

STUDENT BEHAVIOUR MANAGEMENT

Policy & Procedures *(Reviewed 2016)*

We believe that:

- all behaviours have consequences
- people are responsible for their own behaviour
- managing student behaviour is a joint responsibility between parents, staff and students
- positive behaviour change is influenced most by acknowledging success
- mutual respect provides the basis for effective management of behaviour
- it is important for people to learn to manage their own behaviour
- students have a right to a safe and enriching learning environment.

As a result through policy and practice we aim to:

- develop and model positive relationships with and between staff, students and parents/caregivers
- develop consistent exit procedures which protect the safety and learning / working rights of all students and education workers
- eliminate harassment, bullying and intimidatory behaviour
- provide a safe environment that allows students to learn and teachers to teach
- encourage students to accept responsibility for their own actions
- promote respect and consideration for others, the school environment and facilities.

Staff working with students will:

- recognise effort as well as results
- acknowledge and reward responsible behaviour
- communicate with parents about appropriate behaviour and positive attitude through a variety of methods – reports, notes home, parent/teacher interviews
- foster the development of healthy student self esteem
- provide learning opportunities that suit individual needs
- make behaviour expectations and consequences explicit and ensure students are aware they are responsible for their responsible/irresponsible behaviour
- ensure students have a sense of safety and success in classrooms
- provide opportunities for students to develop and apply skills in problem solving, negotiating, decision making and leadership
- follow school processes for managing behaviour
- be consistent and fair in managing positive and negative consequences
- support and guide students to be responsible for their behaviour at all times.

PARENTS

The support of parents has a major influence on student attitudes and on long-term positive behaviour change. To provide this support, parents are asked to:

- inform the school about any medical matters, or issues that may affect their child's behaviour
- be aware of the school's discipline policy
- work with the school to encourage responsible behaviour from their child/ren
- communicate primarily with the staff/home group teachers about any matters of concern.

BEHAVIOUR EXPECTATIONS

The 'Red Rules' provide the basis of a student behaviour code. They relate to serious, unacceptable behaviour and apply throughout the school.

'RED' RULES

Students will not:

- fight, hit or physically harass another student
- verbally harass, abuse or be insolent towards another student or staff member
- deliberately misuse equipment or behave in a manner that is considered to be unsafe
- act in an illegal manner
- interrupt or interfere with students' learning and / or teachers' teaching
- show repeated inattention and indifference to schoolwork
- refuse to follow a reasonable direction.

Teachers negotiate class rules. They operate within the framework of the Red Rules providing a classroom-based context for establishing behaviour expectations.

MANAGING POSITIVE BEHAVIOUR

Teachers at PBAS will develop classroom & subject based incentive systems to encourage students and acknowledge success.

MANAGING UNACCEPTABLE BEHAVIOUR

Classroom Response

Staff working with students use a wide range of strategies to manage non-preferred behaviours. Often these are negotiated with classes, homegroups, and sub-schools as part of establishing expectations.

They can include:

- verbal reminders
- student seating arrangements
- time out of class
- teacher supervision of students during recess / lunch breaks
- using alternative teacher buddy class placements
- early communication with parents / caregivers
- exclusion from class rewards or special activities
- involving a student counsellor
- yellow behaviour intervention forms/Sentral.

School Response

Serious “one off” or repeated breaches of the behaviour code (Red Rules) will result in exiting students from the classroom to the FOCUS ROOM in order to protect the safety, well being, learning and/or teaching rights of others.

The FOCUS ROOM signals the first step in a broader school wide approach to managing a student’s behaviour.

The FOCUS ROOM

- is a predetermined area
- withdraws students from contact with other students / teachers
- is supervised by a member of leadership
- requires formal contact with parents/ caregivers regarding behaviour (SMS sent home)
- results in a lunch detention for referred students.

To manage unacceptable behaviour, the school also uses processes and consequences such as:

- internal suspension
- take home
- suspension
- student development planning
- parent / caregiver meetings
- counselling.

DECD Response

The Interagency Student Behaviour Management Service will be used where additional support is required to manage student behaviour.

Exclusion and Expulsion are further consequences that can be applied once behaviour has been escalated to this system wide level.

The FOCUS ROOM referral process

Students may be referred to the FOCUS ROOM for serious “one off” or repeated breaches of the behaviour code (Red Rules). To monitor repeated breaches:

- All teachers use a range of strategies to monitor student behaviour, which includes referral to the FOCUS ROOM for repeated breaches.

Referring a student to the FOCUS ROOM

Documentation is important when making the referral. The teacher supervising the FOCUS ROOM will be unaware of the circumstances of why the student has been sent. If you do not fill out the form correctly, it will be returned to you to do so. The focus room details won’t be recorded until a form has been completed.

The following process will assist you when referring a student to the FOCUS ROOM.

1. Advise the student why they have been referred to the FOCUS ROOM.
2. Complete the Orange Focus Room form

- Complete the appropriate behaviour codes from the back of the form.
 - Add a brief comment to provide specific information about the reason for the referral
 - Add a brief comment for the text message to be sent home.
3. Send the student to the front office reception area
 - Student must take the Orange form to the front office
 - Student is required to have work with them to complete. It may not necessarily be work from that particular subject area.
 5. If a student fails comply with FOCUS ROOM referral expectations seek support from the relevant leadership team member or the Principal.

SSO's will enter the appropriate details about the focus room referral on to Sentral. They will place the student in the Focus Room Roll and record the students name on the whiteboard in the staffroom. Office manager will send parents a SMS.

The student will complete work for the remainder of their FOCUS ROOM time

- Year R-5 students spend a set 30 minutes in the FOCUS ROOM

(This may go over a lesson break)

- Year 6-12 students spend the remainder of the lesson in the FOCUS ROOM.

(When students are referred in the first lesson of a double lesson the length of time they remain is at the discretion of the referring teacher)

Lunch Detention

Any student referred to the FOCUS ROOM is also required to complete a lunch detention for 30 minutes (12.55 – 1.25pm) on the next lunchtime after their referral.

When on lunch detention students are required to:

1. Report to the front office at 12.55pm
2. Complete their lunch including drinks prior to 12.55pm (Food & drinks not permitted in the room)
3. Remain silent throughout
4. Attend promptly
5. Not take a mobile phone into the focus room.

Failure to comply with any of these expectations will result in the student being added to the roll for LUNCH DETENTION on the following day.

Managing repeated FOCUS ROOM REFERRALS

Where students have more than one focus room referral in a year the school uses a 10 days framework

Sentral will notify leaders if a student has received a subsequent focus room referrals within 10 days of the first referral

- Where students receive a subsequent focus room referral 10 days these are managed as if they were a one off situation.
- When students receive a subsequent focus room referral before the 10 days has expired they will be managed by the relevant leadership team member according to guidelines below.

2nd referral before the 10 days has expired from the 1st referral

- The procedures for a one off focus room referral occur.

- Counselling is provided by the relevant leadership staff member who provides encouragement, support as required and ensures the student is aware of the implications of further referrals.
- The student takes a letter home to parents regarding their behaviour and the consequences if further referrals occur.

3rd referral before the 10 days has expired from the 2nd referral (ie 10 days from the 2nd referral)

- The procedures for a one off focus room referral occur. (Lunch detention the following day will not proceed – the student will be on internal suspension).
- The student will meet with the relevant leadership staff member who will explain that an internal suspension will be needed to be completed on the following day/s.
- The student takes a letter home to parents regarding their behaviour, indicating that an internal suspension will occur and that the consequence of a further referral will be an external suspension.
- The relevant leadership staff member (in communication with the Principal) will set the length of the Internal Suspension. In a first instance it would not exceed 2 days.

4th referral before the 10 days has expired from the 3rd referral (ie 10 days from the 3rd referral)

- The procedures for a one off focus room referral occur. (Lunch detention the following day will not proceed – the student may be on external suspension).
- Whether the student returns to class, remains in isolation until home time or commences an external suspension from the time of the incident will be determined at the time.
- The student will meet a member of the leadership team who will explain that an External Suspension will be needed to be completed on the following day/s. The leader will make every effort to call home to advise parents of the circumstances leading to this decision.
- The relevant DECD forms regarding External Suspension are completed.
- The student takes a letter home to parents informing them of the
 - tenure of the suspension
 - specific details concerning the incident that led to it
 - re-entry meeting time and venue.
- The leadership staff member involved (in communication with the Principal) will set the length of the External Suspension. In a first instance it would not exceed 2 days.
- During the re-entry meeting staff need to be explicit about the behaviour change that is required. An individual plan including goals, positive & negative consequences may be formulated. Continued unacceptable behaviour will lead to a longer term of External Suspension and result in referral to the Interagency Student Behaviour management Service for support.

More than 4 referrals before the 10 days has expired

Subsequent referrals will need to be referred to the Behaviour Support Coach for support and result in the formulation of a Student Development Plan developed in conjunction with parents, staff and interagency specialists.

Continuing behaviour management concerns following the implementation of individual programs and support strategies may lead to exclusion and/or expulsion.

More than one Focus Room may result in a student being excluded from extra-curricular activities at the discretion of the leadership team. (These activities may include socials, visiting artists, sports, excursions etc)

The Principal or Leadership team can review student involvement in any school activity, irrespective of the number of Focus Rooms, and can exclude students from involvement as deemed appropriate. Parents will be informed of this decision.

Implications of poor behaviour on STUDENT REPRESENTATIVE COUNCIL

SRC representatives are expected to set an example and model exemplary behaviour within the school community. Any breaches of the school behaviour code will place their continuation in SRC under threat.

Cases will be treated individually and a determination made by SRC coordinators and the Principal.

As a guideline a student who is Externally Suspended or who is referred to the Focus Room on 2 occasions during a year will be replaced as an SRC member.

This will be made explicit to students at the start of each year. Parents will be advised in writing in the event that their son/daughter is removed from SRC because of behaviour code breaches.

Community Service

Sometimes minor behaviours or infringements in the yard do not warrant a focus room but require some consequence. Behaviour interventions will be completed by the teacher. They are recorded on Sentral and do not require any further follow up. Leaders and home group teachers will be notified of behaviour intervention through Sentral.

GUIDE TO NON EXTREME BEHAVIOURS

Our Red Rules or behaviour code is very broad. We cannot develop rules for every event. Students especially adolescents will often test the boundaries trying to walk the line in terms of expectations. As a school it is important to be able to respond consistently to such behaviour without over burdening students with rules. The following provides a guideline to staff responses in the circumstances listed.

Student should be made aware of these expectations. Where this is clearly not the case a reminder is appropriate in the first instance.

Mobile Phones

The school understands that mobile phones are common place in society, provide an efficient form of communication and are a leisure time pursuit of many youths. We permit the possession of mobile phones in the school under the following conditions.

1. Students accept full responsibility for the loss, theft or damage to mobile phones.
2. That they are only used during non lesson times – this means before 8.50am, during recess and lunch time and after 3.20pm dismissal. Mobile phones will be switched off or on silent and out of sight during lesson time (which includes study lessons and when walking between lessons) **unless negotiated with the teacher to be used for a learning task.**

If phones are visible to staff during lesson time without permission they will be confiscated and stored in the Front Office where they can be collected by students at the end of the day.

Where a student refuses to provide a mobile phone to the teacher they may be permitted to take it to the Principal's Office. If they refuse to do that, then a Focus Room consequence will apply.

Inappropriate use of mobile phones involving harassment, sexually explicit material etc will be treated in accordance with the relevant section of the 'Guide to Extreme Behaviours' statement below.

Video/ Music/ Image/ Game Files

Some students try to store **video/music/game files etc.** on the school computer network. These files take up significant memory and are generally not school or work related. These files located on school computers or the network will be deleted unless particular permission has been gained to use them in multimedia projects.

Our current practice is to permit "private listening only" where students have music on personal USB store drives or music devices **if** the teacher agrees and it does not interfere with other students. However, these devices are treated like mobile phones – they are not permitted to be used during lesson times or between lessons unless permitted by the teacher. If a student misuses the device or it interferes with their learning and disrupts other students, it will be confiscated by the teacher or taken to the Front Office. If they refuse to do so then a focus room consequence will apply.

Computer games

Some students attempt to play games on the computer network, from the internet or from their personal USB store drive. Games stored on school computers or the network will be deleted. Students using games during school hours will be asked to stop.

In both cases students responsible for this inappropriate behaviour will be restricted from school computer access for one week (5 days) in the first instance.

Exception: Library computers at lunchtime.

Use of diaries by students in Year 6-12

Students in Year 6-12 are expected to carry diaries with them at all times during lesson times. This may include electronic diaries.

Chewing gum

Chewing gum is not permitted in the school grounds. Where students are found using it the gum should be binned immediately.

GUIDE TO EXTREME BEHAVIOURS

Fortunately incidents of extreme behaviour are infrequent in our school community. Part of the reason for this is having high expectations and clearly defined consequences. The following statements provide the basis of our response to extreme behaviours.

Illegal / illicit drugs in the school

For the purpose of the policy illegal or illicit drugs include but are not limited to drugs such as alcohol, tobacco and marijuana. Students must not be in possession of such drugs (whether or not they are using them)

Violence in school

Action will be taken immediately to prevent or deal with this type of behaviour. Parents/guardians will be informed of the behaviour and action taken by a member of the school leadership team as soon as possible.

Harassment / bullying in school

Harassment refers to the act of tormenting, hurting or teasing another person/s through ridicule, put downs or physical contact. It generally falls into categories of physical, verbal, sexual or racial harassment. Harassment or bullying behaviour at PBAS is considered to be unacceptable because of the significant impact it has on students self-esteem / confidence and therefore success in learning.

In most cases a first occurrence will result in counselling in order to rebuild relationships between the students involved. A Focus Room consequence may also apply on this first occasion if it is considered that the episode of harassment / bullying warrants such action.

Where harassment /bullying is repeated (more than once) students will incur a Focus Room. Parents will be advised in writing of the harassment / bullying behaviour. Further disciplinary action will be the same as that documented for "Managing repeated FOCUS ROOM REFERRALS" – see above.

Swearing / Extreme verbal abuse

Swearing is not acceptable. Where it occurs as part of a general discussion between students on most occasions, in the first instance, students will be reminded of their need to use appropriate language. Where:

- the language is particularly foul
- the place the language was used is especially inappropriate (eg classroom, canteen, assembly)
- students do not respond to reminders regarding their inappropriate language

they will be receive a Focus Room Referral. Continuing behaviour of this nature will be treated in line with our procedures for "Managing repeated FOCUS ROOM REFERRALS" – see above.

Weapons in the school

It is not acceptable to carry items such as knives, sling shots, knuckle dusters etc in a school.

The possession of such items (regardless of action with them) will be treated very seriously. The following consequences will be applied.

1. The item/s will be confiscated and only returned directly to parents
2. Parents will be contacted regarding the incident.
3. Consequences will be determined according to the situation.

A student who uses any object (eg pencil, screwdriver, knife or hammer), as a weapon in a threatening manner will face immediate external suspension consistent with the Violence in school statement. (See above).

Sexually explicit material

Students are not permitted to have images of scantily clad persons on their books, diaries, bags etc. Where the clothing or posture is particularly revealing or suggestive they will be required to remove the image.

Students should not be in possession of pornographic and/or sexually explicit material Where images involve inappropriate use of the school curriculum network, e-mail or Internet they will also be restricted from the use of them for a period of not less than 2 weeks in the first instance.

Consequences for any of the above extreme behaviours may include suspension, exclusion and or criminal charges/legal action.