



Behaviour Management Policy

Purpose:	To inform Team, children, caregivers 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 1359
Scope:	All Team and children
Implemented by:	Principal
Approved by:	WP Board
Reviewed:	As regulatory changes arise or improvements are identified every 2 years.
Communicated via:	WP Website, Team Handbook, Family Handbook

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 recognise 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 children and the Team with the purpose of keeping all children 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 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's underlying approach to managing child 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 children and Team 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 caregivers and support team 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 child behaviour

Every effort will be made to:

- Listen to each child;
- 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 affect their behaviour has on other members of the group;
- Encourage the child to take the time to reflect on their behaviour;
- Help the child work out how to 'repair' by seeking a resolution;
- Support the child through the process of restorative practices;
- Acknowledge and put in context all aspects, emotions and behaviours of the child;
- Encourage the development of self-discipline;
- Establish and communicate clear boundaries for all children;
- Foster respectful open, direct and honest interactions with children;
- Welcome the fact that children often make mistakes;



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

Our Team members will:

- Acknowledge, embrace and apologise for our own mistakes;
- Believe in shared responsibility for the wellbeing of every child and educate each other by sharing our insights and understandings of children;
- Accept the individual differences of each child;
- 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 children 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 children are treated, and treat others, with respect;
- Establish classroom expectations with children;
- Communicate with caregivers around any off track behaviour;
- Develop specific care plans and learning support plans (IEPs) as appropriate;
- Document child behaviour and communicate with caregivers or Principal if needed.

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



Behaviour Covered by this Policy

Inappropriate Behaviour

We recognise there are different levels of inappropriate behaviour 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 child is to touch another child in a manner judged inappropriate by Team members
- No child is to use any form of physical violence against another child, 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
- Team members will reinforce these guidelines during any school times/events, where the Team are deemed responsible for children

Team Responses to Inappropriate Behaviour or a Breach in the Hands-Off Play Guidelines

Step 1:

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

Step 2:

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

Step 3:

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

For Level 3 behaviours, it may be appropriate to meet with caregivers and the child to develop an Support Plan. The School Board is advised by the Principal if an Support Plan is established.



Step 4:

- If a child is removed from the group 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 Management System
- Caregivers 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 child being removed (suspended) from the group or other activities for an ongoing period, they must have an opportunity to be heard or have taken into account any additional information or documentation that is provided by the child's caregiver
- Removal (suspension) from school is seen as a last resort and a Support Plan may be established prior to the child returning to school
- Restraint of child:
 - In some limited circumstances, it may be necessary to restrain a child from imminent dangerous behaviours by using physical force to prevent, restrict or subdue movement of a child's body or part of their body, or by secluding them in an area to protect the safety of the child or any other person. These strategies should only be used when it is immediately required to protect the safety of the child or any other person
 - The decision about whether to use physical restraint or seclusion rests with the professional judgment of the Team member/s involved, who will need to take into account both their duty of care to their child, their right to protect themselves from harm and obligations under the Charter of Human Rights and Responsibilities Act 2006
 - Should a Team member have physically restrained or secluded a child they should report the incident to the Principal immediately. Details of the incident should be recorded in the School Management System, including witness statements from other team who were involved or present. Caregivers should be notified as soon as possible after the incident. The Principal will decide if an Support Plan or other support strategies, including Team training, are required to reduce the likelihood of a similar incident happening again

Step 5:

- The Principal will determine on a case-by-case basis whether the child's enrolment can continue and if so, any special conditions. The Board will be advised and all information will be de-identified. All decisions will be provided to caregivers in writing
- When the Principal determines that a child's enrolment will be cancelled, this will be recorded in the School Management System by the Principal

Step 6:

- Enrolment cancelled



Support Plan

Support Plan are a template for recording specific examples of a child's inappropriate behaviour, what behaviour is required from the child, strategies to support the child to achieve a change in behaviour, consequences that will occur if the behaviour continues. A Support Plan is developed at a meeting attended by the child and their caregivers and includes a review date.

4. Communication of Woodline's Approach to Behaviour Management

Woodline Primary 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.

Caregivers 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 Woodline's values and principles throughout the day as it is integrated into the curriculum.

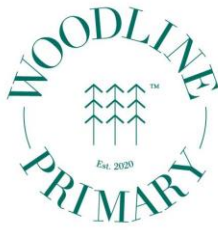
Information in school newsletters and emails around positive parenting and behaviour strategies will be shared with caregivers

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

If a caregiver 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
2.0	December 2022	Improvements identified and updated



Scheduled review date	December 2024
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