

Dianella Heights Primary School
Independent Public School



**Behaviour Management and
Discipline Policy
2016**

RATIONALE

The development of appropriate and acceptable behaviour is a staff, parent and student responsibility. Its success is based upon the recognition of the dignity and worth of all individuals.

Beliefs

- Behaviour Management should develop resiliency and build students capacity to deal with conflict.
- Building positive relationships is central to behaviour management.
- **Prevention** of negative behaviours must be a priority.
- Rewarding positive behaviours assists the likelihood of repetition.
- Behaviour management is about supporting students to behave appropriately.
- Learning and behaviour are connected.
- Behaviour is learned, situational and contextual and always involves others.

Building of Relationships

In a social organisation like a school, building, maintaining and repairing relationships is critical.

If we want to change behaviour we must have a clear idea of the behaviour we view as acceptable for the context of the learning environment. When we observe desired behaviour we need to reinforce it. When it is absent we need to teach behaviour that approximates what we are after. When the behaviour is inappropriate we need to correct it by clearly stating the behaviour we require, using the least to most intrusive intervention strategies. A focus on the behaviour rather than the person will help in maintaining a relationship that is potentially at risk.

Restorative Approaches

The school promotes a restorative approach to behaviour management. Restorative practice in schools aims to manage conflict by repairing any harm caused by behaviour and by focusing on strengthening relationships. Restorative practice values the individual and encourages learning from behaviour mistakes by taking responsibility for repairing any damage done by them. It is about redefining behaviour management as relationship management.

Restorative behaviour management practice works on the 'firm but fair' principle, where high expectations are coupled with high support, encouragement and nurturing. Being firm does not mean that everyone gets their own way. Being fair means that everyone:

- has the opportunity to have a say;
- understands the reasons for the decision; and
- has a shared understanding of what is expected.

As a reactive response, restorative processes allow all those involved to have a say, think about what happened and suggested ways that the harm can be repaired. This allows the perpetrator the opportunity to learn from their mistakes by encouraging empathy with the victim/s.

This policy is supported by the schools:

- SAER Policy
- Anti-Bullying Policy
- Bullying Prevention Parent Information Booklet
- Social and Emotional learning program

AIMS

Dianella Heights Primary School aims to:

Develop behaviour management approaches which:

- are preventative in nature; focus on early intervention.
- promote pro-social behaviour, student wellbeing and the development of self discipline;
- create a caring school environment where the rights and responsibilities of all individuals are recognised and respected.
- recognise those members of the school community whose exemplary behaviour promotes a positive and caring school environment.
- establish, a set of whole school rules.
- establish individual classroom rules that protect the rights of all school community members.
- establish a clear set of consequences for individuals who do not accept their responsibilities and ignore rules so that they are encouraged to recognise and respect the rights of others.
- establish procedures so that conflicts can be resolved in a positive collaborative manner.

CODE OF BEHAVIOUR

All member of Dianella Heights Primary School community will accept responsibility for their personal behaviour. They will treat all other members of the school community with respect, courtesy and tolerance.

RIGHTS AND RESPONSIBILITIES

STUDENTS HAVE THE RIGHT TO:	TEACHERS HAVE THE RIGHT TO:	PARENTS HAVE THE RIGHT TO:
<ul style="list-style-type: none"> ▪ respect, courtesy and honesty at all times from each other, staff and parents. ▪ work and play in a safe, secure, friendly and clean environment. ▪ co-operation and support from parents, teachers and peers. ▪ learn in a supportive learning environment. 	<ul style="list-style-type: none"> ▪ respect, courtesy and honesty at all times from parents, students and colleagues. ▪ teach in a safe, secure, friendly and clean environment. ▪ co-operation and support from parents, students and colleagues. ▪ teach in a non-disruptive environment. 	<ul style="list-style-type: none"> ▪ respect, courtesy and honesty at all times from teachers, students and other parents . ▪ to be safe in the school environment. ▪ co-operation and support from the school community. ▪ be informed of inappropriate behaviour of their child and the resultant consequences.
STUDENTS ARE RESPONSIBLE FOR:	TEACHERS ARE RESPONSIBLE FOR:	PARENTS ARE RESPONSIBLE FOR:
<ul style="list-style-type: none"> ▪ ensuring kind, courteous and well-mannered behaviour towards everyone. ▪ ensuring that their behaviour protects the safety and wellbeing of others. ▪ taking care of the property of our school, teachers and other children. ▪ ensuring that their behaviour is not disruptive to the learning of others. ▪ adhering to the rules of the school. 	<ul style="list-style-type: none"> ▪ encouraging positive behaviour through consistent use of the school's code of behaviour. ▪ setting an example to students of appropriate behaviours. ▪ ensuring that the school environment is safe and clean. ▪ informing parents of inappropriate behaviour and the resultant consequences. ▪ fostering positive relationships by encouraging trust, mutual respect and tolerance. 	<ul style="list-style-type: none"> ▪ being familiar with and supporting the school community in actively promoting the Behaviour Management Policy in Schools. ▪ displaying a positive role model whilst on the school grounds. ▪ communicating any concerns they may have, to the classroom teacher, or administration if required.

ROLES

THE TEACHERS WILL:

- Understand & implement the BM and Reflective Behaviour Policy as detailed in this document.
- Display & discuss in the classroom;
 - a) Rights & Responsibilities
 - b) School Rules
 - c) School's Behavioural Management Procedure (Reflective Behaviours)
 - d) Bullying Policy
 - e) School-wide pastoral care programs

- Contribute to a bi-annual review of the BM Policy.
- Liaise with other staff on student's behaviour.
- Monitor all students behaviour.

THE PRINCIPAL & DEPUTIES WILL:

- Understand & ensure the BM Policy is implemented.
- Ensure the BM Policy is made available to staff, parents, students, relief teachers and other interested parties.
- Provide a link between parents, staff & students.
- Organise outside agencies to assist behavioural management.
- Ensure the staff & the school council reviews the BM Policy annually.
- Ensure all staff have appropriate skills to manage behaviour.
- Enter detentions, suspensions & behaviour incidences on INTEGRIS.

SCHOOL RULES

STUDENTS WILL:

- Line up in two quiet lines after recess and lunch
- Move in a quiet and orderly fashion around the school
- Wait quietly until 8.15 am and then play on the oval or undercover area only, before school
- Treat people and property with respect
- Listen when the teacher is talking (no student talk, drinking or eating when a teacher is teaching.
- No hat – no play
- Gain permission to leave school grounds.
- Play in appropriate areas.
- Walking on footpaths verandas and all paved areas
- Always tell a teacher where you are/what jobs you are doing.
- Only be in classrooms with staff supervision.
- Place litter into bins.
- Eat in the appropriate areas.
- Take responsibility for their own learning

Teachers and EAs are expected to monitor and direct students if they are non-compliant with these rules. We have high expectations with these rules. This has established the 'Dianella Heights Way' which has established us as different to other schools.

CLASSROOM PROCEDURES FOR BEHAVIOUR MANAGEMENT

The following procedures are to be implemented by all classroom teachers. The purpose of this is to promote a consistent, whole school approach to behaviour management.

Classroom teachers will establish their individual practices with their own class at the commencement of each school year.

1. Proximity Praise/Reward
2. Rule reminder
3. Warnings
4. Orange Card
5. Red Card- Time Out: Partner teacher
 - Disruptive student is placed in another classroom
7. Second Red Card - sent to office with 'White Slip'. Administration deal with Incident.
8. Detention

A reflection must be done at the end of the day or first thing in the morning. If a student's behaviour has not improved they remain on their current card.

REFER TO REFLECTIVE BEHAVIOUR DOCUMENT FOR TEACHER GUIDELINES

SEVERE CLAUSE

The Principal or Deputy Principal reserves the right to bypass all of these steps if he/she considers the behaviour to be severe.

GUIDELINES FOR SUSPENSION & EXCLUSION

When all efforts to contain the behaviour of a disruptive student have failed, the Principal and Deputy Principal is authorised by the Department of Education & Training to suspend a student

- **SUSPENSION**

In cases of either repeated or serious breaches of the Code of Conduct, the Principal or delegate may authorise the suspension of students for a limited period.

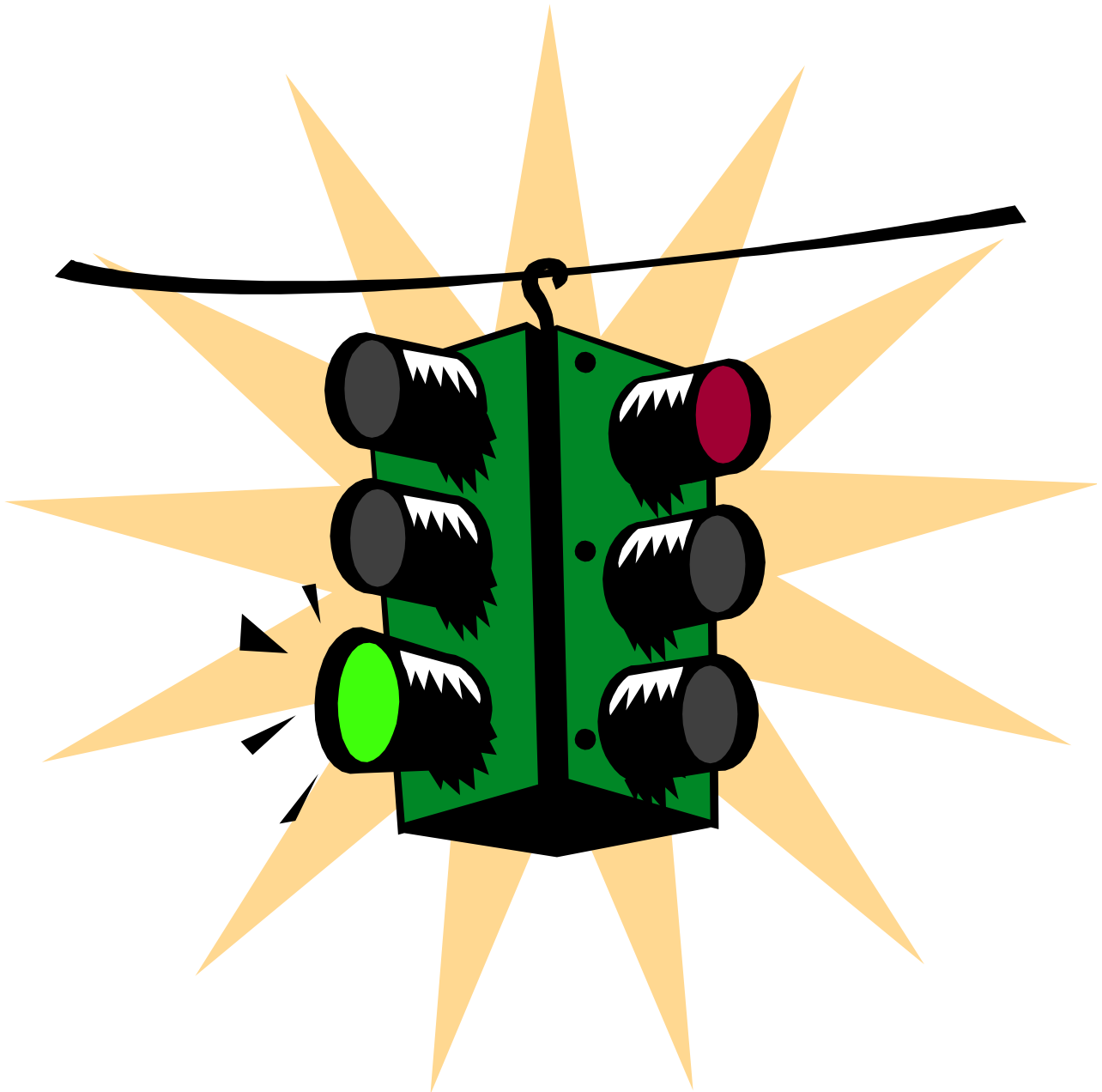
Parents will receive a written note informing them of the reason for suspension and its duration.

The following documentation will be completed when a student is suspended:

- a) A copy of the reason for suspension will be forwarded to;
 - I. Classroom teacher
 - II. The parents or guardian
 - III. Manager of Student Services at District Office
 - IV. Copy on file
- b) The suspension will be recorded on Integris

CONCERNS: When parents and children are unhappy about the handling of any incident under this policy, they are able to make an appointment with the child's teacher in the first instance or a member of the School's Administration to discuss their concerns.

Reflective Behaviours



Reflective Behaviours

Reflective Behaviours

The basic philosophy behind Reflective Behaviours is to change student behaviour, reduce conflict between teacher and student and develop resiliency and capacity of students to deal with conflict

In the traditional classroom the teacher manages **all** behaviours be they small or large. If a pupil encounters a conflict situation the teacher is the first port of call. '**Reflective Behaviours**' addresses this situation by empowering students. '**Reflective Behaviours**' provides the student with the language and tools to develop successful strategies for dealing with inappropriate behaviour that interrupts the learning environment. It provides the students with the language of '**Conflict Resolution.**' Importantly it develops a platform for teachers to build a culture of changing behaviour – not managing behaviour. If implemented correctly it reduces 'head butting' between teacher and student.

If the '**Reflective Behaviours**' system is carefully implemented into a classroom and becomes an integral part of the classroom culture behaviour problems are significantly reduced with the most difficult students. Many of the potential **conflict situations** are diffused before they even reach the teacher.

For this system to be implemented successfully the classroom environment must be **safe and conducive to risk taking**. Students must be confident that they will be supported with their decisions when dealing with off task behaviours. The students must be made aware that all class members must be treated fairly and with respect. This may take a number of weeks to create and the classroom facilitator needs to be patient and supportive while the students learn to differentiate between off task unacceptable behaviour and personal idiosyncrasies.

Students need to have the opportunity to discuss personal differences and establish a collaborative set of guidelines that all students are expected to abide by. The classroom teacher needs to initiate discussions that look at behaviours of pupils and not individuals. Pupils **must** be made aware of the fact that it is the behaviour that others do not like and not them.

A student has **three options** when they encounter off task behaviour or behaviours that interfere with their learning or the learning of others:

- ◆ **Ignore the behaviour** (By not doing anything the student is saying "**What you are doing is OK**")
- ◆ **Join in with the behaviour** (Become a part of the problem)
- ◆ **Do something about it.** (Model the appropriate behaviour)

A grievance procedure needs to be in place (Appendix One) that provides the framework on which students can build their conflict resolution skills. This provides the foundations for students to develop appropriate and assertive dialogue that addresses behavioural issues in the classroom.

With the 'Reflective Behaviours'; if a student sees that another student is off task they ask the question

"Do you understand the task?"

If the pupil answers

"Yes"

They reply

"Then why are you not working?"

If the pupil continues with the off task behaviour the pupil goes to grievance and the student is put onto an orange card.

(If the pupil replies "No" Then it is the responsibility of the requesting student to assist the other pupil to understand the task.

An orange card tells the student that he/she is being warned to make an appropriate change in their behaviour.

A red card requires the pupil to leave the room and spend time in a timeout class.

A repeated offence means that the student is to be directed to the office.

At the end of the day all the students take part in a reflection of the day's behaviours and students are asked for their opinions on the student's behaviour. This discussion is closely monitored and directed by the teacher. It is essential that feedback is true and accurate and only reports on the student's behaviour after receiving a card. This provides the pupils with the opportunity to reflect on their behaviours and focus on making positive changes. Again, at this stage it is important that the classroom teacher ensures that it is only the behaviours that are being discussed.

If the behaviour has improved he/she is then taken back to Orange or green. If the behaviour has not improved, they remain on their card until the next reflection period.

Extra opportunities for reflection can be used to assist a student to get back to orange or green. Remember the onus is on changing behaviour, not punishment. Support for students' with challenging behaviour is essential. Your attitude and language is vital! Statements such as, "I want to get you back on green. Would you like to be on green?" are powerful. This tells the student you care about them and you want them to succeed. Offering students a manageable time frame to address their behaviour before a reflection, gives them more chance for success.

In creating a positive and supportive classroom that is free of put downs and negatives it is critical that the students understand that there is nothing personal about 'Traffic Lights' That it is **the inappropriate behaviours that others do not like and not them.**

This differentiation must be made constantly!

Classroom Culture

When implementing 'Reflective Behaviours' into the classroom time must be invested in establishing a classroom culture that is conducive to students having a voice in the classroom.

There are a number of strategies that can be used to do this. This is the teaching component. Students must be taught:

- 1. Appropriate feedback - Fair and ethical feedback**
- 2. Considerations for others**
- 3. A focus on supporting behavioural change**
- 4. A focus on the behaviour not the student. (Restorative)**

A factor that must be considered at every stage is the cohort of students.

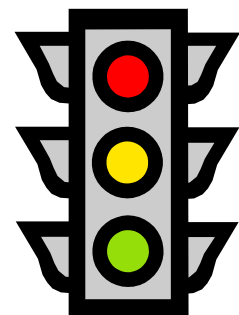
In some cases it may be possible for the whole class to take part in a brainstorming session. Other groups may be better suited to creating personal lists of likes and dislikes that identify what types of things that they need to learn and what hinders them from learning and then allowing time for a sharing of comments.

Important Components

- Warning for behaviour
- Orange Card – Student changes card to Orange
- Red Card – If behaviour continues student changes card to red and goes to timeout class.
- If the behaviour continues in timeout or on their return to class, the teacher records this on a DHPS Behaviour Management in School Report (White Slip) and sends the student to the office with this notification.
- A reflection must be done at the end of the day or first thing in the morning.
- If student behaviour has not improved they remain on their current card.
- If behaviour has improved they move down one card i.e. Orange to Green or Red to Orange. Students must change their behaviour to change their card.
- Reflections can be carried out at any time to assist a student to move down a card.
- Emphasis must be on assisting the student to get back to green.
- Ignoring behaviour gives the wrong message to students and creates inconsistency and unfair treatment.

Imperatives for Success

- High Expectations
- Be diligent and aware of student behaviour at all times
- Reflection is crucial
- Consistent approach across the school
- Follow the system
- Don't cop out on student behaviour
- Emphasis on Change not Management
- Use rewards- Not free time
- Don't get to 'End of your tether'
- We have a collective responsibility to embed the 'Dianella Heights' Way'



STUDENT GRIEVANCE PROCEDURE

1. Speak to the person (s) off task.
2. Remind them to start work.
3. Speak to the teacher if they continue to stay off task.

What to say.....

Do you understand the task?

If they reply YES...Ask them 'Why aren't you working?'

If they answer NO, Explain the task to them.

If they still aren't working. Ask them to start working or you will speak to the teacher.

If they have still chosen not to start work, you need to speak to the teacher.

If you don't do anything about it, you are giving the message that it is okay to stop you from learning.

When making **Assertive Statements** make sure you:

- Make eye contact.
- Speak clearly
- Keep your message simple and easy to understand.
- Remain calm and in control.
- If you need help, ask for it.



MANAGING STUDENT BEHAVIOUR – PLAYGROUND OVERVIEW

Stage 1: Verbal warning and redirection.

Stage 2: Tell student to walk with you for 5 minutes

Stage 3: Time-out on the bench

Stage 4: Inform Admin for follow up

At all times teachers should ensure that students' self-esteem is intact. Affirmative conversations are the best way to do this.

- You need to remember the school rule What is the school rule?
I know you can do that next time.
- I know you usually do the right thing, I know you're a good student so you need to remember the school rule and I know you can that.