

	Briar Hill Primary School POLICY	
	Policy Number:	Title: Behaviour Management

PREPARED BY: Policy Sub Committee

**APPROVED BY February 2020
SCHOOL COUNCIL:**

This Policy needs to be read in conjunction with the Student Wellbeing Policy & Program, Anti-bullying Policy & Program and Internet Use Policy.

1. INTRODUCTION

At Briar Hill Primary School, student management is a shared responsibility. The Welfare Team lead communication and consistent management of student health and well-being, including behaviour and professional development of teachers to assist in behaviour management. The staff endeavour to encourage a culture of positive habits and behaviours and consistently model this to our students.

Student engagement, regular attendance and positive behaviours will be supported through relationship based whole-school classroom practices, including targeted and individualised support when required.

2. AIMS

- Establish predictable, fair, safe classroom for every student
- Involve all students in the development of classroom norms and school expectations.
- Individual learning programs are provided for students with additional behaviour needs
- Teachers consistently reinforce positive behaviours
- Students are empowered and encouraged to be involved in decision making
- Physical environments are conducive to positive behaviours and effective engagement in learning.
- Form learning partnerships with parents.

3. IMPLEMENTATION

The school is committed to the use of restorative practices with students.

Restorative Practices:

- are underpinned by student learning and facilitate an environment of safety, trust and connectedness (Bond et al. 2001, Fuller 1999).
- promote awareness of others, responsibility and empathy (Hopkins 2002)
- involve direct and voluntary participation of those affected by misconduct in its resolution (Braithwaite 2001b)
- promote relationship management rather than behaviour management (Cameron & Thorsborne 2001)
- separate the deed from the doer (Marshall et al. 2002)
- are systematic, not situational (Armstrong 2004)
- are concerned with establishing or re-establishing social equality in relationships, in which each person's rights to equal dignity, concern and respect are satisfied (Morrison 2002).
- In addition, the school use the following frameworks to understand the student's underlying

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challenges that contribute to unexpected and challenging behavior, and support proactive and collaborative problem solving:

- Self Reg (Dr Stuart Shankar)
- Proactive and Collaborative Solutions (Ross Greene).

These approaches recognize that behavioural challenges reflect a child's underlying skill deficits or stress load. Misbehaviour is re-framed as stress behavior and the goal of intervention is to proactively and collaboratively develop a plan to reduce stress, support the child's self-awareness and develop their skills.

It is acknowledged that behavioural difficulties should be dealt with empathetically and with the same consideration and systematic planning as other learning differences.

In and around the school

There are some clear rules that need to be monitored in order to ensure safety:

- Do no climb the walls and fences.
- Walk in the corridor at all times.
- Walk around all corners.
- Leave chewing gum and lollipops at home.
- Sticks must be left on the ground unless you are building with them.
- Any 'cubbies' must be built on the ground.
- If you are riding a bike, scooter or skateboard, get off at the school gate and walk it to the bike shed. Helmets must be worn.
- Mobile phones are to be left at the school office until home time.
- The toilets are not play areas.
- Stay out of the school corridors at recess and lunch times.
- Knitting and scissors are to stay inside
- Children can only be in a classroom when a teacher is present
- Designated play areas for children without hats (until May 1st and in Term 4) are under the oak tree, and on the deck.


In addition to these rules, some areas of the school are 'out of bounds' areas to students:

- The areas of ground, sloping downwards towards the school boundary, and beyond the oval, are out of bounds.
- The car park area is out of bounds at all times.
- On top of and behind the water tanks.
- On top of the cubby in the playground.
- The garden area above the basketball courts
- Behind the hub, hothouse and Diamond Valley SDS portables.

Classroom Procedures

Teachers will have in place their own set of student management strategies in the classroom. In each case, the emphasis should be on the cultivation of positive behaviours and the acknowledgement of good effort. In addition, whole school approaches to positive behavior and student wellbeing will be implemented such as The Zones of Regulation vocabulary, movement breaks, mindfulness and breathing breaks. School values should be consistently modeled and encouraged at all times. There may be times when individual behaviour management plans are developed.

This template should be read in conjunction with appendix 1 : For the teacher

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Step 1: Name the behaviour, use empathy, connection and emotion coaching	<p>Example: "I can see you have had enough of sitting still, but you have tried really hard. Would you like to go to knitting corner for a break?"</p> <p>Or</p> <p>The teacher may have made 3 attempts to redirect behavior in a positive way and student continues. Teacher clarifies classroom expectations of behavior. An opportunity is given to make a good choice about changing his/her behaviour. The consequences of not making a good choice is clear. The teacher places their name in their classroom behaviour book. (This information is for staff to keep consistent records of reoccurring behavior. Time will be spent with these children so we can work on better class behavior and try and unpack the triggers and causes and problem solve with the child around their needs.</p>
Step 2: Student re-direction	<p>The teacher should provide a supervised space in the classroom where students can be alone and undisturbed. The student should be able to sit quietly and continue the required task during this time. This is not a punishment, it is a time to resettle. For example a finger knitting corner, a pillow corner, a safe space, quiet space.</p> <p>The period of time out within the classroom should be intentionally short, and should be structured so that the student has responsibility for returning to the group as soon as she/he is ready to learn.</p>
Step 3: Self reflection time in another class	<p>The teacher should have a prior arrangement in place with a colleague that allows for a student to spend an agreed amount of time away from their own classroom. This period of time out should be intentionally short, so that the student misses a minimal amount of learning time in the classroom. Twenty minutes is the suggested maximum duration. During this time, the student should continue their assigned task.</p> <ul style="list-style-type: none"> • Children go with another student • Take a brief note • Teacher emotionally coaches if possible • If student refuses to leave, call A.P or Principal. • If any risk involved, remove other students or send students to another class and manage the student of concern. <p>A reflection sheet is completed at this stage – please send to Bridy</p>

Communication

- It is up to each teacher to communicate the level of warning to any subsequent teacher for the students in that class. The sequence of warnings should not be broken due to changes of specialist subject, teacher or session.
- Warning levels are cumulative across a day, NOT a session.

Schoolyard Procedures

If an incident involving poor student behaviour occurs, it **MUST** be dealt with by the teacher on yard duty.

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There are **3 levels of action**:

Step 1 'Talk & go'	<ul style="list-style-type: none"> • the yard duty teacher deals with the incident. • student is allowed to go back to play. • incident ends
Step 2 'Talk & walk'	<ul style="list-style-type: none"> • yard duty teacher deals with the incident. • student remains with the teacher • a restorative conversation takes place • when a decision is reached for a better decision child returns to play
Step 3: 'Talk & time out'	<ul style="list-style-type: none"> • yard duty teacher deals with the incident. • student is sent to the office with another child or staff member, if applicable. • Senior staff takes over management of the incident <p>Parents may be contacted via letter or phone and the child completes a reflection sheet</p>

Teacher directed:

It is important to note that under the following circumstances, teacher directed consequences will be set. These include:

- If time is limited- a Restorative Justice Chat would occur at a suitable time.
- The student is unwilling to accept their responsibility for the problem.*
- If a serious incident, such as bullying has occurred and time is required to ascertain all the facts (refer to the Anti-bullying Policy).
- If the student is repeating the same behaviours without any indication of change occurring.*

* Parents will be informed of these actions.

Teacher directed consequences could include:

- Time-out
- Suspension
- Expulsion

Prior to the student re-entering the classroom or playground, a restorative process would result in the student agreeing problematic behavior. Other students affected by the behavior may also need to be consulted.

Within the spirit of whole-school co-operation, there is an expectation that school staff will apply the Code fairly and consistently and that the parent community will provide their full support as per the policy statement.

In the event that student behaviour compromises the safety of others, or their rights to learn, then a process needs to be in place.

	ACTIONS
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Student identified with behavioural challenges and differences in their social emotional skills.

- Parent involvement/collaboration/share information
- Relevant info shared to teams for consistent approach across school
- Behavior plan developed and shared with all staff
- Contact external professionals involved with the child for further information.
- Consider referral to external services, in discussion with parents/ guardians.
- Identify stressors
- Ways to modify work documented
- Parents / guardians informed
- Regular open communication between teacher and parent
- Focusing on the student / teacher relationship and offering 1:1 time each week to build the relationship and establish a goals and a plan.
- Regular reflection and problem solving to monitor progress with behaviours of concern
- reflect and modify strategies and problem solve.

Teacher wellbeing and welfare:

- Training and support for staff regarding the Self-Reg and Proactive and Collaborative Solutions Models.
- Teachers to be offered peer mentoring and support regarding student's with behavioural challenges.
- Staff observations / peer modelling
- When there are a number of challenging students within the same class, a whole class social -emotional action plan to be developed.
- Teachers will work with welfare co-ordinator and meet regularly to update behavior plans

4. EVALUATION

This Policy will be reviewed biannually or more often if necessary due to changes in regulations or circumstances.

Date implemented	Feb 2020	Responsible for review	Policy Sub Committee
Approved by	30 May 2017	Approval Authority (Signature & Date)	
Review date	2022	Date reviewed	

5. REFERENCES

DET Effective Schools are Engaging Schools: Student Engagement Policy Guidelines

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DET Safe Schools are Effective School's

DET Student Engagement Policy Guidelines

DET Respectful Schools

Appendix A

For the teacher

Step 1	<p><i>The teacher identifies dysregulated and stressed behavior in the student and uses emotion coaching and empathy to connect with the child. This step encourages a child to become receptive rather than reactive. The teacher remains calm and connected and coaches the child to use a calming strategy, have a preventative break or make a different choice regarding their behavior.</i></p> <p><i>If the student is calm and receptive, boundaries regarding expected behavior are reinforced clearly and kindly.</i></p>
Step 2	<p><i>When a child is dysregulated or in the yellow / red zone – they are not able to use logical thinking or problem solving. Keeping calm and connecting, will assist the child to de-escalate their behavior. Connection and empathy should be re-visited if the child has escalated. Use minimal talking when the child is in the yellow / red zone. Re-directing them to a quiet space to calm down, or another activity can be helpful.</i></p>
Step 3	<p><i>When a student is in the red zone, their amygdala is driving their behavior. They are in fight / flight zone. Talking and problem solving will not be effective when a child's behavior has escalated to this level. Teacher should call the principal / assistant principal for support if needed.</i></p> <p><i>Adults to lower posture and minimise eye contact with the student to assist them to calm down.</i></p> <p><i>The adults should remain calm and connected – to assist the student to calm down.</i></p> <p><i>The student should remain with a trusted adult, to assist them to calm down. A change of environment and / or movement break</i></p>