

DJIDI DJIDI
ABORIGINAL SCHOOL



**Social Emotional
Learning Policy**

Effective October 2010

Social Emotional Learning Policy

Aims and Purpose

The Djidi Djidi Aboriginal School Social Emotional Learning Policy ultimately aims to reinforce, encourage and reward appropriate behaviour and respect for others.

We also aspire to:

- Foster a positive and caring school and classroom environment.
- Establish a positive relationship between teachers, students and parents/carers.
- Recognise and respect the rights and responsibilities of all school community members.
- Protect the rights of all individuals.
- Resolve conflicts in a positive, non-violent manner.
- Establish a clear set of consequences for those individuals who choose not to follow the accepted code of behaviour.

Values are determined by the beliefs we hold. They are the ideas about what someone or a group thinks is important in life and they play a very important part in our decision making. We express our values in the way we think and act.

Values

1. A pursuit of knowledge and a commitment to achievement of potential
2. Self acceptance and respect of self
3. Respect and concern for others and their rights
4. Social and civic responsibility
5. Environmental responsibility

Code of Behaviour

Our school community believes that:

- All members of the school community have the right to feel safe and secure in the school environment.
- Students have the right to learn and teachers have the right to teach without disruptions from others.

Guiding Principles

At Djidi Djidi these principles guide our whole school approach:

- Positive relationships, encouragement and engagement in the curriculum are the foundation for positive behaviour.
- Parents, families and students are partners and will be consulted about the behaviours we want and how to develop and support positive behaviour. This includes the development of Individual Student Plans.
- Everybody at the school is supported to take responsibility for their own actions.
- Staff are responsible to ensure safety and good order. Communication between staff is essential in order for this to happen.
- Students and the community are involved in developing/reviewing the school code of conduct and rights and responsibilities.
- The student/teacher relationship is paramount. Strategies support behaviour management at the classroom level. Principal/Office staff deal with student misbehaviour by supporting resolution by the teacher.
- Procedures are firm and fair and take into account (inclusive) the context of the behaviour and the developmental level and circumstance of the student.
- We teach positive behaviours and recognise that some students need more direct teaching in appropriate behaviours and social skills than do other children.
- Underlying causes of misbehaviour are investigated and addressed.
- Bullying behaviour, harassment, racism, teasing and violence are not acceptable.
- We use restorative practice. This means that if behaviour causes distress or hurt to others we aim to make good the harm and restore good relationships between the parties. If property is damaged, a consequence is negotiated with the student and the family. If students lose privileges they are given an opportunity to earn them back.

CODE OF CONDUCT

1. At Djidi Djidi we treat people and their culture with respect and courtesy.
2. At Djidi Djidi we treat our environment with respect.
3. At Djidi Djidi we follow instructions appropriately.
4. At Djidi Djidi we care for each other and make everyone feel safe and valued.
5. At Djidi Djidi everyone strives to do their best



School Rules

Each year class teachers discuss with students and form class charts.

1. At Djidi Djidi we treat people and their culture with respect and courtesy.	I listen quietly I answer when spoken to I treat the teacher with respect I treat the other children with respect
2. At Djidi Djidi we treat our environment with respect.	I look after the grass I don't pull the branches off the trees I look after the school equipment I look after the playground We look after our world We look after our property
3. At Djidi Djidi we follow instructions appropriately.	I start my work quickly I come when I am called I follow the football rules I listen to the teacher and the rules I do my work when the teacher says
4. At Djidi Djidi we care for each other and make everyone feel safe and valued.	I look after my classmates I play gently Big kids look after little kids I follow the football rules Pick up kids when they fall Be nice to new kids When someone's sad you help them Be kind to each other Everyone looks after everyone
5. At Djidi Djidi everyone strives to do their best.	I work hard in my reading, writing and maths I always "have a go" I know that mistakes are part of learning If I try my best I can work properly You can help people if they don't know what to do If you don't know what to do ask someone Write neatly

Rights and Responsibilities

Students

We have the right to:-

- Learn in a purposeful and supportive environment.
- Learn and play in a safe and friendly environment.
- Be treated with respect, courtesy and honesty.
- Not be harassed or bullied by others.

We have the responsibility to:-

- Follow the school code of conduct
- Behave in a way that protects the safety and well being of others.
- Follow the directions of staff members.
- Be friendly, positive and polite to others in our school community.
- Treat others with respect
- Respect other people's belongings
- Keep their environment clean and tidy and safe
- Let others learn and teachers teach
- Have equipment prepared and be ready to learn
- Be positive role models
- Come to class as soon as required
- Share class equipment
- Do the right thing

Parents / Carers

We have the right to:-

- Be informed about issues affecting our child / children's education, health and welfare.
- Be informed about classroom and whole school Behaviour Management Policies.

We have the responsibility to:-

- Follow the school code of conduct
- Ensure that our child / children attend school regularly.
- Ensure our child / children are prepared for effective learning.
- Read, sign and return communications from school.
- Treat others including staff and students with respect
- Be positive role models
- Support the school in a meaningful and appropriate manner
- Be actively involved with their children's education
- Provide their children with a lunch
- Provide their children with all the book list items
- Communicate with the school/staff regarding incidents that may affect their child's learning

Staff

We have the right to:-

- Be treated with respect, courtesy and honesty.
- Teach in a safe and friendly environment.
- Teach in a purposeful and non-disruptive environment.
- Have co-operation and support from parents and carers.

We have the responsibility to:-

- Follow the school code of conduct
- Establish and maintain a safe, positive and friendly relationship and environment with students, parents and carers.
- Treat others with respect
- Provide an organised, stimulating learning environment
- Provide organised, stimulating and culturally appropriate lessons
- Provide a developmentally appropriate program of education
- Provide a safe working environment (Duty of Care)
- Model respectful, honest, courteous behaviour
- Be supportive and work as a team
- Recognise and respond to individuals needs appropriately
- Inform parents and carers about classroom policies and issues affecting their child / children.
- Report regularly to parents about their child / children's progress.
- Seek PD where needed through Performance Management



Staff Roles

Role of Teachers

Teachers have agreed to:-

- All classroom teachers will have a classroom management policy consistent with school policy that is supported and understood by all students and communicated to parents and guardians. The policy will include clearly defined rules, rewards and consequences. The policy will be executed fairly and consistently with the aim of providing support to all students.
- Discuss, display and implement school and classroom rules, positives and consequences.
- Staff start with strategies that cause the least disruption to the class eg non-verbal signals, talking privately/quietly to child, standing near child. If behaviour continues then other strategies are used.
- Document student misbehaviour and correctional strategies.
- Provide learning experiences to equip students with social and self management skills.
- Discuss the students' behaviour and consequences throughout the Behaviour Management process.
- Communicate with parents via the standard letter pro-formas and by other means.
- Communicate with colleagues.
- Involve and liaise with support personnel where appropriate in resolving Behaviour Management issues.
- Contribute to a regular review of the School Behaviour Management Policy.
- Provide relief teachers with details of the Classroom Behaviour Management Policy.
- Staff and students acknowledge positive behaviour in others. Positive behaviour is recognised through school and class awards eg Assembly certificates, faction points, virtue vouchers.
- Consequences will be logically related to misbehaviour eg
 - *If a child fights they may need to spend some time isolated from others and will need to restore positive relations with the other student.*
 - *If a student disrupts the learning of others they may need to work alone.*
 - *If a student damages property then consequences are negotiated, perhaps with the parents and the student.*
- All misbehaviour is followed up either immediately or at a more appropriate time.
- Staff use culturally appropriate ways of addressing behaviour. Where appropriate they can consult with Aboriginal staff on ways not to shame/embarrass a student
- An Individual Behaviour Plan (IBP) will be negotiated for any student who exhibits serious or persistent misbehaviour. Family member(s) and relevant personnel will be involved eg School Psychologist
- A Risk Management Plan may be required for any student who exhibits extreme behaviours. Family member(s) and relevant personnel will be involved eg School Psychologist
- Staff participate in professional development to increase skills and understanding in Social Emotional Learning and Behaviour Management.

Role of Administration

Administration have agreed to:-

- Support teachers with implementing the School and Classroom Behaviour Management practices.
- Provide support and professional development to staff to assist them in developing their behaviour management skills and strategies.
- Provide a link between parents, students and staff where required.
- Ensure consistency in the implementation and maintenance of the Behaviour Management practices throughout the school.
- Design and assist with programs for individual children with behaviour problems.
- Provide relief teachers with details of the School Behaviour Management Policy.
- Community awareness will be raised and input sought in relation to bullying, its characteristics and the school's SEL/Behaviour Management program through the newsletter, community meetings and flyers.
- 'You Can Do It Education' is a Social Emotional Learning program which is implemented across the school. This program promotes resilience, life and social skills, assertiveness, conflict resolution, anger management and problem solving. This program will be implemented from the beginning of each year with appropriate support and professional development provided for staff. Other supplementary resources are available from the Library.

Right Place - Right Time

It is acknowledged that when students are in the right place they are more likely to be behaving appropriately. As a consequence, and to empower the staff, 'Right Place - Right Time' will apply to all students.

If classroom and/or playground management procedures have been exhausted, and a student is refusing to go where they have been directed, then Right Place - Right Time processes will occur. (This also refers to those students who abscond from class and/or school)

Procedures

1. Student given clear instruction about where they need to go/be.
 2. Student given first warning.
"First warning, Right Place Right Time, you need to go to XXXX"
 3. Student given second warning
"Second warning, Right Place Right Time, you need to go to XXXX or you will be suspended"
 4. Student given final warning
"Last warning, Right Place Right Time, you need to go to XXXX by the count of 3 or you will be suspended"
- These warnings are given over a period of time to allow 'processing' by the student to make the appropriate decision.
 - This process is not used if the student is in a highly agitated state.
 - If a student is to be suspended through this process and the parent collects the child prior to lunch, the suspension is for the afternoon only, if collected after lunch, then it is for the following day.

THE GOLDEN RULES OF BEHAVIOUR MANAGEMENT

Staff should:

- Know their students and establish a relationship with them.
- Have clear statements of whole school and classroom rules and the consequences of their infringement.
- Set consistent and achievable standards.
- Promote a positive working environment. Give consideration to student seating and classroom arrangements.
- Prepare each learning session thoroughly. They must:
 - promote an outcomes based focus and cooperative learning;
 - allow for a variety of learning styles;
 - be resilient and able to accept changes to timetables or circumstances;
 - know what they wish to achieve;
 - know their content;
 - have prepared the necessary resources; and
 - be punctual.
- During the lesson:
 - give clear instructions;
 - teach at the students' level
 - choose carefully the time for the lesson;
 - use motivation techniques;
 - cater for a variety of interests; and
 - be flexible and adaptable in approach.
- Use positive reinforcement for appropriate behaviour. Note that:
 - positive incentives must be earned rather than just given;
 - verbal encouragement should be the most used incentive;
 - a variety of positive incentives should be used – change incentives regularly to maintain enthusiasm;
 - listen to the students;
 - desired behaviour should be rewarded; and

Positive Reinforcement Strategies

Classroom

- Incentive stickers and stamps
- Positive oral and written feedback from teachers and other students
- Portfolios – students selecting and reflecting on own work and goal setting
- Class reward systems
- Showing good work to other classes and administration
- Positive notes home
- Telephone contact with parents / carers
- Pre Primary Graduation Ceremony

Whole School

- Merit awards
- Virtue Vouchers
- Lucky Dip Tickets
- Showing or reading good work at assemblies
- Faction points
- Displaying work or recognition in the school newsletter
- Uniform award
- Tidy room award
- Aussie of the Fortnight award
- Whole School Reward activities:
 - Sausage Sizzle
 - Tabloid afternoons
 - Clubs afternoon
 - Extended lunches
 - Games / sport afternoons
 - Reward Days
 - Video afternoons
- End of year Book Awards presented at Presentation Night
- Awards of Excellence presented at Year 7 Graduation

Every child should be given the opportunity to earn and receive acknowledgment of their worth. Be alert to disruptive students and be prepared to use the school behaviour management plan to combat inappropriate behaviour.

The overall aim of these behaviour management practices is to ensure the establishment of high quality positive relationships between staff and students.

BEHAVIOUR MANAGEMENT POLICY

The following classroom behaviour management plan outlines a preferred approach to classroom management and should be consistent across all classes.

Level 1 Verbal Warning - Rule Reminder

This will identify, to the student, their inappropriate behaviour. Take the time to discuss this with the student at a break and explain the effects of the behaviour and the consequences if the inappropriate behaviour continues.

Level 2 Name Recorded - Written Warning

This signifies a second warning to the student for displaying inappropriate behaviour as per expectations in the class rules / expectations. This needs to be seen recorded in a BMIS book.

Level 3 Name X

This signifies the 3rd time a class expectation has been disregarded. A Time out is given to the student. The student is isolated to a "Think Desk" in the class setting where they think about choosing appropriate behaviour and / or finishing class work.

Level 4 Name XX

This signifies the 4th time a class expectation has been disregarded. This results in isolation in a buddy class (10-20 min). The student is expected to complete a "Think Sheet" at this point in time. On returning to the class the "Think Sheet" needs to be discussed.

Level 5 Name XXX.

This signifies the 5th time a class expectation has been disregarded. The student is sent to the Principal / Deputy Principal. The student phones home to explain why they have a lunch time detention.

XXX Severe

The student is sent immediately to the Principal / Deputy Principal. The P/DP phones home to explain why the child has a lunch time detention.

Deliberate damage to property, verbal or physical abuse of (kicking, hitting, punching) a teacher or student will result in **suspension**.

Important Note

Some students may choose to reach a particular level and not "bump" past that level. Should the student reach the same level 3 consecutive times, they will be told that the next time / day (each day is a 'clean slate') they display inappropriate behaviour the 1st time - they will immediately go to that level i.e. The level they have 'bumped' to 3 consecutive times. Then, should they choose, they can bump up levels from that point. At this time parents need to be contacted to come to Admin. for an interview about their child's inappropriate behaviour choices.

**** A stop watch should be provided for those students in time out/buddy class.**

PLAYGROUND / OUT OF CLASS PROCEDURES

Level 1 First Minor Incident.

Student is reminded by teacher of the rules and their responsibility.

Level 2 Second Minor Incident – Time Out.

Student to remain with duty teacher for a period determined by that teacher.

Level 3 Third or “Serious” Offence.

A **Red Ticket** is issued by the Duty Teacher. The Red Ticket is presented to the Deputy Principal by the duty teacher or their proxy, who records it on “Integris” and followed up by a discussion with the teacher and student.

A 20 minute lunch time detention is incurred. The student completes a “Think Sheet”. This sheet is sent home with the notification of detention.

1. If the same student receives a second Red Ticket for a playground offence, then the above applies. Only this time a 40 min. detention is incurred.
2. This process continues over a **2 week cycle**. A 3rd red card constitutes a **week** on lunch time detention.
3. Students that have received **more than 3 separate lunch time detentions** over a **term** will then have an “In-school Suspension” for a whole day. Parents are notified this is going to happen.

Deliberate damage to property, verbal or physical abuse of (kicking, hitting, punching) a teacher or student will result in a **suspension**.

CONSEQUENCES OF BEING SENT TO THE OFFICE.

1. Note made in student file and processed in SIS.
2. Appropriate consequence applied.
3. Notification of Parents/guardians
4. Further referral to appropriate agencies and/or Student Services

The Principal/Deputy Principal are responsible for issuing a lunch time detention upon 'Level 5' of the Classroom Behaviour Management Policy.

Administration may direct repeat offenders to a supervised area, give alternative break times and implement a behaviour modification plan. Parents/caregivers will be requested to attend a case conference.

- Teachers will be notified of discipline action taken by administration.
- Students at risk to be monitored by administration through regular visits and counselling
- A clean slate at the end of term for all students
- Severe disruptive behaviour will be referred to Student Services Team Member and a Behaviour Management Plan will be devised.

SEVERE CLAUSE

In the event of a critical incident including severe behaviour (Deliberate damage to property, verbal or physical abuse of a teacher or student) during class time, a classroom representative is to immediately bring a red disc (indicates Class) to the office. This correspondence requests immediate administrative support to the classroom (Principal/Deputy Principal)

In the event where there is a need of administrative assistance but is not critically urgent, a yellow disc (indicates Class) is forwarded to the office.

During Recess and Lunch time, duty teachers are issued with a set of two way radios where communication to one another and/or to the office can occur if urgent assistance is required.

INDIVIDUAL BEHAVIOUR PLANS

At any stage of the behaviour management process, an Individual Behaviour Plan (IBP) may be developed. The plan identifies target behaviours that need to be addressed by the student and the role of each of the stakeholders in supporting the student in achieving the goals of the plan.

The Plan would be negotiated with the class teachers, parents, the principal or deputy principal, student support services and the student. It would include review dates and a timeline for the cessation of the plan and return to mainstream BMIS.

Consequence Protocols

1. Classroom Behaviour Management

The students go through the Classroom Behaviour Management Policy and consequences.

a) Rule Reminder

Referral to displayed rules. Reinforcement or questioning of class rules.
Reinforcement of children behaving appropriately.

b) Warnings

Verbal reprimands according to individual classroom procedures. Stating the problem and clearly stating required behaviour.

c) Time Out in Class

The student works in a separate part of the classroom so they can settle and not disrupt other students. They rejoin the class when appropriate. Stop Watch for student to monitor their time.

d) Time Out: Partner (Buddy) Class

- Disruptive Student placed in another classroom.
- Work must be provided or 'Work it out sheet'.
- Stop Watch for student to monitor their time.

Record on SIS.

2. Lunchtime Detention

Students are detained in the Detention Room or office for twenty minutes at lunchtime and supervised by the Deputy Principal. Students do class work or complete a 'Reflection Sheet'.

A detention slip must be completed so details are accurately processed onto SIS.

Parents/guardians should be notified of continued detentions involving their child(ren).

If a student receives three detentions in a five week period, they will be excluded from the next whole school reward activity.

3. School Behaviour Meeting

If three detentions are received in a fortnight, the Deputy Principal (upon teacher request) will contact the parents to organise a meeting to involve the student; parent/carer; teacher and an administration representative to discuss:-

- i. the child's behaviour
- ii. strategies for preventing continued inappropriate behaviour
- iii. consequences of continued inappropriate behaviour
- iv. rewards to support the child's appropriate behaviours

Serious misdemeanours (such as verbal abuse, bullying or violence) will not be tolerated and will also result in a School Behaviour Meeting being organised.

4. Case Conference

If inappropriate behaviours are continued or if they accelerate, then a case conference involving district office staff and other relevant organisations will be organised by the Deputy Principal.

5. In School Suspension

Disciplinary procedures. The student remains at the school but is isolated from his/her peers and must complete set work independently. He/she has a separate recess/lunch to peers. Supervision is provided by Deputy Principal or nominated staff member. Parents are contacted prior to implementation. Deputy Principal maintains details of In-School Suspensions being processed in Integris. In-School Suspension may be used as an alternative to an 'Out of School' Suspension if deemed appropriate according to individual circumstances.

6. Out of School Suspension

Admin contacts parents.

End of line management procedure, which, is used at the discretion of the principal in consultation with Deputy Principal, teacher, AIEO and parent/carer.

7. Exclusion

As per DOE guidelines.

Note:

Students can by-pass step(s) depending on the severity of the exhibited behaviour.

Suspension and Exclusion Procedures

The Principal may authorise the suspension of pupils in cases of either repeated misbehaviour or of serious misbehaviour. (Serious misbehaviour includes violence, bullying, aggression or using abusive language towards staff.)

Parents/guardians will be contacted and notified before a decision of suspension is made, except in exceptional circumstances.

The following documentation will be completed when a child is suspended.

- (a) A copy of the reason for suspension and the duration of suspension will be forwarded to:
 - i. the child
 - ii. the parent/carer
 - iii. District Office
- (b) The suspension will also be recorded through Integris and kept on the student's file
- (c) Copies of relevant referral forms will be forwarded to School Psychologist, District Director and placed on file

On return to school the suspended student must meet with the Principal, parents & teacher before returning to class. At this meeting procedures will be outlined for the students return to school. Restorative Justice key questions can be used to help repair the harm that has been caused.

If a student has been suspended more than once in a period of a month, a case conference will be arranged to plan for the students return to school. This conference will include the Principal, the school psychologist, the teacher, the student and one or both parents/guardians.

If exclusion of a child is considered, then procedures outlined in the Education Act will be followed.

Refer to DoE 'Behaviour Management in Schools' policy guidelines for more details.

Consultation and Review

Our Behaviour Management Policy has been agreed to by teaching and administration staff, students and parents and has been ratified by our School Council.

This policy will be regularly reviewed and maintained by teachers and administration.

A WHOLE SCHOOL APPROACH TO BULLYING PREVENTION

A SAFE ENVIRONMENT FOR ALL

This school believes that the working environment for students and staff should be safe and free from violence, harassment and bullying of any kind.

Our safe working environment is outlined in our statements of an individual's rights. Bullying, violence and harassment are not tolerated because they infringe our fundamental rights to safety and fair treatment. Bullying refers to a wilful conscious desire to hurt, threaten or frighten. It can be physical or verbal in nature and is ongoing. It gives power through another's pain, fear and humiliation.

This school will not tolerate such behaviour in any circumstances, and with the collaborative support of the whole of its community has developed the following action plan.

SUPPORT FOR VICTIMS

Victims are encouraged to report to members of staff and/or parents, all incidents of bullying, violence and harassment. The victim and assailant will be involved in the resolution process. Both parties will be counselled. The administration and class teacher will oversee the resolution process and will monitor behaviour over a period of time.

PREVENTION

Teachers will incorporate into the curriculum a personal development program including role play, classroom meetings and cooperative group activities, to assist students develop assertive rather than aggressive ways of dealing with situations of conflict. (These programs include: Stop, Think, Do).

PARENT SUPPORT

The school will

- Request that parents cooperate with the year teacher in any resolution process
- Involve professional help where necessary.

CONSEQUENCES

- When bullying is reported, both parties will be counselled and the problem discussed.
- The bully will be asked to reflect on their behaviour and asked to consider how it feels to be bullied. A solution will be sort from all parties and agreed on.
- The situation will be monitored to determine whether the bullying has stopped.
- Further bullying will result in further discussion and a search for a solution.

Physical Contact and Restraint

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

b) to maintain or re-establish order

c) to prevent or restrain a person from placing at risk the safety of any person or damaging any property.

[Regulation 38 inserted in Gazette 24 Aug 2007 p. 4318]

Alternatives to Physical Controls

A member of staff who chooses not to make a physical intervention can still take effective action to reduce risk. They can:

- Show care and concern by acknowledging unacceptable behaviour and requesting alternatives using negotiation and reason.
- Give clear directions to students to stop.
- Remind them about the rules and likely outcomes.
- Remove an audience or take vulnerable students to a safer place.
- Make the environment safer by moving furniture and removing objects which could be used as weapons.
- Use positive touch to guide or escort students to somewhere less pressured.
- Ensure that colleagues know what is happening and get help.

Help Protocols

The expectation is that all staff should support one another. This means that staff always offer help and always accept it. Help does not mean taking over. It may mean just staying around, in case you are needed, to be a witness, getting somebody else or looking after somebody else's group. Supporting a colleague does not only mean agreeing with their suggestions and offering sympathy when things go wrong. **Real support** sometimes means acting as a critical friend to help colleagues become aware of possible alternative strategies. Good communication is necessary so your colleagues avoid confusion when help is offered and accepted. We have scripts so all parties understand what sort of assistance is required and what help is available. At this school we use the following agreed scripts for staff:

"HELP IS AVAILABLE"

"YOU CAN HELP BY ..." (means stay and observe – be witness – respond as requested)

"MORE HELP IS AVAILABLE"

"WHAT DO YOU SUGGEST?" (step in to take over – first respondent leaves)

And for students:

"I am here to help"

"Talk and I will listen"

"Come and let's sort this out"

Well Chosen Words

A well chosen word can sometimes avert an escalating crisis. When students are becoming angry there is no point in getting into an argument. Telling people to calm down can actually wind them up. Pointing out what they have done wrong can make things worse. The only purpose in communicating with an angry person is to prevent further escalation. It is better to say nothing and take time to choose your words carefully than to say the wrong thing and provoke a further escalation.

The Last Resort Principle

We only use physical restraint when there is no realistic alternative. This does not mean we always expect people to methodically work their way through a series of failing strategies before attempting an intervention in which they have some confidence. Nor does it always mean waiting until the danger is imminent, by which time the prospect of safely managing it may be significantly reduced. If necessary, staff have the authority to take immediate action to prevent harm occurring even if the harm is expected to happen some time in the predictable future. It does mean staff are expected to conduct a risk assessment and choose the safest alternative. It also means that staff are expected to experiment and think creatively about any alternatives to physical intervention which may be effective.

Reasonable and Proportionate

Any response to extreme behaviour should be reasonable and proportionate. People should not react in anger. If they feel they are becoming angry they should consider withdrawing to allow someone else to deal with the situation. When staff act in good faith, and their actions are reasonable and proportionate, they will be supported.

When physical controls are considered staff should think about the answers to the following questions:

- How is this in the best interest of the student?
- Why is a less intrusive intervention not preferable?
- Why do we have to act now?
- Why am I the best person to be doing this?
- Why is this absolutely necessary?

If staff can answer these questions it is more likely that a physical intervention will be judged reasonable and proportionate.

Unreasonable use of Force

It is not reasonable to use force simply to enforce compliance in circumstances where there is no risk. Nor is it reasonable to use any more force than is necessary to achieve a reduction in risk. Under no circumstances should pain be deliberately inflicted or should students be deliberately subjected to undignified or humiliating treatment (this should not be confused with the unavoidable discomfort associated with some approved techniques for disengaging from assaults such as bites and grabs). Other than as a one-off emergency measure to protect health and safety, force should never be used to keep a student secluded.

Recording

Whenever force is used the incident **MUST** be reported to the Principal and recorded using the approved incident. Incidents involving injury must be reported using the Department's Online Incident Notification System (OINS). The site can be reached through the attached link at: <http://secureapps.det.wa.edu.au/oins/index.do>

All staff involved in an incident should contribute (and be named) to the record which should be completed as soon as is practicable.

Staff should:

- Read through the school recording form carefully
- Take time to think about what actually happened and try to explain it clearly.
- Complete all names in full.
- Sign and date all records.

Bear in mind these records will be retained and cannot be altered. They will be kept for many years and could form part of an investigation at some time in the future. Incident reports will also be entered onto the student information system (SIS) so individual electronic record can be maintained and retrieved as required.

Serious incidents reports should not be completed until the individuals concerned have recovered from the immediate effects of the incident. They should not be rushed.

APPENDIX 1

Behaviour Management Strategies

The support processes established are to enable teachers to effectively engage students. We recognise that teachers in their every interaction with students are the critical players in assisting students to achieve the desired skills. The relationship between the teacher, student and school support staff is very significant and those who successfully apply the school's ethos and code of conduct develop a closer rapport leading to a stronger relationship. School support staff and school processes including debriefings, pastoral care and disciplinary measures, exist to support teachers. Effective teaching in a changing world in which students come from a range of diverse backgrounds with varying values and levels of support is a demanding and challenging profession.

To support teachers and other staff in the management of students, the following behaviour management strategies ranging from least to most intrusive interventions, should be developed and integrated into the teaching process.

1. Tactical ignoring of behaviour (TIB)

There are many low level disruptions that proceed from a student's desire to gain attention – calling out, sulking, throwing tantrums, persistent butting in, clowning etc.

- TIB tactically ignores (a decisive choice not to notice) such behaviour as long as we deem necessary. It is a difficult step to utilise because of the frustration we feel.
- The purpose behind TIB is reinforcement. We attend to, notice and reinforce on-task behaviour.
- Encouragement is a form of dynamic reinforcement.
- TIB does not conflict with the need for teacher control. It is a form of control for it says to the disruptor “when you put your hand up, stop sulking, stop clowning around, then I'll notice you”.
- A teacher needs effective eye sweeping skills to pick up on task behaviour and also to give direct eye contact to off task behaviour.

2. Teach the skills required

- Behaviour that needs to be learnt needs to be taught and practiced. Specific skills should be identifiable in individual education plans. Define what is the missing skill? Teach the skill.
- Practice. If the skill is learnt, student will be less likely to become frustrated and behaviours will be more appropriate.

3. Simple directions (SD)

- A simple direction should express our intent clearly and simply rather than getting involved in long-winded discussions. “Paul put the pen down”.
- In all discipline it is important to remember to use the student's name.
- SD's are generally used early in a discipline transaction. Establish eye contact, speak clearly, firmly, briefly, repeat if necessary and expect compliance.
- When giving SD's to a group, eye sweep the whole group, then speak as if to two or three.

4. Redirection (RD)

- Where a student is behaving inappropriately, a simple redirection will break the sequence of events and move the child on to a more appropriate action.

5. Simple choices (SC)

- Empty threats are pointless. It is far better to put the student into a context where he/she has to make a choice. Choices enable students to gain some measure of self-control.
- Choice over one's own behaviour and about one's behaviour is central to self-discipline, self-control and tolerance to frustration. With this step, we challenge the student to take responsibility for their behaviour.
- When a SC is used with a student, it needs to be phrased as a choice and not as a threat.
- We can direct, ask, restate the rule, give a choice and give a physical prompt if necessary.
- Appropriate warnings or RD's or, SD's should precede simple choices. When we give a simple choice SC, we are saying that the situation is significantly disruptive; it is a form of final warning.
- Giving choices in a conflict situation is also a way of diffusing the conflict by putting the responsibility back onto the student.

6. Distraction

- Sometimes a distraction can stop behaviour. Someone suddenly singing a well known song like "Happy birthday to you", a loud noise and activity inside another room or a siren going to indicate a break can break a cycle and is worth a try.

7. Deflection (DEFL)

- This is where the teacher acknowledges the student's frustration, anger or anxiety but refers the student back to appropriate behaviour. You can also physically deflect a student coming towards you with the potential to hurt you. This technique is taught and approved under Team Teach.

8. Assertive messages and statements (AMS)

- AMS's distinguish between the student and their action.
- The teacher conveys his feelings using an "I" message. "Joe, I am really angry at what you have said".
- AMS's state one's rights or protects others rights by concentrating firmly and decisively on the effect of disruption.

9. Isolation within the room (IWR)

- When a student will not settle down at his seat, he is given a choice (SC) to work quietly or move.
- If he continues the disruption or inappropriate behaviour, he is asked to move across to an isolation desk and work there.

10. Blocking statements (BS)

- If a student argues, procrastinates or becomes tiresomely quarrelsome wanting to take on the teacher rather than take personal responsibility, the teacher can repeat the SD, RD or SC.

- Blocking is a verbal stratagem that reasserts the teacher's fair direction using the same form of words repeatedly.
- The teacher will come back to work with the student when he is back on task.
- If a student continues to procrastinate, the teacher ought to give the student a simple choice (SC).

11. Clear desist or command (CDC)

- This would only be used where the student is clearly engaged in behaviour significantly dangerous to himself or others.
- Be firm, be positive, be clear.

12. Positive Handling (PH)

- PH should be used in circumstances described earlier in the policy and in line with DoE guidelines. Staff in this school using positive handling holds should have had Team Teach OR Predict, Assess & Respond To (P.A.R.T.) Aggressive, Challenging Behaviour training. Any time a physical intervention is used with a student it must be reported to the school Principal and to the main carer of the student through the student's communication book.

13. Low Stimulus Isolation - Recovery Room.

- This room is located in the Administration and generally provides opportunity for a student to cool off, settle down or experience isolation as a result of ongoing disruption.
- It also buys time for staff to seek extra assistance to help them manage an episode of significant and challenging behaviour.
- The Recovery Room can only be used with written informed consent from parents and after consulting with Principal.
- Students are made aware they can return to their activity whenever they are ready to work.
- The recovery room should be prefaced with a simple choice (SC).
- Parents and the Principal should be informed EVERY time a student is placed into the recovery room i.e. a staff member has put them in there.

14. Exit procedures (EOR)

- When a student's behaviour is so disruptive other student's rights are being infringed or a teacher's right to teach is significantly disrupted, then a teacher may need to exit the student.

The Principal, school Chaplain, school psychologist, school nurse and members of the behaviour management committee can and will support teachers to manage the learning needs of students. They cannot take responsibility for issues that emerge between teachers and students. They can support teachers to manage those issues more effectively. Their function is to:

- Problem solve with teachers as to how they might engage a student.

- Support teachers as they build positive relationships with students.
- Provide flexibility for staff working with difficult students, to interchange roles with other staff as required.

Processes for Resolving Conflict When Problems or Issues Arise

At times the relationship between a teacher and a student results in an impasse developing. The support structure for the teacher and student to manage the situation is:

- Problems are taken seriously.
- A problem solving process is encouraged which focuses on win/win solutions.
- We are soft on the people and tough on the problem.
- The Principal, school Chaplain, school psychologist, school nurse and members of the behaviour management committee provide a sounding board for teachers and students.

FINALLY: REMEMBER THE BEST APPROACH IS A TEAM APPROACH - YOU ARE NOT ALONE! It is ok to feel frightened, angry, distressed when your safety has been breached. SEEK HELP AND TALK TO OTHERS IN THE SCHOOL COMMUNITY. WE WILL HELP YOU WHEN WE KNOW YOU WANT OUR HELP.

APPENDIX 2

Ideas to Create A Positive School Environment

One of the aims of any Behaviour Management System should be to create a **caring, safe and positive school environment**. Listed below are some initiatives aimed helping students, staff and parents become *known and valued members of the school community*.

School Environment

- Welcome sign at the front of the school
- School vision, mission or purpose statement sign at the front of the school
- School grounds neat and well maintained
- Classrooms neat, orderly and in good repair.
- Furniture in good repair
- Equipment, furniture and facilities in good repair

In the Classroom

- Aesthetically pleasing and child centred
- Positive posters up in room (preferably written by students)
- Acknowledge birthdays (sticker, sing, small gift)
- Teach social skills
- Appropriate instructional strategies and pedagogies
- Lucky dip
- Stickers stamps
- Prizes
- Group points
- Class raffle, lucky draws
- Progress charts - records of good behaviour or achievement e.g. credit slip tally chart
- Best kept room award – Golden Broom
- Marble jar

Recess/Lunchtime activities

- Faction comps
- Sporting comps
- Computer room
- Library
- Special lunches
- Clubs
- Morning tea with an administrator

Faction system

- Ongoing points system- using credit slips
- Faction competitions during sport

Behaviour Management Plan

- Credit slips and diary stickers.
- Certificates of Appreciation - for accumulation of credit slips.
- Letters of Commendation/ postcard- from teacher
- In Term and End of term reward events

School Based Presentations

- Merit Certificates.
- Endeavour Awards
- Certificates of Appreciation
- Thank you cards
- End of year awards

External Competitions or Awards

- Awards from curriculum areas.

- Other special awards, e.g. Ribbons of Blue/Environmental, Bluearth.

Public acknowledgement/celebration of student achievement

- Acknowledgement of achievement in school newsletter.
- Articles in the local papers.
- Displays of student work around the school, e.g. artwork framing project, design and technology display, poster competitions, front office display, library and classroom displays.
- Local shows
- Enter work in competitions
- Students referred to Principal with examples of good work.
- Telephone parents about positive achievements
- Honour Board
- Whole school assemblies.

Responsibilities (sense of purpose) for Students at Risk

- Adopt a piece of garden or bush land
- Special responsibilities in classroom

Safe Haven for Students at Risk who may be victims

- E.g. library room opened at lunch break times
- Doing jobs in a classroom or other areas

Learning

- Individual education plans
- Student centred learning opportunities
- Learning programs and pedagogy which caters for different learning styles and enables students to experience some success

Performance

- Musical band, choir etc
- Graduation Production

Giving Students Responsibility

- Student Leaders/ Faction Captains
- Regular meetings.
- Running of and participation in assemblies.
- Involvement in Discos with P&C support
- Flag roster.
- Fundraising projects.
- Roles in Special events e.g., ANZAC Day
- Welcome visitors

Other

- faction captains
- School helpers – e.g. distribute notes as required
- Run Pixie Post each December

Badges or identifying clothing

For roles of responsibility, achievement or belonging to a group within the school

- Student Leaders
- Faction Captains

Parents

- Parent morning teas
- Workshops
- Parents assist in classroom
- P&C
- Fundraising Committee and volunteers
- Helping maintain school equipment
- Busy bees
- Passport Program

Community Members

- Mentors program
- Volunteers program
- Service groups sponsoring awards

Staff

Fun activities for staff and acknowledgement of efforts (see also website www.funman.com.au)

- Lucky numbers
- Lotto syndicate
- Secret friends
- Fun awards
- Social events
- Special lunches/morning teas
- Awards/certificates
- Acknowledge birthdays
- Collegiality Coordinator- Social Committee

Senior Students Program (Year 7)

- Year book.
- Seniors leavers' shirts.
- Peer mentoring

Self Improvement

- Rainbows Program
- PATHS
- TRIBES
- Individual Behavioural Plan/ Contract

Students Services

Either school based, district level or outside agencies

- School psychologist
- Community Policing officer/ Aboriginal Police Liaison Officer
- Nurse
- SAER Co-coordinator/ Learning Support Coordinator
- Specialist Teachers in Literacy/ Numeracy
- Canning Primary Behaviour Centre staff

Musical

- School Choirs
- Dale Fest
- Public performance - assemblies, Education Week public performances, other events.

Sporting

- Factions- sporting carnivals - athletics, cross country - various awards and presentations.
- Interschool sports competition e.g., lightning carnivals; athletics and cross country carnivals; after school
- Lunchtime sport competitions.
- Physical Education - Sports Education - award winners (Presentation Assembly at the end of the Year)

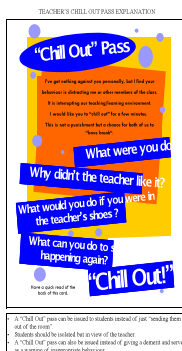
Extra Curricular Staff / Student Interaction.

- Staff / student joint morning teas, lunches, sausage sizzle,
- Staff / student sports games
- Staff student board games

Other Special Events

- Night events, Science nights, Astronomy evenings, Maths/ Literacy workshops.

APPENDIX 3



Supporting Documentation

RELEVANT LEGISLATION/AUTHORITY

School Education Act 1999 (WA) and School Education Regulations 2000 (WA)

DEPARTMENT POLICIES

- Attendance
- Child Protection
- Duty of Care for Students
- Emergency and Critical Incident Management
- Exclusions
- Records Management
- Students Online
- Students at Educational Risk
- Risk Management within the Education and Training Portfolio: Policy, Procedures and Guidelines
- Complaints Management
- Accountable and Ethical Decision Making
- Exclusivity in Education

OTHER DOCUMENTS

- Behaviour Management and Discipline Strategy - Information for Schools Booklet
- Curriculum Framework and Outcomes & Standards Framework
- Records Management Manual For School, College and Campus Records

SCHOOL RELATED FORMS

Attendance to Office
Behaviour Chart
Behaviour Contract
BMIS Playground Card
Chill Out Pass
Lunch Detention Slip
Lunch Time Detention Notice
Guidelines for Suspension
Reflection Sheet – Junior Primary
Reflection Sheet – Middle Primary
Reflection Sheet – Senior Primary
BMIS Discs
Behavioural Goal Chart
Good Slip
Virtue Vouchers
Incident Notification Form
Notice of Appropriate Behaviour
Notice of Inappropriate Behaviour
Behaviour Sheet – Classroom
Behavioural Sheet – Playground
Behaviour Sheet Explanatory Notes
Letter Performa