

STUDENT BEHAVIOUR MANAGEMENT POLICY

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Byron Community Primary School
Behaviour Management Policy - Belief Statement

At the Byron Community Primary School we believe that:

- All members of the community have the right to a safe, caring and friendly environment in which everybody's needs are met.
- Every individual has the potential to change their behaviour. All students can learn new and different ways of behaving appropriately.
- Students are responsible for their own decisions and behaviour and their effect on others.
- Students must accept the consequences of their own behavioural choices.
- Teachers need to plan for their responses to behaviour, so that conflict is resolved appropriately and non-violently (see preferred practice - appendix).
- The administering of corporal punishment, by staff, parents and any non-school persons is expressly prohibited at the Byron Community Primary School.
- It is essential for all staff and parents to model positive behaviour and to be consistent and fair in their approach to Behaviour Management.
- Students and parents should be involved throughout all stages of the behaviour management framework.
- It is the responsibility of the school to determine incidents that may require disciplinary action and the nature of any penalties that may apply. The process that leads to the imposition of such penalties, particularly but not exclusively in relation to suspension, expulsion and exclusion, must be procedurally fair.
 - Suspension is a temporary removal of a student from all of the classes that a student would normally attend at a school for a set period of time.
 - Expulsion is the permanent removal of a student from one particular school.
 - Exclusion is the act of preventing a student's admission to a number of schools. In extreme circumstances, the principal of a school may make a submission to an appropriate authority, or to other schools, recommending the permanent exclusion of a student from the registration system of which the school is a member, or from other schools.
- Procedural fairness is a basic right of all when dealing with authorities. Procedural fairness refers to what are sometimes described as the 'hearing rule' and the 'right to an unbiased decision'.
 - The 'hearing rule' includes the right of the person against whom an allegation has been made to:
 - know the allegations related to a specific matter and any other information which will be taken into account in considering the matter.
 - know the process by which the matter will be considered.
 - respond to the allegations.
 - know how to make an appeal.

- The 'right to an unbiased decision' includes the right to:
 - impartiality in an investigation and decision making.
 - an absence of bias by a decision-maker.

This statement reflects the agreed values that are shared by the school community.

Rights and Responsibilities

Our Behaviour Management Policy is based on a balance of rights and responsibilities.

Basic Rights of our School Community

Students have a right to:

- Work, play and learn in a friendly, safe and helpful school where they can develop to the best of their ability.
- Be involved personally or through class representatives in the making of class and school agreement.
- Express their opinion through class meetings and the Student Representative Council.
- Be treated with fairness, dignity and respect, regardless of what they look like, believe in, are able to do, or where they come from.

Parents have a right to:

- Feel welcome and respected by the school community.
- Be heard, supported and involved in behavioural matters concerning their children.
- Know that their children learn and play in a safe, friendly and caring environment where they can develop to the best of their abilities.
- Have the correct channels available (refer to prospectus).

Teachers/Staff have a right to:

- Be treated with respect and courtesy by the school community.
- Feel heard and supported by students, parents, Board of Directors and fellow staff members.
- Have any issues and concerns go through the proper channels in place.
- Teach/work in a safe and friendly school which is supported by the school community.
- Ongoing professional development provided by the school to widen their understanding of social-emotional problem solving and other behaviour related theories and practices.

Our rights are enjoyed when we are acting responsibly. Responsibilities will always need to be taught. We welcome your support as a colleague and/or parent in our effort to develop this sense in our students, your children.

Responsibilities of our School Community
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Students responsibilities are to:

- Be involved in the negotiation of class/school agreements and consequences.
- Be aware of and follow classroom and whole school agreements.
- Accept the consequences of their behavioural choices.
- Express their opinions appropriately. E.g. through class meetings and Students Representative Council meetings.

Student Representative Council responsibilities are to:

- Present the school agreements to the whole school at a school meeting in Term 1.
- Be involved in the working and reviewing of the school agreements.

Parent responsibilities are to:

- Be informed about behavioural issues concerning their child. E.g. attend interview and parent meetings, read the newsletter.
- Support the school's Behaviour Management Policy by: - e.g. discussing Rights and Responsibilities with their children; supporting class/school agreements and logical consequences.
- Accept ultimate responsibility for their child.
- Model appropriate problem solving and behaviour management strategies.

Teacher/Staff Responsibilities are to:

- Totally understand and implement the school's Behaviour Management Policy in classroom and yard.
- Familiarise new students and parent with agreements and consequences.
- Invite parents to be involved in the making of class agreements and provide all parents with an updated copy of the class agreements.
- Develop and implement a classroom behaviour management plan in Term one (see Appendix). To display, share and refer to it on a regular basis.
- Keep records of behavioural issues in the class and yard.
- Hold class meetings prior to Student Representative Council meetings.

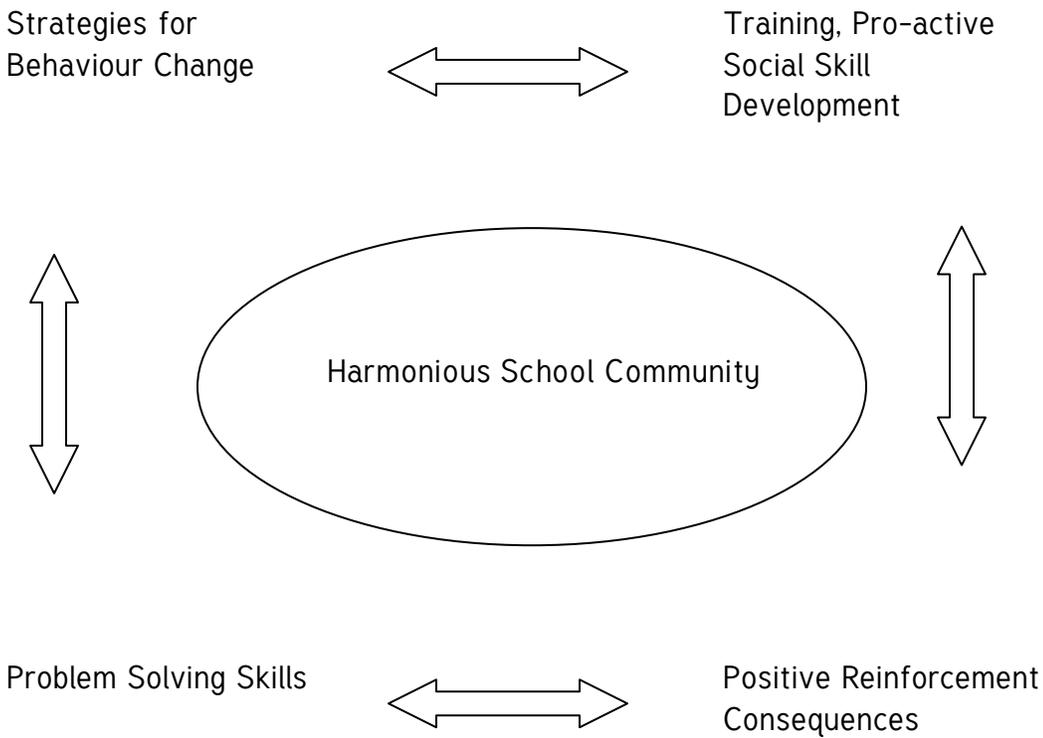
- Foster an environment in which students have the opportunity to develop a high level of social-emotional well being.
- Provide a safe, supportive learning environment in which students can learn to the best of their ability.

School Principal's responsibilities are to:

- Induct new staff in the Behaviour Management Policy.
- Ensure that parents are aware of Behaviour Management Policy and support structures available at the school and to provide them with updated copies of the Behaviour Management Policy and/or school agreements.
- Bring school agreements to student's attention each year and display them in a clearly visible area.
- Discuss with students the consequences for school agreements.
- Ensure that the Behaviour Management Policy is reviewed and revised thoroughly each year late in Term 3 and throughout the year (where necessary).
- Regularly check the behaviour records for yard duty. Records are to be kept in the office.
- Organise meetings with students, parents and teachers to set up behaviour contract when needed.
- Liaise with outside agencies when needed.
- Manage crisis situations which may arise.
- Provide Training and Development for staff and parents relating to social skills and Behaviour Management Policy and the implementation of the same.
- Run Social Circles if requested.
- Ensure Procedural Fairness is followed at all times.

Behaviour Management Framework

- Stage I Skill development.
- Stage II School/class agreements and consequences.
- Stage III Problem solving strategies.
- Stage IV Strategies for behaviour change.



Stage I: Pro-active Skill Development

At the Byron Community Primary School we are committed to:

- Sharing and understanding the pro-active social skill development programs and problem solving strategies used within the school.
- Training and updating parent and staff understanding and approach to various social skills programs and problem solving strategies.
- Explicitly teaching and modeling positive strategies that help students to build a strong foundation for their social-emotional being, empowering them to be balanced individuals and have a positive impact on others. We will introduce students to special programs to implement those strategies in their daily interaction within the school community.
- Modeling pro-active social skills and problem solving strategies in our interactions within the whole school community.
- Building a harmonious environment that reflects the values of the school community.

Examples of programs that could be run within the school; for students, parents and staff, include:

- Peer Support.
- Skillstreaming.
- Rock and Water.
- The Buddy Program.
- Peer Mediation.

Stage II: School/Class Agreements and Consequences

School and Class Agreements are:

- Based on the rights and responsibilities of each person.
- Owned by students, staff and parents.
- Written, where possible, in a positive way.
- Fair.
- Consistent throughout the school wherever possible and sensible.
- Certain and clear.

We have agreements that are based around the areas of:

- Talking and communication;
- Learning;
- Movement;
- Treatment;
- Problem Solving; and
- Safety.

School agreements are the key to having a successful policy. They must be reviewed each year and as necessary. For a copy of current agreements, see the Appendix.

Consequences for the breaking of school agreements

Consequences applied are related to specific school agreements broken and logical in nature to ensure students understand the agreement and its importance in the future. Wherever possible the students are involved in making decisions about what is logical. Examples of logical consequences include:

- Taking time out of the yard to ensure other students are safe and the student involved can calm down
- Apologies, verbal/written
- Loss of access to equipment or privileges that were not being respected/looked after

NOTE: Staff will record all yard based consequences on the school's standard proforma (see appendix) and proformas will be kept in a central location as well as entered on the school's administration system. The Principal or delegate is responsible for the regular checking of records to identify patterns of student behaviour and subsequent need for behaviour change strategies (Stage IV).

Consequences for the following of school agreements

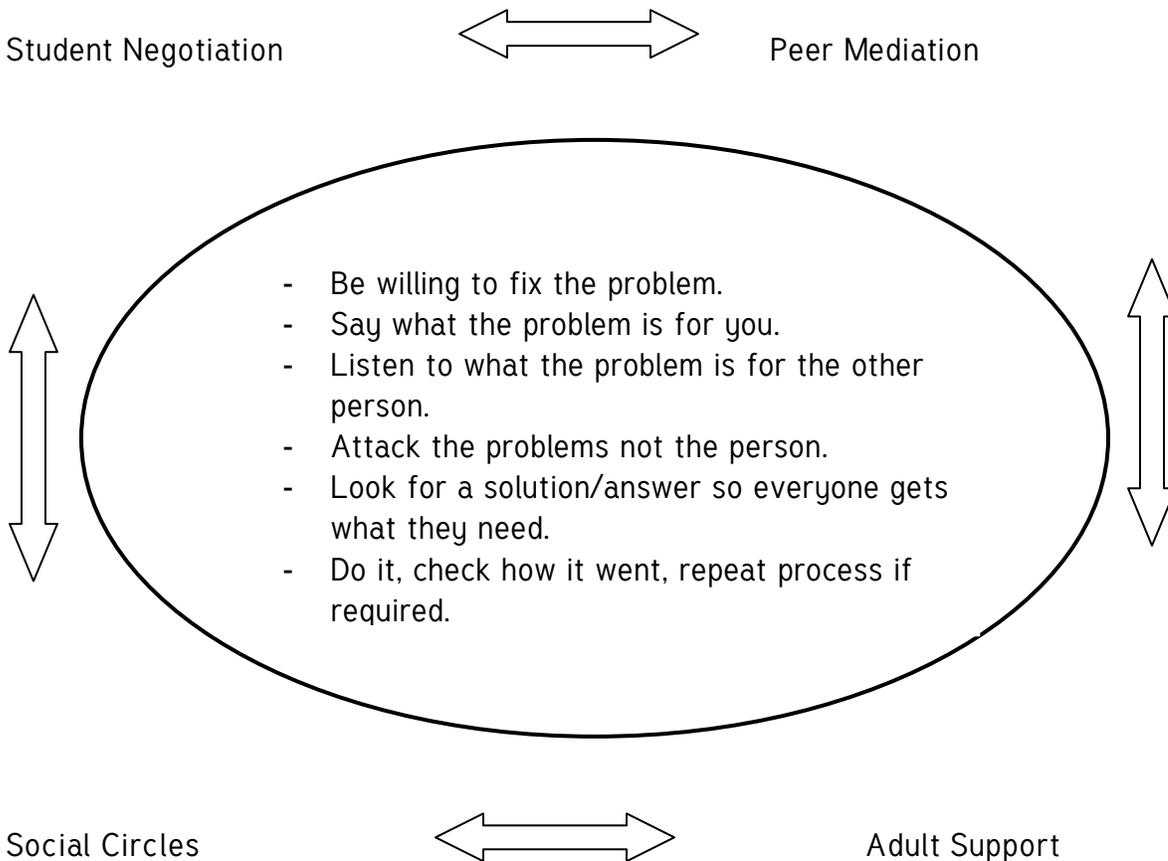
- Teachers will be expected to implement appropriate strategies within their classrooms to reinforce positive behaviours.
- Reinforcement of positive behaviour within the yard is the responsibility of all staff and coordinated approaches may be implemented on a needs basis.

Stage III: Problem Solving Strategies

At the Byron Community Primary School:

- Staff, parents and students have an understanding of the problem solving approaches used within the school through involvement in the programs outlined in Stage I.
- Classroom teachers/staff members guide students through this problem solving approach using an appropriate strategy from the pool of ideas listed below. The aim is to empower students to solve their own problems and help others.
- Teachers/staff have a good understanding of and are confident in selecting the appropriate strategy for different situation.

The basic process of problem solving follows a guided negotiation model:



Stage IV: Strategies for 'Behaviour Change'.

The majority of students at the Byron Community Primary School will have learned and practiced a wide range of social skills and problem solving strategies through Stages I-III, and be able to function positively and with a high sense of social, emotional and behavioural well being.

Nonetheless, it is our responsibility as a community school to plan for situations where students, due to a range of circumstances, may still not be functioning positively within the school environment.

Listed below is the plan we utilise to begin a process of 'behaviour change' with an identified student. At all times procedural fairness will be followed.

1. Time out for the remainder of the day - spend time in Principal's office or buddy classroom
2. Parent meeting to discuss issues
3. Liaison with school counsellor and outside support agencies, counseling services, etc. and development and implementation of a 'behaviour contract' in consultation with Student, Parents, Teacher, School Principal and appropriate support agencies. All behaviour contracts are reviewed every two weeks at which time changes or appeals can be made
4. Suspension

Further to this, the violent behaviour of a school student can pose a risk to the health and safety of all students (including the student concerned), to school staff and to visitors to the school site. We are legally required to first assess and then eliminate or control that risk. Guidelines for addressing the violent behaviour of a school student are outlined in GUIDELINES ISSUED UNDER PART 5A OF THE EDUCATION ACT 1990 FOR THE MANAGEMENT OF HEALTH AND SAFETY RISKS POSED TO SCHOOLS BY A STUDENT'S VIOLENT BEHAVIOUR or any other document that replaces it in the future.

NB: Any student who has been suspended must have a behaviour contract in place before returning to school.

5. Expulsion of a student may be considered if all other avenues are exhausted.

Preferred Practice at Byron Community Primary School.

All teacher/staff prefer to:

1. Clarify the rights, responsibilities and agreements at the classroom level.
2. Use the school's rights - responsibilities - agreements code and their classroom routines as the basis for all behaviour management.
3. Model the behaviour that they wish to teach.
4. Invite, model and expect respect by:
 - Treating each person with dignity.
 - Separating the behaviour from the person.
 - Using private rather than public reprimands.
 - Reconnecting positively after behaviour management processes.
5. Use pro-active strategies and problem solving techniques available within the school
6. Teach those strategies and techniques explicitly.
7. Explore themes that reflect the social, emotional and spiritual values of the school across the curriculum. E.g. literature, drama, celebrations, projects.
8. Actively promote, teach and support positive behaviour. E.g.
 - Build a positive working environment.
 - Teach co-operative learning strategies.
 - Give verbal and non-verbal encouragement and feedback.
 - Hold special events for 'our class'.
9. Put desired outcomes in positive language wherever possible and plan for positive corrective language.
10. Emphasise behaviour as choice and promote behavioural ownership. E.g. use language of choice: either - or.
11. Minimise unnecessary confrontation. E.g. avoid argument, focus on primary behaviour.
12. Use logical consequences and last but not least SEEK COLLEGIAL SUPPORT.

Classroom Management Plan - Format of

- Develop class agreements in consultation with kids, based on:
 - Talking and Communication.
 - Learning.
 - Movement.
 - Treatment.
 - Problem Solving.
 - Safety.
- Talk with students about 'logical consequences' for the breaking of class agreements.
- List a pool of strategies for you to choose from to address negative behaviours.
- List a pool of strategies for you to choose from to promote positive behaviours.

Procedural Fairness at Byron Community Primary School

- o We don't start a social circle until everyone is calm enough to discuss what happened
- o Each student is given two chances to state what happened, including witnesses
- o Every problem brought up is recorded
- o Students vote on solutions with only unanimous decisions being accepted
- o Minutes of meeting goes home to all parents
- o Principal is available for further discussions or appeals
- o Review date is planned
- o Review is held where the minutes are discussed with any new problems and solutions being recorded
- o If a staff member is personally involved in an issue they are not to run the social circle but to take the incident to the Principal
- o If a staff member's child is involved in an issue the staff member is not to run the social circle but to take the incident to the Principal or the Principal's nominated staff member
- o Meetings with parents, staff and outside agencies are minuted with actions for specific personnel documented
- o Opportunity is given for the student/parent/caregiver to make a case for specific support including student continuation

Description of Problem Solving Strategies, Consequences and Behaviour Change Strategies.

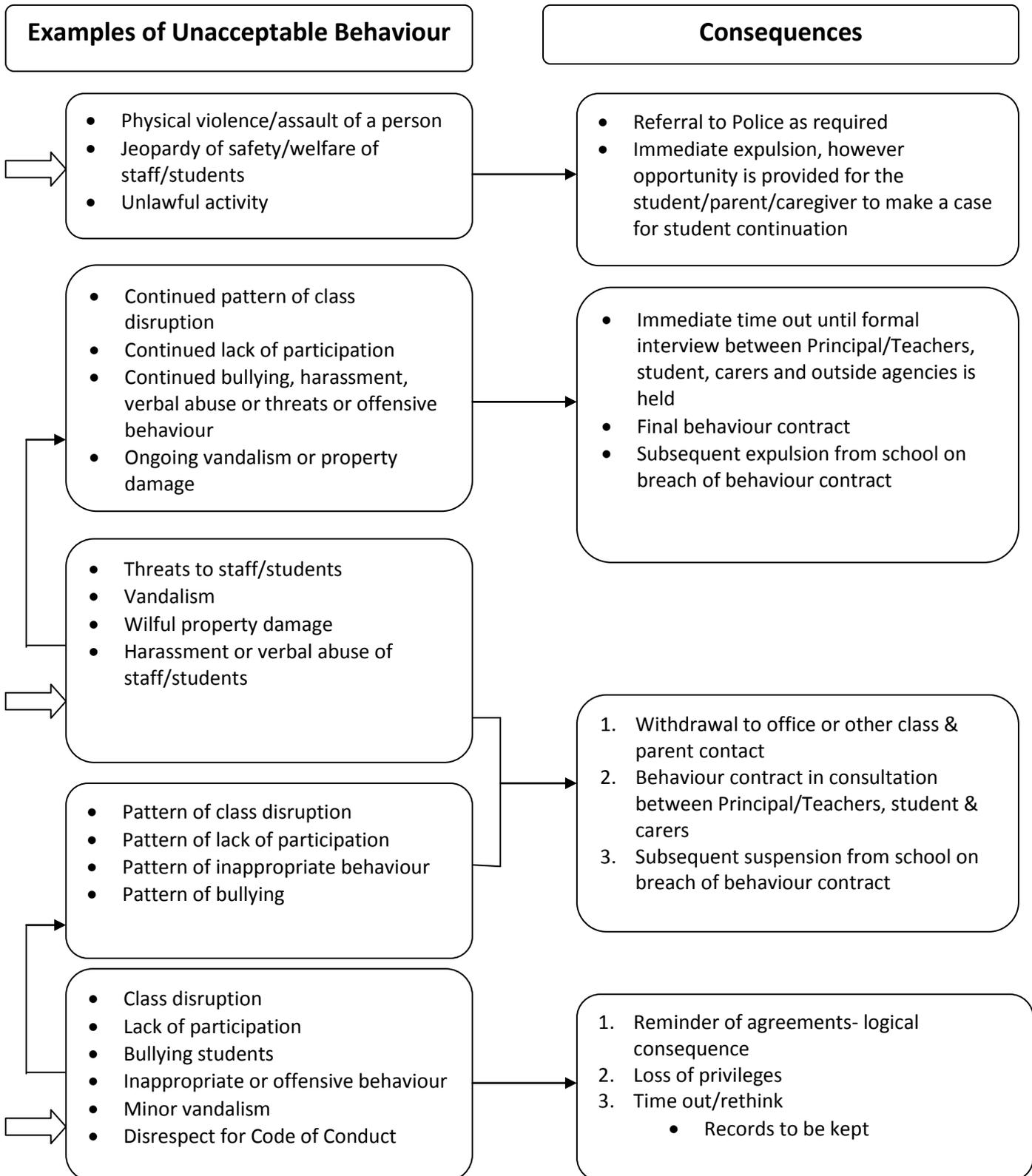
Problem Solving Strategies

- Rule Reminders - where a staff member will address a behaviour issue as follows, "What's the class/yard agreement? What should you be doing?"
- The language of Choice - where a staff member will address a behaviour issue as follows, "The problem is _____. You can either _____ or _____."
- Student Negotiation - where students will be asked to work together through a guided negotiation process to solve their own problems.
- Teacher/Student negotiation - where a teacher takes students involved through the guided negotiation process.
- Class Meetings - a group problem solving approach for whole class issues where the teacher will use the guided negotiation approach.
- Social Circle - where the Principal or delegate takes a larger group of students (more than two) through the guided negotiation process outside of class time.

Consequences (records should be kept of all consequences applied and procedural fairness as detailed on page 12 should be followed)

- Logical Consequences - it is important to ensure all consequences applied are logical in nature and related to the school and class agreements that were broken. Teachers should ensure students understand the relationship between the consequence and the agreement broken.
- Apology, written or verbal - a form of logical consequence that can be agreed to by students involved.
- Loss of privileges - another form of logical consequence to be used where appropriate and at a staff member's discretion
- Time out/re-think in class - to be used when a student needs time to re-think their behaviour away from other students. The staff member will speak with the student about their re-think before they return to the class.
- Time out/re-think in yard - to be used when a student needs time to re-think their behaviour, especially in situations where a staff member would like to avoid a confrontation due to high levels of emotion or excitement or behaviour has been unsafe to others physically or emotionally. A designated area in the yard will be used and the staff member will speak with the student before they return to the playground.

- Withdrawal to office or other class - to be used when a students' behaviour is a continued disruption to the lesson or extreme in nature.
- Parent contact - ideally contact is made when a student is showing a pattern of behaviour that will require parent input or support to address (see class or yard records).
- Suspension - when a students' behaviour is so frequent or extreme that a plan needs to be formulated in consultation with parents, staff, outside liaison agencies and the student before they can be returned to the class (see behaviour contracts).
- Expulsion - used when all strategies for behaviour change have been exhausted without result or when behaviour is so extreme as to put at risk the safety and well being of other students, staff or community members.



Behaviour Change Strategies

- Parent Involvement - can be utilised at all stages of a child's behavioural development. It is important that relationships with parents are positive by focusing on a behavioural need that can be addressed with a team approach and common understanding.
- Liaison with school counsellor or outside support agencies/services - used to identify student needs, to seek support and appropriate strategies, to access funding for learning/behavioural needs, etc. Parent agreement essential.
- Behaviour Contract - a formalized process using aspects of strategies listed above. A contract should be completed in consultation with parents, outside agencies (where appropriate), the co-ordinator, teacher and student. Goals should be clearly stated, strategies and responsibilities made clear, support structures put in place and a review date set.

SCHOOL AGREEMENTS

At School we:

1. Share the playground and respect other people's space and games.
2. Do our best to sort out our problems with kind speech and ask for help if we can't sort it out ourselves.
3. Treat other people the way they want to be treated and respect their rights.
4. Look after our own property and treat the property of others and the school responsibly and with care.
5. Take care of nature and our animals, treat them gently and keep the playground clean and tidy.
6. Use calm, respectful language and practice our manners when dealing with students, teachers and visitors of all ages and do not put people down for their physical ability in sport.
7. Move sensibly and carefully when in school.
8. Play fair, safe and non-violent games.
9. Use equipment safely, responsibly and as it is intended.
10. Dangerous items should not be used at school.
11. Practice cleanliness and consideration when using the toilets and use them for their intended purpose only.
12. Wear hats when we are outside.
13. Only use play equipment during school hours

Guided Negotiation Process

Name:
Date:

Are the participants calm?

.....
.....

What happened? (Everyone has an uninterrupted say, twice)

.....
.....
.....
.....

What's the problem? (All problems are listed but not debated)

.....
.....
.....
.....

What's the solution/s that we are going to try? (All parties to agree.)

.....
.....
.....

How did it go?

.....

PLAYGROUND BEHAVIOUR RECORDS
And
PLAYGROUND BEHAVIOUR TALLY SHEET

See form listing

SERIOUS INCIDENT REPORTS

See Serious Incident Policy

Evaluation:

- This policy will be reviewed annually and after any significant playground accident or incident.

Policy drafted March 2005

This policy was ratified by School Management Team in

Reviewed by staff (no changes)

Ratified by Management Team in

Ratified by Board of Directors in

Changes made by Leadership Team

May 2005

April 2008

August 2012

March 2015

April 2015