

Behaviour Management Policy

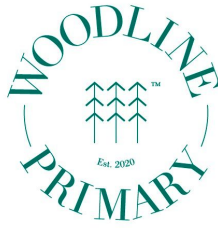
Purpose:	To inform staff, students, parents and carers about appropriate behaviour and prohibiting corporal punishment. To outline how the school will respond to behaviours that breach these rights and responsibilities. To comply with Child Safe Standards in Ministerial Order 870
Scope:	All staff and students
Implemented by:	Principal
Approved by:	WP Board
Reviewed:	As regulatory changes arise or improvements are identified every 2 years.
Communicated via:	WP Website, Staff Handbook, Parent Handbook, Policies and Procedures Manual

1. Policy Statement

At Woodline Primary, we believe that social and emotional awareness are just as important as academic learning. We believe that developing emotional intelligence is a skill that leads to growth, resilience and leading a fulfilled life. We also believe that children are a product of their environment and their behaviour is always expressing an unmet need or lack of information.

This understanding informs the school's approach to behaviour management. We recognize that creating safe environments for children to be seen and gently guided to be in a state of balance is pivotal in upholding the vision and ethos of the school.

While actively supporting individuals to learn and practice effective methods of communication and behaviour we also remain conscious of protecting the safety and rights of others. The purpose of this policy is to ensure that values of mutual respect are adhered to in day to day practice and the procedures followed in managing behaviour. It sets out clear expectations for all students and staff with the purpose of keeping all students safe, secure and supported and establishes a shared understanding of the procedures in instances where these values have not been adhered to.



2. Aims

We have a commitment to encouraging all children to progress at their own pace towards their own goals and to be respected as individuals in their own right. A commitment to our children to be nurtured and challenged in an atmosphere that inspires creativity and independent thinking in all areas of life and does not, overtly or subtly, use competition or punishment to motivate through the fear of failure.

Woodline Primary school puts kindness, compassion, empathy and social relationships at the centre of its operations.

We use Non-Punitive practices to assist in any behavioural issues and always hold connection as the foundation to help children who are displaying off-track behaviour.

3. Implementation

Woodline Primary Schools underlying approach to managing student behaviour is based on the expectation of active, mutual respect for all as well as helping children with any unmet needs so they can operate from a centre of feeling connected to themselves and others.

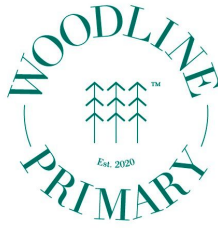
Our students and teachers are expected to demonstrate their respect for themselves and for each other. When evidence of off-track behaviour is present, we aim to use a restorative approach to help a child or children come back into balance.

If this doesn't shift certain off-track behaviours then communication with parents and support staff will take place to assist the child with the issues that are present. Our goal is to always work with families to support a child with any unmet needs.

Guidelines for responding to student behaviour

Every effort will be made to:

- Listen to each student;
- Seek to understand their behaviour and see behind what may be causing it;
- Encourage the child to express how they are feeling;
- Discuss with them the effect their behaviour has on other members of the group;
- Encourage the student to take the time to reflect on their behaviour;
- Help the student work out how to 'repair' by seeking a resolution;
- Support the student through the process of restorative practices;
- Acknowledge and put in context all aspects, emotions and behaviours of the student;
- Encourage the development of self-discipline;
- Establish and communicate clear boundaries for all students;
- Foster respectful open, direct and honest interactions with students;
- Welcome the fact that students often make mistakes;



- Encourage students to accept responsibility for their behaviour through the use of natural and logical consequences;
- Engage parents in the process of supporting students;
- Never shame or yell at a child for their behaviour;
- Welcome tears and expressions of frustrations.

Our teachers will:

- Acknowledge, embrace and apologise for our own mistakes;
- Believe in shared responsibility for the wellbeing of every student and educate each other by sharing our insights and understandings of students;
- Accept the individual differences of each student;
- Continue to look at our own reactivity and responses to the child;
- Engage in ongoing personal development around emotional wellbeing;
- Accept that Woodline Primary may not suit all students at each stage of their learning and growth;
- Develop a strong understanding of the school's policies and procedures for managing behaviour;
- Ensure that all students are treated, and treat others, with respect;
- Establish classroom expectations with students;
- Communicate with parents around any off track behaviour;
- Develop specific care plans and learning support plans (IEPs) as appropriate;
- Document student behaviour and communicate with parents or Principal if needed.

Corporal punishment is not permitted under any circumstances at Woodline Primary.

Behaviour Covered by this Policy

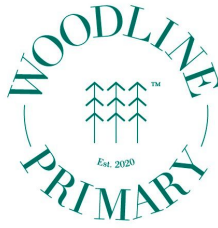
Inappropriate Behaviour

We recognize there are different levels of inappropriate behavior which impact the rights of each child. These can range from just being annoying to causing serious harm to people or property. Some examples of different levels of behaviour that need to be addressed are:

Level 1 Name calling, minor embarrassment, disrupting class discussions, distracting others' learning, putdowns, non-cooperation

Level 2 Serious name calling, major embarrassment, defiance, low-level physical contact (e.g. pushing)

Level 3 Threatening others, serious physical violence (e.g. punching, kicking, intent to injure), inappropriate physical contact, high level swearing or graffiti/vandalism, bullying



Hands-Off Play Guidelines

- No student is to touch another student in a manner judged inappropriate by staff.
- No student is to use any form of physical violence against another student, even in 'fun' or as a 'practical joke'.
- No contact sports/games/activities are to be played during recess and lunch times.
- Play fighting is not acceptable behaviour in the school environment.
- Self-defence is defined as the minimum required force to put oneself in a position of safety. Retaliation or revenge will not be tolerated.
- Bullying (physical, emotional, mental, social) or any other kind of stand-over tactics will not be tolerated.
- School staff will reinforce these guidelines during any school times/events, where staff are deemed responsible for students.

Staff Responses to Inappropriate Behaviour or a breach in the Hands-Off Play Guidelines

Step 1:

- A student who is observed engaging in any inappropriate behaviours towards another student will be calmly spoken with and described the unwanted behavior that the staff member is witnessing. The staff member will make a request describing what is needed / wanted from the student in regards to their behaviour.

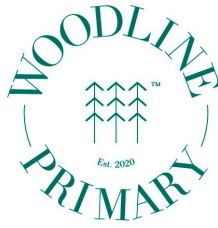
Step 2:

- If the student continues with inappropriate behaviour, they will be reminded of the request / discussion had with the staff member and further discussion maybe had around unmet needs that maybe informing the inappropriate behaviour.

Step 3:

- If the student continues with harmful behaviour, the Student is removed from the situation and supervised away from the individual or group.
- Participants and witnesses of the incident will be interviewed and the staff member (in conjunction with the School Principal) will decide on an appropriate response.
- This may include a Restorative Practice session.
- Parents of all participants are notified by phone, email or in-person.
- A Record will be kept in each participant's electronic student record.

For Level 3 behaviours, it may be appropriate to meet with parents and the student to develop a Personal Management Plan (PMP). The School Board is advised by the School Principal if a PMP is established.



Step 4:

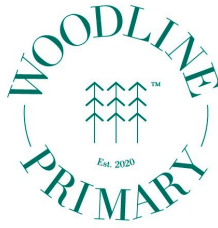
- If a student is removed from a class or other activity for a length of time beyond that which it takes to interview participants, establish what happened, and (if required) establish resolution between the parties, this will be recorded in the school's Suspension and Expulsion Register.
- Parents will be notified if this has occurred and may be required to collect their child before the end of the school day. Prior to a student being removed (suspended) from class or other activities for an ongoing period, he/she must have an opportunity to be heard or have taken into account any additional information or documentation that is provided by the student or parent / carer / guardian.
- Removal (suspension) from school is seen as a last resort and a PMP may be established prior to the student returning to school.
- Restraint of student:
 - In some limited circumstances, it may be necessary to restrain a student from imminent dangerous behaviours by using physical force to prevent, restrict or subdue movement of a student's body or part of their body, or by secluding them in an area to protect the safety of the student or any other person. These strategies should only be used when it is immediately required to protect the safety of the student or any other person.
 - The decision about whether to use physical restraint or seclusion rests with the professional judgment of the staff member/s involved, who will need to take into account both their duty of care to their students, their right to protect themselves from harm and obligations under the Charter of Human Rights and Responsibilities Act 2006.
 - Should a staff member have physically restrained or secluded a student they should report the incident to the Principal immediately. Details of the incident should be recorded in the student's electronic record, including witness statements from other staff who were involved or present. Parents should be notified as soon as possible after the incident. The Principal will decide if a PMP or other support strategies, including staff training, are required to reduce the likelihood of a similar incident happening again.

Step 5:

- The School Board will determine on a case-by-case basis whether the student's enrolment can continue and if so, any special conditions. All information provided to the Board will be de-identified. All decisions will be provided to parents in writing and delivered in person.
- When the Board determines that a student's enrolment will be cancelled, this will be recorded in the Suspension and Expulsion Register by the Principal.

Step 6:

- Enrolment Cancelled.



Personal Management Plans

Personal Management Plans (PMPs) are a template for recording specific examples of a student's inappropriate behavior, what behavior is required from the student, strategies to support the student to achieve a change in behavior, consequences that will occur if the behavior continues.

A PMP is developed at a meeting attended by the student and their parents and includes a review date.

Suspension and Expulsion Register

A central register will be maintained by the Principal of any suspensions or expulsions that occur in the application of Step 4 or Step 5 of this policy. It will include the name of the student, the date of the incident, date of suspension or expulsion, and reason for the suspension or expulsion.

4. Communication of the School's Approach to Behaviour Management

Woodline Primary School will share the Behavioural Management Policy with the school community to highlight steps and strategies regarding the development and behavioural issues.

Our code of conduct will place significant emphasis on the development and recognition of supporting children to stay connected and assist them in processing problems so they can come back into balance and function well in the school.

Parents will be kept informed, and actively encouraged to assist in the development of their children's emotional wellbeing with information sessions and workshops.

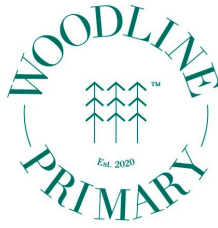
Children will be reminded of the school's values and principles throughout the day as it is integrated into the curriculum.

Information in school newsletters and emails around positive parenting and behaviour strategies will be shared with parents

Information packs will be given to all enrolled families sharing our discipline and behaviour policies and plans

If a parent does not agree with a decision made by the school, or believe that the steps in this policy have not been followed, they should refer to the Complaints and Grievances Policy which can be found on the school's website.

Table of Amendments

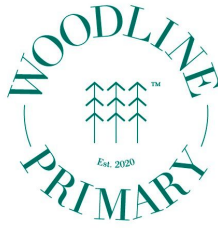


Version number	Date	Short description of amendment
1.0	June 2020	Draft of the new policy

Scheduled review date	December 2022
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Supporting Documents:

- Enrolment Policy
- Bullying & Harassment Policy
- Student Welfare Policy
- Philosophy and Vision Policy
- Student Code of Conduct
- Personal Management Plan
- Complaints and Grievances Policy



Appendix 1

Personal Management Plan

Student:

Grade:

Implementing Teacher:

Date:

Review date:

Supporting services: *e.g. Paediatrician, Psychologist, OT*

Goal(s):

General strategies (to be done with an implementing teacher):

Specific strategies (for responding to triggers):

Signs of feeling Dysregulated and out of balance:

Triggers

This agreement was developed and agreed to by:

Principal:

Parent:

Student:
