STUDENT BEHAVIOUR POLICY

At McLaren Flat Primary School we are committed to fostering lifelong learning and developing the values of

- Resilience
- Responsibility
- Pride
- Respect
- Honesty

RATIONALE

This policy is designed to provide the members of the whole school community with an understanding of their rights and responsibilities in regard to student behaviour management. It documents expectations of staff, parents/carers and students and suggests how they can work together to foster responsible behaviour and effectively manage irresponsible behaviour in ways that protect the rights of students to learn and teachers to teach.

The student behaviour management processes that have been developed are focussed on providing students with opportunities to learn how to make responsible behavioural choices.

CLASS ROOM/LEARNING AREAS BEHAVIOUR MANAGEMENT

Preventative & Developmental Structures and Processes

Students come to school with different levels of ability to cooperate effectively with other people as well as different understandings of what is responsible behaviour.

We believe however that all students are able to learn how to increase their range of responsible choices.

By taking a preventative and developmental approach to behaviour management we are able to assist students to learn ways of satisfying their needs in appropriate and positive ways that increase rather than decrease their range of future opportunities.

Hence, to support, develop and maintain students’ ability to make responsible behavioural choices we will:

Provide all students with success orientated learning environments.

Teachers will:
- develop quality teacher/student relationships
- get to know students well
- establish attractive, orderly classroom environments, where routines are firmly established and in which the physical environment celebrates student's learning
- encourage and acknowledge appropriate behaviours
- teach students to know when and how to ask for help
- involve students in decision making and conduct class meetings
- actively teach social skills (eg child protection curriculum) and provide students with opportunities to discuss and practise appropriate behaviour
- acknowledge success, effort and risk taking
- respond to students in a predictable, consistent, reasonable and fair manner
- model respect, and good communication and social skills
- provide students with a challenging, inclusive and stimulating curriculum linked to their needs
- create a culture of inclusivity in the classroom
- expect students to learn

Students will:
- know and understand the school and class rules
- take responsibility for asking for assistance when needed
- participate positively in lessons and other opportunities to learn about responsible behaviour
- practise the rules
- celebrate responsible behaviours in appropriate manners
- model the school values
- accept responsibility for their own behaviour
Teachers will provide students with opportunities to:

- have individual responsibility for their own behaviour consistently reinforced and always expected
- understand behaviour as a choice made by an individual
- discuss and practise appropriate behaviour
- recognise that irresponsible actions cannot interfere with teachers teaching, other students' learning or damage property

Ensure that class rules linked to logical consequences are clearly established

Teachers will therefore, in partnership with their students:

- develop agreed classroom rules, expressed in the positive and compatible with the overall school rules
- develop agreed and understood responses to responsible behaviour
- develop logical and explicit consequences for students who choose not to follow the class/school rules and ensure that they are clearly understood, reinforced and applied consistently
- inform parents/carers of the class' rules and consequences
- develop a recording system to ensure that inappropriate behaviour that results in "Time-Out" is monitored and documented
- establish a Time Out area in the room and ensure that rules for its operation are understood
- display the class rules prominently within the class
- establish “Time Out” procedures with their buddy class eg. processes for sending students, agreed responses on their arrival

Work in partnership with parents to mutually support the successful development of responsible behaviour in students.

Teachers will therefore:

- keep parents/carers informed of their student's ability to choose responsible behaviour
- inform parents/carers of programs/curriculum content that support the learning of responsible behaviour

Parents have a responsibility to:

- inform teachers of any events that occur in the student's life that may impact on their ability to choose responsible behaviours
- Support the school's Behaviour Management Policy

RESPONDING TO IRRESPONSIBLE BEHAVIOUR

In order to reinforce responsible behaviour, the time and attention given by school staff to responsible behaviour will be greater than that spent on irresponsible behaviour.

Most irresponsible or withdrawn behaviours indicate that more learning, practice, support or counselling is needed; that some disturbance is occurring in that student’s life; that some school structures or practices need modifying or changing. The possible causes need to be explored and the level of inappropriate behaviour reduced so that the level of successful learning is increased.

As professionals, teachers recognise that improved student behaviour can be dependent upon their ability to recognise and change the own behaviour/s so this exploratory process will start with critical self reflection.

Teacher Self-Reflection

When faced with a student who is regularly choosing irresponsible behaviours teachers will therefore be committed to undertaking critical self reflection of our own behaviours, to ensure that none of them are unknowingly supporting or contributing to the continuation of those behaviours.

Time Out Procedures

At McLaren Flat Primary school the term "Time Out" will be used to denote the use of a process in which, students, who are choosing inappropriate behaviour, are removed to an area in a classroom/learning area where they may listen but not take part in class activities until they have been counselled by their teacher.

Once in “Time Out” the student will remain there until the teacher has time to discuss his/her behaviour and make a commitment to change it.

The act of moving a student away from their peers to continue their work (even if it is to the time out area) should be referred to as "Sit Apart" if the teacher does not intend to counsel the student.

“Sit Apart” will be decided by the teacher.
Class Time Out Rules
Each class needs to establish clear rules for the use of their Time Out area. While in time out students will:
- sit quietly and not attempt to communicate with others
- not leave their seat without the teacher’s permission

Failure to follow time out rules will result in the student being moved to the Time Out area in the Buddy class.

Each teacher will establish agreed procedures with their “Buddy Room” teacher. If the student fails to behave appropriately in the “Buddy Room” or continues to behave inappropriately on return to the classroom the Principal should be contacted and will make arrangements for the student to be supervised elsewhere or taken home. After a take home a conference will then be necessary with the student’s parents before they re-enter their class.

The Consequences of Irresponsible Behaviour
The consequences of irresponsible behaviour at McLaren Flat Primary School are:
- non-violent
- related to the behaviour, where possible
- known in advance
- consistent across the school

The model does not operate in a lock step manner. Professional judgment and consultation will determine the appropriate level of response. This model does however indicate a normal level of progression.

Where there is extreme irresponsible behaviour at any time, there is the possibility of Suspension or Exclusion of a student. These particular consequences are decided by and managed by the Principal.

Students are reminded of the responsible behaviour expected of them, the consequences that flow from irresponsible behaviour and asked them to make a responsible choice.

Guidelines for Responding to Inappropriate Class Behaviour

Level 1 Response: Logical Consequences
At level 1 the logical consequences that have been established within the class are applied to a student’s inappropriate behaviour.

There is an expectation that the student will begin to choose appropriate behaviours more regularly in the future to avoid the consequences.

The success of this process is demonstrated by a decrease in the severity or frequency of a student’s inappropriate behaviour over time rather than an immediate cessation of the behaviour. Antecedence for the success of this level of response is the establishment of:
- supportive structures
- consequences for behaviour that are clearly understood and demonstrate to the child how repeated misbehaviour is responded to in an increasingly serious manner eg.
  - warning/reminder
  - sitting apart for some think time
  - moving to sit-a-part situation until counselled and returned to class
  - time out of the class in a buddy room in some other designated area for the rest of the session. When the student returns to the room it needs to be with a commitment to acting appropriately.

Teachers will keep a record of student behaviour that is of a concern to them. Parents will be kept informed through the diary or communication book about behaviour issues as they arise.

The level 2 response will be implemented if a student begins to regularly cycle through these consequences.

Level 2: Developing a Formal Behaviour Plan
At this level a student is not responding to the existing supportive structures and consequences that have been established in the classroom.
The student therefore needs to examine his/her behaviour more formally, discussing factors that would assist his/her to make better choices and make a clear commitment, in the form of a “Behaviour Plan” to changing how they behave.

When meeting with the student, the teacher takes a problem solving approach to their interaction. They explore with the student any factors that are contributing to the student choosing inappropriate behaviour and then make an agreed and specific plan to support the student to make a better choice (the teacher may decide to involve parents/carers or other support personnel at this stage).

The teacher considers what support the student needs and explores alternative consequences with the student. They may also establish a way of giving the student specific feedback about how he/she is improving eg a reinforcement system.

The administration staff will make time available for teachers and students to meet if it is needed. The plan needs to be documented and a copy given to the Principal and the parents.

There are two possible outcomes from this meeting:
• the student’s behaviour improves and it is evident that he/she is making an effort to choose more appropriate behaviour or else
• the student’s behaviour do not alter and so he/she move to Level 3. The teacher can choose to meet with the student and/or parents/carers a number of times to refine and improve their plan before moving to level 3.

Level 3: Reviewing the Formal Behaviour Plan with the Principal, teacher and parents
If the student’s behaviour does not change at this point then after a parent, teacher, student conference, inter-agency support may be sought. This process will be managed by the Principal.

Level 4: Seek inter-agency support

YARD/PLAY BEHAVIOUR MANAGEMENT

Teachers will ensure that students know and understand the school rules.

Guidelines for Responding to Inappropriate Yard Behaviour:

Level 1 Response: Logical Consequences
Logical consequences will be applied to students who infringe minor yard rules eg “If you litter, you will pick up papers.” “If you don’t follow the game’s rules, you will leave the game.”

At this level students may be sent to a “Time Out” area in the yard for a short time.

Level 2 Response: Time Out
For more serious or repeated infringements students will be sent to “Time Out” where they will remain until counselled by the yard duty teacher.

The yard duty teacher will report incidents to the class teacher at the end of play time. The class teacher will inform parents of any serious or persistent infringements and incidents of bullying or harassment via a diary/communication book note.

The “Time Out” areas will be designated by red dots painted on the ground. They will be in sheltered positions and visible to the teacher on duty. While students are in “Time Out”, they will not be involved in any play or interaction with other students.

Level 3 Response: Developing a Formal Behaviour Plan
At this level a student is not responding to the existing supportive structures and consequences that have been established in the yard.

The student will meet with appropriate school personnel and/or parents/carers to develop a “Behaviour Plan” to change how they behave. The plan will be documented and a copy given to the parents/carers and class teacher. Teachers who do yard duty will be informed of relevant outcomes.

Level 4 Response: Seek Inter-agency Support
If the student’s behaviour does not change, interagency support may be sought. This process will be managed by the Principal.
To be reviewed 2014