

Wellbeing and Behaviour policy guide

Guide to assist schools

This guide is provided to assist in the development of school Wellbeing and Behaviour policies and should be used in conjunction with the school Wellbeing and Behaviour policy template.

Purpose of template

The purpose of the template is to achieve:

- consistency in policy development and implementation throughout the Northern Territory
- alignment with the Safe Schools NT Code of Behaviour
- alignment with relevant legislation and policy
- development of a policy that focuses on maintaining a supportive school environment and developing responsible behaviour in all students.

The section headings and text in the template are recommended only and can be adapted to suit your local school context and needs. The school Wellbeing and Behaviour policy should be developed in consultation with the school community and endorsed by the Principal, Chairperson of the School Council and the Principal's line manager – the General Manager Schools or Regional Director.

Schools should also refer to Professional Learning Module 2 *Developing a Whole School Wellbeing and Behaviour Policy*. The professional learning module, in conjunction with this guide and the template, has been developed to support schools in writing their Wellbeing and Behaviour Policy. The module can be accessed on the Safe Schools NT website at www.safeschools.nt.gov.au

Rationale

This section helps link DEET principles and policy with school policy. It refers directly to the DEET Code of Behaviour for schools. The rationale has been provided for schools in the template.

Core Principles of Best Practice

A summary of the nationally agreed principles to be used as a foundation and a guide for addressing student behaviour issues is in the template and are provided for inclusion in your school Wellbeing and Behaviour policy.

School beliefs about behaviour and learning

Outline the school's beliefs about student behaviour and learning. What is our school context? What are the values, core principles of best practice and expected standards in the Code of Behaviour?

You can also refer to other relevant sources such as The Building Relationships and School Well-Being Project (NT 2004), The draft NT Teaching and Learning Framework, the National Safe Schools Framework and the National Framework for Values Education in Australian Schools as listed in the Safe Schools website.

In this section you can also refer to philosophies that the school holds – ie Tribes, Restorative Justice, Choice Theory.

Creating Positive Learning Communities

1. Promoting wellbeing and positive behaviour

What does this mean in our school? Relate this to the Code of Behaviour where possible.

2. Acknowledging and rewarding exemplary and improving behaviour

What does our school do to recognise, reward and celebrate acceptable behaviour?

3. Programs to promote positive learning communities

What whole school approaches does our school use to build a positive learning community?

Consequences for unacceptable behaviour

While the focus is on positive and preventive whole school approaches, certain types of behaviour are unacceptable. Decisions about what are unacceptable behaviours must be consistent with policy (see the Code of Behaviour). In addressing unacceptable behaviours schools must be firm and fair. Firm in relation to boundaries, expectations, rules, responsibilities and choice. Fair in relation to school context, compassion, realistic processes and natural consequences.

1. Being clear about unacceptable behaviour

What is unacceptable behaviour at our school? ie. physical and verbal abuse, intimidation and threats.

How is this reflected in our classroom management plans and school Wellbeing and Behaviour policy?

2. Our school's responses to unacceptable behaviour

How do we address varying degrees of unacceptable behaviour? For example time out strategies, detention, mediation, suspension.

3. Students with high behavioural support needs

What programs are there in the school that will support teachers and students in dealing with unacceptable behaviour?

What is our school plan for supporting students with high behaviour support needs?

4. Consequences for specific unacceptable behaviours

Are there behaviours we want to mandate consequences for? If so what are the behaviours and what are the consequences?

Student support networks

A team approach to behaviour support includes the involvement of school administrators, staff, students, parents, members of the wider community and personnel from other agencies. In this section, outline the network of personnel (school based and external) that provide support for students in this school. This can include online and other forms of ICT support.

Related legislation, policies and links

This section should appear in all school Wellbeing and Behaviour policies

Further attachments

Schools should attach copies of:

- templates teachers use for their class management plans
- templates used for Individual Behaviour Plans
- whole school strategies for creating a positive learning community
- agreed strategies for early intervention
- the school's critical incident checklist
- other internal school policy documents

Please provide feedback about the school Wellbeing and Behaviour template, guide and related professional learning module on the feedback window in www.safeschools.nt.gov.au or contact Student Services.