



RESPECT - RESILIENCE - RELATIONSHIPS

STUDENT BEHAVIOUR MANAGEMENT POLICY

GUIDING PRINCIPLES FOR STUDENT BEHAVIOUR MANAGEMENT

- SBM should have a restorative focus, not punitive. Our role is to educate students, not punish them.
- Students have different starting points, levels of ability to learn and to co-operate with other people as well as different understandings of what is responsible behaviour.
- The school recognises that behaviour is developmental. Some circumstances may limit a student's ability to exercise choice, this DOES NOT diminish the student's responsibility.
- Behaviour occurs as a result of choices, conscious or unconscious, which are based on the student's perception of the best way to satisfy a particular need.
- All behaviour has consequences, which may affect future opportunities.
- While recognising the developmental needs of the individual students, responses must be clearly defined and administered consistently in a way which supports the rights of students to learn.
- For students with disabilities appropriate behaviour management strategies need to be developed in the context of the OnePlan.
- A partnership between staff, students and their families is necessary for successfully developing responsible behaviour.
- Staff understand the range of models available for the effective management of student behaviour and have the opportunities and support to use the skills associated with these models.
- When appropriate, DfE and interagency services will support children with social, emotional and behavioural difficulties and the staff who interact with these students.

ROLES AND RESPONSIBILITIES

DEPARTMENT STAFF HAVE A KEY ROLE IN CREATING AND MAINTAINING SUPPORTIVE AND SAFE LEARNING ENVIRONMENTS. DEPARTMENTAL STAFF MUST:

- Model and promote behaviour that values diversity, demonstrates respect for and inclusion of all children and young people, and promotes a positive school climate.
- Explicitly teach children and young people about safe and inclusive behaviours, and the core values of the school, preschool or care setting.
- Support the participation of all students, taking special measures to support the inclusion of children and young people who are at higher risk of exclusionary responses to their behaviours (including Aboriginal children, children in care, and children with disabilities)
- Participate in professional learning to build skills, knowledge and confidence in developing positive classrooms and recognising, responding to and managing behaviour incidents.
- Work with parents, caregivers, families, service providers and the community to support children affected by behaviours of concern. This may include recovery from harm, restorative practices and supporting children and young people to develop positive social relationships.
- Report behaviours of a criminal nature to the South Australia Police.
- Provide timely intervention in response to behaviours of concern, including incidents that have occurred out of school hours or off school premises when this is connected to the care and control of the school and impacts on school relationships.
- Provide visible, consistent and planned responses to behaviours of concern to foster trust and confidence.
- Support children and young people to be physically and psychologically safe.



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ROLES AND RESPONSIBILITIES

PARENTS AND FAMILIES ARE THEIR CHILDREN'S FIRST AND ONGOING TEACHERS. PARENTS AND FAMILIES SHAPE AND SUPPORT THEIR CHILDREN'S POSITIVE BEHAVIOURS WHEN THEY:

- Model and promote safe, respectful and inclusive relationships with their own children, other children and young people, other parents/caregivers, and school staff.
- Support their children to develop safe behaviours at home including monitoring and supervising their children's social interactions (including online)
- Talk to their children about behaviour including unsafe behaviours to help them to understand what it is, why it is harmful and how to respond.
- Work collaboratively with the school to resolve concerns about behaviour when incidents occur, including discussing issues as soon as possible (in accordance with the school's procedures)
- Consider recommendations and engage in specialist support through Student Support Services and external organisations.
- Support their child's best interests to continue to attend school while a behaviour issue is being resolved.

ROLES AND RESPONSIBILITIES

ALL CHILDREN AND YOUNG PEOPLE CAN CONTRIBUTE TO THEIR LEARNING AND THE LEARNING OF OTHERS WHEN THEY:

- Treat others in a way that demonstrates respect and inclusiveness.
- Ensure their verbal, physical and online interactions are safe, respectful and inclusive.
- Take a stand when they see behaviours of concern in person or online, by safely intervening or seeking help from adults to intervene.
- Support their friends to behave in safe, respectful and inclusive ways if their friends are engaging in behaviours of concern, including by seeking help from trusted adults.

CLASSROOM BEHAVIOUR MANAGEMENT

THE FOLLOWING PROCEDURES COMPRISE THE CORE PROCESS FOR MANAGING INAPPROPRIATE STUDENT BEHAVIOUR IN THE CLASSROOM.

If all staff follow these procedures we will most effectively teach students to accept more responsibility for their learning and their behaviour

SETTING UP STAGE

Teachers will develop classroom management strategies which consider the impact of physical and intellectual disability, trauma and disadvantage on the learning process. This will include Ready to Learn plans and other SBM Strategies.

These expectations will be discussed and displayed in each classroom.

OPERATIONAL STAGE

All teachers will also develop and implement strategies for assisting children to develop:

- Decision making skills,
- Social skills,
- Conflict resolution skills,
- Shared responsibility.
- Acceptance of responsibility.

Families will be notified any time a student is removed from a learning program.

- It is the teacher's responsibility to effectively communicate to parents and caregivers about their child's behavior.

The Behaviour Incident Report Form (BIR) is an important aspect in communicating student behavior with families. It provides an opportunity for teachers to record and communicate individual incidents that occur throughout the day that contribute to a student progressing through the SBM process. These forms are to be provided to the front office anytime a student reaches the Admin Timeout/Reflection Room stage of this process.



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CLASSROOM BEHAVIOUR MANAGEMENT

OPERATIONAL STAGE CONT.

- Forms will be kept by the teacher and stored in the class folder once the steps are completed or at the end of a lesson period.
- The BIR resets with a change in teacher for the student.
- The information on the BIR will be entered into Daymap as a Behaviour Record by the class teacher who filled out the BIR once it reaches Out of Class Time Out.
- The BIR must be returned to the class folder once entered.

Leaders will continue to record their actions on the BIR for transparency and future reference.

REFLECTION ROOM

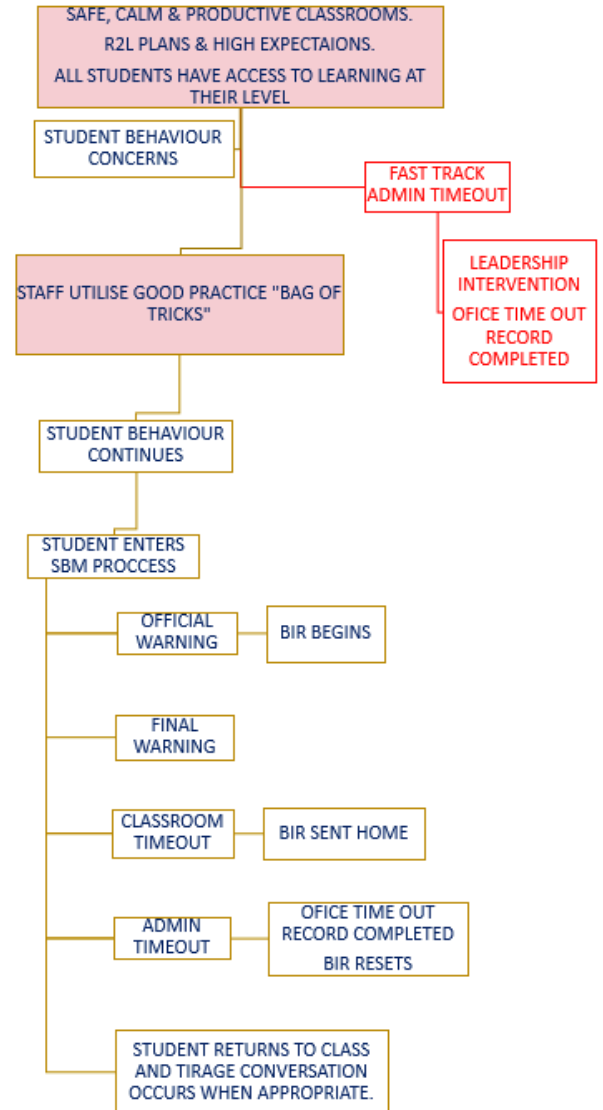
The Reflection Room is in the Front Office and is a space where students will come when they need to be supported by leadership. Students are expected to work independently in this space and complete all learning and reflection tasks that are set for them.

Students are not permitted to use devices in the reflection room unless negotiated with the sub school leader.

REFLECTION FOLDER

Teachers will develop a folder that students will be required to bring to the Reflection room when behaviour permits. This folder should include a reflection sheet and year level appropriate work that the student is able to complete independently. Devices are no longer permitted to be sent to the Reflection Room.

SBM FLOW CHART





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SCHOOL CLASS BEHAVIOUR

<p><u>BAG OF TRICKS</u> - The teacher uses good practice and less intrusive approaches to encourage a change in behaviour.</p> <p>It may involve rule reminder, change of seat, check for understanding, a chat at the end of the lesson or a brief whole-class look at the guidelines with attention drawn to some student's need for help to behave within the code.</p> <p>The most important aspect of SBM is classroom practice.</p> <p>At this stage choice and consequence should be discussed.</p>	<ul style="list-style-type: none"> • Reminder of expectations • Deliberate ignoring • Tone of voice change • Seat change • Eye contact • Proximity • Brain break • Humour • Quiet one on one conversation • Check the students understanding of the task • Change of task • One on one support (limited time) • Other strategies you use with students to engage them in safe, calm and productive classrooms. 	
<p><u>CLASSROOM PROCESS</u></p> <p>Behaviour Incident Report is to be completed at each step of the formal process.</p> <p>If a student reaches Out of Class Time Out, leadership intervention or office exit details must be recored in Daymap</p> <p>Behaviour note is recorded on Daymap and communicated home either by classroom teacher or Leadership</p>	<p><u>OFFICIAL WARNING</u> Behaviour recorded in the first box of the BIR</p>	<p><u>CONSISTENT STATEMENT</u> "This is your official warning"</p>
	<p><u>CLASSROOM TIMEOUT</u> Recorded in the second box of the BIR</p>	<p><u>CONSISTENT STATEMENT</u> "You are now in Classroom Timeout"</p>
	<p><u>OUT OF CLASS TIMEOUT/BUDDY CLASS</u> Behaviour recorded in the third box of the BIR - form is taken to leadership and recorded into Daymap behaviour record.</p>	<p><u>CONSISTENT STATEMENT</u> "You are now in out of class timeout"</p>
	<p><u>LEADERSHIP INTERVENTION/ REFLECTION ROOM / FAST TRACK</u> Call the office so they are aware. Behaviour recorded in BIR - Form is taken to Leadership as soon as possible to used in conversation.</p>	<p><u>CONSISTENT STATEMENT</u> "You are now in Admin Timeout, please go to the office or I will call a leader"</p>
	<p><u>Final Step /Office Exit / Take Home</u> Leadership will follow Behaviour Policy and SEE processes as per DfE and communicate back to staff regarding outcome.</p>	
<p><u>FAST TRACK</u></p> <p>There are times when a student's behaviour goes beyond a warning or step and the incident requires immediate Leadership Intervention. Here the teacher needs to make a judgment to do the following:</p> <p>Fast track - Means a member of Leadership is called immediately to remove the student.</p> <p>Contact Admin directly to get a member of Leadership to come to the class.</p>		



STUDENT BEHAVIOUR MANAGEMENT POLICY

SCHOOL CLASS BEHAVIOUR CONTINUED

<p><u>RELIEF TEACHER PROCESS</u></p> <p>In their work with students, TRTs and PRTs may have limited opportunity to develop relationships and to experiment with a variety of teaching strategies.</p>	<p>All staff will be required to have a 'Relief Folder' ready for TRT and PRT staff. This folder should include information about the students in your class and specific triggers and strategies that have been implemented. This folder should also include 3 days worth of work for all students in case of emergency absences or times when planning is unable to be done.</p>
<p><u>LEADERSHIP INTERVENTION</u></p>	<ul style="list-style-type: none"> • Leaders will go through a restorative process with students. • Students to complete behaviour reflection sheet and discuss this with leaders. • Interview processes occur for incidents which involve multiple students. • Leadership will investigate and apply consequences as appropriate depending on the nature of the incident. • If this is close to a Lunch or Recess time the student will need to wait at the front office until the break occurs. • Parents will be notified when their child reaches admin timeout via the classroom teacher involved. • Leadership will provide the referring teacher with information regarding behaviour outcomes. If this information is not communicated by 3:00pm, it is the responsibility of the referring teacher to follow up and seek clarification regarding the outcomes. • Leaders will send out a whole school DL email notifying staff of any internal or external suspensions before the next day.
<p><u>STUDENT REFUSES</u></p>	<ul style="list-style-type: none"> • If a student refuses to go to the Admin area for Leadership Intervention, Take Home procedures may be instigated. • In the absence of a site leader on site (Principal/Wellbeing Leader) Take Home procedures will usually be instigated.
<p><u>FURTHER CONSEQUENCES</u></p>	<ul style="list-style-type: none"> • Leadership will implement further consequences for ongoing, repetitive behaviour or rapidly escalating behaviour in line with protective practice, department policy and utilising restorative justice.



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SCHOOL YARD BEHAVIOUR

<p><u>MINOR MANAGED BY TEACHER</u></p>	<p><u>Students are not following our school values if they:</u></p> <ul style="list-style-type: none"> • Use inappropriate language, 'put down' other students or spread rumours. • Disrupt games, throw things at others, play in an unsafe/rough manner or use equipment in an unsafe manner. • Litter, damage equipment or school property. • Are not wearing their hat • Answer back or lie to staff • Play in an out of bounds area, run away from staff • Do not follow instructions after 3 reminders • Act in an antisocial or disruptive manner. <p><u>Give a calm and immediate response:</u></p> <ul style="list-style-type: none"> • Co-regulation and Interception strategies. • Lower the tone and slow the speed of your voice. • Get your centre and slow your movement and breathing-providing a model for the student to follow subconsciously. • Position yourself at student level and beside them. Avoid standing over or in front of them. • Refer to individual Focus/Safety Plan if required. <p><u>Provide clear and descriptive instruction on the actions you are about to take:</u></p> <ul style="list-style-type: none"> • I am going to stay with you and talk about what just happened. • I am going to leave you right now and return in 2 minutes to check if you are ready to talk about this. <p><u>Allow cooling off time before engaging in a restorative conversation:</u></p> <ul style="list-style-type: none"> • Empathy • Short sentences <p><u>Conference and consequence:</u></p> <ul style="list-style-type: none"> • Record behaviour on the BIR and record on Daymap if necessary.
<p>MAJOR MANAGED BY LEADERSHIP</p> <p>When this behaviour occurs, students should be sent to Thinktank to speak with Leadership.</p> <p>If students refuse, contact the front office.</p>	<p><u>Leadership should be notified if students are:</u></p> <ul style="list-style-type: none"> • Using aggressive/threatening language • Hitting/kicking/spitting/biting others • Harassing other students/staff • Fighting other students • Intimidating other students/staff • Bullying other students • Vandalising or destroying property • Bringing weapons to school • Self-harming • Leaving school grounds • Refusing to return to class




CENTRAL YORKE
SCHOOL

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BEHAVIOUR INCIDENT REPORT



Student Name: _____

Time Exited: _____

Date: ____/____/____

Behaviour Incident Report

Official Warning: Lesson & Time: _____
 Agreed teacher language "This is your Official Warning."

In class Timeout: Lesson & Time: _____
 Agreed teacher language "You are now in Classroom Timeout."

Out of Class Time Out / Buddy Class: Lesson & Time: _____
 Agreed teacher language "You are now in Out of Class Timeout."

Leadership Intervention / Reflection Room/ Fast Track: Lesson & Time: _____
 Agreed teacher language "You are now in Office Exit, please go to the office or I will call a leader." Student has the opportunity to re-enter as determined by a leader.

Final Step / Reflection Room / Take home: Lesson & Time: _____
 Agreed teacher language "This is your final step. I am calling a leader for support." Student completes learning in the admin building if engaged or the ~~take home~~ procedure is followed as determined by the leader.

Teacher Name: _____

Teacher Signature: _____

Outcome of Office Support / Next Steps / Consequence / Actions Required

Leadership Signature: _____

Office Use Only

Persistent and Willful Inattention	Threatened Safety and Wellbeing	Threatened Good Order
300 Noises	207 Verbal Abuse towards staff	300 Out of bounds
301 Anti-social	208 Verbal Abuse towards students	301 Leaving the school grounds
302 Off-task	209 Verbal Abuse towards others	302 Not completing a consequence
303 Work avoidance	300 Bullying: Physical	303 Defiant manner of questioning
304 Uncooperative	301 Bullying: Verbal or written	304 Non-compliance
305 Unwanted touch	302 Bullying: Cyber	305 Missing class
306 Avoiding completing task--homework	400 Harassment: Sexual	306 Misuse of Property
307 Avoiding completing task--in class	401 Harassment: Racial	
308 Not attending to instruction	402 Harassment: Homophobic	
	403 Harassment: Religious	
	404 Harassment: Disability	

Interfered with the Rights of Others	Acted Illegally	Violence
651 Sexual Behaviour--a student	250 Theft	600 Threatening gestures
653 Sexual Behaviour--Problematic	800 Property destruction--graffiti	601 Verbal or written threats
830 Posting of images/ video	801 Property destruction--damage	600 Threatening gestures, using a weapon
811 Impersonation	802 Property destruction--Vandalism	601 Verbal or written threats with weapon
812 Intimidation/blackmail	803 Property destruction--Arson	700 Requiring professional treatment of staff
813 Defamation		701 Requiring professional treatment of a student
		710 Of a staff member
		711 Of a student
		712 Other
		720 Using a weapon- Furniture
		721 Using a weapon- Environmental (e stick
		722 Using a weapon- tools etc.

THINK TANK SLIP

CYS Thinktank

Student: _____ Date: _____

YD Teacher: _____ Time: _____

<p>Reason</p> <p><input type="checkbox"/> Violence – actual or threatened</p> <p><input type="checkbox"/> Threatened good order</p> <p><input type="checkbox"/> Acted Illegally</p> <p><input type="checkbox"/> Interfered with rights of others</p> <p><input type="checkbox"/> Persistent and willful inattention</p> <p>Other _____</p>	<p>Area</p> <p><input type="checkbox"/> Nature Playground</p> <p><input type="checkbox"/> Primary Oval</p> <p><input type="checkbox"/> Canteen / Coverway / Soccer Pitch</p> <p><input type="checkbox"/> Court / Pool</p>
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Comment:

A copy of these forms can be found in the appendix of this document for your use.



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BEHAVIOUR REFERENCE GUIDE

LEVEL	BEHAVIOUR	EXAMPLE		SUGESTED STRATEGIES		SUGESTED ACTIONS	STAFF ACTION
Level 1 Low level disruptive behaviours.	Behaviour represents expected responses to challenges and is infrequent, transient or minor. Behaviour responds to classroom strategies.	<ul style="list-style-type: none"> ➢ Talking ➢ Out of seat ➢ Off Task, Uncooperative ➢ Distracting others ➢ Missing class time ➢ Lateness ➢ Inappropriate language ➢ Out of bounds ➢ Pushing, wrestling or rough play. ➢ Class rules not followed 	<ul style="list-style-type: none"> ➢ Not following instructions ➢ Lack of organisation ➢ Littering ➢ Misuse of property 	Behavioural Issues <ul style="list-style-type: none"> ➢ Class ready to learn plan ➢ Remind student of class rules ➢ Have clear expectations ➢ Meet individually with student ➢ Reinforce and celebrate positive behaviour ➢ Tactically ignore where appropriate ➢ Address the behaviour-not the student ➢ Redirect behaviour: don't argue 	<ul style="list-style-type: none"> ➢ Move the student/change seating position ➢ Provide examples of positive behaviour ➢ Remind students of strengths ➢ Community service ➢ Brain Break ➢ Interception Academic Issues <ul style="list-style-type: none"> ➢ Remind student of class expectations ➢ Negotiate revised learning task/due date ➢ Follow up on missed learning 	<ul style="list-style-type: none"> ➢ Note in the diary or conversation with parent to discuss issue ➢ Conversation with student ➢ If in NIT lesson inform class teacher ➢ Logical consequences 	REMIND & REDIRECT Teacher managed
Level 2 Repeated, sustained level 1 behaviours	Behaviour indicates that the student is experiencing challenges that are difficult for them to manage on their own. Behaviour is problematic due to the severity, frequency, duration or impact.	<ul style="list-style-type: none"> ➢ Continual disruption affecting learning ➢ Refusal to follow instructions ➢ Unsafe behaviour ➢ Damaging other students possessions 	<ul style="list-style-type: none"> ➢ Defiance and disrespect to others ➢ Theft ➢ Cyber Harassment ➢ Bullying/Harassment of students or teachers 	Behavioural Issues <ul style="list-style-type: none"> ➢ Individual Ready to learn plan ➢ Communication with parents and students ➢ Provide examples of positive behaviour ➢ Discussion with student identifying behaviours that are unacceptable 	<ul style="list-style-type: none"> ➢ Community service Academic Issues <ul style="list-style-type: none"> ➢ Negotiate learning plan with student ➢ Follow up on missed work 	<ul style="list-style-type: none"> ➢ Time in buddy class with support from peer teacher. ➢ Restorative conversation with student, seek commitment to change behaviour ➢ Initial communication with leadership about sustained inappropriate behaviour ➢ Make contact with parents by phone ➢ Refer to leadership where required ➢ Record incident – EDSAS/Sentral 	REINFORCE Teacher managed with support from buddy class peer teacher.
Level 3 Serious continuous and/or extreme level 2 behaviours	Behaviours are a significant barrier preventing the student from learning. Behaviour may be severe, of high frequency and or extended duration and may be unsafe for the student and/or others.	<ul style="list-style-type: none"> ➢ Leaving school grounds without permission ➢ Theft ➢ Threatened violence, including gestures, verbal, physical or written ➢ Sexualised behaviour ➢ Possession of illicit materials 	<ul style="list-style-type: none"> ➢ Serious property destruction ➢ Verbal abuse of a staff member. ➢ Unexplained absence (truancy) from school without parent knowledge ➢ Actual violence towards a student or staff member ➢ Substantial Bullying and Harassment ➢ Cyber Crime 	<ul style="list-style-type: none"> ➢ Refer to leadership ➢ Meet with parents/student and leadership ➢ Use restorative practice to re-enter the student ➢ Behaviour plan implemented ➢ Possible referral to Student Support Services 	<ul style="list-style-type: none"> ➢ Reflection Room ➢ Internal / External Suspension ➢ Take Home ➢ Communication with parents ➢ Re-entry meeting with student, teacher and leadership ➢ Record incident on EMS ➢ Behaviour action plan formed, implemented and reviewed ➢ Referral to support services if required ➢ Police attendance 	RESTORE Teachers, School Leadership	
Leadership Intervention	<ul style="list-style-type: none"> • If a student chooses to continue with inappropriate behaviour, teachers are expected to state "It is now time to move to the office" or "I'm now calling a leader" • Leaders will go through a restorative process with students to help them understand how their behaviour impacted others and themselves and what they may need to do to make better choices in the future. • Leadership will investigate and apply consequences as appropriate depending on the nature of the incident. Eg. Take Home etc. Should the student be able to return to class the leader will go with them to the room where they will be required to have a restorative conversation with the <u>teacher</u>. • If this is close to a Lunch or Recess time the student will need to wait at the front office for the teacher to arrive to have the restorative conversation. • Parents will be notified regarding the day/behaviours or why have been FAST TRACKED. 						
Student Refusal	If a student refuses to go to the Admin area for Leadership Intervention, Take Home procedures may be instigated. In the absence of a site leader on site (Principal/Wellbeing Leader) Take Home procedures will usually be instigated.						
Further Consequences	2 Admin TO in a day may result in a Take Home. 3 Admin TO in a week may result in a one day suspension, parent contact. 2 Take Homes in a week may result in an external suspension. 6 Admin TO in a term may result in an internal or external suspension depending on circumstances, parent re-entry meeting. 9 Admin TO in a term may result in an admin determined process, likely result in suspension and Student Behaviour Contract and Plan.						