

Leda Education Support Centre Behaviour Management Policy

RATIONALE

Leda Education Support Centre (ESC) is committed to protecting the rights of all students and staff while maintaining the best possible teaching/learning environment. In doing so, we promote respect for self and others. We aim to ensure that the individual is provided with:

- consistent and fair management of student behaviour;
- a safe and supportive learning environment;
- equity in learning; and
- a positive and caring environment.

Supporting documentation: Student Behaviour Policy (2016)
Managing Student Behaviour Initiative
School Education Act (1999)
Disability Discrimination Act (1992)
Disability Standards for Education (2005)
School Education Regulations (2000)

OUR BELIEFS ABOUT BEHAVIOUR

We believe that the crux of successful behaviour management is acting to meet students' needs rather than reacting when they misbehave. We also believe that behaviour is:

- learned;
- influenced by the situation; and
- serves a purpose.

RIGHTS AND RESPONSIBILITIES

STUDENTS

Right to:

- Learn in a purposeful & supportive environment;
- Work & play in a safe, secure, friendly & clean environment;
- Receive respect, courtesy & honesty;
- A quality education.

Responsibility to:

- Ensure that their behaviour is not disruptive to the learning of others;
- Behave in a way that protects the safety & wellbeing of others;
- Ensure that the school environment is kept neat, tidy & secure;
- Ensure that they are punctual, polite, prepared & display a positive manner;
- Treat others with care & respect.

STAFF

Right to:

- Respect, courtesy & honesty;
- Teach in a safe, secure & clean environment;
- Teach in a purposeful & non-disruptive environment;
- Co-operation & support from parents.

Responsibility to:

- Implement the school plan;
- Provide a high quality educational program;
- Model respectful, courteous & honest behaviour;
- Ensure that the school environment is kept neat, tidy & secure;
- Establish positive relationships with students, parents & other staff;
- Ensure good organisation & planning;
- Regularly report student progress to parents;
- Enter information into Integris as required in a timely manner;
- Identify & respond to bullying incidents.

PARENTS

Right to:

- Have access to a quality education for their child;
- Be informed promptly of behaviour management procedures & decisions affecting their child;
- Be informed of their child's progress;
- Be heard in an appropriate forum.

Responsibility to:

- Ensure that their child attends school on a daily basis;
- Ensure that the physical & emotional condition of their child is at an optimum for effective learning;
- Ensure that their child is provided with appropriate materials to make effective use of the learning environment;
- Support the school in providing a meaningful & adequate education for their child;
- Observe school protocols;
- Promote & model positive relationships (between themselves & staff).

IMPLEMENTATION

Some forms of disability may involve symptoms or manifestations over which the student has little control, but which may look like poor discipline.

INDIRECT DISABILITY DISCRIMINATION (DDA 1992)

A person discriminates against another person on the grounds of a disability if:

- The requirement to comply with a request is not able to be fulfilled because of the disability;
- The request is likely to disadvantage the person with disability;
- Reasonable adjustment is not made to enable the person with a disability to comply with the request;
- The lack of reasonable adjustment disadvantages the person with a disability.

INDIVIDUAL BEHAVIOUR MANAGEMENT PLANS

Students whose behaviour needs are not adequately met through the whole school support plan will require Individualised Behaviour Plans. Information received from the student, parent and internal/external agencies will contribute to the documented plans. Plans will be signed off by parents and will be regularly reviewed.

WHOLE SCHOOL BEHAVIOUR SUPPORT PLAN

Staff will adopt and deliver a clear, consistent message based on 1-2-3 Magic & Emotion Coaching. This approach is predictable rather than subjective and erratic.

We believe that 1-2-3 Magic:

- Promotes the position of the teacher as the person in charge;
- Promotes emotional self-regulation in children;
- Encourages behaviour the teacher wants to see more of;
- Discourages behaviour the teachers doesn't want to see;
- Optimises the amount of time spent on teaching instead of behaviour management.

Teachers will:

- Use and display visual supports as required, display class rules, rewards and consequences in the classroom. Discuss and reinforce rules and positive behaviours as appropriate for individuals and/or whole class.
- Implement the Kidsmatter program using PATH's to promote self esteem, resilience, self regulation, promote positive relationships and develop emotional understanding.
- Set high expectations for student behaviour, with a focus on desired behaviour, and share these expectations with students and parents.
- Attend CMS (Classroom Management Strategies) training.
- Resolve issue and conflicts using Restorative Practises.
- Engage with external agencies where required to support individual student behaviour needs.

SCHOOL RULES

We show respect, courtesy and honesty at all times.

To do this we:

1. Follow the instructions of all school staff politely and promptly.
2. Play and work co-operatively.
3. Keep hands, feet and objects to yourself.
4. Speak politely to others.
5. Respect the property of others.
6. Behave in a safe and caring manner.
7. Walk on concrete, paved areas and inside buildings.
8. Wear full school uniform.
9. Wear a sun smart hat outside.
10. Play in allocated areas and on equipment safely.
11. Hand in all electronic devices to the front office on arrival at school and collect them when leaving school.

The above school rules apply when attending activities off the school site during school hours and/or when representing the school, including the School Bus Service.

WHOLE SCHOOL POSITIVES

At Leda Education Support Centre our goal is to support the growth of each child's personal development. This includes improving their self esteem, resilience and respect for self and others. To this end all staff promote and celebrate positive behaviours as a priority. Specific, whole school strategies include:

- **Honour certificates:** children in each class receive certificates regularly at assembly each fortnight in recognition of positive behaviour;
- **Centre raffle:** children are encouraged to visit the principal's office to show good work and/or for positive behaviour where they receive a raffle ticket for the weekly draw as well as stickers, pencils or erasers;
- **Specialist teacher awards:** specialist teachers each present an award to a class at assemblies;
- **Post cards:** staff send home individual postcards to advise parents of positive behaviour or good work;
- **Communication books:** each child has a communication book which is used to relay positives, concerns, reminders and general information to parents on a daily basis;
- **Class reward systems:** each class has developed a highly motivating reward system to encourage positive behaviours (DoJo, shop, raffle, prizes, free time);
- **Faction points:** coloured slips are counted in faction groups and combine with sports and other points for the faction competition. These are presented as fortnightly assemblies for a range of achievements;
- **Care Bear Awards:** as part of the Centre's pastoral care program, students are presented with a care-bear award at fortnightly assemblies;
- **End of term reward:** at the end of each term students are rewarded for positive behaviours and are invited to attend a special celebration;
- **Telephone calls:** calls home to encourage parents to recognise and praise their child's positive behaviour;
- **Face to face:** incidental communication at the end of the day as parents collect their children.

PREVENTATIVE WHOLE SCHOOL STRATEGIES

Leda Education Support Centre adopts a whole school pastoral care approach to managing student behaviour. We seek to:

- Promote a school ethos that seeks to be pro-active and restore relationships damaged through conflict;
- Engage in regular, whole school and whole class meetings to identify strategies to resolve challenging behaviours;
- Raise awareness to counter bullying (information shared on website, in newsletters and regularly through the school community);
- Collaborate with parents and the wider community on bullying and behaviour management;
- Provide professional learning for staff and parents addressing behaviour management;
- Deliver a social competency curriculum (Kismatter—PATH's program, protective behaviour strategies, social skills programs,);
- Engage in positive staff role modelling;
- Provide incentives for positive behaviour (faction points, honour certificates, raffle prizes, positive reinforcement);
- Support our school chaplain to liaise and form positive relationships with students, parents and staff;
- Provide opportunities for students to model positive behaviour, develop their leadership and social skills and grow their talent—Schools Alive Choir, Horse Riding, Swimming Program, Jump Jam, Drumbeat, Community Access, Incursions/Excursions, Student Councillor/leadership roles
- Make learning engaging and motivating;
- Record appropriate information on Integris and in communication books to identify patterns and keep parents informed.

1,2,3 MAGIC AND EMOTION COACHING

Staff at Leda Education Support Centre believe that children with better self-regulation are more successful. They become more competent, are more capable of dealing with frustrations and are more assertive.

Too much talking overwhelms students and affects their ability to think properly. When overwhelmed, children lose the ability to self-regulate. Counting is a signalling system that does not overload their thinking capacity. Signalling indicates a limit and helps them to:

- Pause and reflect;
- Stop themselves;
- 'Um' and 'ah';
- Adjust;
- Ask 'will I' or 'won't I?'.

Staff will sort behaviour into three types:

- MBA**—Minor, **B**ut Annoying behaviour (eg. making silly noises)
- START** behaviour—behaviours they want children to start (eg. staying in their seat)
- STOP** behaviour—behaviours they want children to stop (eg. talking out of turn)

Staff will respond consistently to **STOP** behaviours.

Children often need help from adults to learn self-control. They need feedback about their feelings and thoughts.

Staff will implement the following key elements of emotion coaching:

- Identify and be aware of the child's emotion;
- Recognise the emotion as an opportunity for connection and teaching;
- Listen empathetically and validate the child's feelings;
- Help the child to verbally label emotions;
- Set limits while helping the child problem solve.

Through repeated experiences of learning to 'measure' their emotional response, children will learn the skills of managing their emotions. Children will learn the skill by practising the skill.

CONSEQUENCES

Consequences are both positive and negative. We use positive consequences, or rewards to encourage good behaviour and negative consequences to discourage challenging behaviour. Consequences are applied immediately—at point of need. They are also applied consistently to ensure that students, parents and staff understand why they were implemented and how they were delivered. Consequences need to be powerful and motivating enough to encourage positive behaviour and discourage negative behaviour. 1,2,3 Magic and Emotion Coaching enables staff to apply consequences consistently and ensures that children clearly understand what is expected of them.

Consequences are explained to children ahead of time so that there are no surprises. On rare occasions (where safety or risk to others has occurred or in the case of an unforeseen circumstance), a consequence will be applied without prior warning, this may include time out, loss of a privilege and/or suspension.

- Time Out** - if the student's behaviour interferes with the rights of other students to learn or the capacity of a teacher to teach a class that student may be moved to time out. If time out cannot occur in the classroom then a suitable place will be identified within the school. The student will be supervised at all times.
- Loss of privilege** - the reason and period for loss of privilege will be clearly communicated to the parent and student. The student is regularly reminded of the behaviour standards expected in order for the privileges to be reinstated.
- Suspension** - the principal may suspend a student from attendance at school as part of a the school behaviour support plan. Suspension is used when the breach of school discipline causes significant disruption to the student, other students or staff, and is for the purpose of providing an opportunity:
- for the student, other students and staff to calm and recover; and/or
 - for all to reflect on and learn from the incident, including where appropriate participating in restorative practises; and.or
 - for the school to evaluate existing behaviour support plans, meet with any internal or external stakeholders, seek advice on how to better support the student, and put in place any adjustments to plans, resources, staff or strategies that may be required; and/or
 - for the parent to meet with the school to discuss how to improve co-ordination between school and home to help the student behave appropriately at school.
- (Student Behaviour Policy - As endorsed by Corporate Executive & the Director General)
- Exclusion** - the principal may recommend to the Director General that a student be excluded from attending school as part of the school behaviour support plan. All other forms of behaviour response must have been exhausted or the student must have committed an act so extreme that it's impact prevents the school from re-establishing a safe, caring and supportive environment for the student.

INDIVIDUAL BEHAVIOUR MANAGEMENT PLANS (IBMP's)

Some students require the support of an Individualised Behaviour Management Plan. Plans are developed as part of a collaborative process including the student (where able), staff, parents and internal/external agency supports as required. Parents sign the document. The plans are working documents and as such can be adjusted to meet the changing needs of the student.

IBMP's clearly state expectations and planned support for a student and demonstrate the commitment of the school to the student's wellbeing. The strategies and supports are applied consistently following the collection of reliable data to help identify triggers and cues preceding the unwanted behaviours. The plans also support staff by providing strategies to respond to challenging behaviour and help to provide boundaries, consistency and consequences for the student.

It is understood that a student's behaviour will often deteriorate before it improves when an IBMP is introduced.

RISK MANAGEMENT PLANS (RMP'S)

Leda Education Support Centre recognises that for some students their inclusion in some activities could pose a higher risk than others, and that additional planning is required to ensure their safety and wellbeing is necessary, to enable their continued participation.

Risk management maximises the ability to deliver on school objectives, works to safeguard the student and promote student and staff wellbeing while meeting duty of care requirements for our school.

Risk management plans are developed to ensure that staff have a clear process to follow should an emergency occur either on or off school site.

Risk management plans take into account the ability level of the child, support requirements, activity focus and environmental factors that could impact.

PHYSICAL RESTRAINT OF A STUDENT

The principal will ensure that physical restraint of a student is only used:

- In circumstances where a student's emotional or behavioural state prevents other strategies to maintain the good order of the learning environment from being successful; and
- Where that emotional or behavioural state poses imminent risk of harm to self or others or risks significant damage to property; and
- For the minimum amount of time needed for the student to recover an emotional or behavioural state whereby less restrictive strategies may be successful.

The principal will:

- Not permit the use of restraint as a form of punishment;
- Ensure that staff attempt less restrictive strategies before attempting physical restraint;
- Provide appropriate support to student, staff, other students and parents as required after the restraint;
- The principal will ensure that records are kept for each instance of physical restraint;
- A report will be lodged via the Online incident notification system as soon as practicable after the incident;
- Ensure that staff who apply physical restraint are appropriately informed and skilled;
- Make available assistance to staff involved in the application of restraint; and
- The principal will monitor the effectiveness of physical restraint as part of the behaviour support strategy.

SCHOOL EDUCATION REGULATIONS 2000

38. Staff member's powers to manage etc. students

A member of staff of a government school may, in the performance of the person's functions, take such action, including physical contact with a student or a student's property, as is reasonable —

- (a) to manage or care for a student; or
- (b) to maintain or re-establish order; or
- (c) to prevent or restrain a person from —
 - (i) placing at risk the safety of any person; or
 - (ii) damaging any property.