



## **BEHAVIOUR MANAGEMENT POLICY AND PROCEDURE**

### **Rationale**

We aim to provide a positive environment in which each child is respected and his/her right to learn is encouraged and protected. The management procedure provides consistent, logical, clear rules and consequences made familiar to all involved. The support of parents, teachers and children is needed to ensure the development of self-disciplined students at Pioneer Village School.

Behaviour Management is not just the management of student behaviour; it includes the whole attitude and ethos of the school. It encompasses meeting the social, emotional, physical and academic needs of students and the school community. Pioneer Village School explicitly forbids child abuse, and corporal punishment or degrading punishment (see definitions below).

The staff at Pioneer Village School are committed to providing quality educational opportunities for all students. We aim to establish and maintain a safe and engaging learning environment that will embrace the knowledge, understandings and values of the school.

### **Pioneer Village School Values**

- Excellence
- Respect
- Fairness
- Integrity
- Perseverance

### **Aim**

The Pioneer Village School Behaviour Management Plan (BMP) aims to support staff and students in maintaining a positive and respectful environment so all members of the community can work together. Our school aims to assist students in their intellectual, physical, social, and emotional development. Self-discipline is an important aspect of behaviour management. We recognise in our school community each student is a unique individual who is valued for who they are and their needs. At the same time, we believe our community requires certain standards of personal behaviour, to ensure all children feel safe, secure and welcome each day.

### **Beliefs and Values**

Key to our policy are common beliefs about how we manage behaviour.

1. Students take responsibility for their behaviour and actions.
2. Positive reinforcement is used to celebrate appropriate behaviour.

3. Unacceptable behaviour has consequences, but is always seen as an opportunity for students to learn and grow.
4. Staff collaboration and consistency is imperative to maintain standards across the school.
5. Staff display positive behaviour at all times.
6. All consequences are just, educative, promote self-discipline, and are restorative in nature.

Staff and Students have the right to...	Staff and Students have the responsibility to...
<ul style="list-style-type: none"> <li>• Be treated with respect and dignity</li> <li>• Work and learn in a positive environment free from interference or distraction</li> <li>• Be treated fairly</li> <li>• Be free from harassment, bullying and peer-to-peer abuse</li> <li>• Have one's person and property respected</li> <li>• Feel safe and secure</li> <li>• <b>Staff</b> have the right to teach free from student interruption.</li> </ul>	<ul style="list-style-type: none"> <li>• Treat everyone else respectfully</li> <li>• Discourage others from acting disrespectfully</li> <li>• Respect the right of others to learn by being prepared to listen to others' opinions and refrain from any interruption to class</li> <li>• Treat others fairly, without prejudice and regardless of their background</li> <li>• Take an active stand against any form of intimidation or ostracising of fellow students</li> <li>• Respect the privacy of others, especially avoiding gossip, and disclosing personal information. Avoid damage to property of any kind</li> <li>• Follow school rules and policies, and follow teachers' instructions</li> <li>• To deliver/receive differentiated lessons</li> </ul>

### **In-class Behaviour Management Process**

At PVS we apply the whole school discipline approach which reflects the Lee Canter approach. This approach aims for the teacher to be assertive, and take full control of the classroom environment. The teacher does so by setting up specific behaviour rules as a class, as well as the positive and negative consequences resulting from students breaking, or not adhering to, the rules. These rules and consequences are known and understood by the students, and are always on display. Assertive Discipline allows teachers to handle discipline problems with minimal disruption to the lesson and other students learning.

We heavily focus on positive reinforcement, and may use such strategies as House points, group points, and individual classroom program incentives. Class Dojo positive points are used in class from Years 1-6. Positive reinforcement is very effective in promoting desirable change in student behaviour. Reinforcement is given to bring about desirable change and to teach students to take responsibility for their own behaviour.

Students have access to a Social Worker on site to support them in developing the skills required to thrive in their learning environment.

Behaviour management evolves continuously to suit the changing needs of the class. Our approach is age appropriate and consistent in terms of warnings and expectations, it may vary to accommodate for different situations within each classroom. We will be happy to answer any questions you may have, however, our expectations of school values (Excellence, Respect, Fairness, Integrity and Perseverance) will not change. These values are frequently discussed with all students and we feel confident our children are well versed in them.

At PVS we discourage excuses and encourage children to take ownership of their mistakes and use them as an opportunity to learn and grow.

### **Whole School Behaviour Management Process**

Should a child make poor behaviour choices, this is the whole school method for redirecting behaviour. The PVS behaviour management procedure will be explained to students as often as necessary, as well as the classroom rules. Expectations are made clear in every classroom at PVS. Relief teachers are also expected to follow this procedure.

This is to ensure the expectations are clear and we work as a whole school. Relief/DOTT Relief teachers are also expected to follow this procedure.

Whilst we aim at re-setting a student's warning each day to give them an opportunity for a fresh start, repeated serious behaviour may affect the progression of warnings. (Particularly for verbal and physical aggression, for example).

The chart below provides a clear view of how staff are to handle behaviour, however, the following is a simplified explanation:

- Warning 1- Verbal warning
- Warning 2- Thinking time- away from the group, within the classroom.
- Warning 3- Buddy class visit- time out in another class
- Warning 4- Sent to Principal- time out in office. Parent notified. Parent/Student meeting may be requested to discuss behaviours displayed and school expectations
- Warning 5- Sent to Principal- time out in office. Principal and parent meeting to discuss behaviour management

Please note, this system is for general disruptive behaviour. Certain behaviour including inappropriate language and physical aggression are completely unacceptable and will be dealt with on an individual basis. High level behaviour will be dealt with by the Principal and students may be referred to our School Social Worker for professional support should it be required. When dealing with behaviour, the rules of procedural fairness will be applied.

#### **Rules of procedural fairness**

These rules require:

- (a) a hearing appropriate to the circumstances;
- (b) lack of bias;
- (c) evidence to support a decision; and
- (d) inquiry into matters in dispute.

### **Red Card**

To ensure quick response which a staff member needs assistance, all rooms have a red card which can be brought to the office and get immediate assistance. If a staff member requires support they can also ring the office or ring a class they know has an EA who may be able to assist briefly.

### **Team Teach**

To support staff in the management of student behaviour, staff have access to Team Teach professional training. Team Teach has been developed to facilitate processes, practice and interventions which promote awareness and understanding of each individual's need and how to best support their development.

Where staff are having to use physical intervention strategies, a session to debrief will be organized, which can also feed into the child's Individual Education Plan (IEP) and allow staff to practice their strategies to ensure confidence and safety. See Restraint Policy for detailed information.

Staff are to be familiar with the HELP script provided by Team Teach, both to support them in de-escalating a student to find a productive and safe salutation, but also to enable staff to offer and accept help from a colleague. The key ideas include offering help to a student, offering help to a colleague and then offering "more help," to professionally suggest that the colleague managing the situation may benefit from a rest or the student may respond to a different person in that moment.

### **Teacher Record Keeping, Individual Education Plans and Whole School Planning**

- Teachers will place pastoral care notes in a student's file on staff share to create a running record of behaviour management as they deem appropriate. This is to assist in noticing patterns of behaviour at an individual level and assist with whole school planning. If a parent is informed of an event, such as time in a buddy class, or a consequence due to repeated behaviour, this should also be noted.
- Students who reach a fourth warning may have an IEP put in place to support them.
- Students who are being sent to buddy classes as a form of management on a regular basis may warrant an IEP – this may be determined by reflecting on the accumulative pastoral care notes.
- Just as a student's age will determine expectations of their behaviour, students with a disability, delay or additional need (sensory processing for example) may be provided with their own IEP to best meet their individual needs.
- Regular communication and working with parents is vital in creating a safe and productive environment for our students. As such, teachers are encouraged to inform parents of positive experiences and behaviours shown by their child and also to inform them of times where their child's choices have led to a consequence. When a child is put on an IEP, meeting with the parent to discuss goals is appropriate.
- Serious incidences will be recorded on SAS.
- Students who reach fourth warning and have time out with the Principal are recorded on a tracking sheet by the Principal to enable for analysis of student behaviour and whole school planning.

### **Communication and Policy Review**

The school's behaviour management policy is available on the school website along with the Codes of Conduct outlining behaviour standards. The chart used to manage behaviour is on display in all classrooms and the children are involved in discussing the implementation both of this chart and the rules they want to have in their classrooms.

If a student is sent to another room, or to the Principal the parents are informed and where appropriate meetings are scheduled to set goals (IEP) and discuss the fair implementation of consequences.

Staff are required to be familiar with the Behaviour Management Policy, implement the warning system and engage in reflection on the policy to further improve it. When the policy is reviewed, any feedback from the community will be brought forward, or may lead to an early review.

# PVS BEHAVIOUR MANAGEMENT CHART

<b>FIRST WARNING - FRIENDLY WARNING:</b>		
<i>BEHAVIOURS</i>	<i>TEACHER ACTION</i>	<i>EXPECTATION</i>
Failing to; <ul style="list-style-type: none"> <li>• Get on with work</li> <li>• Wait for a turn</li> <li>• Share fairly</li> <li>• Follow teacher instructions and school rules</li> <li>• Keeping hands and feet to oneself</li> <li>• Allow others to learn without disruption</li> </ul>	Teacher verbally gives a Warning 1 and reminds student of appropriate behaviour in accordance with classroom or playground expectations.	Student must correct the behaviour and act according to teacher's instructions.
<b>SECOND WARNING – FIRM REMINDER:</b>		
<i>BEHAVIOURS</i>	<i>TEACHER ACTION</i>	<i>EXPECTATION</i>
<ul style="list-style-type: none"> <li>• Inappropriate language use</li> <li>• Refusal, defiance</li> <li>• Name calling</li> <li>• Exclusion or unkind treatment of others</li> <li>• Intentional damage</li> <li>• Step 1 behaviours repeated and/or continue despite first warning</li> </ul>	Teacher and student move away from situation. Expectations are emphasised once more. Student must use time away from the group to think and reflect as well as to complete work as instructed by the teacher. Student to remain within the boundaries of the classroom. This step may be repeated in PK, KK and PP in accordance to their particular expectations.	Students must take the time away from the group to reflect on his choices, calm themselves down, and returned refreshed and ready to learn. Behaviour in question must be corrected immediately. Apologies when suitable.
<b>THIRD WARNING - REQUEST OF CORRECTION:</b>		
<i>BEHAVIOURS</i>	<i>TEACHER ACTION</i>	<i>EXPECTATION</i>
<ul style="list-style-type: none"> <li>• Physical aggression</li> <li>• Step 1 and 2 behaviours are repeated and/or continued.</li> </ul>	Teacher verbally warns student. Time out in a buddy class. Teacher discussion with student about expected behaviour will happen at the first possible opportunity. Pastoral Care notes. Parents will be notified in cases of aggression and may be contacted for other cases.	Student is expected to contribute to the discussion by identifying what needs to happen to correct behaviour. Apologies required.

## FOURTH WARNING – Serious consequences in place:

<i>BEHAVIOURS</i>	<i>TEACHER ACTION</i>	<i>EXPECTATION</i>
<ul style="list-style-type: none"> <li>• Escalation in class disruption</li> <li>• Physical aggression</li> <li>• Inappropriate verbal language.</li> <li>• Step 2 behaviours repeated or continued.</li> <li>• Frequent episodes of similar nature.</li> </ul>	<p>Student leaves the class or playground environment, discussion and time out with the principal.</p> <p>School wellbeing and plan for behaviour improvement established.</p> <p>Principal and parents are notified.</p> <p>If de-escalation is needed, child may be sent home.</p> <p>Parents and teacher to have a behaviour management meeting if required.</p> <p>Behaviour management plan to be put in place if needed.</p>	<p>Age appropriate - Student is expected to apologise and is required to engage in discussion by actively seeking ways to resolve the situation, with the help of staff.</p> <p>Parents must collect student if required.</p> <p>Students, families and staff expected to adhere to behaviour plan.</p>

## FIFTH WARNING – Suspension warning:

<i>BEHAVIOURS</i>	<i>TEACHER ACTION</i>	<i>EXPECTATION</i>
<ul style="list-style-type: none"> <li>• Ongoing issues that are not corrected</li> </ul>	<p>Student leaves the class or playground environment, discussion and time out with the principal. In school consequences put in place.</p> <p>If Step 4 is repeated upon return to class then internal <u>suspension is required</u>. This may be an internal suspension followed by external suspension at home, or as directed by the Principal. A re-entry meeting will take place.</p> <p><b>**To note- extremely high level behaviours and repetition of serious behaviours may result in the termination of a student’s enrolment. If a child has been suspended 3 times, it may result in the termination of their enrolment.</b></p>	<p>Students are expected to apologise and engage in healthy discussions with staff.</p> <p>Re- entry meeting – student will be expected to speak to the Principal about how they intend to avoid future incidents.</p>

### Additional Information

- Students presenting more serious behaviours (such as the ones outlined from 2-5) may not always receive a friendly reminder first. For example: a student using inappropriate language may only receive the Reminder (green warning) and be removed to a buddy class (yellow) on the next. A student who behaves aggressively will be moved from the classroom straight away. This is based on the fact that all students are well aware of rules and are considered warned against such attitudes, as per our Code of Conduct and that all children have the right to be safe.

- Our expectations are age appropriate, and may vary across year groups. For example: where a PP child may be reminded to use words rather than his hands and feet, a Year 6 child is expected to be well versed in this and therefore may not receive extra warnings.
- Teachers may choose to implement consequences not listed, such as finishing work during a break or switching tasks. Teacher discretion will be used.
- If a child is to miss a whole school excursion or camp it will be discussed with the Principal and be for the safety of the child or other children and they will be provided with opportunities to address educational goals.
- All students are encouraged to use the appropriate means to raise a discussion when they believe they have been treated unfairly as per the *Child Friendly Complaints Process*. They must provide staff with an honest account of the occurrence so that it can be investigated.
- Students with leadership roles may be asked to stand down if inadequate behaviours are repeatedly observed.



## **Definitions**

### **Corporal punishment**

Any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light; typically involving hitting the child with the hand or with an implement; can also include, for example, forcing the child to stay in an uncomfortable position. It does not include the use of reasonable physical restraint to protect the child or others from harm: from UN Committee on the Rights of the Child, General Comment No. 8 (2006), paragraphs 11 and 15: CRC/C/GC/8, 2 March 2007.

### **Degrading punishment**

Any punishment which is incompatible with respect for human dignity, including corporal punishment and non-physical punishment which belittles, humiliates, denigrates, scapegoats, threatens, scares or ridicules the child (from UN Committee on the Rights of the Child, General Comment No. 8 (2006), paragraphs 11 and 16: CRC/C/GC/8, 2 March 2007).

### **Child abuse**

Four forms of child abuse are covered by WA law and are outlined by the Department of Communities:

- 1) Physical abuse occurs when a child is severely and/or persistently hurt or injured by an adult or a child's caregiver.
- 2) Sexual abuse, in relation to a child, includes sexual behaviour in circumstances where:
  - a) The child is the subject of bribery, coercion, a threat, exploitation or violence;
  - b) The child has less power than another person involved in the behaviour; or
  - c) There is a significant disparity in the developmental function or maturity of the child and another person involved in the behaviour.
- 3) Emotional abuse includes:
  - a) Psychological abuse; and
  - b) Being exposed to an act of family and domestic violence.
- 4) Neglect includes failure by a child's parents to provide, arrange or allow the provision of:
  - a) Adequate care for the child; or
  - b) Effective medical, therapeutic or remedial treatment for the child.

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