



BEHAVIOUR MANAGEMENT POLICY

This policy is applicable to: all DECD employees at West Lakes Shore School R-7

DOCUMENT CONTROL

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REVISION RECORD

Date	Version	Revision description
18/3/2013	1	First version of this policy for the West Lakes Shore School R-7
19/3/2014	2	Modified version in relation to staff feedback

1. TITLE - BEHAVIOUR MANAGEMENT POLICY

2. POLICY STATEMENT

All members of the West Lakes Shore School Community have the right and responsibility to work in a safe, orderly, productive and successful learning environment. In order to ensure this:

- The students of WLSS must conduct themselves respectfully, honestly and safely at all times in order for the school to function successfully.
- WLSS will implement strategies to ensure positive learning experiences for all students.
- Responses to inappropriate behaviour will involve staff, students and families in partnerships which focus on student strengths and provide support for students while reinforcing the rights of other students to learn and teachers to teach in safety and without disruption.

3. PURPOSE

The purpose of the DECD *Behaviour Management Policy* is to manage student behaviour and create a safe, orderly, productive and successful learning community. The policy is based on the following shared principles:

- WLSS operates within the context of the wider society and has a responsibility to prepare young people for successful participation in society.
- All individuals and groups within society should be treated with respect at all times.
- Individuals choose their own behaviour to meet their needs, although some circumstances may limit the ability to make the best choices.
- Families, society, peers, staff and other significant adults influence the behavioural development of young people.
- Behaviour has consequences which increase or reduce immediate and future choices.
- Individuals must accept responsibility for their own behaviour according to their developmental ability.

This WLSS policy should be read in conjunction with the DECD School Discipline Policy and Guidelines which document the requirements and standards for behaviour throughout the Department.

The specific purpose of the WLSS policy is to provide a social context in which students need to be supported while being taught how to accept responsibility for their own behaviour. WLSS will work together with DECS, the school community, services and agencies to create a learning community which is:

- safe
- inclusive
- conducive to learning
- free from harassment and bullying

4. SCOPE

This policy applies to all students, parents and staff, teaching and non-teaching who are employed at West Lakes Shore School, in either permanent, contract or temporary positions.

5. OBJECTIVE

The objective of the WLSS Behaviour Management Policy is to establish safe and positive learning communities which increase student responsibility and student learning.

- To effectively manage and change inappropriate behaviour.
- To acknowledge and celebrate positive choices and appropriate behaviour.
- To build capacity of students to make appropriate choices.
- To raise and maintain high standards of appropriate behaviour.
- To ensure processes are in place which reflect the intent, requirements and standards of behaviour within the school.

6. POLICY DETAILS

There will be a system of increasing consequences beginning with class/yard immediate response, moving to school leadership and finishing with departmental processes.

- Each class teacher will negotiate, with students a set of class rules and consequences that are known, understood, displayed and consistently applied.
- Each class area will display, teach and reinforce the school rules for yard behaviour.
- The school will communicate information about behaviour expectations and programs to parents/caregivers.
- Programs and strategies are implemented to support social skill development, student well being, safety and conflict resolution, i.e. Program Achieve, POOCH, Stop, Think, Do and the schools grievance procedures policy. These programs are part of all classroom programs.
- Individual behaviour management plans will be implemented as required to support student learning.
- The school will collect a variety of data from parents, staff and students about student behaviours. This data will be used to plan strategies that will improve student safety and well being.
- Staff will have access to training and development on behaviour management, bullying and the child protection curriculum.
- In cases of ongoing serious behaviour issues, the school will involve DECD support agencies.
- Where the well being of a student is at risk because of abuse the school will organise and implement support for the student.
- Each teacher will implement shore start program at the beginning of the year and during the year.
- Implement positive programmes and strategies to encourage appropriate behaviour.

- Keep accurate documentation of student behaviour to intervene and re direct inappropriate behaviour.
- Use of restorative justice practices
- Provide training and development opportunities to develop whole school consistent approaches.
- Use natural justice principles to investigate concerns.

Inappropriate class behaviour

Classroom: The steps to be used with inappropriate classroom behaviour are as follows:

1. **Reminder**: about the acceptable code of behaviour that is not being followed.
2. **Class Time Out**: Student sent to a supervised sit out area within or near the classroom for reflection on their choice of behaviour: Ask for commitment/Review Understanding.
3. **Out of class time out/buddy class**: For a set time to complete required work and to reflect on their behaviour.
4. **Admin Time Out**: Student is counselled by leadership, complete required work and parents notified through phone call or red parent notification form.
5. **Suspension Internal/External**: Meeting with Parent, Class Teacher and Leadership to determine future action such as internal suspension or suspension from school for a determined period of time. On return to school the student will be required to complete a re-entry contract before joining their class.

**Parents will be notified when students consistently choose to break classroom rules or their behaviour is threatening the safety of themselves or others.
Leadership will provide support for teachers, students and parents during these processes.**

Inappropriate yard behaviour

Yard: The steps to be used with inappropriate yard behaviour are as follows:

1. **Reminder**: about the acceptable code of behaviour that is not being followed.
2. **Walk with teacher/sit in designated area for 10 minutes**: Student sent to a sit out area or asked to walk with the teacher for reflection on their choice of behaviour: Ask for commitment/Review Understanding.
3. **Reflection Room**: Student is counselled by reflection room teacher, reflection sheet completed and parents notified with blue parent notification form.
4. **Admin Detention**: Student is counselled by leadership, and parents notified.

**Parents will be notified when students consistently choose to break yard rules or their behaviour is threatening the safety of themselves or others.
Leadership will provide support for teachers, students and parents during these processes.**

Repeated Inappropriate behaviours

Students who receive more than 3 reflections or admin time outs in a term may result in the following:

- **Restricted Play**
- **Community Service**
- **Suspension Internal/External**

There are specific guidelines for students with disabilities.

Student referral process

The following is a guide for referral to leadership for students displaying repeat inappropriate Level 1 or 2 behaviours.

Students displaying single or repeated incidents of extreme Level 3 behaviours will be managed without referral.

1. Collate yellow behaviour slips and record in students file.
2. Refer to EDSAS behaviour print outs to identify patterns of student behaviour.
3. Class teacher to work with student to help support them.
4. Class teacher refer student to leadership.
5. Leadership refer student to support services.
6. There is a set of behaviours specifically violence and sexual abuse that must be reported immediately to DECD.
7. Staff must at all times comply with their obligations to report abuse and neglect to Child Abuse Report Line.

7. ROLES AND RESPONSIBILITIES

Party / Parties

Roles and responsibilities

Responsibilities of principals

Principals will:

- develop, implement and regularly review, in consultation with the school community and governing council, a school behaviour code which is consistent with the DECS School Discipline Policy
- ensure that student behaviour is managed through procedures supported by a strong theoretical understanding of how student learning and behaviour are best supported
- ensure that new staff, students and their families are aware of the school community's negotiated behaviour code and the decision-making procedures open to them if they wish to influence school practice
- ensure that parents or caregivers:
 - have access to DECS's School Discipline Policy, support materials and related documents
 - are aware of their rights to advocacy and of avenues open to them should they have grievances relating to the school's management of student behaviour

Promote structures at class and school level to:

- enable students to be involved in the management of their behaviour
- support and enable parents or caregivers and teachers to form relationships within which student behaviour may be managed positively

- ensure that the school's response to gender, cultural differences, family circumstances or disabilities does not reduce students' learning opportunities
- increase students' opportunities to experience intellectual, social and physical success
- teach and model decision making in groups and ensure structures are in place for student voice
- provide opportunities for staff training and development
- involve district support services and other agencies, when appropriate, to support staff and families in managing student behaviour effectively
- use system level consequences and interagency support programs with students who do not respond to class and school consequences.

Responsibilities of school-based staff

School staff will:

- develop and foster positive relationships with students and families
- communicate and interact effectively with students and engage in cooperative problem solving relationships to address issues faced by the learning community
- participate in developing, implementing and reviewing the school's procedures for managing student behaviour
- critically reflect on practices and develop the knowledge and skills needed to manage behaviour change successfully
- establish, maintain, make explicit and model the school's expectations relating to student behaviour
- Respond positively to responsible student behaviour and apply consequences if students interfere with teaching and learning and the safe school environment.

In particular, teachers will:

- structure the teaching program to facilitate learning and encourage students to achieve their personal best
- cater for the developmental, social and emotional needs of individual students and use a range of teaching methods
- provide formal and informal feedback on student learning to students and parents or caregivers, and review teaching programs in the light of student learning outcomes
- develop classroom management strategies which:
- involve negotiation
- support the participation of all students
- value differences in gender and the cultural and linguistic backgrounds of students
- acknowledge positive learning and social behaviours
- deal effectively with sexual harassment, racism and bullying
- take into account the impact of physical and intellectual disability, trauma and disadvantage on the learning process
- establish and maintain safe and supportive learning environments.

Responsibilities of parents and caregivers

When they enrol a student in a school, parents or caregivers accept responsibility to:

- ensure that the student attends school and that school staff are notified of absences
- keep schools informed of health issues, concerns about behaviour or other matters of relevance

8. MONITORING, EVALUATION AND REVIEW

This policy will be reviewed at the beginning of 2014 as part of the beginning of the year Induction process.

9. DEFINITIONS AND ABBREVIATIONS

WLSS – West Lakes Shore School R-7

D.E.C.D. Department for Education and Child Development.

10. ASSOCIATED DOCUMENTS

Education Act (SA 1972) and Regulations under the Act

- DECS Administrative Instructions and Guidelines
- Equal Opportunity Act (SA, 1984)
- Disability Discrimination Act (Commonwealth, 1992)
- DECS policies:
 - ◇ Child protection (1990)
 - ◇ Antiracism (1990)
 - ◇ Parents and schools (1991)
 - ◇ Students with disabilities (2006)
- DECS Procedures for suspension, exclusion and expulsion of students from attendance at school (1995).
- Local Management and site governance
- Learner Wellbeing Framework B-12
- Protective Practices for Staff in their interaction with students
- Reducing Bullying in Schools
- National Safe Schools Framework
- Mandatory Notification

11. REFERENCES