

Behaviour Management

POLICY

Rationale

Positive and responsible student behaviour is necessary to ensure a safe, happy and productive school environment where all students can achieve their best. The school wishes to encourage student responsibility, self-discipline, respect for each others' rights and the creation of optimal conditions for effective teaching and learning.

Aims

- To ensure consistent application of agreed school rules and expectations.
- To build a school environment based on positive behaviour, mutual respect and cooperation between students, staff and the school community.
- To manage poor behaviour in a positive and professional manner.
- To establish well understood and logical consequences for student behaviour.

Implementation

- This policy needs to be read in conjunction with the school's Student Engagement & Well-Being Policy.
- Whole school rules and expectations will be developed by the school community and reviewed as necessary.
- Classroom rules and consequences for misbehaviour will be developed at the start of each school year in consultation between the classroom teacher and students. These rules and consequences will be consistent with the whole school rules and the school's expectations and standards. The rules and consequences will be reviewed throughout the year as necessary.
- Agreed rules and consequences for misbehaviour will be clearly displayed in the classroom and around the school.
- School and classroom rules will use positive language – do rather than don't.
- Consideration will be given to students with additional needs, with appropriate modifications made to consequences for these students.
- Positive student behaviour will be appropriately recognised and rewarded where appropriate through the use of verbal praise and encouragement or the giving out of Cardi Awards, Class Points, House Points or similar.
- Student's individual academic reports that are issued at the end of each semester will include an assessment of student behaviour.
- All staff will undertake professional development and/or professional discussion on student behaviour and discipline management as necessary.
- All staff will model appropriate behaviour to students, including how they address students.

- The curriculum will be designed to include programs that promote conflict resolution and problem solving.
- Staff on Yard Duty will play an active role in the behaviour of students in the playground - talking with students, helping students develop resilience skills and social skills to appropriately problem solve in the playground and helping to set appropriate rules for games.
- An up-to-date database of student behaviour in the playground (known as the Yard Duty Folder) will be maintained. Staff will document any incidents that take place in the playground in the Yard Duty Folder and inform the classroom teacher. The Principal will also be advised as deemed necessary.
- A Behaviour Management Report should be issued for behaviour that is deemed to be unacceptable, whether it occurs in the playground or in the classroom. Behaviour that is deemed to be unacceptable:
 - * Any incident where a student is intentionally injured by another student (i.e. hitting/kicking/pinching);
 - * Disobeying a staff member's request after a warning has been given;
 - * Leaving the school grounds without permission; and
 - * Damaging school property.
- Any Behaviour Management Reports will be documented and saved onto GradeXpert, the school's student management database.
- Where a student repeatedly demonstrates unacceptable behaviour the school will implement a more targeted response, which may include both support measures and disciplinary measures. Structured intervention strategies will be implemented as a staged response to address the behaviour. Intervention strategies that may be implemented include:
 - * Assessing the behaviour, focusing on its influences, triggers and function (i.e. what purpose it serves);
 - * Developing a Behaviour Management Plan;
 - * Considering if any environmental changes need to be made (i.e. changing the classroom set up);
 - * Explicit teaching of replacement behaviours (recognise students will need time to practice these before they become habit);
 - * Engaging appropriate support services, such as the Wellbeing Coordinator, Student Support Services or community agencies to undertake assessments and/or provide specialist support; and
 - * Implementing appropriate disciplinary measures that are proportionate to problem behaviours.
- Staff will keep detailed records of instances of inappropriate behaviour and behaviour management responses as reported by students, teachers, non-school based staff and the school community. Records of behavioural incidents should focus on the facts of a situation and not include vague or unsubstantiated claims, personal opinion or comment or value judgements.
- Parents/guardians will be kept informed, and actively encouraged to assist in the development of their child's behavioural performance.
- Cardinia Primary School seeks to develop an ethos and environment where using physical contact to manage student behaviour is not necessary. At times, however, a situation may arise where physical contact or physical restraint is warranted. Staff may take action, including physical contact with a student or a student's property, as is reasonable to:

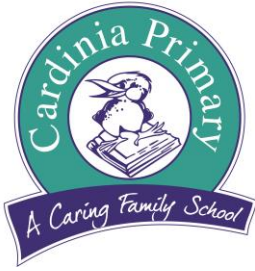
- * manage or care for a student;
 - * maintain or re-establish order;
 - * prevent or restrain a person from placing at risk the safety of any person, including the individuals involved and staff members.
- Corporal punishment is prohibited in all Victorian schools. Corporal punishment must not be used at this school under any circumstances.
 - Any suspension or expulsion will be undertaken in accordance with the process set out by the Department of Education.

References

- School Policy Advisory Guide
(<http://www.education.vic.gov.au/school/principals/spag/participation/pages/engagement.aspx>)

Evaluation

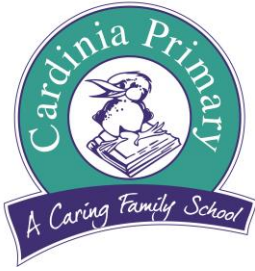
This policy will be reviewed every three (3) years or as deemed necessary.



Behaviour Categories

APPENDIX 1

	Extreme Behaviours	Behaviours which Affect Others	Inappropriate Behaviours
Examples	<p>Intentionally injuring or hurting another student</p> <p>Fighting</p> <p>Disobeying or failing to listen to a staff member's request</p> <p>Leaving the school grounds without permission</p> <p>Damaging school property</p> <p>Stealing</p>	<p>Inappropriate language</p> <p>Arguing with others</p> <p>Teasing and/or name calling</p> <p>Inappropriate play</p> <p>Rough play</p> <p>Lack of respect for staff and/or peers</p> <p>Disrupting others</p>	<p>Dropping rubbish</p> <p>Running on concrete</p> <p>Re-entering classroom without permission</p> <p>Negative attitude to learning</p> <p>Deliberately wasting time</p> <p>Task avoidance</p>
Documentation	<p>A Behaviour Management Report must be written.</p> <p>A Behaviour Note should be recorded on GradeXpert and a copy of the Behaviour Management Report uploaded.</p>	<p>Any of the above behaviours observed in the playground must be recorded in the Yard Duty Folder.</p> <p>Any of the above behaviours observed in the classroom must be documented appropriately by the classroom teacher (i.e. in a class diary).</p>	
Possible Consequence	<p>Time Out (Office/Junior or Senior Quiet Areas)</p> <p>Notify parent</p> <p>Principal</p>	<p>Spoken to</p> <p>Walk with Yard Duty teacher</p> <p>Pick up rubbish</p> <p>Play in another area</p> <p>Time Out (Junior/Senior Quiet Areas)</p> <p>Action to right wrong (i.e. pick up rubbish, apologise to other person)</p> <p>Removal from classroom</p> <p>Notify parent</p>	<p>Verbal reminder/warning</p> <p>Pick up rubbish</p> <p>Removal from classroom</p> <p>Action to right wrong (i.e. pick up rubbish, apologise to other person)</p> <p>Time Out (Junior/Senior Quiet Areas)</p>



Classroom STEPS

APPENDIX 2

Step 1	Tactical ignoring
Step 2	<p><u>Simple</u> direction to student</p> <p>Rule reinstatement</p> <p>Question and feedback ('We ... in this classroom. Are you doing this? Please ...')</p>
Step 3	<p>Repeat Step 2</p> <p>If student argues take aside and give clear and direct warning</p> <p>Inform student of consequence that will be implemented if fail to comply with request (ensure consequence is proportionate to the problem behaviour)</p>
Step 4	<p>Implement consequence, which may include:</p> <ul style="list-style-type: none"> • Loss of Cardi-Award in teacher records • Name/cross on board • Removed from activity • Kept in for part of recess/lunchtime • Action to right wrong (letter/clean up/apology) • Given work to complete • Time out in room • Exit from room (accompanied by a staff member) to another classroom
Step 5	<p>Exit from room (accompanied by a staff member) to another classroom more than twice</p> <p>Exit from room (accompanied by a staff member) to the Principal</p> <p>If a student reaches Step 5 the Principal needs to be informed and a Behaviour Management Report must be issued. A Behaviour Management Plan must also be formulated.</p>