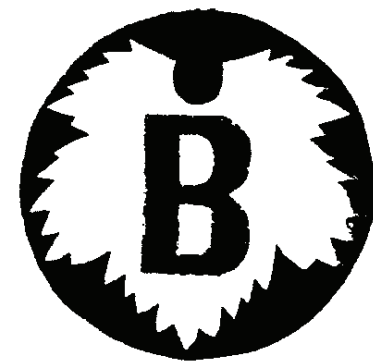


Ballandean State

School

"We care, We share"

BEHAVIOUR MANAGEMENT POLICY



Revised 2008

OUR BELIEFS

At Ballandean State School we hold a set of beliefs in relation to the behaviour of children.

These beliefs influence our decision making and guide our interaction with the children at the school.

◆ *We believe that each child is responsible for his/her own behaviour and that all behaviour is linked to learning outcomes.*

◆ *We believe that behaviour is learnt and can therefore be re-learnt. This is done through a process of relearning more appropriate behaviours in a supportive environment.*



◆ *We believe that inappropriate behaviours may create an environment where children are unable to learn effectively.*

◆ *We believe children, staff and other members of our school community have non-negotiable rights to-*

A note from the Principal...

My experience in working with children in school and non school settings has led me to conclude that -

- ⌋ *All children are intrinsically good.*
- ⌋ *Children cope differently with the different settings, opportunities and personnel that are part of schools. We value this diversity in children!*
- ⌋ *Behaviour is learned, and can be re learned.*
- ⌋ *The relearning process will be different for each individual child and therefore, children must be dealt with as individuals when managing or supporting behaviour. What works for one child may not work for another and some children will need greater levels and types of support when modifying behaviour.*
- ⌋ *Children come to school to learn academic and social skills in a safe environment. They must be allowed to make mistakes (academic and social) to enable them to learn from the mistake.*
- ⌋ *Although children may present with some behaviours that annoy, frustrate and appear anti social, these behaviours may often result from other issues that even the child doesn't understand. It is up to the adults in the child's life to assist them in identifying the problem behaviour and, further, to support them as they relearn or replace the undesired behaviour. This process may take a while and there may be some backward steps among the forward steps.*
- ⌋ *The most effective way to support a child in modifying behaviour is to make sure that the child understands that the adults in their life are working as a team. Our school seeks and welcomes parental involvement and support in Behaviour Management.*
- ⌋ *Be patient.*
- ⌋ *Practise tolerance.*
- ⌋ *Embrace individuality.*

Kath Wenban

Desiderata

Go placidly amid the noise and haste, and remember what peace there may be in silence. As far as possible without surrender be on good terms with all persons. Speak your truth quietly and clearly; and listen to others, even the dull and ignorant; they too have their story. Avoid loud and aggressive persons, they are vexations to the spirit. If you compare yourself with others, you may become vain and bitter; for always there will be greater and lesser persons than yourself.

Enjoy your achievements as well as your plans. Keep interested in your career, however humble; it is a real possession in the changing fortunes of time. Exercise caution in your business affairs; for the world is full of trickery. But let this not blind you to what virtue there is; many persons strive for high ideals; and everywhere life is full of heroism.

Be yourself. Especially, do not feign affection. Neither be critical about love; for in the face of all aridity and disenchantment it is as perennial as the grass.

Take kindly the counsel of the years, gracefully surrendering the things of youth. Nurture strength of spirit to shield you in sudden misfortune. But do not distress yourself with imaginings. Many fears are born of fatigue and loneliness. Beyond a wholesome discipline, be gentle with yourself.

You are a child of the universe, no less than the trees and the stars; you have a right to be here. And whether or not it is clear to you, no doubt the universe is unfolding as it should. Therefore be at peace with God, whatever you conceive Him to be, and whatever your labors and aspirations, in the noisy confusion of life keep peace with your soul. With all its sham, drudgery and broken dreams, it is still a beautiful world. Be careful. Strive to be happy.

Max Ehrmann

found in Old St. Paul's Church, Baltimore, Maryland (dated 1692)

- feel safe
 - to learn and to teach
 - to be respected physically, emotionally.
- ◆ ***We believe that to create a safe, happy, supportive learning environment it is important to integrate a behaviour management program into everyday school life.***
 - ◆ ***We believe that different schools settings are available to meet the needs of individual children and that all children have a right to have access to the setting that best meets their needs.***

AS A RESULT OF THESE BELIEFS **WE:**

- ◆ ***Positively acknowledge appropriate behaviour. This can happen in the following ways:***
- Acknowledgement of / Encouragement of / Reinforcement of responsible behaviour through an intrinsic, value driven personal approach - “To do the right thing because it is the right thing to do”
- Certificates
- Public and private acknowledgement / recognition
- Verbal reward
- Stickers/stamps

School processes that help to facilitate appropriate standards of behaviour and behaviour support include:

- ‡ creation of a positive whole school culture
- ‡ quality learning and teaching practices
- ‡ a balanced, relevant and engaging curriculum
- ‡ supportive and collaboratively developed programs and procedures
- ‡ managed professional development, education or training for all members of the school community
- ‡ a range of provisions that are characterised by non-violent, non-coercive and non-discriminatory practices
 - ‡ a continuum from whole school positive preventive action for all students, through to intensive intervention for specific individuals or groups.

Inappropriate behaviours will lead to some logical responses.

These responses will assist our school in supporting the child in the process of re-learning more appropriate behaviours.

THIS SUPPORT CAN OCCUR AT TWO LEVELS

▪ **CLASSROOM LEVEL**

child engages in behaviour that is deemed to be unacceptable at our school. This notification will be via a verbal and/or written notice. Parents are welcome to contact the school to discuss issues related to any behaviour incidents.

From time to time, some children may be placed on Individual Behaviour Management Programs or on Behaviour Cards to track their behaviour.

PLEASE NOTE

- ‡ All behaviour infringements are recorded at school on the School Management System (computer) and/or in a Behaviour Incident Register.
- ‡ Behaviours that occur away from our school but during a school organised / sanctioned activity are also subject to this policy. This includes behaviours that occur on school camps, excursions or at sporting events and activities.
- ‡ It is desirable that parents work with Ballandean State School staff to assist children in learning and demonstrating appropriate behaviours. Staff will endeavour to keep parents informed about programs available through our school and through external providers to assist in supporting behaviour of children at our school.

quietly and think) and problem solve . Parents will be notified.

- ◆ Before re-entry to classroom or playground the child will have to negotiate conditions related to their re entry and associated behavioural expectations.
- ◆ Please note that during *In-School Suspension* behaviour issues take **precedence** over classroom work.
- ◆ At Ballandean State School we believe that *In-School Suspension* is a more preferable form of intervention than *Out Of School Suspension*.

*In the event of more serious behaviour infringements, remaining options include **Out-Of-School-Suspension (For 1 to 5 Days OR More Than 5 Days)** and **Expulsion** from our school. These options are usually engaged when attempts to support the child have not been successful, and the child continues to repeat inappropriate behaviours **OR** the child engages in serious inappropriate behaviour/s including **CRIMINAL OFFENCES**.*

These options will be discussed if the child is not responding to the support/intervention that has been previously offered.

In the case of physical assault, the school may contact the ‘Adopt a Cop’ to provide additional support for the children’s behaviour.

⚠ If a child demonstrates a behaviour that severely affects the teaching /learning process in a negative way, is unduly aggressive or violent, is wilfully disobedient or disrespectful, he/she will receive, at the very least, an **“In School Suspension”**.

⚠ *Parents will be notified in writing whenever their*

▪ SCHOOL LEVEL

AT THE CLASSROOM LEVEL, RESPONSES MAY INCLUDE:

- Rule reminders (verbal and non-verbal)
- Removal from group
- Withdrawal of privileges
- Warning

(These responses may vary from class to class according to age, class structure and negotiated classroom rules)

Please remember

All children have the right to quality learning opportunities and no child's behaviour should negatively affect the classroom or playground environment. Bullying, harassment and intimidation of others in our school community is prohibited. This includes any form of physical, verbal or non verbal forms of bullying.

From time to time an inappropriate behaviour may fall into one of the following categories:

<u>FREQUENCY</u>	the behaviour is repeated often
<u>INTENSITY</u>	the behaviour is unacceptable in a safe and supportive environment.
<u>GENERALITY</u>	the behaviour is exhibited in a variety of settings
<u>NON-COMPLIANCY</u>	the behaviour indicates that the child is unwilling to co-operate.

In the event of one or more of these indicators being exhibited the child will then be supported on a **SCHOOL LEVEL**.

AT THE SCHOOL LEVEL, SUPPORT MAY INCLUDE:

- ◆ An *Individual Behaviour Management Plan* that will be negotiated with the child, along with a related response. This behaviour management plan

will be kept in the *Child's file*.

- ◆ At this level the child will receive some support in the management of their behaviour. The nature of this support will be determined after consultation with the child's teacher, other school based adults and the principal. The parents and Guidance Officer or behaviour support worker may be included at this stage. (To engage a behaviour support worker parents will be asked to sign the necessary documentation to allow the support worker to have access to the child.) This support will be varied and will attempt to meet the needs of the individual child. As a result, it is inappropriate to determine the exact nature of support in this document. However, examples of support include:
 - ◆ *Time Away from Others*– This provides children with a supported opportunity to work through their behaviours in an environment that is free from stressors placed on children by others. Children will be offered the opportunity to work through their behaviour using a problem solving approach.
 - ◆ *Swearing Re-Education Program*
This opportunity will consist of children being provided with a re education program during break time. This program will consist of an exploration of ways to deal with situations that may involve them swearing and the development of a promotional program to share with the rest of the school.
 - ◆ *A Green Slip* will be sent home any time a child speaks inappropriately or speaks in a nasty tone.
 - ◆ In the event of a child's behaviour jeopardising the learning environment or physical safety of other school personnel then he/she will placed on immediate *In-School Suspension*. During this time the child will be given the opportunity to reflect (sit