

## **BEHAVIOUR MANAGEMENT POLICY AND PROCEDURES**

### **RATIONALE**

Positive student behaviours are most effectively developed and supported through relationship-based whole-school and classroom practices, and clearly communicated behavioural expectations. Some students exhibit challenging behaviour and require additional support and interventions to address this behaviour and to develop positive behaviours.

### **AIMS**

- To ensure all students are able to participate in classroom activities.
- To provide a safe, secure learning experience for students.
- To develop social skills such as cooperation, tolerance, communication, individual and group interaction.
- To develop problem solving and life survival skills.
- To help people to develop important skills, knowledge and values which set them up for further learning and participation in their community.

### **IMPLEMENTATION**

- Students and teachers will familiarise themselves with Behaviour Management Plan Framework & Behaviour Management Procedures 2014 **Refer to Appendix 1 & 2**
- Students and teachers will regularly refer to the Behaviour Management Plan Framework & Behaviour Management Procedures 2014
- Teachers will follow the Steps system within their classrooms. Classroom Teachers and Specialist Teachers will communicate in regards to student's behaviour on a particular day.
- The Steps system will be re-set at the start of each day. Teachers need to keep a record of the Steps each child reaches to be able to track patterns in behaviour issues.
- Students who reach Step 4 will be removed to a pre-arranged buddy grade for the remainder of the day. If this is a regular occurrence a Behaviour Support Plan will need to be put in place in consultation with parents and teachers. **Refer to Appendix 3**
- Students who have a behaviour issue within the yard will be dealt with in a calm manner in the yard.
- Classroom teachers will make an informed decision about the consequences appropriate for the issues with students being sent to Behaviour Management during recess and lunchtime to complete a planned lesson about their actions.
- Behaviour Management is for yard issues only. Students will need to attend for 4 sessions for a single incident.
- Students who have attended Behaviour Management for three separate incidents will need to be placed on to a Behaviour Support Plan in consultation with parents and teachers.

- Suspension and expulsion will be at the discretion of the principal. This power cannot be delegated.
- The Social Place room will be for students who have difficulty in the yard for extended periods of time. These students will be able to undertake quiet activities in the Behaviour Management Room with the assistance of teachers. **Refer to Appendix 4 & 5**

#### **LINKS AND APPENDICES**

- Refer to *River Gum Primary School Student Engagement and Inclusion Policy*
- Refer to *River Gum Primary School Community Code of Conduct*

#### **EVALUATION**

This policy will be reviewed annually or more often if necessary due to changes in regulations or circumstance

<b>Date Implemented</b>	17/09/2014
<b>Author</b>	Rebecca Lanagan
<b>Approved By</b>	School Council
<b>Approval Authority (Signature &amp; Date)</b>	
<b>Date Reviewed</b>	16/09/2014
<b>Responsible for Review</b>	Executive Team
<b>Review Date</b>	As required
<b>References</b>	

APPENDIX 1



Behaviour Management Procedures 2014

**School Vision:** At River Gum Primary School students own their own learning and our teachers use their pedagogical knowledge and personalise learning. We value community, relationships and reflection.

**Our Purpose:** is to teach literacy and numeracy and improve student outcomes

Our Values

Our Behaviours

Respect

- I will treat others the way I wish to be treated.
- I will actively listen to others.

Passion

- I will be open to sharing new ideas.

Enthusiasm

- I will be proud of my efforts and achievements of myself and others.

Resilience

- I will accept both positive and negative feedback and will let go of grievances.

AIP: Student Engagement and Wellbeing

- To improve student engagement and wellbeing.
- Enhance community cohesion by the promotion of the school's vision and Pedagogical Master Plan in order to embed student-centred curricula and teaching and learning practices.

Playground Procedures

1. Deal with any incidents in a calm manner. Solve the issue with the students concerned outside. Restorative Dialogue Cards are in the bum bags. Decide on a suitable consequence with the child who has been harmed e.g. walk around with the yard duty teacher.
2. If the issue cannot be sorted out calmly, (for example, the parties involved are too angry/upset to sort it out at the time.) You can ask students to sit quietly for a while to calm down or walk around with you until able to discuss things further.

Alternatively, send any student who does not calm down to the Behaviour Management room. (Junior Learning Space.) Teachers on duty are then required to contact the class teacher to inform them of the incident. The class teacher will then follow this up. Yard duty teachers cannot place a student on behaviour management. This decision needs to be made by the class teacher.

3. The classroom teacher will discuss the incident with the student/s at a convenient time. If the issue cannot be resolved restoratively, the student/s will be sent to Behaviour Management. (Junior Learning Space) The classroom teacher will be responsible for entering the data in the Behaviour Management Folder and completing the letter to parents. Where this is not practicable, for instance the class teacher is absent, the team leader or a member of Executive can complete the required paperwork.

4. Behaviour Management Steps- Outlined in the Behaviour Management Folder

Session 1 Students take ownership for their actions and write about the choice they made and what they should have done. (Junior and Senior forms are available.)

Session 2 Students unpack the River Gum school rule while thinking about their behaviour.

Rule:

Look	Feel	Repair

Session 3 Students have a restorative discussion with a member of staff and devise a way to repair any harm caused. This should have victim involved but should not affect the victim's break time.

Session 4 Students make an effort to repair the harm e.g. Apology letter, remove graffiti etc. This can involve the student discussing their feelings about the incident

**Students who have attended Behaviour Management three times**

As a general rule, a student who has attended Behaviour Management three times will be placed on a Behaviour Management Plan. The Behaviour Management Plan will be developed by the Classroom teacher following the Behaviour Management Plan Framework. This will then be discussed at the SSG. The plan may be altered slightly due to parent input. SSG (student support group) meetings will require a number of people to be involved. Please refer to the Behaviour Management Plan Framework.

In extreme cases the executive team in consultation with parents, classroom teacher and CTT leader will make the final decision as to what is in the best interest of the student and wider school community.

### Behaviours where you would send students to Behaviour Management immediately...

- Bullying, this is **ongoing** harassment, verbal or physical.
- Physical harm with the intent to hurt another individual.
- Physical harm with the intent to endanger the safety of a parent, staff members or students.
- Not following teacher instruction on a continual basis.
- Racial vilification.
- Continual verbal abuse/swearing.

### Whole School Plan for dealing with Classroom Issues

All classrooms are expected to have a copy of the school rule on display and should refer to this whenever relevant. Following is a basic overview:

Step 1 - Verbal Warning (Green Card)

Step 2 - Second Warning (Yellow Card)

Step 3 - Isolation in the classroom (Orange Card)

Step 4 - Removal to pre-arranged buddy grade (Red Card)

Step 5 - Student removed to administration and an SSG is organised

Step 6 - Alternative Pathways are negotiated and help may be sought by other professionals such as psychologist, social worker etc. (As a last resort when all other avenues have been exhausted, suspension or expulsion **may** be considered).

**Please note:** Step cards are not to be handed out without careful consideration. Any child receiving a 'step card' on a daily basis needs to have a Behaviour Management Plan put in place. Once this plan is put in place, an alternative process individualised for this student shall be implemented.

### Suspension and Expulsion

Only a principal has the authority to suspend a student from the school which he or she is the principal. This power cannot be delegated.

A principal may suspend a student, if, whilst attending school or travelling to or from school or engaged in any school activity away from the school (including travel to and from that activity), the student-

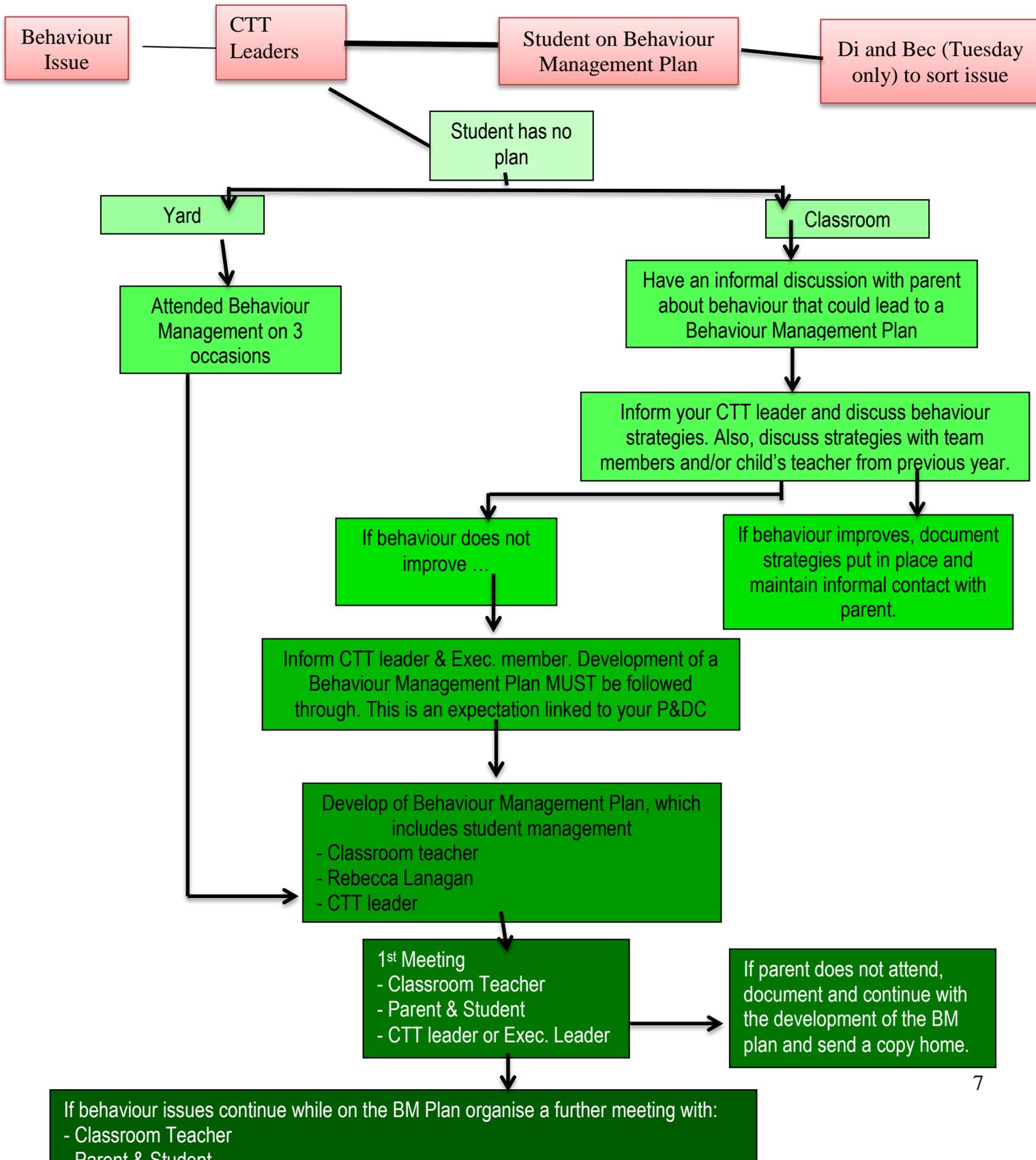
- a) behaves in such a way as to pose a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person;
- b) causes significant damage to or destruction of property;
- c) commits or attempts to commit or is knowingly involved in the theft of property;
- d) possesses, uses or sells or deliberately assists another person to possess, use or sell illicit substances or weapons;
- e) fails to comply with any clear and reasonable instruction of a staff member so as to pose a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person;
- f) consistently engages in behaviour that vilifies, defames, degrades or humiliates another.
- g) consistently behaves in an unproductive manner that interferes with the wellbeing, safety or educational opportunities of any other student.

APPENDIX 2



**BEHAVIOUR MANAGEMENT PLAN FRAMEWORK**

**\* If there are ANY behaviour issues (Classroom teacher, CTT leader, Exec. members, Rebecca and Di) MUST be informed in all communications.**



**APPENDIX 3**



Student name:

Date:

Pertinent background information (if relevant):

# Behaviour Support Plan Template

## Behaviours in need of support

### a. Target behaviours (rank in priority)

No. 1

No. 2

No. 3

No. 4

No.5

### b. Known/warning impending behavior

No.1

No. 2

No. 3

No. 4

No.5

## Behaviour Support Plan Template

### Behaviours in need of support

#### c. Known triggers of impending behaviour

No. 1

No. 2

No. 3

No. 4

No.5

#### d. Preventative strategies (to implement in anticipation of known triggers)

No. 1

No. 2

No. 3

No. 4

No.5

# Behaviour Support Plan Template

## Proactive strategies and techniques

In the classroom (e.g. a particular class)

a. Target behaviours

b. Strategies

c. Beginning date

Concluding date

d. Who is responsible for implementation?

Before school

a. Target behaviours

b. Strategies

c. Beginning date

d. Who is responsible

# Behaviour Support Plan Template

## Proactive strategies and techniques

### At assemblies

a. Target behaviours

b. Strategies

c. Beginning date

Concluding date

d. Who is responsible for implementation?

### In corridors and staff

a. Target behaviours

b. Strategies

c. Beginning date

d. Who is responsible

## Behaviour Support Plan Template

### Proactive strategies and techniques

#### Recess and lunch

a. Target behaviours

b. Strategies

c. Beginning date

Concluding date

d. Who is responsible for implementation?

#### After school

a. Target behaviours

b. Strategies

c. Beginning date

Concluding date

d. Who is responsible for implementation?

# Behaviour Support Plan Template

## Proactive strategies and techniques

### Camps/excursions/incursions

a. Target behaviours

b. Strategies

c. Beginning date

Concluding date

d. Who is responsible for implementation?

### At home

a. Target behaviours

b. Strategies

c. Beginning date

d. Who is responsible

## Behaviour Support Plan Template

### Proactive strategies and techniques

#### At second home (if applicable)

a. Target behaviours

b. Strategies

c. Beginning date

Concluding date

d. Who is responsible for implementation?

#### Online, social media, gaming and films

a. Target behaviours

b. Strategies

c. Beginning date

Concluding date

d. Who is responsible for implementation?

## Behaviour Support Plan Template

### Proactive strategies and techniques

Other

a. Target behaviours

b. Strategies

c. Beginning date

Concluding date

d. Who is responsible for implementation?

Other

a. Target behaviours

b. Strategies

c. Beginning date

Concluding date

d. Who is responsible for implementation?

## Behaviour Support Plan Template

### Good behaviour recognition

- a. What works to promote good behaviour for this student?
  
- b. How will we know if the recognition is successful?
  
- c. Who is responsible for providing good behaviour recognition?
  
- d. When and how often is behaviour recorded?

### Consequences

- a. List consequences
  
- b. Who is responsible for giving consequences?
  
- c. When and how often are statements or approaches recorded?

## Behaviour Support Plan Template

### Crisis plan - No.1

a. Behaviours

b. Actions

c. Who is responsible?

### Crisisplan - No.3

a. Behaviours

b. Actions

c. Who is responsible?

### Crisisplan - No.2

a. Behaviours

b. Actions

c. Who is responsible?

### Crisisplan - No.4

a. Behaviours

b. Actions

c. Who is responsible?

## Behaviour Support Plan Template

### Student's preferred contact people at the school

Person 1 - name and position

Person 3 - name and position

Person 2 - name and position

Person 4 - name and position

### Review

a. Review date

c. How is it monitored?

b. Who is involved?

## Behaviour Support Plan Template

### Sign-off on the BSP

Principal name

Principal signature

Date:

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Parent/guardian name

Parent/guardian signature

Date:

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Student name

Student signature

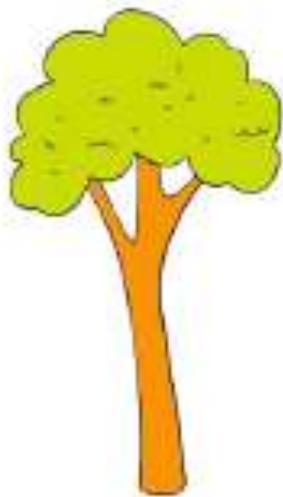
Date:

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# Behaviour Support Plan Template



## Teacher Protocols for Behaviour Management at recess and lunch

- Classroom teacher brings student to The Social Place and signs them in.
- The Social Place is a quiet area for students.
- The Social Place tub will be available for students to use. This is the only material they may use. Laura and Bec will maintain this tub.
- Students may bring their own quiet activity to undertake at The Social Place.
- Behaviour Management Teacher on Duty decides on the appropriate number to manage after consulting the Behaviour Management folder up to a maximum of 12.
- The teacher on duty can send students out if not complying with the rules.
- The teacher on duty is responsible to ensure all students clean up their space 10 minutes before the music goes.
- The teacher on duty is to monitor student use of tables and chairs only.

APPENDIX 5

## Student Protocols for Behaviour Management at recess and lunch

- You must be signed in by your classroom teacher.
- You cannot enter the Social Place until the teacher on duty has arrived.
- You must follow the rules and instructions given by the teacher on duty.
- You are only allowed to use the chairs and tables.
- You are only allowed to use the paper, activities, pencils and textas from the resource box.
- You must tidy and clean up your area 10 minutes before the bell.
- In this area you need to make sure you are being nice to other students otherwise you will be asked to leave.
- If you are unsure with any of the rules please ask the teacher on duty.