

# BEHAVIOUR MANAGEMENT POLICY



School motto: **Empowering students to learn and achieve.**

This is an overarching statement that captures our school's culture, expectations and values: Respect, Belonging, Achievement & Diversity.

Using the Behaviour Management policy and process supports staff, students and parents/ caregivers to create a nurturing, supportive and inclusive learning environment, within the context of a culturally diverse birth to year 6 campus.

Behaviour is managed through a process of effective communication, reskilling, restoration and refocussing; based on the school values.

## **Establishing & Implementing School Culture & Behaviour Expectations**

### **WHOLE-SCHOOL PROGRAMS & APPROACHES**

Establishing and maintaining a positive culture and strong relationships happens through the following strategies, whole-school programs and actions:

- Getting Started Program
- Restorative Practices
- School Motto and Values
- Sharing Circles
- Growth Mindset
- Organised games and activities at lunchtimes: yard and library
- Access to Professional Development to keep staff knowledge, understanding and common agreed practice/ processes current and effective: staff meetings, support from integrated services or external opportunities. Planning for this occurs as part of the site improvement planning and review cycle.
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### **INTERVENTION STRATEGIES**

For students displaying chronic patterns of problem behaviour, a more targeted response is required to support the student. Strategies include:

- Strategic data and evidence collection i.e. Teacher records/ observation book, tracking behaviour patterns over a week, ED155s, EDSAS behaviour data, academic data
- Individual goal setting
- Case conferences with parents, leadership, class teacher and interagency support
- Requesting support from interagency support services – Behaviour Coach, Special Educator
- Explore local options to connect with a wider range of services: Wellbeing Practitioner, Community Liaison Officer, ACEO & Indigenous Services
- Support parents/ caregivers to connect with their GP

**We recognise that within our culturally complex and diverse context, some students will need an individual and negotiated approach that suits their needs, but still reflects the essences of this behaviour policy.**

### **ACKNOWLEDGMENT & CELEBRATION OF POSITIVE BEHAVIOUR**

Classroom:

- Teachers develop routines and systems within their classes that support the development of relationships and expectations. This promotes, reinforces and acknowledges positive behaviour, expectations for all students and builds intrinsic motivation.

Whole-School Yard:

- Yard duty teaches to give out at least 2 Positive Play slips during their yard duty. These are collected and 2 winners per age group will be picked 'out of the hat' to receive recognition at assembly. Reward is a lucky dip prize and acknowledgement through the school newsletter.
- Games and competitions run at lunchtimes.

## CONSEQUENCE DEFINITIONS – See flow chart for the process used

**REMINDERS** – remind students about the correct behaviour and expectations. A couple of reminders given before moving to the next step.

**IN CLASS 'TAKE-A-BREAK'** – short time away from others, in a designated spot in the classroom, or learning area. Student to reflect on their behaviour in order to re-join the class and continue with learning.

**'TAKE-A-BREAK'** – maximum of 20 minutes away from others, in a designated "BUDDY" classroom. A working space is provided for the student to reflect on their behaviour and complete the Restorative Thinking questions on the blue Take-A-Break form. Every year poster is created & displayed in classes to show which class students go to for their 'TAKE-A-BREAK'.

**OFFICE INTERVENTION** – the level of behaviour requires the student to be removed from the classroom or learning area for a minimum of 20 minutes. Leadership will investigate and follow-up using Restorative questions and behaviour management process.

**YARD: RED BENCH** – the level of behaviour requires the student to sit out, on a red bench (located on the asphalt or oval), for either all of recess, or half/ all of the lunch play sessions.

**TAKE HOME\*** – student is unable to refocus and re-enter the classroom, so parents/ caregivers are requested to take them home and have a fresh start the following day. A restorative conversation will happen with the student with the teacher or Leadership as part of their re-entry.

**INTERNAL SUSPENSION\*** – student completes work in the office, away from others, for a half or full day, due to the continuous or extreme nature of the behaviour. A conversation will occur with Leadership and class teacher before re-entry into their class.

**EXTERNAL SUSPENSION\*** – continuous or extreme behaviour that requires students to remain at home for a period of 1-5 days, depending on the severity of the incident. A re-entry meeting must occur, attended by the parent/ caregiver, to set behaviour goals and re-enter the classroom. If the parent/ caregiver does not attend, a further internal suspension is given and the parent/ caregiver contacted to attend for the re-entry meeting: same or following day.

**\*Parent/ caregiver is contacted to inform them of this consequence, provide details of the incident and request they pick up their child for a Take Home or External suspension.**

### YARD BEHAVIOUR

**INTERVENTION SCALE** – students will access this level of support as a consequence for yard behaviour, as per the behaviour management process, or as part of targeted intervention and support. Leadership, in consultation with the class teacher, will make the decision to use this as a consequence and intervention.

Students will move up or down the scale, one level at a time, according to their behaviour and success at improving their choices and meeting behaviour goals/ expectations.

Review at each stage occurs as per the identified timeframe, with Leadership and consultation with the class teacher.

### FURTHER NOTES:

Teachers may inform parents/ caregivers informally of any 'TAKE-A-BREAK', Office Interventions or yard incidents as part of developing relationships with them and ensuring they are informed about their child's behaviour at school.

## TRACKING, MONITORING & FOLLOW-UP

All behaviour data is collected and collated. This information plays an important role in creating individual plans, setting goals, making decisions about support needed and applying for additional support and funding. The data helps to form a picture of how the student is engaging at school and identify patterns of behaviours and or triggers.

Data collection:


- 'Take-A-Break' – teachers ensure all completed blue forms are sent up to the office, on a Friday, in their roll book.
  - Office intervention and consequences – entered into EDSAS by Leadership and recorded on Leadership tracking sheet, parents notified.
  - Yard behaviour – slips collected at the end of the week and entered into spreadsheet and EDSAS
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- Communicating behaviour rates and trends occurs via the weekly staff bulletin.
  - Important issues or questions raised through the staff meeting agenda for whole-staff discussion and consideration.
  - New enrolments – as part of the enrolment process, questions are asked about student behaviour at their previous school and information shared with the class teacher and other relevant parties, to ensure positive start for student and correct supports can be arranged.

# YARD BEHAVIOUR: INTERVENTION SCALE

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	<u>Level</u>	<u>Timeframe/ Review</u>	<u>Consequence</u>	<u>Support/ Other actions</u>
5	Off the Yard	Duration: 1 term  Review and further action is determined by recommendations and support from interagency services and possible suspension & exclusion processes	Removed from the yard completely:  <ul style="list-style-type: none"> <li>Office at recess</li> <li>Library at lunch</li> </ul>	<ul style="list-style-type: none"> <li>Tracking and monitoring via Leadership re student progress</li> <li>Reskilling conversations daily with Leadership</li> <li>Explore further options for support: Behaviour Coach, Mentoring, Counselling</li> </ul>
4	Alternative Play	Duration: 5 weeks  Review:  Check-in weekly  Full review: end of the 5 weeks	Removed from the yard for a set period of time: <ul style="list-style-type: none"> <li>Office at recess</li> <li>Library at lunch</li> </ul>	<ul style="list-style-type: none"> <li>Tracking and monitoring via Leadership re student progress</li> <li>Reskilling conversations daily with Leadership</li> </ul>
3	Restricted Play	Duration: 1 Week  Review:  End of the week	Play is restricted to smaller, more manageable areas: <ul style="list-style-type: none"> <li>certain areas of the yard</li> <li>Walk with teacher</li> <li>Office at recess</li> <li>Library at lunch</li> </ul>	<ul style="list-style-type: none"> <li>Tracking and monitoring via Leadership re student progress</li> <li>Reskilling conversations daily via library at lunch with duty teacher and or Leadership</li> <li>Yard play can be directed via creation of yard cards, identifying where students should be and when.</li> </ul>
2	Low level behaviours	Play session by play session  (See Behaviour Management Process)	Red benches given by yard duty teacher	<ul style="list-style-type: none"> <li>Track and monitored</li> <li>May indicate moving up to next level if behaviour doesn't improve</li> <li>Moved to next level after 3 repeated low level referrals or 3 serious misbehaviours in a term</li> </ul>
1	All Good	None	Positive Yard play slips given out to acknowledge successful play	<ul style="list-style-type: none"> <li>Organised games and activities for all to join in with out on the yard at lunch</li> </ul>

The library is a safe and structured space with organized activities and adult supervision. Students accessing this space as part of this scale are developing play and social skills. When students are initially placed on the scale they may be required to sit out for a portion of the lunch play period and then transitioned into the activities.

## Classroom Behaviour Management Process

## Yard Behaviour Management Process

### Intervention- Low level inappropriate behaviour

- Intervention strategy used: reminder, redirection, negotiated participation, tactical Ignoring, non-verbal cues
- No official documentation

### Formal Response- repeat low level inappropriate behaviour

- In class *Take-A-Break*- student asked to move to a designated spot within the classroom, to reflect on their behaviour.
- No official documentation.

### Formal Response- to continued inappropriate behaviour

- **'Take-A-Break'**- Student is allocated a working space within another classroom. (NIT Teachers to use the office).
- Blue **'Take-A-Break'** form filled out by the teacher and given to the student.
- Student moves to designated **'Take-A-Break'** classroom for a maximum of 20 minutes. Receiving teacher signs blue form.
- Student to fill out the Restorative Justice Thinking time part of the blue **'Take-A-Break'** form.
- **'Take -A-Break'** form returned to the classroom teacher.
- Teacher and student to use the restorative questions to repair relationships and discuss future actions.
- Blue **'Take A Break'** form to be kept by the class teacher.
- By the end of each week, teachers to send all completed **'Take-A-Break'** forms to the office in the roll book.
- Leadership enter data into school database & EDSAS.

### Formal Response- to continued OR extreme inappropriate behaviour

- Yellow **Office Intervention** form filled out by the teacher and sent to the office.
- Student to go to the office for a minimum of 20 minutes (2<sup>nd</sup> for the day = min. 1 hour, 3<sup>rd</sup> for the day = Internal suspension for remainder of the day).
- Call Leadership for non-compliance.
- Student to fill out the Restorative Justice Thinking time part of the yellow **'Office Intervention'** form.
- A restorative conversation to occur, between leadership, student and any other relevant parties.
- Students to be walked back to the classroom by leadership, where relevant information is communicated
- When the student returns teacher **must** have a restorative conversation at the earliest most convenient time (in class if appropriate, recess, lunch, eating time, walk with teacher on duty, end of the day). Teacher can also have informal conversation with parent/ caregiver about the matter.
- Yellow **'Office Intervention'** form filed, data entered on EDSAS & email sent home to notify parent/ caregivers.

### Intervention- Low level inappropriate behaviour.

- Intervention strategy used: reminder, redirection, negotiated participation, tactical Ignoring, non-verbal cues, walk and talk, apology
- Informal restorative conversation involving all relevant parties.

### Formal Response- to continuous inappropriate behaviour

- Restorative conversation involving all relevant parties.
- Red Bench-student to sit on the red bench for half of lunch or all recess.
- If behaviour occurs within the last 5 minutes the student to walk with the teacher and complete the red bench the following play session.
- Teachers to complete the yellow slip for every incident at this level.
- It is the responsibility of the duty teacher to redirect any incomplete yellow slips to: class teacher-duty teacher- leadership
- Completed yellow slips to be put in the green box, in the staffroom.
- Yellow slips collated and data added to the weekly bulletin and roll book.
- **RED BENCH is not to be used as a consequence for in-class inappropriate behaviour.**

### Formal Response- to extreme inappropriate behaviour OR Non-compliance

- Student to be sent to the office.
- If student becomes non-compliant, duty teacher to contact the front office and seek support for immediate intervention. Ensure student is monitored until support arrives.
- Restorative conversation involving all relevant parties
- **Minimum consequence - students miss out on the next two play sessions (red bench, library or office)**

### Formal Response to continued reoccurring/pattern of behaviour

#### **3 Serious misbehaviour referrals in a term OR 3 repeated low level referrals within a week**

- Parent to be notified by Leadership and a restorative meeting to be requested, between classroom teacher, parent, child, leadership.
- A plan put in place to support the student's needs.
- Requests for support from integrated support made where necessary.

#### Possible Consequences:

- Pro-active program developed
- Yard Behaviour Intervention Scale
- Take Home / Internal Suspension / External Suspension

**For instances of extreme violence, or non-compliance any of these options may be implemented immediately. Teacher to lodge an Incident Report (ED155) electronically if affected by the incident (Physical/ Psychological)**