

## **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.
- o To reflect honestly on their behaviour and to modify their behaviour as required.
- o 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.
- o 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 may be 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 IP Children-Mondav Lunch in Gvm)

#### **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** 

#### "Low Level" Inappropriate Behaviour

Reminder re Appropriate Behaviour
Discussion with the child/children as to the impact their behaviour maybe having 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)

Admin 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**

Ignore low level behaviour Calm voice-Avoid escalating the situation Constant focus on desired behaviour/instruction
Keeping the issue personal rather than public- 1:1 explanations Utilise A & B Choice Strategy Refer to Class expectations
Allow for 'Take-up" Time Negotiate a short term goal with an incentive included Focusing on the positives Music
Peer support with the task Modifying the task Relcation within the class Timers Brain Breaks Exercise Break
Focussing on the primary behaviour Using non-verbals eg eye contact, hand gestures/clapping Chats during student time
Pegs Retention-Give up one for inappropriate behaviour Reduced language, "Stop...." "Start....." Mentor
Questioning students: "What are you suppose to be doing?" "Are you okay?" "Do you need help?"
Positive comments towards children who are modelling the required behaviour Individual behaviour plans

Appropriate behaviour is returned

## **POSITIVE REINFORCEMENT**

DoJo Points Positive specific feedback Verbal acknowledgement

Notes in diaries Cash-ins for rewards (Pick-a-box)

Hi-5s/Thumbs up Stickers

Secret Student

Awards/Certificates

Mystery Piece Table points
Read a book to the class "Snazzy

Box"

Sharing to peers/presenting You can Do It Ed Keys "A" Team

Cashing in coupon system

Various rewards-Tangible/Intangible Chance cards-Student run incentive

scheme. Class Money Reward System

Individual Student Reward Systems Identifying "A" behaviours

Appropriate Behaviour is not returned

Reflection in class or

Reflection Time in class Student to fill out reflection sheet Discuss required behaviour prior to returning to class group

Appropriate behaviour is returned

"Buddy Class"

Reflection Time in another class.
Student to fill out reflection sheet and may have work to complete
Return to home class
Restorative Chat with Class Teacher
upon return

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

OFFICE SUPPORT Higher Level of Inappropriate Behaviour OFFICE REFERRAL

Office Reflection followed by
Restorative Chat/Class Expectations revisited
Prior to return to class

Office Reflection completed during next play period. Staff member involved to follow-up to discuss

re-entry to class 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)

