



Behaviour Management Policy

Our purpose is to provide a safe, diverse learning environment to educate and empower children to be successful academically, socially, within the community and in the future.

As a Good Practice School in Positive Behaviour Development we:

1. Create a supportive and harmonious environment that focuses on developing and maintaining positive relationships.
2. Reinforce our school values of respect, honesty, cooperation and effort
3. Consistently use clear processes for managing behaviours. This will incorporate the use of Restorative Practices.
4. Staff, parents or caregivers, and students work together to create a safe, caring, orderly learning environment
5. Acknowledge student's varying levels of ability to understand the relationship between right and wrong, therefore appropriate behaviour management strategies need to be developed in relation to the individual student.

Roles and Responsibilities

Principal

- To ensure that procedures for effective behaviour management are regularly reviewed and effectively communicated to members of the school community. These stakeholders are consulted in the review process.
- To promote structures and programs that enable students to be involved in the management of their behaviour and increase students' opportunities to experience intellectual, social and physical success.
- Support school community members in relation to managing student behaviour effectively. This can involve consulting with district support services and other agencies.

School Staff

- Develop and foster positive relationships with students and families. Respond positively to responsible students' behaviour and apply appropriate consequences if students interfere with teaching and learning and the safe school environment.
- Participate in developing, implementing and reviewing the school's procedures for managing student behaviour.
- Critically reflect on practices and develop knowledge and skills needed to manage behaviour successfully

Teachers

- Structure the teaching program to facilitate learning and encourage students to achieve their personal best. Thus catering for the developmental, social and emotional needs of individual students.
- Develop classroom management strategies which: involve negotiation, support the participation of students, value differences in gender and the cultural linguistic backgrounds of students, acknowledge positive learning and social behaviours, deal effectively with sexual harassment, racism and bullying, take in account the impact of physical and intellectual disability, trauma and disadvantage on the learning process, establish and maintain safe and supportive learning environments.

Students

- Follow the school values of respect, honesty, cooperation and effort by behaving in a safe and respectful manner.
- To reflect honestly on their behaviour and to modify their behaviour as required
- Encourage fellow students to follow the school behaviour code

Parents or Caregivers

- Support the school's behaviour code and the school's role in administering it
- Take an active role and interest in your child's school life and general wellbeing
- Develop a positive relationship with school and its staff, when necessary liaise with school about issues that maybe affecting your child's wellbeing.

Managing Yard Behaviour

Considerations

NEP
ASD Child
Student Behaviour Plan
Restorative Agreement in place
Individualized Playtime Plan
New student to the school

Proactive Strategies

YCDI Education yard tickets
(In yard backpacks-Children write their names on them
Weekly draw at assembly)
Staff on the move- circulating throughout their designated area
Positive comments
Staff Interaction / Play
Lots of equipment available
Class incentives
Lunchtime activities
Games etc promoted in PE and class lessons
Lunchtime Indoor Play Program
Play At Lunchtime Program
(JP Children-Monday Lunch in Gym)

Support Strategies

School Counsellor to monitor yard books-
Weekly summary to staff Follow-up concerns

Set Up For Success Program-First two weeks of the school year

Explicit teaching of You Can Do It Education in classes.

Yard Behaviour Management Approaches

KPS Yard Behaviour Guidelines 2016

“Low Level” Inappropriate Behaviour

Reminder re Appropriate Behaviour
Discussion with the child/children as to the impact their behaviour may have on others or of the safety concerns
Talking about A and B Choices
Students will generally respond positively to your request

Repeated Inappropriate Play

A student/group of students have been previously spoken to during the play period. Once again a restorative chat is recommended, to reflect on their behaviour and its impact on others and how they should be playing. A and B Choices re-affirmed
Their name(s) should be recorded in the yard behaviour book and an appropriate consequence be administered. Eg. Sit out, Walk & Talk Books in yard duty backpacks

School Counsellor to collate Yard Behaviour Book Reports at the end of each week. Distribute to staff/Follow-up behaviour concerns.

Unsafe Play/Medium Level Inappropriate Behaviour

These are the behaviours that you feel put children’s safety at risk or interfere with the rights of others.
eg Harassment, misuse of equipment, tackling in football
Once again a restorative chat is recommended and an appropriate consequence is put in place. Record in Yard Behaviour Book

Serious Incident or Continued Inappropriate Behaviour

Student asked to make their way to the front office
Non-compliant student-Send another student to front office with the **Red Yard Behaviour Issue Card**
(Located in front pocket of Yard Duty Back Pack)
Leadership to follow up or release teacher to follow up.
Relevant stakeholders informed of outcome / issue.

Suggested Consequences Following Serious Incidents

Contact parents Office Reflection Time
Restorative Conference and Agreement Take Home
Individualized Playtime Plan

Continued Inappropriate Behaviour or Escalated Behaviour

Student Behaviour Plan Individualized Playtime Plan
Take Home Internal Suspension Suspension
DECD Behaviour Support Exclusion

Managing Class Behaviour

Inappropriate Behaviour In Class

Violence/High Level Concern

Not following Class Behavioural Expectations

Proactive Strategies/Re-Directing Behaviour Techniques

Refer to Appendix 1

Appropriate Behaviour is returned

Appropriate Behaviour is not returned

Select what you feel is the best option

Reflection in Class

Reflection Time in class

Student to fill out reflection sheet or complete task as set by class teacher

Discuss required behaviour prior to returning to class group or during next break

Appropriate Behaviour is returned

Reflection in Re-Focus Class

Reflection Time in another class.

Student to fill out reflection sheet and may have work to complete

Return to home class

Class teacher follow-up during next break

Class teachers to have arrangements in place with other teachers as to possible Re-Focus Class options

Appropriate Behaviour is returned

Appropriate Behaviour is not returned or consistent repeat offending or reflection refusal

Student to be sent to office or Leadership Team to collect from classroom.

Leadership Team to be advised as to details of behaviour-Phone/Office Incident Form

OFFICE SUPPORT

Leadership Team counselling student

Re School/Class Expectations

Completion of work prior to re-entry to class

OR

OFFICE REFLECTION

Office Reflection completed during

next play period

Staff member involved in discussion relating to class re-entry expectations

Parents advised via Office Reflection Form/Phone Conversation/Face to Face meeting

All Office Reflection Forms to be forwarded to parents

Appropriate Behaviour Has Not Returned

Restorative Conference with those involved

Restorative Agreement

Student Development Plan

Take Home

Work in Office Area

Student Development Plan

Internal Suspension

Continued Inappropriate or Escalated Behaviour-Parent Meetings to be Convened

Suspension

No Involvement in out of school activities for term (negotiated with Leadership))

DECD Behaviour Support

Application of the SEE Policy (Suspensions/Exclusions/Expulsions)