Behaviour Management Policy

Behaviour Management Policy and Procedures
Reviewed August 2019
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1. Policy Statement

At the heart of Moerlina School is a culture of collaboration, support and mutual respect. A sense of security and belonging allows students to take risks in their learning, to challenge themselves and to aim high in what they achieve.

We recognise the importance of student safety and wellbeing as a prerequisite for effective learning. We take a whole school approach in implementing strategies to maintain a positive school culture that fosters caring and respectful relationships between students and their teachers, creating a safe and supportive teaching and learning community that promotes student wellbeing and values diversity.

Positive, evidence-informed practices promote high standards of achievement and behaviour and provide clearly articulated responses and consequences for inappropriate behaviour.

Restorative Practices underpin the behaviour management approaches across the school. Restorative Practice is *the social science of promoting and sustaining strong and healthy relationships across the school by implementing proactive and responsive programs rather than reactive strategies. This leads to increased social capital, improved individual self-discipline, self-regulation and emotional well-being leading to improved academic outcomes and improved whole school climate (Behaviour Matters 2004).*

Moerlina School is committed to providing a child-safe and supportive environment which safeguards all students and staff and is committed to promoting practices which provide for the safety, wellbeing and welfare of our children.

At our school behaviour management is based on the philosophy of pastoral care where all members of the school community are:
- treated with dignity and justice;
- safe and secure;
- free to be involved in the teaching and learning process unhindered by any anti-social behaviour;
- aware of the rights, but also the responsibilities to themselves and others;
- aware of the procedures that will be put in place to manage inappropriate behaviour;
- assured that teachers will be fair and consistent with discipline; and
- clear that students have been made aware of the consequences of their actions.

2. A Positive School Culture

This diagram of the 9 elements of the National Safe Schools Framework (NSSF), of which Behaviour Management is one, guides the commitment of the school to ensuring a broad range approach to addressing the many aspects of school culture and practices that go to developing a safe, supportive and protective learning culture where students feel connected and thrive.

The NSSF defines a safe school as *one that takes action to promote and recognise positive student behaviour, ensure student safety and minimise risk. School leaders, teachers and families can all contribute to the positive behaviour management of students inside and outside the classroom. Students themselves play an important role in creating and maintaining a safe and supportive school environment.*

The General Capabilities of the Australian Curriculum, in particular the development of personal and social capability and ethical understanding, have links to the Behaviour Management element of the Framework.

The Personal and Social Capability learning continuum is organised into four interrelated elements of: self-awareness; self-management; social awareness; and, social management and encompasses students' personal/emotional and social/relational dispositions, intelligences, sensibilities and learning.
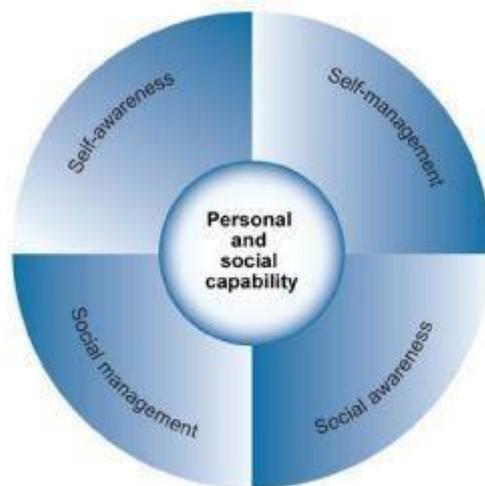
Organising elements for Personal and social capability

Staff recognise that the more students learn about their own emotions, values, strengths and capacities, the more they are able to manage their own emotions and behaviours, and to understand others and establish and maintain positive relationships – essential elements for a positive school culture.

3. Restorative Practice

The whole school behaviour management system is based on collaborative decision making in a proactive community rather than a reactive organisation. It is an explicit framework of practices, based on Restorative Justice Philosophy, *that build and strengthen relationships and social connections, promoting accountability and responsibility and that repair harm when relationships break down through wrongdoing, mistakes and misunderstandings.*

These restorative practices are evident across the school, and are reflected in the rights and responsibilities of staff, students and other members of the school community (Appendix 1) and the School Rules (Appendix 2).

Staff at Moerlina are:
 - Respectful
 - Fair
 - Explicit
 - Supportive
 - positively challenging (high demand)
 - skilled in a wide range of processes (circles, mediation, conferencing, counselling)

They focus on:
 - establishing trust and safety with and between people
 - explicit classroom practice (routines, procedures and pedagogy)
 - developing empathy
 - reflection and inquiry and repairing harm that may have been done

They deliver on:
 - Responsibility
 - Accountability
 - engagement and ownership
 - possibility of positive behavioural change and reintegration
 - promotion of self-regulation

Pedagogical practices at Moerlina:
 - value dialogue through an inclusive approach where everyone has a voice and can be heard
 - enable collaborative processes where students are taught in practical ways that emotions are an important and legitimate expression of healthy conversations
 - encourage mutual respect and accountability (values)
 - support students to understand and resolve conflict and tensions and difference in respectful ways that engenders trust, empathy, responsibility, and foster healthy relationships (SEL)
 - allow students to take an active role in the content and review of what is taught through participatory pedagogy including classroom circles and cooperative learning approaches that engender ownership and maximise learning outcomes (teaching and learning)

(adapted from Lesley Oliver, Terry O'Connell and Lyn Doppler 2007)

4. Social Emotional Learning

Children are encouraged to take responsibility for the choices they make in all aspects of their school day. Making good choices is part of their learning. They will need explicit teaching and support in developing the skills to make good choices in different situations.

Our practices are aimed at educating students towards managing self-regulation and positive behaviours and being accountable for the choices they make.

The school will provide a safe, supportive and disciplined learning environment through:
- whole school strategies as an essential element;
- professional learning for all staff on whole school strategies and ongoing support;
- quality practices in the areas of curriculum, interpersonal relationships and school organization;
- fair, just and safe practices that comply with relevant legislation;
- modelling and practising fair, equitable, non-discriminatory language and behaviours;
- maximizing the educational and social outcomes of all students through identification and reduction of barriers to learning, especially for those vulnerable to marginalization and exclusion; and
- consideration and use of suspension and exclusion procedures only when all other approaches have been exhausted.

Developing positive and pro-social values that are the key to the Bounce Back social and emotional learning programs implemented in the school are evident in staff practice in working with, and supporting, students' SEL development and self-regulation.

They provide a common and consistent language and reinforce the messages of the expected behaviours and support strategies employed across the school.

The key messages used in developing positive and pro-social values are:
- Bouncing Back: developing resilience strategies for coping and bouncing back
- Courage: finding courage in both everyday life and difficult circumstances
- Looking on the bright side: optimistic thinking
- Emotions: amplifying positive emotions and managing negative emotions
- Relationships: building and maintaining friendships
- Humour: as a coping skill
- No bullying: skills for positive relationships
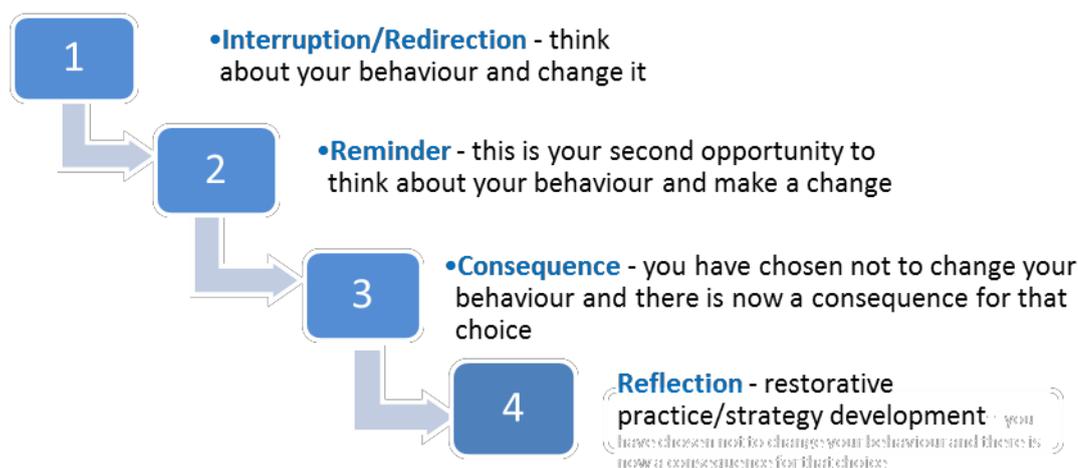- Success: skills and attitudes for being successful

5. Behaviour Management Practices

Staff response to inappropriate behaviours follows a stepped approach that encourages students to take responsibility for their actions and develop regulation strategies.

Staff use counting - 1, 2, 3, to interrupt/redirect inappropriate behaviour, remind students of the increasing seriousness of a behaviour and to provide students with an opportunity to cease or change their behaviour – all prior to a consequence resulting. This method promotes a gentle, firm, decisive and calm approach to behaviour management. It enables opportunity for children to modify their behaviour while having little impact on others around them. It is applied with consideration of the cognitive and personal development of each child. This allows flexibility while maintaining consistency.

There follows an opportunity for shared reflection, as appropriate, to consider different behaviour strategies that could be used by the student when in a similar situation in the future – supporting them to a positive outcome. With early intervention there is greater opportunity for successful outcomes.

What happens when my behaviour is impacting negatively on either me or others around me?

1 • **Interruption/Redirection** - think about your behaviour and change it

2 • **Reminder** - this is your second opportunity to think about your behaviour and make a change

3 • **Consequence** - you have chosen not to change your behaviour and there is now a consequence for that choice

4 **Reflection** - restorative practice/strategy development - you have chosen not to change your behaviour and there is now a consequence for that choice

The consequence for a student not having taking responsibility for their behaviour and choosing to make a positive change is a part of learning to make responsible choices. Consequences at Moerlina are consistent, known, appropriate to the incident and fair.

6. Managing bullying behaviour

We believe at Moerlina that it is essential to establish a culture that rejects bullying in all its forms. Although our school will find incidents of bullying from time to time we have policies, procedures and systems in place to deal with these incidents.

It is essential that we respond as a community – parents, staff and students working together, learning the skills and building the knowledge and capacity to do so.

A definition of bullying:
Bullying is a repeated, unjustifiable behaviour
- that may be physical, verbal and/or psychological
- that is intended to cause fear, distress or harm to another
- that is conducted by a more powerful individual or group
- against a less powerful individual who is unable to effectively resist – this aspect asserts that in bullying there is a power imbalance

Bullying may be direct or indirect (such as getting another person to harm someone, trying to get other students not to like someone, removing, hiding or damaging other's belongings). Bullying takes a way a person's sense of security.

Bullying is not the same thing as aggression or violence although elements of these may be present when bullying occurs. It is not the same thing as fighting or quarrelling between people with equal "power".

At Moerlina it is everyone's responsibility to take the necessary steps to stop bullying behaviour.
Students, parents, teachers, staff all have responsibility to:
- Be observant to signs of bullying
- Report incidents of bullying
- Treat reports of bullying seriously

- Be familiar with the school's behaviour management policy & procedures

7. Serious Breaches of Discipline

Types of behaviours which will be considered a breach or serious breach of discipline include:
- bullying behaviour;
- physical assault or intimidation;
- verbal abuse or harassment;
- willful offence against property; and
- violation of School Code of Conduct, behaviour management policy, classroom or school rules.

Staff will complete an Incident Report for serious breaches of discipline which will be kept by the principal (Appendix 3). The staff member who prepares the Report will consult with the principal as to whether a copy the Report will be sent home to parents in Communications Books.

8. Consequences

The consequences for breaches of expected behaviours will vary depending on the seriousness of the breach in a given context, the frequency of breaches and factors that may impact on an individual student's choices.

When responding to any minor breaches of school discipline, it is important to ensure that the behavioural expectations are reasonable for the student to comply given the circumstances of the case, and that the student is able to comply under the Disability Discrimination Act 1992 and Disability Standards for Education 2005 legislation.

Under no circumstances, without exception, will the use of corporal punishment, child abuse or other degrading punishments be used as a punishment or behavior management tool at Moerlina.

Consequences at Moerlina are consistent, known, appropriate to the incident and fair.

The following processes include appropriate conflict resolution, restorative practices and consequences/sanctions:
- apologise;
- confiscation of item;
- lost time from free choice;
- student letter to parents;
- student informing parent;
- withdrawal from school activities;
- protective isolation;
- suspension from school;
- exclusion from school

9. Documented Plans

A documented plan will be used for an individual student when the student's behaviour is considered to be at a level that is beyond the scope of the school's behaviour management plan, the school's current management strategies are not effective, or is documented and/or diagnosed by an appropriately qualified professional.
These plans will be:
➢ negotiated between school staff, students, parents and specialists involved;
➢ reflect the age and development needs of the student and consider the context in which the behaviours occur;
➢ clearly describe the desired behaviour/goals of the student

➢ outline both positive and negative consequences required to shape the desired behaviour;

➢ outline changes required to the learning environment to support the student to modify their behaviour;

➢ outline other support available to the student and how this can be accessed; and

➢ contain a review process to assess, change and modify the plan.

10. Risk Management Plans

Risk Management Plans will be used when a student's behaviour is considered to present a physical risk to the safety of themselves, staff or other students. These plans will include:

➢ a summary of the student's behaviour and the risk it presents;

➢ the known antecedents to the behaviour and strategies which de-escalate this behaviour;

➢ strategies which are in place to support staff to manage the risk and advice as to how staff should access this support;

➢ an outline of other resources required to manage the student's behaviour;

➢ an outline of the method of communicating this plan to staff;

➢ a documented outline of how to respond to the behaviour;

➢ appropriate training on how to respond if necessary;

➢ regular revision of the documented plan; and

➢ assistance or advice from professionals involved to establish the plan, and regular communication in plan revision.

11. Communication to staff, students and parents

Discussion of individual student behavioural support needs and patterns of behaviour, and collaborative responses to address areas of need are ongoing amongst staff as part of the pro-active approach and shared responsibility culture of the school. This takes place both incidentally and in formal meetings.

Issues are raised with students and by students at a class level and a whole school level (Meet and Greet weekly meetings) to engage in pro-active restorative discussions to resolve problems. Proposed actions are taken and reviewed to measure success.

The school community is aware of and understand the school's behaviour management processes through a broad range of communications, including:

- Policies in Parent Information Area;

- school website;

- school communications to parents; and

- Parent forums.

12. Responding to major breaches of School Discipline

Suspension of a student from school

The suspension of a student from school may occur when it is considered that the student has committed a serious breach of school discipline. The school will determine the period of suspension that will apply.
The principal will:

- inform the student and their parent of the reason for the proposed suspension and the intended duration of the suspension; and
- provide the student and their parent with a reasonable opportunity to respond

If after considering all of the relevant evidence including explanations from the student and their parent, the principal decides that there are sufficient grounds for the student to be suspended, the principal will notify the student and their parent in writing of the suspension.

Conditions that are attached to a period of suspension will specify:
- any permission granted for the student to attend school during their period of suspension;
- the school response to a student entering school property without specific permission being given by the principal;
- that the parent is responsible for the student during the period of suspension from school; and
- any other specific conditions considered to be necessary by the principal.

Exclusion of a student
The principal may recommend that exclusion be made as a consequence of student behaviour that is deemed a serious breach of school discipline when the student's behaviour:
- has threatened the safety of any person on the school premises or participating in an educational program of the school;
- is likely to cause or result in damage to school or personal property;
- has significantly disrupted the education instruction of other students.

The behaviour that leads to a recommendation for exclusion may be either a serious isolated incident, or a persistent pattern of behaviour that has not changed despite intervention.

- A summary of the communication strategy that will ensure that all staff, students and members of the school community are aware of and understand the school's behaviour management processes and their role in the process

13. Review of behaviour management
The school's Behaviour Management policy and procedures are reviewed annually unless issues arise that would indicate the need to review it more frequently.

Appendix 1:   Rights and Responsibilities

Everyone at our school has a right to feel welcome and secure in our space, both emotionally and physically. They have a right to be treated with respect and courtesy and have their personal space and property respected.

At Moerlina everyone has a responsibility to care for themselves and others, for people's belongings, our school equipment and the school environment.

These rights and responsibilities form a part of the school's Code of Conduct and extend beyond our school grounds, reflecting the expectations of each of us in any recognized school setting.

The following table does not provide a rigid, detailed and exhaustive list of the rights and responsibilities of people within our school, but highlights the general behaviours and considerations that are expected.

RIGHTS AND RESPONSIBILITIES	
At school, in the classroom, at play, on excursions, at camp or in any recognised school setting.	
Students have the **RIGHT** to: ○ learn and play in a friendly, supportive and nurturing environment ○ learn and play in a safe environment ○ be treated with courtesy, honesty and respect by peers and adults ○ work in a classroom environment conducive to performing at one's best ○ support and cooperation from peers, staff, principal and parents	Students have the **RESPONSIBILITY** to: ○ respect and support others at all times ○ maintain positive relationships with peers, staff and relevant adults ○ cooperate in the classroom so that everyone can learn ○ work to the best of their ability ○ act in a manner that is safe for themselves and others ○ Be punctual, polite and well prepared ○ respect property and the school environment
Staff have the **RIGHT** to: ○ work in a friendly, safe and harmonious school with the support of the school community ○ be treated with courtesy, honesty and respect ○ work in a professionally respectful environment ○ have their professional judgement honoured ○ work in a classroom environment conducive to performing at one's best ○ fair and reasonable expectations by parents, council, principal and other staff ○ have work performance matters raised in a fair and honest forum and be given genuine support in seeking to improve	Staff have the **RESPONSIBILITY** to: ○ provide supportive and nurturing environment for all children ○ ensure that the classroom and school environments are kept safe and secure ○ provide a well organised, stimulating learning environment ○ consider each child's needs to support success. ○ model respectful, courteous and friendly behaviour ○ establish and maintain positive relationships with students, parents and colleagues ○ liaise with parents in reporting student progress, behaviour and wellbeing

o support and cooperation from colleagues, parents, principal and council	o maintain confidentiality where appropriate o communicate with parents promptly and sensitively, especially if they have concerns o their ongoing professional learning o their commitment to their duty o their knowledge of and commitment to their legal responsibilities o maintain support and a positive voice for colleagues, and all other aspects of the school, in the public arena
Parents have the **RIGHT** to: o know their child is in a safe and nurturing learning environment. o be involved in a friendly, safe and harmonious school o be treated with courtesy, honesty and respect o a meaningful, challenging and rewarding education for their children o be informed of their children's learning progress o be informed of issues or decisions affecting their child's health and wellbeing o be heard in an appropriate forum on matters related to their child	Parents have the **RESPONSIBILITY** to: o ensure that their child attends school and is punctual o ensure that the physical and emotional well-being of their child is at an optimum for effective learning o provide their child with necessary support and resources to optimise participation in all school activities; o support the school in developing and providing meaningful experiences for their child o demonstrate respectful, courteous and friendly behaviour o maintain confidentiality where appropriate o maintain positive relationships with students, staff and parents o inform staff of any factors that may impact on their child's progress, behaviour or wellbeing
Volunteers & Visitors have the **RIGHT** to: o work in a friendly, safe and harmonious school with the support of the appropriate members of the school community o be treated with courtesy, honesty and respect o work in a professionally respectful environment o fair and reasonable expectations by parents, council, principal and other staff	Volunteers & Visitors have the **RESPONSIBILITY** to: o demonstrate respectful, courteous and friendly behaviour o inform the principal of any factors that may impact on the children's safety or wellbeing o ensure that the classroom and school environments are kept safe o be professional in their dealings with the school

Appendix 2:   School Rules

The rules of Moerlina were developed with the students and are based on respect – Respect for self, respect for others and respect for our environment.

It is expected that all adults and children, while in our school, will be responsive to supporting these rules.

Treatment of Others Rule
We treat people with care, respect and honesty when we speak to them, meet them, listen to them or pass them by. We don't bump, push, ignore, lie or answer back. No sexism, no racism, no put-downs, no exclusions and no hurting other people's feelings.

Learning Rule
We are fair in the way we learn and play both in class and outside. We get attention in the proper ways and at the proper times. We co-operate and behave as we should on camps and excursions.

Safety Rule
We watch out for our own safety and wellbeing and the safety and wellbeing of others in what we do and how we use equipment and technology. It makes no difference if we are at school, on an excursion or a camp or using technology outside of school hours.

Equipment and Environment Rule
We take care of all property belonging to the whole school or individuals including the furniture, books and the bus. We take care of the plants and gardens and are thoughtful with our rubbish. We are careful to share and not waste the things that get used up.

Student Incident Report Form

Moerlina School
where education comes alive

Student Name: _____ **Year:** _____

Date: _____ **Time:** _____

Witnesses: _____

Reported by _____

Staff member incident was reported to _____

Where the incident took place:

☐ Classroom   ☐ Toilets   ☐ Playground

☐ On the bus   ☐ Other: _____

When the incident took place:

☐ Before school   ☐ In class   ☐ Recess   ☐ Lunch

☐ After school   ☐ Excursion   ☐ Other: _____

Description of the Incident:

_____
_____
_____
_____
_____
_____

If this is repeated behaviour and causes someone else unhappiness or concern it is bullying

Is this a case of bullying? ☐ Yes   or   ☐ No

Parent notified ☐ Yes   or   ☐ No

Our school rule about this behaviour is?

| **Treatment of Others** |
| To respect and support others. |

Action Taken:

_____
_____
_____
_____
_____
_____

| **Safety Rule** |
| To act in a manner that is safe for ourself and others. |

| **Learning Rule** |
| To co-operate so that everyone can learn to the best of their ability. |

| **Equipment and Environment Rule** |
| To respect property and the school environment. |