



# Behaviour Management Procedures

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## Procedures

In the implementation of this policy the school will

- ensure that teacher supervision is effective in all aspects of the school environment
- monitor school attendance and student engagement
- ensure that there is professional learning for staff to support them in implementing the behaviour management strategy
- provide learning opportunities for parents to understand and support the school wide approach
- reinforce positive behaviour management through school and class rules focusing on respect, justice and responsibility
- ensure that the curriculum includes positive social skills and behaviours that are consistent with the ethos of the school to enable students to value diversity and build a culture of learning, community and engagement
- promote student voice and participation to provide students with a sense of ownership and empowerment as well as contribute towards school improvement
- support families to engage in their child's learning and build their capacity as active learners
- SWPBS implement a student support team (SST) to assist teachers, students and parents in positive behaviour strategies
- Have a consistent approach to collecting and tracking student wellbeing and behaviour data
- establish social / emotional and educational support and interventions for data identified students and monitor, evaluate and report on progress
- provide a whole school approach to interventions. Identify and respond to individual students who require additional assistance and support
- reinforce positive behaviour expectations through whole-school feedback and acknowledgment system
- build strong local community links to access a network of community members, professionals and educators who can provide expertise and experience to build the capacity of the school community to respond to the diverse needs of the students.
- maintain a student incident register indicating details of serious incidents including suspensions and expulsions. This incident register will be maintained in SIMON and overseen by the principal. Relevant supporting documentation should also be stored electronically.
- collaborate with the school community to implement a positive behaviour management approach based on SWPBS and processes that are consistent with the *Catholic Education Ballarat's Guidelines for Behaviour Support* (2016) which includes the appropriate processes.

## Documentation and Data Analysis

- Major incidents on yard, or during class, are recorded in the Student Behaviour Tracking program in SIMON. Teachers keep anecdotal records for minor incidents. When minor incidents become frequent (x3 or Define) or intensifies, information is to be updated into SIMON.
- Teachers will communicate to parents/carers if there are major incidents via phone. (This may also involve the SST taking into consideration the context and whether it is an isolated incident).
- Teachers communicate to parent/carer on minor incidents when the behaviour occurred more than 3 times or has increasing intensity. This should also be referred to the SST.
- The SWPBS team will monitor and analyse behaviour data and use data to construct whole school behaviour goals. Student wellbeing data such as anecdotal records, student services information, parent notes, school-based survey and the *School Improvement Survey*.

## Professional Learning

- The SST will coordinate professional learning such as: restorative justice, positive behaviours-SWPBS, social and emotional learning, planning interventions for specific behavioural issues, identifying and responding to suspected abuse and creating an inclusive classroom.
- Professional learning will include understanding needs (skill development) and assisting families and students from different backgrounds in implementing behaviour management strategies.
- Professional learning will be provided to staff through staff and team meetings and targeted learning through external providers.
- Catholic Education Ballarat *Guidelines for Behaviour Support (2017)* and *CECV Positive Behaviour Guidelines* will be used in conjunction with any professional learning and be a resource for documentation requirements, including processes for major (serious) behaviours that may result in suspension and expulsion.
- New staff and emergency teachers will be inducted on the policy and approach within an appropriate timeframe by leadership of the school.

## Communication

- The Behaviour Management Policy will be made available on the school website, and referred to in the Staff and Parent handbook.
- At the beginning of each year, teachers will explicitly teach students regarding expectations and specific school rules. This will include the care and use of digital technology, and processes for reporting incidents, or if they are feeling unsafe at school. This learning will be revisited throughout the year.
- The school will communicate and collaborate with external agencies such as the Catholic Education Office Ballarat for additional assistance or expertise in developing a planned response to specific behaviour management issues.
- Staff will provide a supportive culture and encourage parents to communicate any concerns.
- It is an expectation that parents communicate any issues or concerns regarding their child that may have an impact on their behaviour. This would include any specialised reports from an outside agency that would assist the school.

## Student Management

It is expected that teachers will:

- set clear expectations and explicitly teach about accepted behaviour
  - Using explicit teaching model:
    - Teach
    - Model
    - Practice
    - Acknowledge and correct
- give developmentally appropriate instructions
- redirect learners when off task
- follow through with planned consequences
- reinforce positive behaviours via agreed acknowledgement system
- discuss with the STT any concerns or strategies to improve behaviour management along with what's working
- ensure that learning is engaging and considers the diverse needs of students
- utilise the praise rule

### Responding to Unacceptable and Undesired Behaviour

- **Redirecting low-level behaviour** (*Tier 1 interventions*) – students will be reminded of the expected school behaviour, and asked to think about how they might be able to act more safely, more responsibly or more respectfully. This will encourage self-reflection and ownership of behaviour.
- **Targeted behaviour support** (*Tier 2 interventions*) – students who are identified, as requiring more targeted support to assist them in meeting the expected behaviours will take part in the school response strategy. These students will receive increased daily opportunities to receive positive contact with adults. They may also receive academic support, mentoring or intensive social skills training as required.
- **Intensive behaviour support** (*Tier 3 Interventions*) – students requiring more intensive support are referred to the SST (principal or delegate, student wellbeing leader, classroom teacher). The role of the support team is to facilitate a Functional Behaviour Assessment; work together with the child and parents to develop appropriate behaviour supports; monitor the impact of these; and, make adjustments as required. Professionals from other agencies may be included in this process when it is appropriate to do so.

### Consequences for Unacceptable Behaviour

The School makes systematic efforts to prevent problem student behaviour through explicit teaching, modeling and reinforcing expected behaviours on an ongoing consistent basis. When undesired behaviour occurs, students experience known consequences. The school seeks to ensure that responses to undesired behaviour are planned and are considerate of individual student needs.

All consequences must be consistent with Catholic Education Ballarat's *Guidelines for Behaviour Support* (2016).

Restorative justice procedures should be used to facilitate the conversation regarding behavior, unless specified otherwise within a students BMP/ILP.

Students must be supervised at all times and provided with suitable learning activities. If a student requires consistent removal from class, the SST will assist in writing a positive behavior management plan. (Review student environment, expectations, support plans) For minor behaviour problems, removal from class would not be normally used.

Restraint and seclusion practices are only applied to protect the safety of a student and members of the school community, (they are the last resort), the school will follow procedures consistent with CECV Positive Behaviour Guidelines. Restraint and seclusion are only used in emergency situations when there are no other options in maintaining the safety of others. Restraint and seclusion must not be used as part of a student management plan. Professional learning on restraint and seclusion will be undertaken annually by all staff.

Minor problem behaviours, such as:

- minor breaches of the school rules
- behaviours that do not seriously harm others, or
- behaviours that do not violate the rights of others in a serious way

may receive a consequence such as removal from an activity for a specified amount of time, an apology, restorative conversation, time out or re-direction. If the problem continues then a positive behaviour plan is put in place. This is discussed with parents and student.

Major problem behaviours, such as:

- behaviours which significantly violate the rights of others
- behaviours which put self / others at risk of harm

may receive consequences such as removal to a supervised withdrawal room, detention, alternate lunch time activities, loss of privilege, parent contact, referral to SST, or in extreme cases – suspension. There is in-school suspension and out-of-school suspension.

When responding to problem behaviours, staff members ensure that students understand the relationship between the behaviour and the consequence and what *is* the expected behaviour.

Strategies to do this could include having the student:

- articulate the relevant expected behaviour
- explain how their behaviour differs from the expected behaviour
- describe the likely consequences if the problem behaviour continues
- Identify what they need to do to change their behaviour
- If another student has been affected by this behaviour, then a restorative process should be implemented in addition, unless otherwise specified with individual students BMP.

If a student has been suspended and the behaviour continues then parents/carers will be required to attend a meeting. The student may also be required to attend. The purpose of this meeting is to outline the next step in the process. If the behaviour continues, it may result in additional suspensions and then consideration for assisted transfer to another school or expulsion. The process is outlined in Catholic Education Ballarat *Guidelines for Behaviour Support* (2016).

The school may require the parents/carers of a student to also seek other professional advice for the school to better understand and implement a behaviour management plan and any relevant strategies for learning and teaching that would assist the student. It is expected that parents/carers would cooperate with this request. The Principal and Well-being Leader will discuss any penalties to be imposed and will provide targeted support to the student who has been suspended. This will be communicated to parents/carers.

The school will keep a register indicating details of any suspensions and expulsions. This will be maintained in SIMON and overseen by the principal. Relevant documentation will be stored electronically according to privacy legislation and the school privacy policy.

### **Detention**

Detention is one of the range of strategies that are used for planned responses to inappropriate behaviour. (Detention can occur during school hours or after school, providing adequate notification is given to parents/carers.)

When detention is implemented, the school will ensure that:

- no more than half the time allocated for any recess is used for detention
- students undertake detention at a reasonable time and place
- where students are detained after school to complete school work, or to undertake additional or new work or duties:
  - parents/carers are informed at least the day before the detention
  - the time of detention should not exceed forty-five minutes
  - alternative measures are negotiated with parents/carers whose family circumstances are such that the students completion of after-school work would create undue hardship (e.g. where students regularly supervise younger siblings in the absence of parents/carers, or where limited travel alternatives for students are available).
- adequate supervision of students is provided
- detentions are recorded on Student Behaviour Tracking program in SIMON.
- The incident that triggered detention be reviewed for the purpose of improving supports to students.

### **Sexual Abuse- Student Offenders**

Student sexual offending refers to sexual behaviour that is led by a student 10 years and over which may amount to a sexual offence. This would need to be reported to police.

- refer to resource Identifying and Responding to Student Offending (and Template) available at <http://www.education.vic.gov.au/school/principals/spag/safety/Pages/sexualassault.aspx>
- refer to the resource *Four Critical Actions: Identifying and Responding to all Forms of Child Abuse in Victorian Schools* which provides procedures to follow. This resource is available at DET <http://www.education.vic.gov.au/about/programs/health/protect/Pages/stusexoffdefine.aspx>

The above resources can also assist where a student is under 10 years of age.

Teachers should inform the principal and seek further advice from the school's child protection officer in determining the correct process and outcomes.

### **Maintaining Consistency**

The School will ensure procedural fairness, through teacher participation in regular professional learning sessions to review the policies and procedures. Students will also receive explicit teaching on how to respond appropriately when other students display problem behaviours.