Rationale:
BESM is a school community responsibility. Students, parents and teachers need to have a clear understanding of what is expected in regard to how we treat each other to ensure a welcoming learning environment that is supportive and safe.

The Western Australian Curriculum, within the "Personal and Social Capability" states: "Students develop personal and social capability as they learn to understand themselves and others, and manage their relationships, lives, work and learning more effectively. The capability involves students in a range of practices including recognising and regulating emotions, developing empathy for and understanding of others, establishing positive relationships, making responsible decisions, working effectively in teams and handling challenging situations constructively".

Guidelines
Marmion Primary School is committed to developing **Behaviour Education and Self-Management (BESM)** in students. We embrace a character strengths-based approach that underpins our school culture. Character strengths can be taught/ learned. However, it requires repeated practice and specific goal setting.

Therefore, the guiding principle of the policy is that:
Behaviour is shaped by the sum total of regular and frequent lessons that create small but meaningful changes over a long and sustained period of time.

Manners
Staff focus on the acknowledgment and reinforcement of good manners. We believe manners are the lubricating oil of a community. Manners are simple things like saying "Please", "Thank You", knowing a person's name and asking them how they are. Manners create the tone and culture of a school.

Self-Control Checklist (Reflective Language)
The teacher must talk in a way that allows students to "*reflect -not react"* and should behave in a way that allows students to *"accept -not defend"*. Teachers are to use language prompts and language that encourages self-control and must take the time to use language prompts to re-direct behaviour both in front of the class and individually. These prompts include:
- Right or wrong thing to do?
- Strong decision or weak decision?
- Feelings or thinking in charge?
- Being your own boss or asking me to be the boss?
- Are you running away from the problem or dealing with it?
- Am I trying to hurt you or help you?

Use of rewards/punishments.
Our role as educators is not make students feel good about their work (extrinsic motivation). We must use words and actions to ensure they feel good about their own work (Intrinsic motivation). Students must not rely upon others to make them feel good about what they have achieved.
If the motivation to complete work is a reward or fear of a punishment, it's impossible for a student to develop self-motivation or a genuine attachment to their work.
To develop an attachment to learning/intrinsic motivation takes time, patience, and a commitment to the student.

Support Cards
When Administration is called to help a student to investigate/instigate a reflective process, the "Removal Process" must be implemented. This means the facts must be discussed with the class prior to the child being removed. Classmates give the student feedback on the weak decisions made by the student and how they can support the student in making stronger decisions. (Bystander behaviour). After the reflective process admin/teacher must complete the "Re-entry

process". This involves the student identifying the weak decision, identifying the strong decision that he/she should have made and how the class will help the student.

Note: Most students can't calm down on their own and that temporarily ejecting a student signal that everyone is part of this community only conditionally. Yet students need the support of their community, particularly when they are struggling with their behaviour.
An Individual Behaviour Plan (IBP) needs to be established for any student with ongoing severe behaviour issues.

Behaviour Processes
It is also imperative that staff role model rational, emotionally regulated behaviour.
In the Classroom
Student unsettled/distracted/distracting.
If after the use of low-level responses/reflective language the student still needs assistance, then the support card is sent to the office.

Teacher or admin discuss with student/class members as outlined in removal/re-entry procedures.
Student continues disruptive behaviour.
Student putting themselves/others at risk.
Support card to office
Admin removes student using removal-- entry procedures.
Removal Language
Who am I here to help?
What weak decision are you making?
Target bystander behaviour- "did you do something or nothing?"
Re-entry procedure
Student states what strong decision he/she needs to make.
Target/community bystander behaviour (Something or nothing)
Referrals
All student referrals must be made through admin. Examples include:
- Suspect student has anxiety.
- Student needs a break or someone to talk to.
- Referrals for imputed disabilities.
- Anxious about coming to school.
- Need to talk with someone.
- Upset.

Bullying
Bullying is essentially an intentional abuse of relational power. It is an act of cruelty. Most bullying is not physical. It is psychological. It is intentional, selected, unprovoked and *repetitive* behaviour towards another person by one who is stronger physically or psychologically. Most bullying occurs in the playground but can occur in classrooms.
We have a moral obligation to act on bullying. We need to ensure that students who carry out acts of bullying reflect upon the "response" and the "reaction" rather than the "What" they are going to do about it.
When students come to Marmion, they have the right to learn in a safe environment. We take an educative approach in dealing with bullying. We believe the most effective way is to raise the empathy level of the bully and to work with students on bystander behaviour. It is also vital to work on empowering the victim. We implement specific reflective processes that target these areas.

Awareness Raising
Teachers will use discussion and classroom meetings to reinforce what the school means by bullying and why bullying is unacceptable. Some focus questions may include:
- What do you think bullying is?
- Why do people bully?
- How can we help students that bully?
- How can we help victims of bullying?
- How does bullying make people feel?
- What kind of bullying goes on at school?
- What should we do about bullying?
- What should you do when you know?

- What is bystander behaviour?

It is Ok to Tell
When students know what constitutes bullying, they can recognize when it is occurring and so are able to take steps to prevent it continuing. Students should be encouraged to tell a teacher if they are being bullied in any way. The word DOBBER or DOBBING are words used by bullies to prevent a victim from asking for help. These words will not be used at Marmion. Bullies trade on secrecy, threat, anxiety and fear. We must create a climate where it is <u>ok to tell</u>. Only by telling can things improve. *Is telling helping or hurting?*

Give Skills to Victims
Teachers will take whatever steps are necessary to stop bullying. However, it is also important to empower the victim. Teachers and parents can teach students how to stand up to bullies in an assertive way. Assertion is a skill and needs to be practised whilst emphasising:
- How to look assertive rather than aggressive.
- How to think strong.
- Specific words and phrases to use to convey one's rights. (I don't like it when you….).
- How and when to walk away.
- That it is ok to tell.

Character Strengths
Wisdom/Courage community/Empathy/optimism/Self-Control
Refer to policy

Are you Ready
Students are taught the importance of "code switching" through the "Are You Ready" strategy. Students learn to understand the expectations around working in specific environments and act accordingly. For example, students intuitively understand how to behave when they attend a funeral and the different expectations if attending a football game etc. The classroom is no different. "Are You Ready" prepares students to code switch before entering the classroom by enabling students to set specific goals which becomes the focus for that day.

1. Students set a personal goal for the day.
2. Discuss goal with the class
   Student: ***"I'm ready to ….(states goal)".***
3. **Students code switch**. They know that when they enter the classroom there is an expectation that they are ready to pursue their goal, to switch onto learning.
4. Throughout the day the teacher will ask students to restate their goals.
5. The class respond if the student is working to achieve the goal.

Mindfulness policy
Refer to policy

Time Release (Playing it Safe)
This process is implemented for students who find it difficult to play safely in the playground even after repeated intervention and reflection. It is based on a time restrictive model. He/she eats lunch with an admin member. During this time the student's playground goals are discussed and reinforced. The student is then released to play for designated time. At the conclusion of lunch, the student returns to the admin and answers three questions
Who did you play with?
What did you play?
Who was the teacher on duty?
The questions enable admin and the classroom teacher monitor who the student is interacting with and if that relationship is working or needs to be a focus. The second question monitors the types of games the student is playing in order to determine if the games are appropriate or if certain games are creating more issues than others. The third question is a constant reminder to the student that there is always someone in the playground that can help if needed.
After a week without incident, the time is increased (determined by the teacher /Admin) until the student is back to full lunchtime play. The completion of the reflection is the critical educational element of the process.

Bystander behaviour

The focus of the process is to help students to reflect upon the notion that "A person who puts aside their virtues and knowingly contributes to the abuse of another's dignity and rights by taking no action to prevent it is a bystander". This is not acceptable at school and within our community. Therefore, bystanders are asked to reflect on the question "Did you do something or nothing? If nothing, what could you have done? If something, what could you do? In hindsight is there anything else you could have done??

Yarning Circles

Yarning Circles are used to allow all students to have their say in a safe space without judgement. The process helps to develop deep listening skills, sharing knowledge and establishing rules around respectful behaviour. Yarning Circles also deal with problems of behaviour and/or conduct that students have failed to resolve after trying first to deal with it themselves. *(Refer to Yarning Circle policy)*

Restitution

Restitution is a means for someone who has done wrong to accept responsibility for what they have done and make amends.

Restitution lets the community see that the transgressor is sorry for what they have done and that he/she is willing to do something of assistance and value to the community to earn back their trust.

Restitution is a pathway to reconnect and belong. Punishment leads to resentment and disconnection:

- Look for ways of making restitution that respects the dignity of the perpetrator.
- Students may make decisions that are impossible to employ, however, the opportunity to contribute improves the understanding of the purpose of restitution.
- Some students find it hard to see the difference between restitution and punishment- this can make them resistant to seeing any value in restitution.
- If a student's restitution is stacking chairs and he is asked, why is he/she doing so the answer might be "because I have to" or "because I hurt someone". Asked how they feel about the answer would be given with a fair amount of resentment "don't care".
- Our aim is to get students to understand the meaning of restitution and therefore see it as a means to show the strength of character required to earn back the trust of his/her community and reconnect with them.
- Therefore, understanding that he/she has done the wrong thing he/she determines that stacking chairs is a meaningful way of making restitution. This is also linked to his/her interpretation of the severity of the restitution.
- So, with this understanding now asked why he/she is gardening the answer might sound like" because I hurt someone, and I want people to trust me again—or because I want to show that my community that they do not have to be scared of me or worry about me". This ultimately our goal

Restitution in practice

Possible ways that students could carry out restitution- It is important for the perpetrator to decide so the discussion is critical.

Examples.

- Stacking classroom chairs
- Opening the door in morning. Greeting all students
- Cleaning classroom floor
- Spending time with the target
- Keeping school bags neat outside the classroom
- Working in the garden
- Last to leave the classroom. Asks the teacher is there anything she needs doing before going to a break.
- Making positives observations about classmates which he reads at the end of the day (3-4 a day)
- Arrives at school early to put everyone's chair out.
- Umpires a game at lunch time.

- Observing and recoding what makes the group/game work effectively naming strong contributors and discussing why.
- Keeping alcove clean and outside classroom neat
- Holding the door open for classmates as they leave room.
- Washing classroom windows
- Teaching others a skill
- Sharpening pencils left in a container each day by other students.

Restitution activity must comply with the filter below.
Respect the dignity of the perpetrator.
It must not demean, humiliate, dehumanise the perpetrator or cause
intentional physical pain. To this end an act of restitution should be
determined by negotiation between the concerned parties.
2. Be visible to the class community.
Hiding restitution makes it something to be embarrassed about. The community needs to make
judgements about the manner in which the restitution is carried out.
3. Be practical and easily supervised.
If restitution occurs when words are no longer enough, then it follows that
they must be practical in nature. Supervision does not necessarily mean by the teacher.
4. Be of service to the target or the community.
The restitution satisfies some general or specific need of the target or
community or is an exertion made on behalf of one or both.
5. Have meaning for the target.
It may be that no restitution can be found that directly relates to what was said
or done to the target by the perpetrator. In such a situation the value of the
restitution lies in the value the target attaches to it.
Parents have a right to:
- Be informed of behaviour education and self-management procedures and decisions affecting their child's welfare.
- Be informed of their child's position within the school's behaviour education and Self-management continuum.
- Be heard in an appropriate forum on matters related to the rights of their child within the Behaviour Education and Self-Management Policy.

Parents have a responsibility to:
- Ensure that their child attends school punctually and regularly.
- Ensure that the physical and emotional condition of their child is at an optimum for learning in a purposeful and supportive environment.
- Support the school's objectives of the Behaviour Education and Self-Management Policy in schools.

School Communication
Every attempt is made to keep parents informed at every level of the BESM process. It is vital to cultivate a productive link between home and school as this is a determining factor of success when improving a students' behaviour. Parents are kept informed through reflection sheets sent home, phone calls, case conferences and meetings with teachers and members of Admin. Parents are encouraged to notify and collaborate with class teachers to raise any concerns about their child.

Three Way Conferencing
This process is implemented to help students make more consistent changes to their behaviour through a 3-way conference between the teacher, student and parent. The focus is on developing a consistent approach between the school and home in implementing reflective processes, use of language and setting of specific goals.

Rescue vs Support
We work with parents to ensure that they understand that "Falsely rescuing children from emotional discomfort and difficulty weakens their resilience and lessens their capacity to persevere."