mindset and not give up when things get hard. We bounce back.</p>
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Courageous



Curious

Jingili
learners
are...

Creative

Compassionate

Collaborative

Jingili's 5Cs

Berry Street

Jingili Staff have been training in the Berry Street Education Model (BSEM) for the last two years, learning in the 5 domains of Body, Relationships, Character, Engagement and Stamina. These five areas are lenses; each domain reflecting evidence-based practice that informs our daily classroom learning in various ways. While there is no single recipe for classroom success, we strive collaboratively to unify our language, modelling and relationships to meet the special and complex needs of all our children. BSEM is an approach that links trauma-informed positive education. It is a framework that acknowledges individual student have differentiated competencies, needs and strengths – working towards our whole school motto of ‘Putting the Child First’ and inclusion. Each domain incorporates strategies, brain breaks and lesson plans to support teachers in strengthening the development of students’ physical, psychological, social and emotional capacities. It is designed to be responsive to the needs of children as these needs emerge. Having consistent, predictable routines and adults, support students to be ready to learn.

Body	Relationships	Stamina	Engagement	Character
De-escalation Present. Centered. Ready to Learn.	Attachment Unconditional Positive Regard	Growth Mindset Resilience	Flow Willingness	Values Character Strengths
Mindfulness	Redefining Power	Stamina for Independent Learning	Positive Emotions	Community Strengths
Self-Regulation using Zones of Regulation language	Empathy and Zen Mind Golden Statements Process praise Active Constructive Responding Whole School Relationships Teacher Self-Care	Emotional Intelligence	Positive Movement and Rhythm Play, humour, fun Physical Theatre & Clowning Around Cultivate Wonder	Hope Gratitude

We work towards bridging the language we use at school with that of home.

Zones of Regulation

To support regulation, we use the zones of regulation language for students to build an awareness of their body and how they are feeling to communicate this with others. For students who are experiencing ongoing dysregulation patterns, a personal ready to learn plan may be put in place to support them.

<p>The BLUE zone</p>  <p>How might you feel?</p> <p>sad tired bored moving slowly</p> <p>What might help you?</p> <p>Talk to someone Stretch Take a brain break Stand Take a walk Close my eyes</p>	<p>The GREEN zone</p>  <p>How might you feel?</p> <p>happy okay focussed ready to learn</p> <p>What might help you?</p> <p>The goal of this exercise is to get to the GREEN zone. What can you do to be happy, calm and ready to learn?</p>	<p>The YELLOW zone</p>  <p>How might you feel?</p> <p>nervous confused silly not ready to learn</p> <p>What might help you?</p> <p>Talk to someone Count to 20 Take deep breaths Squeeze something Draw a picture Take a brain break</p>	<p>The RED zone</p>  <p>How might you feel?</p> <p>angry frustrated scared out of control</p> <p>What might help you?</p> <p>Stop what I'm doing Make sensible choices Take deep breaths Ask for a break Find a safe space Ask for help</p>
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Expected Behaviours

Expected behaviours center around our 3 core values of respect, responsibility and resilience and are strengthened through our BSEM. Specific behaviours are outlined in a student friendly matrix which has been co-designed by staff and students. These are explicitly taught and visible across all learning areas. We believe students need to learn appropriate ways to behave at school that reflect and are parallel with the values of our community.

	RESPECT	RESPONSIBILITY	RESILIENCE
INSIDE	<ul style="list-style-type: none"> Listen Follow instructions Talk quietly Be friendly and kind Use your good manners, words and share Remember personal space Respect others' belongings Take turns Include others 	<ul style="list-style-type: none"> Walk Self-regulate Be ready to learn Be safe and keep others safe Use furniture and equipment responsibly Be responsible for your behaviour and your belongings Have pride in your classroom Be a good learning buddy 	<ul style="list-style-type: none"> Ask for help Wait patiently Try your best Be helpful and cooperative Problem solve Have a growth mindset and show learning stamina
OUTSIDE	<ul style="list-style-type: none"> Take turns Include others Kind words and kind actions Stop and listen to all adults 	<ul style="list-style-type: none"> Safety first Walk on the concrete Wear a hat and shoes Play for fun Be a rubbish warrior Own your behaviour Think sustainability 	<ul style="list-style-type: none"> Don't give up Play fair It's OK to play with different people Follow rules of the game Remember the Jingili Five

The Jingili 5

In collaboration with BSEM, students will be taught to strengthen resilience, foster awareness, and develop a restorative process for the management of student wellbeing. Our Jingili Five supports students through action to deal with conflicts that may arise with another student. We emphasise the 'reporting' to an adult when they feel they require support, particularly with escalated behaviours and those that are unsafe (red behaviours). We appreciate open communication with parents where students have reported at home and the issue requires sorting with the school.

The Jingili 5



Respect, Responsibility and Resilience
with a
Growth Mindset

Responding to Behaviours

Explicit teaching of expectations, behavioural consequences and visible reinforcement occurs across the school. However, it is important to consider the logical consequence appropriate to the individual student, scenario and context. Consequences for behaviour need to be clear and consistent. It is vital that within the school all parents/guardians, staff and students have a role in the development & implementation of Behaviour Management and understand the fairness of this approach and that flexibility is sometimes required. Consequences must work to change the behaviour. Restorative practices and processes are always used by staff when working through behaviours with students involved. 'Flipping your Lid' is a phrase we use with kids who have lost control.

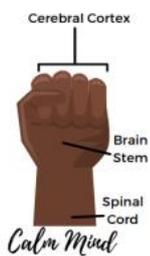
If your child is experiencing hardship in the playground or class, please contact the classroom teacher in the first instance. Leadership will get involved where necessary to support the student and teacher in the process.

FLIPPING Your Lid



Some things to say:

DURING	AFTER
<p>Flipped Lid</p> <ul style="list-style-type: none"> "What do you need?" "You are safe & I am here" "You get to feel it all!" 	<p>Calm Mind</p> <ul style="list-style-type: none"> "What can we do next time?" "What calm down strategy would you like to try?"



It is important to practise and identify the calm down strategies that work for you to de-escalate and get back in your THINKING BRAIN and 'ready to learn'.

- Breathing
- Positive thoughts
- Take a break – go for a walk
- Regulate your body
- Redirect your brain – think of 5 other

RESTORATIVE PRACTICES

EVERYONE MAKES MISTAKES

Relationships

Mistakes are an opportunity for learning.

When I lose control and flip my lid,

I will take steps to:

Repair

Restore

Rebuild

We respond to challenging behaviours. Everyone is responsible for what they say and their actions in the Restorative Process.

We ask...

- What happened?
- What were you thinking at the time?
- What have you thought about since?
- Who has been harmed by what you have done? In what way?
- What do you think you need to do to make things right and repair, restore and rebuild?

To help those who have been harmed, we ask...

- What did you think when you realized what had happened?
- What harm has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right and repair, restore and rebuild?

Our Jingili Behaviour Traffic Lights make behaviours visible and establish a shared understanding of what is not acceptable and how we respond to behaviours. These were co-created and are shared with Jingili staff and students throughout the year.

BEHAVIOURS		FOLLOW THROUGH STRATEGIES	
MINOR BEHAVIOURS	<p>CONNECTION SEEKING BEHAVIOURS</p> <ul style="list-style-type: none"> Off task Out of seat Chatting Calling out Not listening to instructions Making inappropriate sounds/noises Talking when they should be listening Rolling/crawling around the classroom Lying/cheating Chewing gum <p>Low frequency & intensity</p>	<p>NON-COMPLIANCE</p> <ul style="list-style-type: none"> Leaving the class without permission Refusing reasonable requests Refusing to do work Not following playground rules Returning to class late after recess/lunch Littering Not completing class work Play fighting <p>HARASSMENT</p> <ul style="list-style-type: none"> Minor teasing Deliberately spoiling games Minor disruption to the teaching and learning environment Pushing others <p>Medium frequency & low intensity</p>	<p>RESPONSIBLE PERSON: CLASS TEACHER</p> <ul style="list-style-type: none"> Remind, warn, act, reflection time in class, Remind, Warn, Act, reflection time with buddy class Loss of privileges Walk with Yard duty teacher Problem solving conference with teacher Student complete work in own time with class teacher Community service Ongoing minor behaviours—refer to Leadership team. <i>Teacher to input data into Incident Tracker and follow up note from Leadership team</i>
	<ul style="list-style-type: none"> Repeated offences Intimidation/threats Dangerous behaviour Inappropriate time-out Inappropriate use of IT Refusal to complete reflection time <p>Medium frequency, low intensity High frequency, low intensity Low frequency, high intensity</p>	<ul style="list-style-type: none"> Wilful damage Absconding 	<p>RESPONSIBLE PERSON: CLASS TEACHER & LEADERSHIP TEAM</p> <ul style="list-style-type: none"> Strategies from minor behaviours area Reflection time with Principal/Assistant Principal Communication with parents/carer <p><i>Requires data input—class teacher and then follow up from Leadership team</i></p>
MAJOR BEHAVIOURS	<p>ONGOING NON-COMPLIANCE INTIMIDATING/TEASING PHYSICAL HARM</p> <ul style="list-style-type: none"> Physical assault/violence towards others with intent to hurt Biting Spitting at people Sexual assault – exposing sexual parts <p>VERBAL ABUSE</p> <ul style="list-style-type: none"> Obscene or objectionable words/gestures Racial abuse <p>INAPPROPRIATE USE OF TECHNOLOGY</p> <ul style="list-style-type: none"> Ongoing cyber bullying <p>ABSCONDING</p> <ul style="list-style-type: none"> Running away from school grounds Out of class without permission and causing disruption to others 	<p>DANGEROUS ACT / INAPPROPRIATE ACT</p> <ul style="list-style-type: none"> Throwing objects in the classroom/playground Property damage Stealing from school, staff, or other students Inappropriate sexualised behaviour Persistent bullying Inappropriate communication Physically or verbally threatening others <p>WEAPONS / PROPERTY OFFENCE</p> <ul style="list-style-type: none"> Possession and/or use of dangerous weapons Possession and/or use of banned substances <p>High frequency & intensity</p>	<p>RESPONSIBLE PERSON: LEADERSHIP TEAM</p> <ul style="list-style-type: none"> Reflection time with buddy class Communication with parents/carer Restorative conversation Loss of privileges (excursions, sporting events, camps, performances) Student placed on individual behaviour plan Involvement of school-based constable Internal suspension External suspension <i>Requires data input—Leadership team and emailed to teacher</i>
	<p>If required: arrange movement break for student after recess or lunch</p>		

RELATIONSHIPS MATTER

MINOR INCIDENTS: REMIND – WARN – ACT.

A three-step process is used in all classrooms for occasions when students exhibit minor negative behaviours that interrupt the learning of themselves and others.

REMIND

Student reminded of class/school expectations – refer to 3R matrix

WARN

of consequences (refer to minor behaviour strategies if reflection time is not the logical consequence)
'Time with' may be appropriate here (bring the student close to the activity undertaken by the other students and keep them by your side. If possible, speak quietly to them about expectations and next steps. Reframe their disruption

ACT

reflection time within classroom (age appropriate)
Student re-joins class (restorative conversation)

FURTHER DISRUPTION - ACT

reflection time with buddy class
(neighbouring classroom – student takes timer with them and sets for age-appropriate time)
Student re-joins class (restorative conversation required)

Important!

- There is always a known reflection time area within the classroom
- In the first instance the reflection time should be within the classroom before a buddy neighbouring classroom is used with a reflection sheet (if appropriate)
- The student must know why he/she is being sent to reflection time
- Length of time out should be sufficient for the child to be able to re-enter the class program calmly and ready to learn
- A restorative conversation should follow each time the student re-joins the class
- In the event of ongoing inappropriate/disruptive behaviour that results in Leadership support, teacher to input incident into Gradexpert Incident Tracker and email to Leadership member for them to input their follow up action.
- If a student refuses to attend reflection time in class or buddy reflection time - the teacher restates the request, tell the student they have 5 minutes to comply and then walk away. Ring Leadership team for support if the student does not comply with the second request.

The decision to move directly to Leadership team should be based on:

- Violent behaviour towards self/others/severe property destruction, unpredictable verbal, or physical outbursts
- Steps of classroom reflection time, buddy reflection time have been followed and the student is still consistently interrupting the teaching and learning environment – EVERYONE HAS A RIGHT TO LEARN.

Everyone has a role to play in promoting and supporting positive behaviours that work towards all our students feeling safe and ready to learn.

STAFF

At Jingili Primary School we promote wellbeing and positive behaviour through:

- Providing a positive, safe, supportive and inclusive learning environment
- Being responsive to students' concerns.
- Catering for individual differences in learning and behaviours.
- Providing well thought out teaching learning programs.
- Modelling & explicitly teaching values, responsibilities, school/classroom rules and consequences.
- Negotiating according to the needs of the children.
- Rewarding respectful, responsible and resilient behaviour.
- Use positive in class systems to give students feedback on behaviour.
- Have consistency as well as flexibility across the school.
- Be seen to be fair and just for all.
- The supervising teacher (in any school day context) be responsible for dealing with incidents that occur, so that a satisfactory conclusion is achieved.
- Comply with Mandatory Reporting Guidelines

Acknowledging, rewarding exemplary & improving behavior through interventions

STUDENTS

At Jingili Primary School we believe students should:

- Participate in all learning to the best of their ability.
- Learn how to be respectful, responsible and resilient towards other students and adults in the school and in the community.
- Think about their actions and act accordingly to their surroundings.
- Respect and care for own and other's property.
- Keep our school clean and tidy.
- Practice conservation and the reduction of rubbish in the school through recycling and reusing.
- Allow others to learn as well optimising their own learning opportunities.
- Actively participate in the learning opportunities and activities provided, such as sports, excursions, special events, specific roles established for students- SRC, House Captains.
- Maintain a safe, happy and collaborative learning environment.
- Look after each other, share equipment and play areas fairly.
- Demonstrate learning engagement and stamina

PARENTS

At Jingili Primary School we believe parents can support their child by: Communicating

- Advising of absence of children.
- Advising teachers of any changes in the child's life.
- Participating in student led conferences
- Participating in parent/ teacher interviews.
- Talking through any problems or difficulties parent and/or child is having at any time.
- **Being prepared and organised for school**
- Having adequate and healthy brain food, suitable clothing, rest, school equipment and staying home when ill.
- Arriving on time each school day.
- **Taking an interest in your child's learning**
- Listen to them read and be involved in homework processes
- Join in school activities where possible.
- Talk to the teacher about their learning.