



## STUDENT BEHAVIOUR SUPPORT POLICY

### Behaviour Procedure

- Friendly Reminder: Reminding students, using chosen method that the behaviour they are demonstrating is unacceptable.
- Warning: Minor infringement, which continues after a reminder.
- Time Out: Minor infringement, which continues after a reminder and warning or a moderate infringement.
- Buddy Class: Student continues to infringe a school expectation or rule or demonstrates moderate inappropriate behaviour.
- Office Exit: Student continues to infringe moderate school expectations or rule/s or demonstrates severe behaviour.

### Level of Intervention for Inappropriate Behaviour

The level of intervention for inappropriate behaviour in the classroom & yard will depend on whether behaviour is minor, moderate or severe and/or repetitive. Staff are to use their professional judgement when dealing with a behavioural situation. Some examples of behaviours and acceptable intervention is listed below:

#### Minor: (Reminder/warning/time out)

Running inside, playing in toilets, distracting others, swinging on chair, breaking school values, calling out, not following instructions, not listening or getting on with their work, yelling, not respecting equipment, inappropriate interrupting, inappropriate use of water, littering, disruptive, lack of cooperation

#### Moderate: (Time out/Buddy Class/Intervention)

Repeated minor behaviours, swearing at a situation, low level harassment/teasing, repetitive playing with no hat in the sun, spreading rumours, using forms of ICT inappropriately, interfering with others games, damaging property of school or another person, going out of bounds, play fighting, tackling, playing inappropriately with sticks/stones, riding bike in school grounds, being disrespectful to others, potentially harming others or self, repeated warnings/reminders, being dishonest, on-going refusal to follow teacher instructions, rudeness and back chatting.

#### Severe: (Office Exit/Withdrawal)

Repeated moderate behaviours, swearing at a person, sexually explicit swearing, vandalism/graffiti, fighting, sexual/racial harassment, cyber bullying, stealing, continuous refusal to follow instructions, bullying, Intimidation, spitting, refusing to go on green card, touching others inappropriately, violence, acting illegally, biting, rudeness to a different staff member or relief teachers, violence, threatening, malicious gossip/rumours, out of school grounds/ out of sight, throwing, hitting or poking with sticks, harming others or self, deliberately running away from staff.

\*Leadership are available to release teachers from their classroom duties to resolve issues with students and rebuild their relationship.





## **Learning/Class Time**

To ensure the rights of students to learn, and teachers to teach, students will be encouraged to choose positive behaviours by teachers' use of support strategies.

**Early intervention** & preventative strategies, including classroom work on personal, social and emotional issues linked to the curriculum will support positive behaviour in the school community.

**Buddy Class** is used when the class level responses are not reducing the irresponsible behaviour. It is designed to signal to students that irresponsible behaviour will be met with consequences of reduced participation to enable them time to think about their behaviour.

This may involve **removed play**, supervised play, internal suspension, referral to support services or Student Wellbeing Leader for intervention strategies. The aim is to provide opportunities for the student to learn from their mistakes and improve behaviour.

If deemed necessary, parents/caregivers can be contacted by the Student Wellbeing Leader or member of Leadership recommending support of the use of **Support Agencies** such as; an interagency referral, GP visit with referral for psychologist, Paediatricians & CAMHS.

Staff involved in the management of student behaviour are required to **keep records** of the work with students. The records enable them to remember accurately important information so together we can identify issues and make decisions to best support the student.

## **Yard Time**

To ensure the rights of students to play in a safe environment & to ensure students have the opportunity to learn appropriate play behaviours, the following structure will be implemented.

Yard duty teachers have the role of **monitoring & supporting children's behaviour** during playtimes. This includes appropriate & inappropriate behaviour. Yard duty teachers also have the responsibility of making certain behaviours aware to the rest of the staff through staff meetings or the day book i.e. on-going yard issues with a particular game or group of students.

**The bench** (by staffroom door) is used and monitored by yard duty staff for students that require time-out during play time. It is the classroom teacher's responsibility to monitor their students if they choose to place students on the bench for issue that did not occur during playtime.

Students not wearing a **sun safe hat** must remain under solid shade (verandah & lunch shed) during allocated terms. Staff are requested to wear a sun safe hat & clothing during outside learning activities & whilst on yard duty.

**Incidents** that have not been dealt with and finalised at the final bell by yard duty teachers should be communicated to leadership and relevant class teachers, so that they can be **followed up** when appropriate.



## Office Exit

When a student causes harm to another through inappropriate behaviour, to a severity that requires more formal intervention, or has not responded to less intrusive strategies.

When a student demonstrates **severe behavior** during yard or learning time, the student is taken to the office by a staff member. This is where support will be provided to the student/s by a member of the Leadership Team. This process may include asking witnesses– staff and students to give a recount of the incident they witnessed themselves.

**Parents/caregivers will be contacted** to inform them of the incident and encouraged to support their child to improve behaviour.

The time spent in the office is also for **student reflection** on their own behavior & working with Leadership to discuss strategies to help them in the future. Office exits are documented in a behaviour profile and on EDSAS.

Student/s who are **continuing** to require office exits over a period of a term will have **intervention** occur between student, teacher/s, family and leadership.

## Take Home/Suspension

A student who is unable or unwilling to behave responsibly must not be allowed to adversely affect the rights of others to learn and be safe, therefore the following actions are possible.

**Take Home-** This is not a suspension; take home requires parent/caregiver support in a behavioural emergency to help diffuse the situation. This situation occurs when a student is unwilling or unable to comply with reasonable directions from staff & is endangering themselves or other members of the school community.

**Internal Suspension-** At the discretion of the Leadership Team, a student, may be internally suspended. This means for a prescribed period (1–5 days) & the student works in an isolated area. The student will have separate break times. If they are non-compliant, abusive or disrupt others they could possibly be externally suspended.

**External Suspension-** The purpose of suspension is to protect the learning & safety rights of other members of the school community e.g. violence, threatening or abuse.

**Re-entry meeting-** The child & at least one parent/caregiver must attend a meeting with leadership to discuss support for the student. This will include formulating a *Behaviour Support Plan* document.

## Preventative & Early Intervention Strategies

Students will be encouraged to choose positive behaviours by use of supportive strategies. The basis of effective management of student behaviour is a relevant, engaging curriculum supported by positive learning environments, which are oriented towards a growth mindset and success.



## **Classroom & Yard Level**

- Positive reinforcement/rewards
- Read student files/NEP/IEP/ILP
- Research disabilities
- Discussion with previous teacher
- Build relationships
- Clear expectations/simple directions
- Student negotiated learning
- Begin with purpose/outcome of the lesson
- Re-negotiation of task
- Simple choice—strong/weak decision
- Non-verbal reminders
- Waiting time & scanning room
- Discussion away from peers
- Clear instructions and outcomes
- Movement within the room
- Reminders/ warnings
- Role plays & Behaviour modelling
- Class meetings/SRC/Student Voice
- Plan engaging activities
- Restorative processes
- Negotiated cool down area
- Induct new students
- Sensory toys—understanding disabilities
- Diffusion with mild humour
- Questioning and giving specific feedback
- Diversions & deflection
- Seating arrangements
- Observing other staff
- Seeking help and support from other staff
- Behaviour charts and contracts
- Visual aids/ Visible timetables
- Routines—consistency and repetition
- Crisis prevention and management plan
- Clear & precise notes for relief teachers
- Prepare students for change in routine
- Re-engage the student back into task
- Seek support from leadership to release you while you work 1:1 with the student
- Cater for individual needs/differentiated program
- Eye contact & body language (where appropriate)
- Recording observations & conversations
- Conversations & communication with parents, staff, relief teachers & leadership
- Daily fitness
- Promote healthy eating





## **Whole School Strategies**

**Setting up for Success** Program—utilised by every class, Term 1—Week 1 & 2. Creating and establishing a common approach to our whole school approaches, policies and school visions.

Whole School **Cohesion groups** to promote positive relationships across all year's levels and ages throughout the year

**Wellbeing Audit/Survey** conducted twice a year— as a way of measuring wellbeing and engagement in our school

**Growth Mindset**—Habits of the Mind whole school approach

**Assemblies** - reflect on the successes in our school community as well as discussing issues using preventative approach

**Buddy bench** - The Buddy Bench seat is a place in the school where children who feel upset, lonely or need to talk about a concern can find someone to talk to. As part of an integrated system to encourage inclusion and friendship, a school-wide agreement that all children should support whoever sits on the Buddy Bench Seat.

**Student Voice**— Student Representative Council (SRC) - The SRC represents the views, values & concerns held by the student body, allowing SRC representatives the opportunity to represent the views of their peers & succeed in making those views heard in fortnightly meetings.

## **Celebrating Success**

We believe that an effective strategy in teaching responsible behaviours is to recognize success through celebration. This can be done at a whole school, class and/or individual level. Recognition that all students and staff are individuals is fundamental.

