Kadina Memorial School
Summary Student Behaviour Management: Parent Information

INDEX

Guiding Principles for Student Behaviour Management

- The personal and social capability is one of the Australian Curriculum general capabilities and a key component of the school's improvement plan. This is summarised in the image on page 5.. For details see
https://www.australiancurriculum.edu.au/f-10-curriculum/general-capabilities/personal-and-social-capability
- Students have different starting points, ability to learn, co-operation skills and understandings of what is responsible behaviour
- Self-management is developmental. Circumstances may limit a student's ability to exercise choice but does not diminish the student's responsibility.
- Behaviour occurs as a result of choices, conscious or unconscious, which are based on the student's perception of the best way to satisfy a particular need.
- All behaviour has consequences, which affect future opportunities.
- While recognising the developmental needs of the individual students, responses must be clearly defined & consistently administered in a way that supports the rights of teachers to teach and students to learn.
- All individuals and groups within society must be valued and treated with respect. Diversity within a school community must be acknowledged in school responses to student behaviour.
- For students with disabilities appropriate behaviour management strategies are developed in the context of the NEP.
- A partnership between staff, students and their families is necessary for successfully developing responsible behaviour.
- Staff understand the range of models available for effective management of student behaviour and have opportunities and support to use the skills associated with these models.
- When appropriate, Department, support staff and interagency services will support children with social, emotional and behavioural difficulties and the staff who interact with these students
- The response made to inappropriate behaviour may be dependent on the developmental stage of the student and the frequency and severity of the behaviour. In the case of a student, displaying behavioural problems, a modified program may be implemented in consultation with parents and outside agencies. eg Behaviour, Attendance, Disability and Child Well Being Practitioners

CLASSROOM BEHAVIOUR MANAGEMENT: TEACHER'S PROCEDURES.

The following procedures comprise the core process for managing student behaviour in the classroom.

Staff following these procedures most effectively assist students to build responsibility for their learning and behaviour.

Setting Up Stage
Implementing the Australian Curriculum personal and social capabilities involves teachers assisting students to build shared responsibility for the development of their decision making, social and conflict resolution skills. (see diagram page 5)

Teachers will develop classroom management strategies that take into account the impact of physical and intellectual disability, trauma and disadvantage. Using the School Code of Conduct and values, each teacher will negotiate with their students a set of class rules and consequences. A collaborative exercise is likely to be most effective.

These rules, along with the School Code of Conduct will be discussed and displayed in each class at the start of the school year. Guidelines and rules need to be reviewed regularly to revisit, reflect, consider their relevance and acknowledge students success in using them.
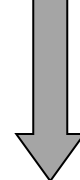
Consequences for choosing to ignore class guidelines and rules are outlined and displayed in class. There is no collaboration here – consequences are spelt out – ie what, when and for how long.
NB. There is room to be creative with breaches of guidelines. There is less room to be creative with breaches of the rules once the final warning is given.

Formwork operations

- **Any time a student is removed from learning program, parent/families will be notified. (out of class time out, reflection room, fast track etc)**

Operational Flow Chart

REFECTION ROOM Summary	When dealing with inappropriate behaviour, teachers can choose to use **one of two processes below** that result in the student attending the Reflection Room: • Process (This is the expected and therefore most commonly used process} • Fast Track: A fast track is used when a student uses violent and/ or behaviour that threatens the safety and wellbeing of others. This may include racist, homophobic, sexual comments directed to another student or staff member. The context will inform the process. This process is also used when a student refuses to hand over an electronic device. **For students moving to the Reflection Room without teacher permission during lesson time** teachers use the step 1-4 process, detailing students have refused to go/stay in class. A social consequence, eg their mobile phone handed in and recess/lunch spent in the Front Office is also implemented. RR supervisor emails the head of school of their actions.
Classroom Process	
Good Practice	Where a student is operating outside the code, the teacher uses good practice and least intrusive approaches to encourage a change in behaviour. This may involve a rule reminder, change of seat, check for understanding, chat at the end of the lesson or a brief whole-class look at the guidelines with attention drawn to some student's need for help to behave within the code.
Final Warning	If a student chooses to continue with inappropriate behaviour, the teacher can choose to ignore it, encourage appropriate behaviour or give a final warning. Teachers are expected to state "This is your final warning ....". Once stated the following process must be adhered to.
In Class Time Out	If a student chooses to continue with inappropriate behaviour. Teachers are expected to state "This is your in class time out ....". Teachers can chose to instruct a student to a designated in class time out area
Student Refuses	If the student chooses to argue or refuses to go to in-class 'TO' the teacher quietly repeats the request as a choice – "You can go to in-class 'TO' or leave the room and go to out-of-class 'TO'" The teacher has the choice to give the student space and time to comply with the request. If student still refuses, move to the next step- Out of class Time Out.
Out of Class Time Out	If a student chooses to continue with inappropriate behaviour. Teachers are expected to state "This is your out of class time out.........". • All R-6 classes at the beginning of the school year are allocated a 'Time Out' Class', this is often the 'buddy' class. Factors such as classroom locality, peer support, length of time, age of students etc, are considered when allocating. • All 7-12 Students are asked to go to designated out of class area. As much as possible students exited out of the class will still be in view of the teacher. Students out of class are not to use their phone. Class time out is a max 10 minutes If the student does not follow the out of class expectations e.g. wandering- send student to Reflection *Teachers record on Behaviour Incident Form – Green in R-6, Blue in years 7-12*
Student Refuses	If the student chooses to argue or refuses to go to out of class TO the teacher quietly repeats the request as a choice – "You can go to out of class TO or the Reflection Room The teacher has the choice to give the student space and time to comply with the request. If student still refuses move to the next step- Reflection Room
Reflection Room	If a student chooses to continue with inappropriate behaviour. Teachers are expected to state "You are now required to go the Reflection Room'. **Complete the Behaviour Incident form** and send to RR, supervisor checks student in on Daymap and adds form details into Daymap. If a student is disruptive in the RR a move to the office area, with a possible take home, is implemented.
Student Refuses	If a student refuses to go, send a message to admin. for support Take Home procedures will usually be instigated.
Consequences	**R-6:** 3 reflection rooms visit a term – 2 lesson internal suspension, parent contact 6 reflection room visits a term - 4 lesson internal suspension, parent re-entry meeting 9 reflection room visits a term – Head of School determines process **Years 7-12:** 3 reflection rooms visit a term – 1 day internal suspension, parent contact 6 reflection room visits a term – 2 day internal suspension, parent re-entry meeting 9 reflection room visits a term – Head of School determines process

3

Fast Track Procedures for Teachers (see definition above)

There are times when a student's behaviour goes beyond a warning or step and the incident requires immediate follow up by Executive Leaders. Here the teacher makes a judgment to either:

- Fast track the student to the Reflection Room. In this case send student to Reflection Room and complete 'Fast track' section of the Behavioral Incident Form. The Reflection Room supervisor will contact admin. to locate Executive Leader to follow up. All information is added to Daymap.
- Contact Admin to locate an Executive Leader to come to class and deal with the issue.

A fast track to the reflection room is regarded as one of the visits that counts to an in-school suspension consequence.

YARD BEHAVIOUR MANAGEMENT
- Significant yard breaches of the Student Code of Conduct should be referred to Head of School for appropriate action
- Breaches of school rules or any serious offence may result in withdrawal from the yard or school community service.

R-6 Yard Behaviour Procedures
Teachers are expected to be mobile and proactively interacting with students. If a concern the yard duty teacher will decide depending on the incident to:

- Speak to students (Teachable moment)
- Ask students to move to another area (diffuse) or
- Sit out at agreed area for length of time. Students are expected to sit quietly without interacting with other students. Time Out is for approximately 10 minutes, it is then the responsibility of the teacher who placed the student in the thinking area to conference them for return to play.

The behaviour form is used by teachers on yard duty to record incidents requiring 'Time-Out' on the Thinking Seat/area or to alert Executive Leaders of serious behaviour offences. When completed place in R-6 Head of School's pigeon hole. Behaviour forms are located in staff yard duty first aid bags

7-12 Yard Behaviour Procedures
Inappropriate behaviour by Years 7-12 students is to be addressed by yard duty teachers. The yard duty teacher will decide depending on incident to:

- Speak to students (Teachable moment)
- Ask students to move to another area (diffuse) or tell then to sit out at agreed area for length of time
- Send students to relevant Executive Leader/YLM for follow up. Yard duty teacher follows up with leader/YLM to ensure student arrived.
- Ring administration for immediate assistance if required.

Other Considerations

Lunch Detention/Community Service:
- Can only be given by Executive Leaders or Year level managers (Years 8-12) in consultation with teacher.
- Lunchtime detention supervision is a scheduled yard duty area (12.40pm to 1.15pm)

Internal Suspension
- Organised by YLM/ Head of School with learning provided by subject teachers to be completed in the reflection room. No ICT for Rec –Year 9 students unless negotiated with Head of School.
- Students spend recess under supervision of Executive Leaders. Lunchtime is spent in Detention Room or similar. Detention teacher collects these students from Leaders' office area.

Camps and Excursions
Normal school rules and consequences apply on bus trips, camps and excursions. If concerned re student's participation in these learning opportunities, using the risk assessment processes, talk with Head of School regarding this.

Department Buses
Travelling on Department buses is a privilege and not a right. Bus travel can be suspended if behaviour is deemed inappropriate. **Updated – Term 3. 2018**

Social and emotional learning skills

Personal and social capability - Australian Curriculum

Self-awareness
Recognising and understanding our feelings, while valuing our strenghts and abilities

Self-awareness

Self-management
Controlling and directing our emotions in appropriate ways

Self-management

Social awareness
Being aware and respectful of the feelings and perspective of others

Social awareness

Relationship skills
Dealing positively with relationship problems and social conflicts

Social management

Social decision-making
Considering consequences and making thoughtful sensible decisions