

WMPS

Student Behaviour Management



Learning, Respect, Resilience

Guiding Principles for Student Behaviour Management

- SBM should have a restorative focus, not punitive. Our role is to educate students not punish them.
- Students have different starting points, levels of ability to learn and to co-operate with other people as well as different understandings of what is responsible behaviour
- The school recognizes that behaviour is developmental. Some circumstances may limit a student's ability to exercise choice, this DOES NOT diminish the student's responsibility.
- Behaviour occurs as a result of choices, conscious or unconscious, which are based on the student's perception of the best way to satisfy a particular need.
- All behaviour has consequences, which may affect future opportunities.
- While recognising the developmental needs of the individual students, responses must be clearly defined and administered consistently in a way which supports the rights of students to learn.
- For students with disabilities appropriate behaviour management strategies need to be developed in the context of the OnePlan.
- A partnership between staff, students and their families is necessary for successfully developing responsible behaviour.
- Staff understand the range of models available for the effective management of student behaviour and have the opportunities and support to use the skills associated with these models.
- When appropriate, DfE and interagency services will support children with social, emotional and behavioural difficulties and the staff who interact with these students

ROLES AND RESPONSIBILITIES

Department staff have a key role in creating and maintaining supportive and safe learning environments. Departmental staff must:

- model and promote behaviour that values diversity, demonstrates respect for and inclusion of all children and young people, and promotes a positive school climate
- explicitly teach children and young people about safe and inclusive behaviours, and the core values of the school, preschool or care setting
- support the participation of all students, taking special measures to support the inclusion of children and young people who are at higher risk of exclusionary responses to their behaviours (including Aboriginal children, children in care, and children with disabilities)
- participate in professional learning to build skills, knowledge and confidence in developing positive classrooms and recognising, responding to and managing behaviour incidents.
- work with parents, caregivers, families, service providers and the community to support children affected by behaviours of concern. This may include recovery from harm, restorative practices and supporting children and young people to develop positive social relationships
- report behaviours of a criminal nature to the South Australia Police
- provide timely intervention in response to behaviours of concern, including incidents that have occurred out of school hours or off school premises when this is connected to the care and control of the school and impacts on school relationships
- provide visible, consistent and planned responses to behaviours of concern to foster trust and confidence
- support children and young people to be physically and psychologically safe.

Parents and families are their children's first and ongoing teachers. Parents and families shape and support their children's positive behaviours when they:

- model and promote safe, respectful and inclusive relationships with their own children, other children and young people, other parents/caregivers, and school staff
- support their children to develop safe behaviours at home including monitoring and supervising their children's social interactions (including online)
- talk to their children about behaviour including unsafe behaviours to help them to understand what it is, why it is harmful and how to respond
- work collaboratively with the school to resolve concerns about behaviour when incidents occur, including discussing issues as soon as possible (in accordance with the school's procedures)
- consider recommendations and engage in specialist support through Student Support Services and external organisations
- support their child's best interests to continue to attend school while a behaviour issue is being resolved.

All children and young people can contribute to their learning and the learning of others when they:

- treat others in a way that demonstrates respect and inclusiveness
- ensure their verbal, physical and online interactions are safe, respectful and inclusive
- take a stand when they see behaviours of concern in person or online, by safely intervening or seeking help from adults to intervene
- support their friends to behave in safe, respectful and inclusive ways if their friends are engaging in behaviours of concern, including by seeking help from trusted adults.

CLASSROOM BEHAVIOUR MANAGEMENT

The following procedures comprise the core process for managing inappropriate student behaviour in the classroom.

If all staff follow these procedures we will most effectively teach students to accept more responsibility for their learning and their behaviour.

Setting Up Stage.

Teachers will develop classroom management strategies which take into account the impact of physical and intellectual disability, trauma and disadvantage on the learning process. This will include Ready to learn plans and other BSEM Strategies.

These expectations will be discussed and displayed in each classroom and/or at the front of a student's **DIARY/Communication book** by the end of the **FIRST** week of the school year. This will also be outlined to all parents who attend the meet the teacher evening so all stakeholders understand the process.

Operational Stage

All teachers will also develop and implement strategies for assisting children to develop -

- Decision making skills,
- Social skills,
- Conflict resolution skills,
- Shared responsibility.
- Acceptance of responsibility.

Families will be notified any time a student is removed from a learning program.

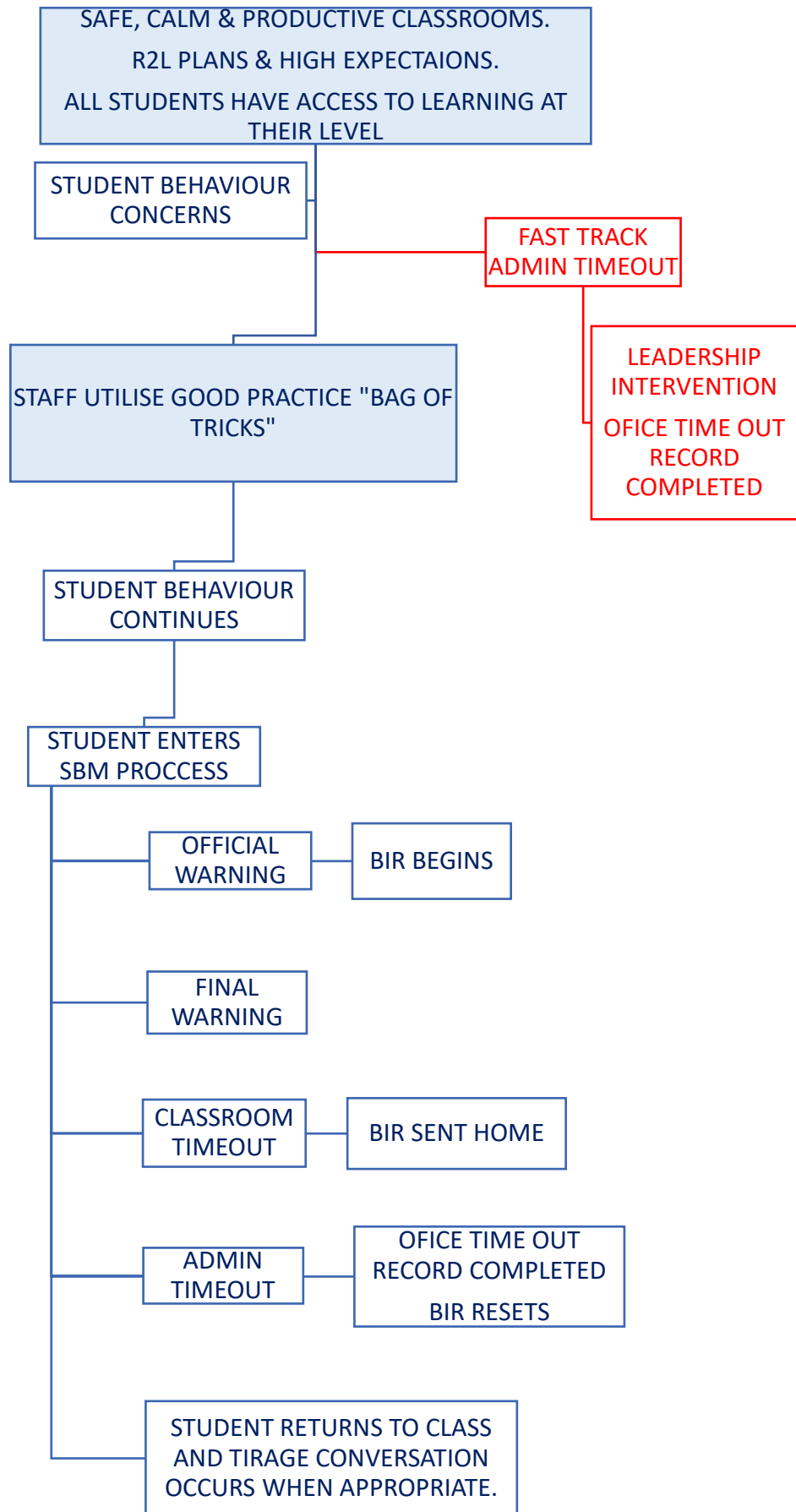
- All behaviour incident forms are to go to the Front Office to be recorded in EMS.
- It is the teacher's responsibility to put any behaviour positive or negative in diaries to give parents immediate information about their child.
- If a behaviour form is filled out and the student reaches out of class time out, it will be sent via mail to parents.
- Admin will also keep track of student progress to monitor ongoing SBM issues.

Behaviour Incident Report Form (BIR) is an important aspect in communicating student behavior with families. It provides an opportunity for teachers to record and communicate individual incidents that occur throughout the day that contribute to a student progressing through the SBM process. These forms are to be provided to the front office anytime a student reaches the Admin Timeout stage of this process.

- Forms will be kept in a class folder, this folder is to accompany classes to NIT lessons.
- If a student enters the process the form is to be completed by the teacher who begins the process, as the student moves through the process the form is completed by whichever teacher is responsible for the student.
- Once a student has reached timeout their BIR resets when they reenter the classroom.
- The BIR will not be altered, any notes written by teachers will be sent home for parents to read.
- In the case of students with parents who do not live together both parents will be sent a copy of the BIR.
- The information on the BIR will be entered into EMS as a Pastoral entry.

Leaders will continue to record their actions on the Office Time Out Record for transparency and future reference.

SBM FLOW CHART



<p>BAG OF TRICKS - The teacher uses good practice and less intrusive approaches to encourage a change in behaviour. It may involve rule reminder, change of seat, check for understanding, a chat at the end of the lesson or a brief whole-class look at the guidelines with attention drawn to some student's need for help to live within the code.</p> <ul style="list-style-type: none"> • The most important aspect of SBM is classroom practice. • At this stage choice and consequence should be discussed. 	<ul style="list-style-type: none"> • Reminder of expectations • Deliberate ignoring • Tone of voice change • Seat change • Eye contact • Proximity • Brain break • Humour • Quiet one on one conversation • Check understanding of task • Change of task <p>One on one support (limited tiome)</p> <p>Other strategies you use with students to engage them in safe, calm and productive classrooms.</p> <ul style="list-style-type: none"> • WMPs Behaviour Levels can be used as support. 	
<p>CLASSROOM PROCESS</p> <ul style="list-style-type: none"> • Behaviour Incident Report is to be completed at each step of the formal proceses. • If a student reaches Classroom or Admin Timeout the BIR will be sent home via post. • Admin Timout and Fast Track Time Outs will result in a message being sent to parents. 	<p>1ST OFFICIAL WARNING Behaviour recorded in the first box of the BIR</p>	<p>CONSISTENT STATEMENT "This is your official warning"</p>
	<p>FINAL WARNING Behaviour recorded in the first box of the BIR</p>	<p>CONSISTENT STATEMENT "This is your final warning"</p>
	<p>CLASSROOM TIMEOUT Behaviour recorded in the first box of the BIR – Form is taken to front office at the end of the day to be entered and sent home.</p>	<p>CONSISTENT STATEMENT "You are now in classroom timeout"</p>
	<p>ADMIN TIMEOUT (15 minutes) Call the office so they are aware. Behaviour recorded in the first box of the BIR – Form is taken to front office as soon as possible to be entered and sent home.</p>	<p>CONSISTENT STATEMENT "You are now in Admin Timeout, please go to the office or I will call a leader"</p>
	<p>FAST TRACK -There are times when a student's behaviour goes beyond a warning or step and the incident requires immediate Leadership Intervention. Here the teacher needs to make a judgment to do the following:</p> <ul style="list-style-type: none"> • Fast track – Means a member of Leadership is called immediately to remove the student. • Contact Admin directly to get a member of Leadership to come to the class. 	
<p>RELIEF TEACHER PROCESS In their work with students, TRTs and PRTs may have limited opportunity to develop relationships and to experiment with a variety of teaching strategies. To support student with relieving teachers, the following fast track procedure is available.</p>	<ol style="list-style-type: none"> 1. If a student is disrupting the classroom the relieving teacher gives the student an official and final warning. 2. If a student, after receiving a first and final warning continues to disrupt the class, they are immediately referred for leadership intervention. The Behaviour Incident Form is sent to leadership in the normal way. The fast track box should be marked. 	
<p>LEADERSHIP INTERVENTION</p>	<ul style="list-style-type: none"> • Leaders will go through a restorative process with students. • Leadership will investigate and apply consequences as appropriate depending on the nature of the incident. • If this is close to a Lunch or Recess time the student will need to wait at the front office until the break occurs. • Parents will be notified. 	
<p>STUDENT REFUSES</p>	<ul style="list-style-type: none"> • If a student refuses to go to the Admin area for Leadership Intervention, Take Home procedures may be instigated. • In the absence of a site leader on site (Principal/Wellbeing Leader) Take Home procedures will usually be instigated. 	
<p>FURTHER CONSEQUENCES</p>	<ul style="list-style-type: none"> • 3 Admin TO in a week may result in a one day internal suspension. • 6 Admin TO in a term may result in an internal or external suspension depending on circumstances, parent re-entry meeting. • 9 Admin TO in a term may result in an admin determined process, likely result in suspension and Student Behaviour Contract and Plan 	

SCHOOL YARD BEHAVIOUR

<p>MINOR - MANAGED BY TEACHER</p>	<p>Students are not following our school values if they:</p> <ul style="list-style-type: none"> • Use inappropriate language, 'put down' other students or spread rumours. • Disrupt games, throw things at others, play in an unsafe/rough manner or use equipment in an unsafe manner. • Litter, damage equipment or school property. • Are not wearing their hat • Answer back or lie to staff • Play in an out of bounds area, run away from staff • Do not follow instructions after 3 reminders • Act in an antisocial or disruptive manner. <p>Give a calm and immediate response:</p> <ul style="list-style-type: none"> • Co-regulation and Interoception strategies.. • Lower the tone and slow the speed of your voice. • Get your centre and slow your movement and breathing-providing a model for the student to follow unconsciously. • Position yourself at student level and beside them. Avoid standing over or in front of them. • Refer to Focus/Safety Plan. <p>Provide clear and descriptive instruction on the actions you are about to take:</p> <ul style="list-style-type: none"> • I am going to stay with you and talk about what just happened. • I am going to leave you right now and return in 2 minutes to check if you are ready to talk about this. <p>Allow cooling off time <u>before</u> engaging in a restorative conversation:</p> <ul style="list-style-type: none"> • Empathy • Short sentences <p>Conference and consequence:</p> <ul style="list-style-type: none"> • Record behaviour on a school behaviour support slip
<p>MAJOR - MANAGED BY LEADERSHIP</p>	<p>Leadership should be notified if students are</p> <ul style="list-style-type: none"> • Using aggressive/threatening language • Hitting/kicking/spitting/ biting others • Harassing other students/staff • Fighting other students • Intimidating other students/staff • Bullying other students • Vandalism/Destruction of property • Bringing weapons to school • Self-harming • Leaving school grounds • Refusing to return to class

WMPs Behaviour Incident Report



Student Name: _____ Time Exited: _____ Date: _____

Dear Parent / Caregiver

- Your child was required to be taken out by admin. They repeatedly chose to behave in a way that interfered with the class's right to learn.
- A brief explanation of the behaviour issue/issues are outlined below.
- If you would like to discuss this further please contact the school on 8821 1988 to arrange an appointment.
- If the teacher or leader would like to discuss this exit further, they will contact you.
- We would appreciate you discussing this behavioural incident with your child

Official Warning: _____ **Lesson & Time:** _____ **Teacher:** _____

Agreed teacher language "This is your Official Warning."

Final Warning: _____ **Lesson & Time:** _____ **Teacher:** _____

Agreed teacher language "This is your Final Warning."

Out of Class Time Out: _____ **Lesson & Time:** _____ **Teacher:** _____

Agreed teacher language "You are now in Classroom Timeout."

Leadership Intervention / FAST TRACK: _____ **Lesson & Time:** _____ **Teacher:** _____

Agreed teacher language "You are now in Admin Timeout, please go to the office or I will call a leader."

EDSAS BEHAVIOUR CODE (Leader to tick)

- | | |
|---|--|
| 1. Violence- threatened or actual | 2. Threatened good order of the school |
| 3. Threatened safety and well-being of others | 4. Acted Illegally |
| 5. Interfered with rights of others | 6. Persistent and wilful inattention to work |

Parents are asked to note:

- If a student is sent to the administration twice in one day, they will not re-enter any class after the second visit and remain with a leader for the remainder of the day, or sent home.
- A parent meeting will be required before a student returns to school following a suspension.

Each Term

- Three admin timeouts in a week will result one day internal suspension, parents notified by letter/diary note
- Six or more admin timeouts in a term may result in a one day external suspension and parent re-entry meeting

Teacher Process: Please send this form to the Front Office with a responsible student

EXITING TEACHER.....

Please Circle: **Process** or **Fast Track**

Teacher Signature: _____

WMPS Yard Withdrawal

Student: _____ Date: _____

YD Teacher: _____ Time: _____

Bench Office

Reason

- Violence – actual or threatened
 - Threatened good order
 - Acted Illegally
 - Interfered with rights of others
 - Persistent and wilful inattention
- Other _____

Comment:

Area

- JP Playground
- UP Playground
- Oval
- Hitting wall
- Hard play

WMPS Yard Withdrawal

Student: _____ Date: _____

YD Teacher: _____ Time: _____

Bench Office

Reason

- Violence – actual or threatened
 - Threatened good order
 - Acted Illegally
 - Interfered with rights of others
 - Persistent and wilful inattention
- Other _____

Comment:

Area

- JP Playground
- UP Playground
- Oval
- Hitting wall
- Hard play

WMPS Yard Withdrawal

Student: _____ Date: _____

YD Teacher: _____ Time: _____

Bench Office

Reason

- Violence – actual or threatened
 - Threatened good order
 - Acted Illegally
 - Interfered with rights of others
 - Persistent and wilful inattention
- Other _____

Comment:

Area

- JP Playground
- UP Playground
- Oval
- Hitting wall
- Hard play

WMPS Yard Withdrawal

Student: _____ Date: _____

YD Teacher: _____ Time: _____

Bench Office

Reason

- Violence – actual or threatened
 - Threatened good order
 - Acted Illegally
 - Interfered with rights of others
 - Persistent and wilful inattention
- Other _____

Comment:

Area

- JP Playground
- UP Playground
- Oval
- Hitting wall
- Hard play

LEVEL	BEHAVIOUR	EXAMPLE		SUGESTED STRATEGIES		SUGESTED ACTIONS	STAFF ACTION
Level 1 Low level disruptive behaviours.	Behaviour represents expected responses to challenges and is infrequent, transient or minor. Behaviour responds to classroom strategies.	<ul style="list-style-type: none"> ➤ Talking ➤ Out of seat ➤ Off Task, Uncooperative ➤ Distracting others ➤ Missing class time ➤ Lateness ➤ Inappropriate language ➤ Out of bounds ➤ Pushing, wrestling or rough play. ➤ Class rules not followed 	<ul style="list-style-type: none"> ➤ Not following instructions ➤ Lack of organisation ➤ Non completion of class/ homework tasks ➤ Littering ➤ Misuse of property 	<u>Behavioural Issues</u> <ul style="list-style-type: none"> ➤ Class ready to learn plan ➤ Remind student of class rules ➤ Have clear expectations ➤ Meet individually with student ➤ Reinforce and celebrate positive behaviour ➤ Tactically ignore where appropriate ➤ Address the behaviour-not the student ➤ Redirect behaviour: don't argue 	<ul style="list-style-type: none"> ➤ Move the student/change seating position ➤ Provide examples of positive behaviour ➤ Remind students of strengths ➤ Community service ➤ Brain Break ➤ Interoception <u>Academic Issues</u> <ul style="list-style-type: none"> ➤ Remind student of class expectations ➤ Negotiate revised learning task/due date ➤ Follow up on missed learning 	<ul style="list-style-type: none"> ➤ Note in the diary or conversation with parent to discuss issue ➤ Conversation with student ➤ If in NIT lesson inform class teacher ➤ Logical consequences 	REMIND & REDIRECT Teacher managed
Level 2 Repeated, sustained level 1 behaviours	Behaviour indicates that the student is experiencing challenges that are difficult for them to manage on their own. Behaviour is problematic due to the severity, frequency, duration or impact.	<ul style="list-style-type: none"> ➤ Continual disruption affecting learning ➤ Refusal to follow instructions ➤ Unsafe behaviour ➤ Damaging other students possessions 	<ul style="list-style-type: none"> ➤ Defiance and disrespect to others ➤ Theft ➤ Cyber Harassment ➤ Bullying/Harassment of students or teachers 	<u>Behavioural Issues</u> <ul style="list-style-type: none"> ➤ Individual Ready to learn plan ➤ Communication with parents and students ➤ Provide examples of positive behaviour ➤ Discussion with student identifying behaviours that are unacceptable 	<ul style="list-style-type: none"> ➤ Community service <u>Academic Issues</u> <ul style="list-style-type: none"> ➤ Negotiate learning plan with student ➤ Follow up on missed work 	<ul style="list-style-type: none"> ➤ Time in buddy class with support from peer teacher. ➤ Restorative conversation with student, seek commitment to change behaviour ➤ Initial communication with leadership about sustained inappropriate behaviour ➤ Make contact with parents by phone ➤ Refer to leadership where required ➤ Record incident – EDSAS/Sentral 	REINFORCE Teacher managed with support from buddy class peer teacher.

<p style="text-align: center;">Level 3 Serious continuous and/or extreme level 2 behaviours</p>	<p>Behaviours are a significant barrier preventing the student from learning. Behaviour may be severe, of high frequency and or extended duration and may be unsafe for the student and/or others.</p>	<ul style="list-style-type: none"> ➤ Leaving school grounds without permission ➤ Theft ➤ Threatened violence, including gestures, verbal, physical or written ➤ Sexualised behaviour ➤ Possession of illicit materials 	<ul style="list-style-type: none"> ➤ Serious property destruction ➤ Verbal abuse of a staff member. ➤ Unexplained absence (truancy) from school without parent knowledge ➤ Actual violence towards a student or staff member ➤ Substantial Bullying and Harassment ➤ Cyber Crime 	<ul style="list-style-type: none"> ➤ Refer to leadership ➤ Meet with parents/student and leadership ➤ Use restorative practice to re-enter the student ➤ Behaviour plan implemented ➤ Possible referral to Student Support Services 	<ul style="list-style-type: none"> ➤ Office time out ➤ Internal / External Suspension ➤ Take Home ➤ Communication with parents ➤ Re-entry meeting with student, teacher and leadership ➤ Record incident on EMS ➤ Behaviour action plan formed, implemented and reviewed ➤ Referral to support services if required ➤ Police attendance 	<p style="text-align: center;">RESTORE</p> <p style="text-align: center;">Teachers, School Leadership</p>
<p style="text-align: center;">Leadership Intervention</p>	<ul style="list-style-type: none"> • If a student chooses to continue with inappropriate behaviour, teachers are expected to state “It is now time to move to the office” or “I’m now calling a leader ” • Leaders will go through a restorative process with students to help them understand how their behaviour impacted others and themselves and what they may need to do to make better choices in the future. • Leadership will investigate and apply consequences as appropriate depending on the nature of the incident. Eg. Take Home etc. Should the student be able to return to class the leader will go with them to the room where they will be required to have a restorative conversation with the teacher. • If this is close to a Lunch or Recess time the student will need to wait at the front office for the teacher to arrive to have the restorative conversation. • Parents will be notified regarding the day/behaviours or why have been FAST TRACKED. 					
<p style="text-align: center;">Student Refuses</p>	<p>If a student refuses to go to the Admin area for Leadership Intervention, Take Home procedures may be instigated.</p> <p>In the absence of a site leader on site (Principal/Wellbeing Leader) Take Home procedures will usually be instigated.</p>					
<p style="text-align: center;">Further Consequences</p>	<p>2 Admin TO in a day may result in a Take Home.</p> <p>3 Admin TO in a week may result in a one day internal suspension, parent contact.</p> <p>2 Take Homes in a week may result in an external suspension.</p> <p>6 Admin TO in a term may result in an internal or external suspension depending on circumstances, parent re-entry meeting.</p> <p>9 Admin TO in a term may result in an admin determined process, likely result in suspension and Student Behaviour Contract and Plan.</p>					