



## Student Behaviour Development Policy

**Vision** - North Ingle Students will value learning and be equipped to make decisions as active and successful and resilient community members.

**Mission** - Our mission is to enthuse **all** students for lifelong learning; to teach values and to foster positive interaction and relationships. We believe in the power of education to make a difference to the lives of individuals and society. We are committed to providing the best possible education for our learners to lead fulfilling, purposeful and productive lives. We provide a stimulating learning environment by engaging students and inspiring them to discover the joy of learning. We also ensure that our school welcomes students and the community and fosters the development of values, so that all learners, whatever their personal circumstances, can participate and thrive.

**Our school is committed to the development of the five core values:**

- Respect
- Integrity
- Caring
- Commitment
- Honesty

To do this, we provide a learning environment where:

- Everyone can feel safe and happy.
- Bullying and the use of verbal, physical, racial, sexual and psychological harassment is addressed and prevented through proactive strategies.
- Everyone is fair and respectful towards each another.
- The use of physical violence of any kind (e.g. fighting, hitting, kicking and rough games) is not tolerated and will be dealt with as a priority.

### **RATIONALE**

Our Behaviour Development Policy provides a system of relationships, expectations and positive and negative consequences designed to promote effective learning. It strongly emphasises the use of positive practices to support students in making appropriate choices and accepting responsibility for their behaviour and achieving together.

The **underlying principles** of behaviour development at North Ingle School are:

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- Behaviour is chosen for a purpose (4 Power Model states that people need power over, Resources, Information, Decision Making and Relationships)
- Behaviour codes need to be explicit.
- All individuals and groups within society must be valued and treated with respect.
- Individuals are able to accept responsibility for their own behaviour.
- All behaviour has consequences.
- A partnership is vital between staff, students and their families if a safe, caring, orderly and productive school community is to be created and if responsible student behaviour is to be developed.
- Staff must have opportunities to develop a wide range of skills in managing student behaviour in a consistent manner across the school.
- That the people most effective in finding a solution to a problem are the people most directly affected by the problem.

Due to these principles, North Ingle School has embraced a **Restorative Practice** approach to behaviour development. Restorative Practices create opportunities for those involved in conflict to work together to understand, clarify and resolve the situation and work together towards repairing the harm caused. Specifically this will mean that all North Ingle School Staff will implement a line of questioning to support Restorative Practices whenever possible. An example of this line of questioning is:

The wrongdoer(s) is/are asked questions like: What happened? What were you thinking or feeling at the time? What have you thought about or felt since? Who has been affected by what you did and in what way?

The victim(s) and other affected persons are asked questions like: What did you think or feel when you realised what had happened? What impact has this incident had on you and others? What was the hardest thing for you? What do you think needs to happen to make things better?

The wrongdoer(s) is/are then asked: What do you think you need to do to make things better?

The victim(s) and other affected persons are then asked: If the agreement is not completed what do you think should happen then?

The wrongdoer(s) is/are then asked the same question

This process leads to a correct balance of fairness and firmness and supports the victim in determining appropriate action/justice which effectively hands over control/power of the situation to them. If the issue is solved through a restorative approach a step is not required, however, if the agreement is broken or cannot be reached, then the step system will be implemented. These questions and their

subsequent consequences need to be viewed in the context of the speech and language skills of the children involved. For example, a child struggling to understand the questions and/or not able to clearly express themselves verbally may give responses that are inappropriate. As this could be mistakenly interpreted for a lack of cooperation or respect or intent, teachers will consult with the student's classroom teacher when necessary. Advice from the child's speech pathologist, guidance officer, behaviour management consultant will guide the classroom teacher's judgement of the situation.

#### **RESPONSIBILITY OF SCHOOL STAFF:**

**In line with DECS School Discipline Policy school staff will:**

- use a restorative approach whenever possible.
- develop and foster positive relationships with students and families.
- communicate and interact effectively with students and engage in co-operative problem solving relationships to address issues faced by the learning community.
- participate in developing, implementing and reviewing the schools' procedures for student behaviour.
- critically reflect on practices to increase the knowledge and skills needed to develop behaviour change successfully.
- establish, maintain and make explicit the schools' expectations relating to student behaviour.
- respond positively to responsible student behaviour.
- apply consequences if students interfere with teaching and learning and the safe school environment.

**In particular, the teacher will:**

- structure the teaching program to facilitate learning and encourage students to achieve their personal best.
- take into account the needs of individual students and their learning styles.
- provide formal and informal feedback to both students and parents that takes into account the different needs of individuals and groups of students.
- encourage student self-discipline.
- negotiate expectations.

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- provide a clear statement of expected behaviour that is expressed in terms of rights and responsibilities and identifies consequences of behavioural choices.
- continually monitor the behaviour of students.
- develop individual behaviour learning plans where appropriate outlining expectations and consequences consistent with department and school policy.
- identify factors contributing to prolonged or repeated inappropriate behaviours and seek solutions.
- use support from within or outside the site in achieving effective behaviour development practices.
- encourage and support students displaying positive behaviour.
- use a range of strategies to deal with inappropriate behaviour.
- use a behaviour development approach which emphasises positive consequences and focuses on improvement to encourage responsible behaviour.
- take action to prevent or minimise inappropriate behaviour.
- restate expectations when implementing consequences.
- model effective and acceptable behaviour.
- apply consequences promptly, fairly and consistently to students behaving inappropriately. These consequences are consistent with site and department policy.
- follow through with appropriate consequences.
- document behavioural issues when necessary.

**The Principals will:**

- use a restorative approach whenever possible.
- 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

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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 plans and enable parents / caregivers / teachers to form positive relationships.
- 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.

### **The parents and caregivers will:**

- discuss behaviour issues with staff in an appropriate manner.
- reinforce and support the schools behaviour development policy at home.
- encourage students to take responsibility for their own behaviour and accept consequences fairly.
- keep schools informed of health issues, concerns about behaviour or other matters of relevance.

### **The students will:**

- develop an acceptance of responsibility for their own actions.
- work together to create a safe and caring learning environment.
- participate in orderly and productive learning communities which support the rights of all students to learn and all teachers to teach.
- engage appropriately in restorative practices or accept other action taken.
- accept decisions made by the yard duty teacher or follow up with that teacher in their own time.

## **CLASSROOM**

### **Setting up a class code of conduct/co-operation**

Class Code of Conduct/Co-operation needs to be:

- Based on our school values
- Negotiated with students
- Completed and displayed in first few weeks of term
- Stated positively
- Clear and specific
- Frequently reinforced positively in a variety of ways
- Linked with appropriate consequences
- Easily understood and able to be verbalised
- Available to parents/caregivers
- Part of the induction of new students

#### **Class consequences:**

Classes need to negotiate / be informed of low, moderate and severe level inappropriate behaviours and their consequences in line with site and department behaviour policy.

Class consequences need to:

- be reviewed and negotiated regularly with the students.
- be a way to support students in changing their behaviour.
- include individualised behaviour plans that are developed to provide support for students with challenging behaviour.

Parents are to be informed as soon as possible on any ongoing or serious issues relating to the behaviour of their child. It is expected that the teacher will notify all parents whenever their child has time out from the learning environment.

#### **Non Instructional Time Procedures**

- NIT teachers will follow the same procedures as classroom teachers.
- NIT teachers need to collect behaviour management folders to use during the lesson.
- Classroom teachers need to be notified of any time out from NIT subjects.
- NIT teachers to contact parents about ongoing or serious time out from their classes.

#### **Building relationships**

The teacher will develop and maintain positive relationships with students that support a co-operative, collaborative and congenial learning climate.

Positive relationships can be fostered by:

- providing appropriate opportunities for learners to contribute to class decision making, class meetings, committees, etc.

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- choosing content, behaviour management strategies and teaching methods to enhance the learning environment and to develop learners' skills.
- meeting with parents/caregivers at the beginning of the year to exchange information i.e. acquaintance evenings, interviews.
- using programmes that support the development of social and emotional skills e.g Program Achieve, Values Education, Restorative Practices, Circle Time, Child Protection and Drug Strategy.

## **YARD CODE OF CONDUCT**

We aim to promote a safe, active and caring environment for all members of our school community. Our yard code of conduct has been developed to assist in the management of out of class behaviour.

- Students play/behave in a way that will not harass, bully, hurt or endanger themselves or others.
- Students care for school grounds and property.
- Students play and eat in appropriate areas.
- Students share equipment and spaces fairly.
- Students show respect to others.

Which means:

- using a respectful tone and appropriate manners when interacting with fellow students, staff and parents.
- dealing with conflict in a respectful way. In the event of minor issues use your time to come up with solutions. If the conflict is of a serious nature inform the teachers on duty.
- behaving in a way that people feel safe and listened to.
- staying in the school grounds and designated playing areas.
- leaving buildings during breaks unless supervised by a teacher.
- respecting the school environment by keeping the school tidy.
- protecting yourself from the sun's harmful rays by wearing a hat while participating in outdoor activities.
- caring for others, personal belongings and school property.

**Yard Duty**

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- Staff are rostered on yard duty. A roster will be displayed clearly in each classroom to help TRTs who may have a duty to cover. A roster will be displayed in the Staff Room, Focus Room and at the Front Office.
- Teachers on duty need to wear a non-school sun safe hat to be easily identified.
- Teachers need to carry a yard duty pouch which includes a yard behaviour record booklet, pen, first aid gloves, minor 1<sup>st</sup> aid supplies, slips to authorise students entry to the front office, resource centre cards, restorative practice cards, specific first aid instructions for individual students, emergency card, support needed in yard card, 1<sup>st</sup> aid book
- Any yard duty swaps need to be recorded in the Day Book
- Teachers need to be mobile over the whole duty area.
- Teachers need to encourage students to move off play areas at the first bell.
- Teachers need to ensure all students have left the yard duty area before the teacher leaves.
- Organise with nearby teacher to go to toilet, get drink etc. before recess/lunch bell goes in order to get to duty area on time.
- Where applicable, follow up on issues in yard i.e. send note etc. to let teachers know of yard incidents that may impact on the students back in the class
- Teachers on duty will interact positively to prevent inappropriate behaviour escalating through redirection, and supporting the resolution of conflict, using restorative practices and recording relevant interactions.
- Teachers will attempt, where possible to apply logical consequences for inappropriate behaviour e.g. drop a paper, pick it up; cool down time by sitting out or walking with teacher or record as necessary in yard behaviour book.
- Use "circles" for low level behaviour in junior primary years.
- Teachers need to be punctual when going to duty.

### **Procedures for high-level inappropriate yard behaviour**

1. Teacher informs student that their behaviour has resulted in time out of the yard. For *minor infringements* students are counselled by the duty teacher and it is recorded in yard behaviour book. If there are more than four minor infringements in a term, positive play time will be used for counselling. For *major infringements* students are removed from the yard and attend the focus room to participate in a conference for up to two lunchtimes (one for R-2 students).



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2. A blue slip is filled out and sent with the child to the Focus Room. If this occurs at recess or the end of lunch, when the Focus Room is shut, the blue slip needs to go to the classroom teacher.
3. Student reports to Focus Room for conference.
4. Duty teacher completes records, including a red note or restorative practice agreement.
5. Student is counselled using a restorative approach.
6. If a student does not attend or behaves inappropriately, extra time is given.

### **Focus Room Rules**

- No eating/drinking
- Students stay in seat
- No talking unless discussing issues with the teacher
- Student participates in conversations about their behaviour and follows expectations of a conference
- Used for Yard behaviour only

### **Repeated Yard Planning Time**

For ongoing repeated, inappropriate behaviours that result in repeated visits to the Focus Room, either the teacher or a member of the leadership team may contact the parents/caregivers.

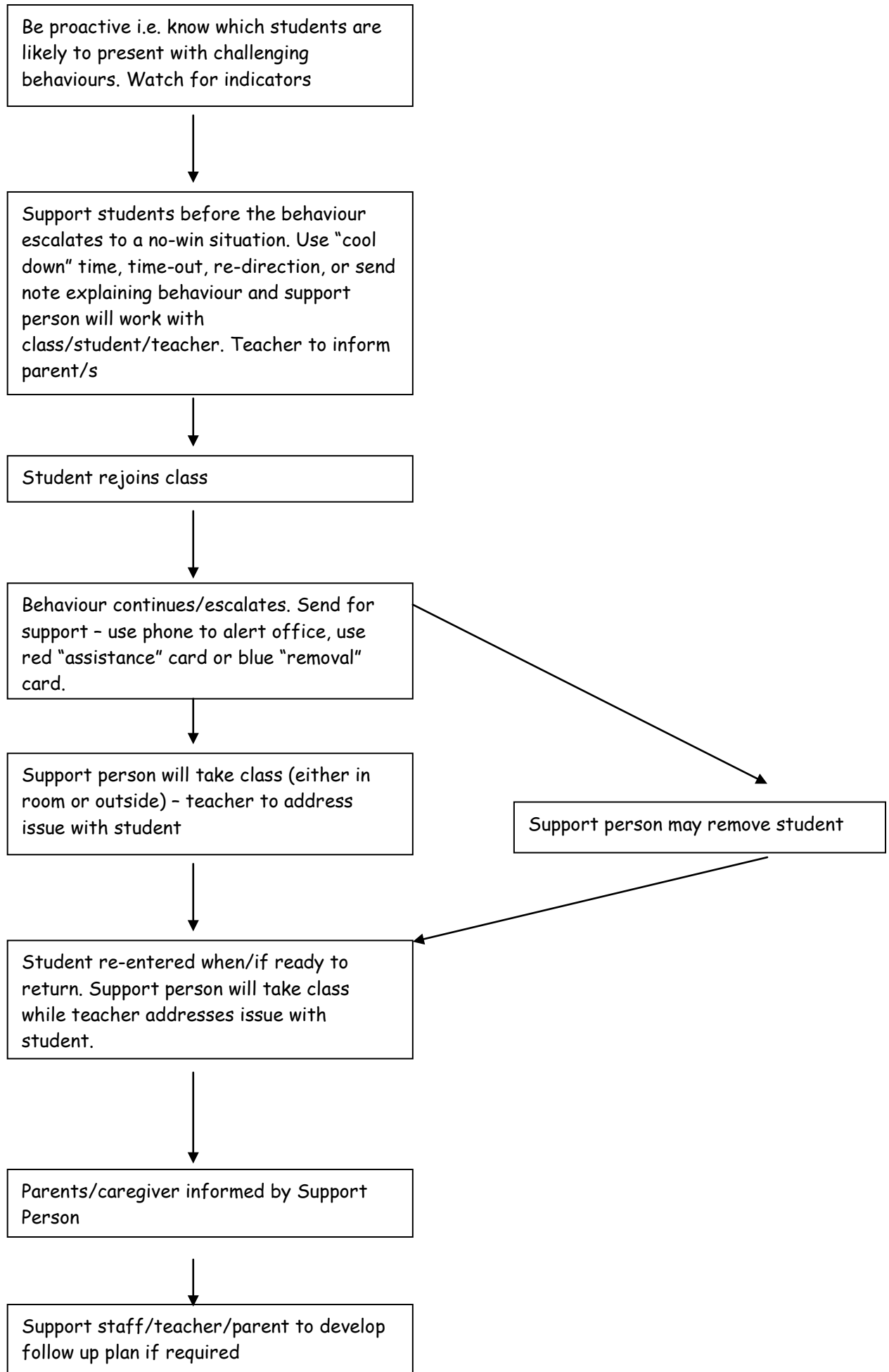
Three visits to the Focus Room in a term will result in one or more of the following:

- Alternative play areas
- Supervised Play / Yard Agreement
- Community service
- Utilising DECS personnel e.g. Behaviour Support Unit
- Take Home
- Suspension
- Attendance at identified skills sessions
- Staff meeting sharing

### **Positives in yard**

- Positive Play award - the duty teacher rewards the student with a Positive Play slip for positive behaviour
- Positive comments to students for playing safely, co-operating, sharing equipment and resources
- Stickers
- Positive play time for no majors or repeated minors

Supporting teachers to respond to high level challenging behaviours



### Take Home

- This is not a suspension; it is used in a behavioural emergency.
- "This situation occurs when a student is unwilling or unable to comply with reasonable directions from teachers and is endangering himself or herself, or other members of the school community, or is interfering with the learning and teaching rights of other members of the school community." (DECS School Discipline Policy)
- There is no limit to the number of times "Take Home" can be used.
- If parent is unwilling to collect the student, he/she can be suspended the next school day.

### In School Suspension

- In cases where student will benefit from remaining in the school but separate from the class he/she will be internally suspended and will work in the office area. The class teacher will organise work for the student to complete while in the office area, counselling will occur and parents will be informed after an investigation has taken place.

### Suspension

A student may be suspended if the Principals have reasonable grounds to believe that he or she:

- has threatened or perpetrated violence.
- has acted in a way which threatens the good order of the school by persistently refusing to accept the school's behaviour code.
- has acted illegally.
- has acted in a manner which threatens the safety or well being of a student or member of staff through sexual or racist harassment, verbal abuse, bullying or any other means.
- is interfering with the rights of teachers to teach and students to learn.
- shows persistent and wilful inattention or indifference to school work.

### The Use of Suspension

Suspension from school means that a student does not attend school for a period of time ranging from one to five days. The length of suspension is determined by the Principals and depends on the severity or frequency of irresponsible behaviour. However, generally, the first suspension is one day, the second two days etc until five days consecutively are reached. Although suspension is generally a pre-discussed consequence, it may also be implemented immediately due to the severity of an incident.

## **Students Returning from Suspension**

After each suspension, there needs to be a re-entry meeting involving the student, parent, leadership member and the class teacher, where possible at this time, the Student Development Plan is developed/reviewed/updated.

The Student Development Plan is negotiated between school staff, the student and parents and caregivers, as part of a behavioural change plan. It will clearly outline the responsibilities of the student and the part played by the student, the school and the parents or caregivers in helping the student become more successful at school. Further consequences involving suspension are outlined at this time.

Students will have a behaviour support agreement. This provides the opportunity for the student to make a plan to change his/her behaviour and to improve their learning. It also includes a school community service component.

## **Exclusion**

A student will be generally excluded rather than suspended if the principal believes the student's inappropriate behaviour is severe enough or frequent enough for a stronger response to be used. A student may be excluded from school for between four and ten weeks or for the remainder of a term.

Before exclusion is decided upon, a conference is held so that the student, parents/caregivers and school can discuss the student's behaviour, and so that the Principal can make a final decision about the exclusion. A Student Development Plan will be negotiated at this time. An Interagency Behaviour Support Caseworker will also attend the conference. The student, parents/caregivers may invite support people to attend this conference.

Close to the end of the period of exclusion, a student will take part in a supervised re-entry to school if the goals of the exclusion have been met. If the goals of the exclusion have not been met exclusion may be:

- extended
- an alternative site may be explored

While under exclusion, a student is required to complete an alternative educational program, which may be in another school (if this is successfully negotiated between the principals of the two schools), a learning centre, Open Access or elsewhere.

Appendices

DECS School Discipline Policy

School Values in Action

Proformas

Other Relevant Documents

Response level and types of behaviour

United Nations Rights of a Child

Bell Policy

Inclement Weather

Bullying Policy

Grievance Procedures

Out of Bound Areas

Duty areas

Anti Racism Policy

Classroom procedures

First aid processes

Drug Strategy Policy

**APPENDIX ONE**

**APPENDIX TWO**

**School Values in Action**

**Show respect by:**

- *Positive body language*
- *Polite tone of voice*
- *Listen*
- *Acknowledging others differences*
- *Positive values of own and others possessions*
- *Sharing of equipment*
- *Sensible body language*
- *Keeping in own personal space*
- *Using manners*
- *Staying in canteen line*
- *Keeping hands and feet to yourself*
- *Speak politely and clearly*
- *Quiet and calm behaviour*
- *Ensure privacy for yourself and others in the toilets*
- *Asking before entering someone else's game*
- *Giving others space if needed*
- *Accepting others friendship choices*
- *Care for the equipment*
- *Be considerate of others*
- *Play safely*
- *Follow teachers instructions*
- *Follow the roster*
- *Take turns*
- *Negotiate*

**Show integrity by:**

- *Doing the right thing, even if no one is around*
- *Owning own behaviour*

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- *Going quickly and directly to where you have been asked or need to go*
- *Adhering to the school playground roster*

Show commitment by:

- *Being consistent*
- *Keeping our yard tidy and clean*
- *Working to the best of your ability*
- *Persisting with challenging tasks*
- *Following through with personal choices*

Show caring by:

- *Caring for each other*
- *Caring for the environment*
- *Being patient*
- *Saying sorry to someone if you have accidentally hurt them*
- *Being aware of others around you*
- *Helping someone who is hurt or sad*
- *Putting rubbish in the bin*
- *Looking after your area*
- *Looking after and sharing the equipment*
- *Looking after peoples bodies and feelings*
- *Recycle*
- *Turning off taps, and washing hands after going to the toilet*
- *Leave the toilet area clean and tidy*
- *Be aware of others privacy*
- *Taking turns*

Show honesty by:

- *Owning up to problems*
- *Admitting to your mistakes*
- *Being prepared to be accountable for your mistakes*
- *Telling the truth*
- *Returning borrowed equipment*
- *Spending your own money and accepting your own change at the canteen*
- *Eating your own food*
- *Report incidents*