



## 3 R's RELATIONSHIPS, RIGHTS AND RESPONSIBILITIES POLICY



### **“GIVE YOUR BEST TO BE YOUR BEST”**

#### **PREAMBLE**

***Relationships are the basis of our school culture. We view misconduct not just as school rule-breaking or as a breach of our rights, but as a violation against people and relationships in the school and the wider school community.*** (Adapted from Thorsborne & Cameron, 1999)

Inverloch / Kongwak Primary School aims to develop each child towards his/her potential as an individual and as an active citizen. All students are encouraged to practise those social behaviours valued by our society and important for learning and success in school and in life. Ideally, the emphasis is on a proactive and positive approach to realising this end.

Our school culture provides an effective learning environment in which students are able to learn, feel safe, respected, and happy. School staff, parents and students each have an important role and a responsibility to develop and maintain this culture. All staff share in the responsibility of maintaining a positive school culture by being actively involved in the engagement and wellbeing of all students.

Our intent, in managing misconduct, is always to maintain or repair relationships and to educate.

#### **OUR BELIEFS**

At Inverloch / Kongwak Primary School we believe:-

- That respectful, fair and pro-social behaviour is expected from all members of our school community and encouraged, developed and reinforced within our school.
- That in a restorative school, everyone is accountable for the impact of their actions on others. Accountability means being able to take responsibility for those actions, being prepared to apologise and make amends for the harm done, and learning from the situation so that things are done differently another time. The emphasis is on repairing the harm done and on re-building relationships so that effective teaching, learning, work and play can continue.
- That it is essential for students to develop cooperative and responsible attitudes to school and learning and to respect person and property.
- That all students are individuals and treated fairly ... we separate the person from the behaviour & understand that what works with one student may not work with another.
- That it is important to develop helpful characteristics such as independence, self-reliance and responsibility for effort, achievement and success at school and in life, now and into the future. To this end we aim to:-
  - recognise and develop students' intrinsic motivation, which is the internal motivation that comes from the pleasure a person gets from the task itself or from the sense of satisfaction in completing or even working on a task. We aim to avoid the use of extrinsic rewards.
  - allow students to experience 'life lessons' (eg how their actions affect themselves and others, including natural and logical consequences) and encourage and support them to learn from these
  - encourage students to make smart choices
  - provide opportunities for students to experience participation in decision-making and in leadership
  - expect students to develop the skills that they will need for success in school and in employment (eg punctuality, responsibility and care for their personal belongings and learning resources)

## RIGHTS & RESPONSIBILITIES

We base our Relationships, Rights and Responsibilities Policy on the premise that we all have the following fundamental rights:

- the right to learn and teach
- the right to be safe
- the right to be happy and respected
- the right to have our property (own, others', school's) cared for.

We all have a responsibility to 'give our best' and do our best to uphold these rights. Responsible behaviours are required from all members of the school community to ensure these rights are upheld for everyone. Examples of responsible behaviours are listed at the end of this policy.

When someone's rights are breached we view this as damaging to relationships. We aim to repair and rebuild the relationship, support the wrongdoer to take responsibility for their behaviour and repair the harm and move forward.

**Bullying** is seen as a breach of someone's right to be safe, happy and respected. Incidents of bullying will be managed within this Relationships, Rights and Responsibilities Policy. See notes further on for specific information regarding the prevention and management of bullying at IKPS.

## GOALS

1. To provide an effective learning environment at Inverloch / Kongwak Primary School that is safe, secure, supportive and caring.
2. To build, maintain and repair relationships.
3. To develop in each student a sense of responsibility and self-discipline, and the acceptance that each individual is accountable for his/her actions.
4. To promote an attitude of respect for and acceptance of others; and to enhance in each individual a willingness and ability to interact and cooperate with others in a positive way.
5. To view misconduct as an opportunity for learning.

### **4-Stage Approach for building a positive, pro-social culture and managing misconduct.**

At Inverloch / Kongwak Primary School, our culture of relationships, rights and responsibilities is based on a **4-stage approach**. In the first stage, the positive, pro-social culture is taught and reinforced. In Stages 2-4 unacceptable behaviour, ranging from mild to serious is managed, preferably in a restorative manner. There will be times when a restorative approach is considered inappropriate, and, on these occasions there may be consequences, including disciplinary procedures, for unacceptable behaviour.

NB: **Casual Relief Teachers** (CRTs) working in our school have access to modified versions of this approach for both the classroom and the schoolyard. In essence, CRTs are not usually in a position to build relationships with students in the same way that teachers on staff are able and expected to and so they need access to a modified & simplified version of our 4-stage response. We expect that CRTs in our school will be treated with respect and that they are afforded the same rights as other members of our community.

## **GUIDELINES:**

### **Stage 1: Developing the school and classroom culture. For all students.**

It is the responsibility of all staff and especially classroom teachers to:-

- develop an effective learning environment that is safe, secure, supportive and caring
- develop a community of learners (with the emphasis on we, us and our)
- build and maintain relationships, especially good working relationships (eg through the use of Circle-Time)
- teach our “Rights and Responsibilities” (reinforce and re-visit regularly) ... ensure students understand the connection between rights and responsibilities
- Teach and reinforce our school motto: “We give our best to be our best”, especially as it applies to responsible behaviours and upholding everyone’s rights.
- teach and reinforce the foundations and habits of mind for success and happiness: Getting Along, Confidence, Persistence, Organisation and Emotional Resilience (“Riding the Waves to Success” aka “You Can Do It”)
- teach and reinforce social skills that build cooperation, teamwork, respect for self, others and property, responsibility, self-discipline, self-esteem and problem-solving (eg “5 Finger Plan”)
- plan for behaviour for both the class and for individual students (establish class expectations: clearly explain these & discuss, reinforce and refer to these regularly)
- hold and convey positive & high expectations for all students
- acknowledge students at every opportunity e.g. promotion of student achievement at assemblies and via the school newsletter: catch students ‘giving their best’ and demonstrating responsible behaviours that uphold others’ rights (‘catch them doing the right/responsible thing’)
- provide a varied, interesting, engaging and relevant (to student interest and ability) curriculum, and effective and varied approaches to teaching and learning.
- work hard to develop positive relationships with students beyond the classroom, including students from other classes and especially students identified as ‘at risk’.
- Model respectful communication & pro-social behaviours

### **Stage 2: Managing minor misbehaviour (usually minor disruption to teaching and learning)**

#### Aims

- to prevent misbehaviour and to avoid escalation of unacceptable behaviour
- to stay calm and respond thoughtfully rather than being reactive
- to minimise disruption to teaching and learning and to return everyone to the task quickly
- to maintain relationships

### Possible strategies:

- distract and redirect the student
- use physical proximity and assertive body language (eg palm of hand to signal 'stop that', facial gestures such as raised eyebrows)
- use voice (change tone, speak quieter)
- remind of 'rights' of others, including yourself
- reminder of responsible behaviour that is required (be specific)
- state exactly what you want, eg "Put that pencil down", "Look at me"

### **Stage 3: Managing behaviour that impinges on others' rights (eg threatens someone's safety, stops teaching and learning, isn't inclusive or cooperative with other students, minor damage to property)**

#### Classroom

##### Aims

- to prevent misbehaviour and to avoid escalation of unacceptable behaviour
- to respond and not react
- to stay calm
- to minimise disruption to teaching and learning and to return everyone to the task quickly
- to maintain / rebuild relationships and repair the harm

##### Possible strategies

- student to sit elsewhere within the classroom (ie, move to another seat, swap seats with someone, sit on own)
- student loses opportunity to participate in an activity and has to 'sit out' of it
- Use of "I statement" (eg "When you .... I felt .... because ..... and what I want to see in future is ... )
- Use of Restorative Practices script for individuals ('corridor chat')
- Use of Restorative Practices script for pairs, small groups (mini conference)
- Use of 5-finger plan (teacher to assist student in use of this problem-solving model)
- Student completes work at recess or lunchtime
- Student goes to another classroom (preferably one step away from year level, eg Yr 4 to a Yr 6 classroom, Yr 3 to a Yr 1 classroom, etc). Student should be sent with another student and given work to do while in another teacher's classroom. Receiving teacher will not engage in discussion with the student about their behaviour. Student should be required to sit unobtrusively and quietly within the classroom, doing his/her work.
- Conversation with a child about his/her behaviour and a plan made to address it
- Individual Behaviour Management Plans (that may include 'Take 5' cards, responsibility charts, checklists, extrinsic reinforcement of desired behaviours, 'mentoring' with an adult or a peer, etc)
- Communication with a child's parent/carer (NB: Speak to Principal or Assistant Principal prior to making contact with a parent/carer)
- Circle – Time activity to address issues of relationships and to support responsible behaviour

## Playground

### Aims

- To ensure a safe playground where everyone has the right to be safe, happy and respected
- To maintain / rebuild relationships and repair the harm
- For teachers on Yard Duty to manage *minor misbehaviour* in the yard and to work to prevent an escalation of unacceptable behaviour.
- For the teacher who observes or becomes aware of the behaviour to deal with it and see it through
- For the teacher on yard duty to pass information about potential issues onto the next yard duty teacher

### Possible strategies:

- Encourage and support use of 5-finger plan (teacher to assist student in use of this problem-solving model)
- distract and redirect the student
- remind of 'rights' of others, (especially right to be safe and right to be happy and respected)
- remind about "Getting Along" skills
- reminder of responsible behaviour that is required (be specific)
- where safety is an issue and/or to 'cool down', the student might be required to sit out of an activity in a designated area of the yard (eg sit on wooden bench near office), usually for a specified time
- where safety is an issue and/or to 'cool down', the student loses opportunity to participate in an activity and has to 'sit out' of it (eg stand and watch a game rather than participate), usually for a specified time
- use of logical consequence, eg if littering, student may tidy a part of the yard (eg pick up litter, sweep)
- Use of "I statement" (eg "When you .... I felt .... because ..... and what I want to see in future is ... )
- Use of Restorative Practices script for individuals
- Use of Restorative Practices script for pairs, small groups (mini conference)
- Mediation: "What do you need XX? What do you need ZZ? How do we help this to happen? What do we need to do?"
- Where safety is an issue and/or to cool down, student may be required to go inside / to the office, usually for a specified time

**Stage 4: Managing ongoing, serious and/or dangerous and/or repeat behaviour that breaches one or more rights (eg refusal to follow staff instruction, threatening behaviours, physical harm, verbal abuse, ongoing disruption to learning and/or teaching, serious theft or vandalism, ongoing bullying, illegal activity, etc)**

NB: Stage 4 will generally involve the Principal and/or his/her nominee (eg Assistant Principal, Teacher-in-charge). Although the Principal and/or his/her nominee will be responsible for making the decision as to how best to manage an ongoing, serious and/or dangerous behaviour, s/he will consult with relevant staff.

## Aims

- To ensure a safe, effective learning environment
- To ensure everyone's rights are protected (NB: in order to protect one person's rights or the rights of many, it may be necessary for someone else to relinquish theirs)
- To repair relationships
- To repair the harm

## Possible strategies

- Restorative Practices (individual, mini or group conference)
- Conversation with the student, including counselling him/her with regard to his/her behaviours, the impact these are having on others' rights, and what needs to be done to move forward
- Communication with the student's parents/carers (may be via phone, letter/note, in person, etc)
- Communication Book (used on a daily basis for communication between school and home)
- Meeting with those involved
- Consultation with DEECD personnel (including Social Worker, Psychologist, Regional Staff, etc)
- Referral to DEECD school and student support staff (eg Social Worker, Psychologist) and/or referral to other (eg family support agencies, doctor, psychologist, etc)
- Individual Behaviour Management Plans (that may include 'Take 5' Cards, responsibility charts, checklists, extrinsic reinforcement of desired behaviours, 'mentoring' with an adult or a peer, etc)
- Contracting with the student and his/her parent/carer with respect to what is required for the student to attend school (ie the responsible behaviours and conditions that must be adhered to),
- and for repeat and/or very serious and/or dangerous behaviour/s:-
  - Exclusion from Camps/Special Activities and Events (in consultation with staff). See note below.
  - In-school Suspension (this may be on a school day or a student-free day or a day that involves a special event or activity for other students, etc)
  - Detention, Suspension and Expulsion as per DEECD Student Conduct guidelines. (See below)

### ***Exclusion from Special Activities/Events***

When students are taken out of the confines of the school grounds, the concern for their safety and welfare and the safety and welfare of others is very much increased. For this reason, high standards of behaviour are expected from all children in such situations. If a student has demonstrated by his/her behaviour that he/she is considered to be a risk to him/herself or to other students, staff or volunteers, that student will be excluded from participating in such activities.

Prior to the activity/event, all students will be made aware of the behavioural expectations in such situations. They will also be made aware that their participation in such activities is conditional on them consistently demonstrating appropriate responsible behaviour.

A student considered for exclusion from an activity will be informed, as early as is practicably possible, that his/her participation is in jeopardy. If his/her behaviour does not improve, discussion with the student's parents/carer will be necessary. As the date of the event nears, if the student's behaviour is still such that it is considered to be a risk to involve him/her, he/she will be excluded from it. Every effort will be made to apply this process in a timely manner; but it must be realised that circumstances may enforce the principal, or his/her nominee, to exclude a child from an event within a relatively short timeline, or even without following the above steps.

A student's behaviour may also warrant their exclusion from an in-school activity/event.

## **Detention**

There are several possible forms of detention: during school hours, eg at recess or lunchtime; after school hours. Detentions at recess and/or lunchtimes may be necessary when a student's behaviour results in a breach of others' rights, especially the right to be safe. A student who is undertaking detention at recess and/or lunchtimes may eat, drink and go to the toilet at times other than the usual school recess and lunchtimes. S/he may have supervised time outside during the detention. Generally speaking, a detention will be for half of recess and/or half of lunchtime, unless the student's behaviour warrants a longer detention. Detentions held after school hours will be discussed with a student's parents/carers prior to the detention taking place. After school detentions will generally be for a period of 30 minutes.

## **Suspension**

The Principal is responsible for student suspensions. If the Principal or his/her nominee consider a Suspension to be necessary, the parent/carer of the student involved will be notified and DEECD Guidelines will be followed.

Students may be suspended from school when all other measures have been implemented without success or where an immediate suspension is the only appropriate course of action given the student's behaviour.

A Principal may suspend a student if, while attending school or travelling to or from school or engaged in any school activity away from school, (including travel to or from that activity), the student:

- a) behaves in such a way as to constitute a danger to the health, safety or wellbeing of any person,
- b) commits an act of significant violence against a person or causes significant damage or destruction to property, or is knowingly involved in the theft of property; or
- c) possesses, uses or deliberately assists another person to use prohibited drugs or substances
- d) fails to comply with any reasonable and clearly communicated instruction of a principal, teacher; or other staff member
- e) consistently behaves in a manner that interferes with the wellbeing, safety or educational opportunities of any other student
- f) consistently engages in behaviour that vilifies, defames, degrades or humiliates another person based on age, breastfeeding, gender identity, impairment, industrial activity, lawful sexual activity, marital status, parental status, status of a carer, physical features, political belief or activity, pregnancy, sex, race, colour, ethnic origin, religious beliefs or activities, or sexual orientation, personal association with a person who is identified by reference to any of the above attributes.

Depending on the situation, the Principal and/or his/her nominee may consider an **in-school suspension**. An in-school suspension may occur on a day (or part of) when other students are not required at school. An in-school suspension may also occur during school hours for all or part of a school day – this would generally involve a student being out of his/her class and/or the school-yard, and may mean the student is supervised in another classroom or in another location within the school. Generally, the student would be given independent work to do while undertaking the in-school suspension.

## **Expulsion**

The school principal has the authority to permanently exclude a student from his or her school as the most extreme option and in accordance with DEECD guidelines.

The grounds for expulsion include:

- \* all those listed above under "Suspension", and
- \* the student's behaviour is of such magnitude that having regard for the student to receive an education compared to the need to maintain the health, safety and wellbeing of other staff and students at the school and the need to maintain the effectiveness of the school's educational programs, an expulsion is the only available mechanism.

## Attachment 1 – Restorative Practices Script for individuals (adapt for 2 or more).

The Script (for individuals)	Modification for younger students
What happened?	What happened?
What were you thinking about when you? (Or What were you trying to do?)	
What have you thought about since?	
Did you make a good choice or a bad choice? (Or Was that the right thing to do or the wrong thing to do?)	When you _____ was that a good choice or a bad choice? (Or Was that the right thing to do or the wrong thing to do?)
Who's been affected by your behaviour? In what way/s? (Or Who has been affected by what you did? How?)	How did you make _____ feel when you _____? (Or What happened to _____ when you _____?)
What do you need to do to fix things up?	At school it's not okay to _____ next time I want you to _____
Is there anything I/we can do to help you?	To fix this up you need to _____

Source: Jane M. Langley (DEECD, Loddon-Campaspe-Mallee Region)

**Where an apology is offered** (or suggested) it should be directed to the person, using his/her name and preferably face-to-face. It should state exactly what the person is apologising for. It may include a statement of future behaviour. For example: "Fred, I am sorry for breaking your ruler. I will buy you another one."

References: [http://www.lcmdoe.vic.edu.au/public/restorative\\_practice.html](http://www.lcmdoe.vic.edu.au/public/restorative_practice.html)

[www.varj.asn.au](http://www.varj.asn.au)

[www.justpractices.com.au](http://www.justpractices.com.au)

## Attachment 2 – Five Finger Plan

The 5-finger plan aims to give students a visual reminder of 5 steps towards independent problem-solving.

1. Ignore the behaviour
2. Ask the person politely to stop the behaviour
3. Tell the person firmly that you want them to stop
4. Walk away calmly, AND
5. Ask an adult for help

## Attachment 3 – Rules for Circle Time

1. Listen when someone else is speaking
2. No putdowns
3. You may pass if you need to

## Attachment 4 – "I statement"

"When you did \_\_\_\_\_, I felt \_\_\_\_\_ because \_\_\_\_\_ and what I prefer you to do from now on is \_\_\_\_\_."

Attachments to follow include "Our Rights" and "Our Responsibilities".

# ***OUR RIGHTS***

*We all have the right to:*

- \* Learn and teach**
- \* Be safe**
- \* Be happy and  
respected**
- \* Have our property  
cared for  
(school's, own &  
others')**

***It is  
MY RESPONSIBILITY  
to allow everyone the  
Right To Learn & Teach by:***

- ★ Show that you're listening to the teacher by making eye contact
- ★ Use good manners when talking to teachers and students
- ★ Put your hand up when you have something to say
- ★ Ignore others if they're talking when they shouldn't be
- ★ It's ok to make mistakes—Try and learn from them
- ★ Ask for help when you need it
- ★ Make good choices about who you sit with
- ★ Always do your own work
- ★ Use a quiet voice when you're talking inside
- ★ Try to help others in class
- ★ Only laugh at appropriate times and avoid being silly
- ★ Work silently when asked because some people find it hard to concentrate when it is really noisy
- ★ Give your best effort and do your best work

***It is  
MY RESPONSIBILITY  
to allow everyone the  
Right To Be Safe by:***

- ★ Follow school rules
- ★ Stop and think before you do something
- ★ Walk away from fights
- ★ Stand up for others
- ★ Play safely and stay out of danger e.g. leave sticks and stones on the ground
- ★ Play by the rules e.g. tagging instead of tackling in footy
- ★ Walk around corners and inside all buildings
- ★ Be aware of others around you especially smaller children
- ★ Keep your hands and feet to yourself
- ★ Use equipment safely the way you're meant to e.g. go down the slide instead of walking up
- ★ Be willing to help others
- ★ Walk scooters or bikes in the schoolyard and to the bike shed
- ★ Put rubbish in the bin

***It is  
MY RESPONSIBILITY  
to allow everyone the  
Right To Be Happy & Respected by:***

- ★ Always try to say positive things about people
- ★ Use good language-no put downs, swearing or calling names
- ★ Offer to help other people, e.g. with their work
- ★ Try to be kind and thoughtful
- ★ Listen to others
- ★ Wait for others and take turns
- ★ Let everyone have their say
- ★ Tell the truth
- ★ Remember that we're not all the same
- ★ Use good manners such as 'please', 'thank you', 'pardon', 'excuse me'
- ★ Include others in games and in your team
- ★ Look after people who are new to our school or visitors
- ★ Walk away from people who do the wrong thing, e.g. bullies
- ★ Report people who do the wrong things, e.g. bullies

***It is  
MY RESPONSIBILITY  
to allow everyone the right  
To Have Our Property Cared For by:***

- ★ Leave expensive things at home e.g. Nintendo DS
- ★ Put sports equipment away after you use it
- ★ Use equipment in safe areas, e.g. no footballs or basketballs near the windows
- ★ Ask permission before you touch someone else's belongings
- ★ Be careful with other people's things just the same as you would like them to look after yours
- ★ Use equipment the way it is supposed to be used e.g. kick footballs not basketballs
- ★ Stay away from the bike shed during school time
- ★ Stay away from other children's school bags
- ★ Report people who are not looking after school property
- ★ Look after the trees by not climbing them and not breaking off branches
- ★ Put rubbish in the bin
- ★ Turn off taps and try to save water
- ★ Make sure all your belongings are named



