



14. Behaviour Management Policy Primary

Related Policies: 18. Duty of Care – Primary School Playground Supervision of Students
30. Excursions/Camps Policy - Primary
34. Bullying Harassment Policy - Primary

Acknowledgment: Curriculum Council, WA

1 Rationale

1.1 Objectives

To provide a framework that encourages personal growth through appropriate decision-making.

- ◆ Emphasis will be given to the prevention of the problems before they arise and to teaching students appropriate ways to behave and problem solve. Students will be encouraged to become self-monitoring in their behaviour.

To set limits and allow children to experience appropriate consequences for their actions.

- ◆ Clearly defined boundaries will be set and appropriate consequences consistently applied. Where boundaries are exceeded students will be held accountable for their actions. Teachers will assist students to understand why the behaviour is unacceptable, the impact of their behaviour on others and alternative ways to behave. Students will be supported by all members of staff in their efforts to change inappropriate behaviour.

To encourage children to take responsibility for their actions.

- ◆ Students are expected to be responsible and cooperative in their behaviour, reflecting self-respect and respect of others at all times.

Premise:

- (1) In cases of inappropriate behaviour, it is the behaviour that is unacceptable, not the child.
- (2) A fair and just system of behaviour management does not necessarily mean that all children are treated exactly the same. The specific needs of the child are reviewed and cases treated individually.
- (3) Forgiveness and reconciliation are an important part of a discipline policy that is designed to support and affirm student efforts to change behaviour.

2. Restorative Justice

Restorative justice is a strategy we use in assisting children to be aware of the consequences of their actions and responsible for their behaviour.

Restorative justice provides a way for school communities to be more responsive to harmful behaviour and the subsequent impact, by empowering the affected community to address the harm through **resolution, restoration** and **reconciliation**.

- o **Resolution:** individuals and communities take on the responsibility to address (and hopefully reduce) the risk of harm reoccurring by taking responsibility for themselves.
- o **Restoration:** the harm is repaired, particularly to relationships.
- o **Reconciliation:** emotional healing is achieved.

There are five keys, known as the **REACT** keys, that are very important in unlocking conflict:

- 1. **R**epair the harm done (Restitution)
- 2. **E**xpect the best from others (Separate the person from the behaviour)
- 3. **A**cknowledge the harm done (Acknowledge emotional, social & physical harm)
- 4. **C**are for others (Building communities of care)
- 5. **T**ake responsibility for behaviour (Personal resolution to move forward)

See premise of restorative justice in the table below:

Retributive Justice	Restorative Justice
Crime is a violation of the law of the State	Crime is a violation of people and relationships
Violations create guilt	Violations create obligations
Justice requires the State to determine blame (guilt) and impose pain (punishment).	Justice involves victims, offenders and community members in an effort to put things right.
Central focus:	Central focus:
Offender getting what they deserve	Victim's needs and offender's responsibility for repairing the harm.
Central questions:	Central questions:
What laws (rules) have been broken?	Who has been hurt?
Who did it?	What are their needs?
What do they deserve?	Whose obligations are these?

3. Managing Student Behaviour

- 3.1 The effectiveness of any plan for Managing Student Behaviour will depend largely on the strategies that staff employ for pre-empting and preventing inappropriate behaviour. Strategies such as:
- Fostering a positive teacher-student relationship.
 - A focus on developing students' socio-emotional skills, such as problem-solving, management of difficult emotions, interpersonal relationships etc.
 - Adequate supervision.
 - Ensuring sufficient play equipment is available and teaching children games to play.
 - Reinforcement/praise of appropriate behaviour.
 - Clearly defined expectations held by staff and parents, that students will demonstrate responsible and cooperative behaviour.

In The Classroom

- 3.2 Management of student behaviour in the classroom will reflect the underlying philosophy of behaviour management as outlined in this document. The emphasis is in **prevention** of inappropriate behaviour through:
- Developing a safe, positive classroom environment.
 - Implementation of effective classroom management strategies, incorporating explicit teaching of appropriate behaviour, as well as praise and encouragement of positive behaviours.
 - Academic tasks are engaging and set at an appropriate level of challenge.
- 3.3 Implementation of effective classroom management strategies will vary according to individual teaching styles.
- Classroom Rules/Agreements are determined in consultation with staff and students.
 - All teachers will have a documented procedure for Managing Student Behaviour within their own Classroom.
- 3.4 The following model to be used in response to low level disruptive or inappropriate behaviour is based on Canter's Model of Assertive Discipline and provides guidelines to be used at the Teacher/Principal's discretion.

Discipline Steps

<p>1st Stage 1st Offence 2nd Offence 3rd Offence</p>	<p>Warning – student’s name on the board. Tick next to name. In-class time-out. Time-out sheet to be completed prior to the student returning to class. Time out sheet filed by teacher.</p>
<p>2nd Stage 1st Offence 2nd Offence 3rd Offence</p>	<p>Warning – student’s name on the board. Tick next to name. Time –out to be served in Area Co-ordinator’s class. This is to be completed prior to the student returning to class. Time-out sheet to be signed by the student’s parents and kept on file by the class teacher. Behavioural incidents to recorded by teacher on TA (Teacher’s Assistant).</p>
<p>3rd Stage 1st Offence 2nd Offence 3rd Offence</p>	<p>Warning – student’s name on the board. Tick next to name. Student sent to Assistant Principal to serve time-out. Entry made on TA and parents contacted (by either Teacher or AP).</p>
<p>Step 1.</p>	<p>Student is recorded as having reached “Step 1” of the discipline policy.</p>
<p>Step 2.</p>	<p>Students’ work through the first three stages as above, with the 3rd stage resulting in the student being sent to the Assistant Principal and receiving a half-day in-school suspension as a consequence. This is served at the earliest opportunity with the class teacher providing meaningful tasks to be completed. The student’s eligibility to participate in events off campus or where they represent the College is reviewed (eg: camps, excursions, sporting events). The student is recorded as having reached “Step 2” of the discipline policy. Parents contacted (by either Teacher or AP) and written notification provided.</p>
<p>Step 3.</p>	<p>Students’ work through the first three stages as outlined above with the 3rd stage resulting in the student being sent to the Assistant Principal and receiving a half-day in-school suspension as a consequence. The student is recorded as having reached “Step 3” of the discipline policy and written confirmation provided to the students’ parents. A case conference is held with the student’s parents and relevant school staff. A Student Management Plan may be offered at this point or in the future and reviewed periodically.</p>
<p>Step 4.</p>	<p>As above with the 3rd stage resulting in the student being sent to the Assistant Principal and receiving a full-day in-school suspension as a consequence. The student is recorded as having reached “Step 4” of the discipline policy. Parents contacted by AP and written confirmation provided to parents.</p>
<p>Step 5.</p>	<p>As above with the 3rd stage resulting in the student being sent to the Assistant Principal and receiving a full-day out-of-school suspension as a consequence. The student is recorded as having reached “Step 5” of the discipline policy. Parents contacted by AP and written confirmation sent.</p>
<p>Step 6.</p>	<p>As above with the 3rd stage resulting in the student being sent to the Assistant Principal and parents contacted by AP. The case is referred to the Principal for review of the support measures provided and the student’s enrolment at the College.</p>

Further Information

- o A student may earn removal of their name off the board (or removal of a tick) by demonstrating positive behaviour. Where appropriate, teachers are encouraged to look for opportunities to do so.
- o The student's accumulated Stages are reset at the beginning of each day.
- o The student's accumulated Steps are reset at the beginning of each year.
- o Students may be offered the opportunity to work back through discipline steps by demonstrating positive behaviour and fulfilling certain requirements for a specified number of consecutive days. The tasks, number of tasks and number of consecutive days required will vary depending upon factors such as the developmental stage of the child and behavioural difficulties experienced.
- o **For more serious breaches in conduct such as, physical harm/violence, ongoing verbal harassment, swearing or vandalism, the student may be referred directly to the Assistant Principal or Principal for an appropriate disciplinary response.**

In The Playground Out-Of-Class

3.5 Teachers are committed to working with children to resolve problems that arise in the playground, helping them to:

- o Identify the cause of the problem.
- o Take responsibility for their actions and understand the consequences of their actions.
- o Recognise alternative responses.
- o Make a commitment to try and apply a positive/appropriate response next time.

Behaviours	Consequences
Play fighting/rough play Playing in bush or out-of-bounds area Playing in toilets, classroom or foyer	<ul style="list-style-type: none"> • Discipline Code Slip (DCS) issued – undercover area for the rest of recess and/or lunch <p>Class teacher informed and above discipline steps applied as appropriate.</p>
More serious breaches such as swearing, physical aggression (punching, kicking), verbal abuse of another person, vandalism.	<ul style="list-style-type: none"> • Student is referred directly to AP's office. Half-day in-school suspension. Parents are informed <p>Class teacher informed and above discipline steps applied as appropriate.</p>

The above systems are to be reinforced at POD assemblies each term or as necessary.

Duty teachers will need to:

- o Carry DCSs while on duty and two-way radio while on duty.
- o Complete the form and send it to the undercover duty teacher, using another child if necessary.
- o Offending child sits in the undercover area under supervision of the duty teacher.
- o Undercover duty teacher hands the DCS to the relevant teacher to record in TA and then file.

The reporting duty teacher checks with the undercover duty teacher that the child completed the time-out.

4. Manual Handling Of Violent Behaviour

Premise:

- (1) There is one law for all citizens.
The rights of a student are not superior to those of the Teacher / Education Assistant or vice versa.
- (2) A planned and systematic approach to the management of assaultive behaviour stands a much better chance of success than “winging it”.
- (3) A reasonable course of action will be viewed as that which involves the *least violation of the fewest rights* and impacts upon the *least important rights of the fewest people*.

5. Assault Definitions

5.1 Threatening Behaviour

- o The threat of minor injury, which in all probability will not be serious enough to require medical attention.
- o When a person makes a threat of violence we must remain aware of possibility and probability. That may include: Capacity (capability) + Proximity + History + Intent

5.2 Common Assault

- o Attempted or actual action which may cause a minor injury. An escalation of item one but still not serious enough to warrant immediate medical attention.

5.3 Threat to cause grievous bodily harm and/or actual bodily harm.

- o Capacity + Intent + Proximity + History + Weapons
- o Perpetration requires immediate medical attention.
- o Violence or the threat of violence may be viewed as a reflection of a person's age or maturity.

6. Reasonable Force

Reasonable force is defined as just sufficient effort to effectively protect others and ourselves.

- 6.1 When a Teacher or Education Assistant makes an observation that a student's behaviour constitutes “threatening behaviour” the level of force permissible to meet that threat is nil. The situation must be handled via communication and de-escalation techniques.
- 6.2 When a Teacher or Education Assistant makes an observation that a student's behaviour constitutes “common assault”: the level of force permissible to meet that threat is the above plus evasion. Evasion may include physical contact, i.e.: fending off or deflection.
- 6.3 When a teacher or teacher's assistant makes an observation that a student's behaviour constitutes “a threat to cause bodily harm or actual bodily harm” then reasonable force may include restraint.

7. Restraint

- 7.1 Restraint of a student at the school will take place when a student acts in a manner which places their safety, or the safety of another person, at risk.
- 7.2 The power to restrain may be exercised in any of the following circumstances:
- o When the student is attending the College or otherwise participating in an educational programme of the school.
 - o When the student is attending a College camp or College activity conducted by the College.
 - o When the student is on his or her way to or from a College camp or an activity conducted by the College, under the supervision of a member of the teaching staff.
 - o When the student is engaged in a College activity involving students at the College or another school.

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