Elizabeth East Primary School
Student Behaviour Management Policy and Processes

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Department for Education and
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RATIONALE:

Students are successful academically, socially and emotionally when they are happy, healthy and safe and when there is a positive school culture to support them (DECD Wellbeing Framework, 2012). This interdependent relationship between student wellbeing[25] and student learning is fundamental to effective schooling.

At Elizabeth East Primary School (EEPS) we foster the link between student wellbeing and learning through every aspect of the curriculum, school culture and environment. At Elizabeth East Primary School support student wellbeing by using behaviour management processes which ensure that students can remain engaged and connected with the school's activities and community. The behaviour management strategies and social/emotional learning programs that EEPS implement are based on the philosophy of Restorative Practices[21]. This means we partner with students and their families to provide logical, non-punitive consequences for behaviours that ensure success, safety and support for all.

VISION:

At EEPS we believe that student safety and well-being is a prerequisite for effective learning. We recognise that wellbeing (social, emotional, physical, spiritual and cognitive[9]) is integral to the learning process and that learning is central to wellbeing. Therefore, at EEPS, wellbeing is an integral aspect of the:

- **Learning environment** - *the ethos[13]/culture of our site and the aesthetics, infrastructure and physical environment.*
- **Curriculum and pedagogy**[18] - *the twin processes of teaching and learning, which creates involvement and success.*
- **Partnerships** - *the numerous relationships that are established and maintained to support students and their learning (i.e. services, families, agencies and community members).*
- **Policies and procedures** - *that affect learner wellbeing (i.e. Health Scope and Sequence, Bullying and Harassment Policy).*

AIMS:

Elizabeth East Primary School's Student Behaviour Management Policy focuses on:
- Creating a positive school culture that is fair and respectful.
- Building a safe and supportive school environment.
- Fostering positive, supportive and respectful relationships that value diversity[11].
- Promoting positive social values and behaviours.
- Encouraging student participation and student voice.
- Proactively engaging with parents/carers regarding student wellbeing.
- Implementing preventative and early intervention strategies to improve student wellbeing.
- Developing emotional intelligence and self regulation.

ELIZABETH EAST PRIMARY SCHOOL STUDENT BEHAVIOUR MANAGEMENT AND LEARNING: THE CONNECTIONS

Vision is achieved at EEPS through these important aspects	
Pro-active strategies that are used at EEPS	
Reactive strategies that are school based at EEPS	
Reactive strategies beyond the school	

Legend colours: Vision (blue), Pro-active strategies (green), Reactive strategies school based (pink), Reactive strategies beyond the school (yellow)

Centre (School Vision): The Child, Learning for Wellbeing

Inner ring (Vision aspects): Strong Literacy and Numeracy; Respectful Relationships; Emotional Literacy; School-Family Partnerships; Curriculum for Engagement

Pro-active strategies (green): Extra Curricular Opportunities; Mentoring 5-point Scale; Well-Being Scope and Sequence; Acknowledging Positive Behaviour; SRC/Class Meetings; Explicit Teaching; Focus on Learning; Supported Yard Play; Grievance Procedures; Collaborative Learning; Diaries; Student Centred Content; Volunteers; Codes of Conduct; Meet the Teacher Night; ICT's; ILP's; Family Teacher Interviews; Differentiated; Monitoring Growth; Reports; Intervention Support; Comprehension

Reactive strategies school based (pink): Classroom Step System; SSO Yard Monitoring; Restricted Play; Yard Time-Out; Shorter School Days; External Suspension 1-5 Days; Internal Suspension Up to 1 Day; On-call SBM Leadership Support; Individual Behaviour Escalation Scale; Case Management (ISBM Referral)

Reactive strategies beyond the school (yellow): Up to 10 weeks Exclusion Beafield Learning Centre; Up to 10 weeks Exclusion Alternative School; Up to 10 weeks Exclusion Home-Based; Bowden-Brompton Years 6&7; Behaviour Intervention Service 3 Terms; Better Behaviour Centre Up to 1 Year
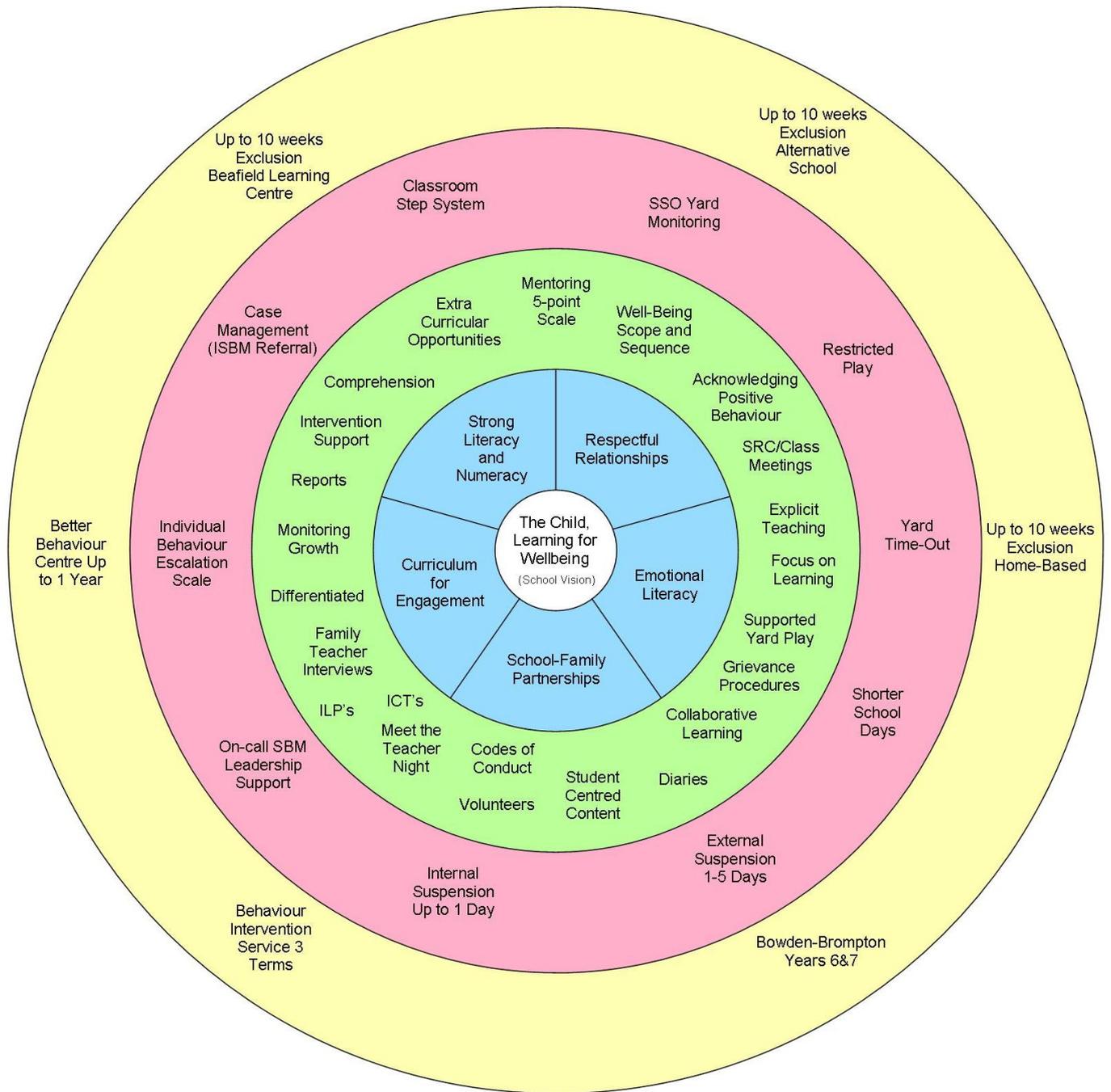
This diagram shows the connections between Student Behaviour Management and Learning. We proactively use a range of strategies and behavioural interventions when learning is compromised for any reason, both to develop positive social behaviours and emotional literacy, and to protect the quality of the learning environment.

RESPONSIBILITIES: LEADERSHIP[17]

To ensure a safe, positive and caring environment, it is the Leaders' responsibility to: -

- Ensure learning programs are relevant, engaging and structured to cater for the needs of all students.
- Ensure the school learning environment and play areas are safe and conducive to learning.
- Support staff in the implementation of pro-active student behaviour management.
- Reinforce the positive encouragement that staff give to students.
- Provide opportunities for consultation with staff regarding student wellbeing.
- Co-develop individual Student Development plans to ensure all possible support is provided to students including access to support agencies.
- Ensure appropriate training and development programs are provided to ensure that staff have a strong skill and knowledge base of effective behaviour management strategies.
- Document all serious student behaviour incidents, and regularly analyse student behaviour data.
- Inform and liaise with families when serious behaviour incidents occur.
- Maintain ongoing data collection (including incidence and frequency of harassment, aggression, violence and bullying) to inform decision-making and evaluate the effectiveness of policies, programs and procedures.
- Input Take-Home, suspension and exclusion data into EDSAS.

RESPONSIBILITIES: TEACHERS

To ensure a safe, positive and caring environment, it is the teacher's responsibility to: -

- Establish positive relationships with students that model mutual respect and understanding, through the provision of feedback, and by being consistently calm and predictable.
- Develop structures and engaging learning programs, relevant to individual student needs.
- Provide physical environments conducive to positive behaviours and effective engagement[12] in learning (for example, tidy classrooms, access to resources, daily classroom schedules, etc.)
- Be positive, consistent and clear in approach when managing student behaviour.
- Develop with students, a clear and consistent classroom behaviour code, based upon the following school values: Respect, Excellence and Responsibility.
- Develop classroom management strategies and programs that:
  - ➢ involve negotiation and support the participation of all students,
  - ➢ value differences in gender and cultural and linguistic backgrounds of students,
  - ➢ acknowledge positive learning and social behaviours,
  - ➢ deal effectively with incidents of bullying and harassment and
  - ➢ establish and maintain safe and supportive learning environments.
- Teach strategies for developing appropriate behaviours, healthy lifestyle choices, social and emotional wellbeing and regulation through the EEPS Health and Wellbeing Scope and Sequence.
- Assess, record and report on student learning and social skill development through Mid-year and End of Term Reports.
- Provide TRTs with relevant and current verbal/written information, regarding important student information.
- Communicate regularly with parents/caregivers regarding student wellbeing and behaviour.
- Record behaviour incidents with helpful information (i.e. in Classroom Behaviour Management Book[5], on Yard Cards or Blue Forms).

RESPONSIBILITIES: STUDENT SUPPORT OFFICERS (SSOS)
To ensure a safe, positive and caring environment, it is the Support Staff's responsibility to: -
- Provide support for students under the direction of the classroom teacher and/or leadership.
- Teach, model and practise responsible behaviours themselves on a regular basis and explain the reasons for positive and negative consequences, consistent with the schools behaviour code.
- Be positive, fair, democratic, consistent and clear in approach when managing student behaviour.
- Encourage students to seek support from appropriate sources (i.e. teacher on duty, completing an Incident Report Form).
- Seek the support of teaching staff when dealing with issues of student behaviour when necessary. Ensure that students who display inappropriate behaviours are referred to the teacher on duty (yard and class).

RESPONSIBILITIES: VOLUNTEERS
To ensure a safe, positive and caring environment, it is the volunteers responsibility to: -
- Comply with the DECD Code of Conduct for Volunteers and EEPS volunteers policy.
- Complete the Daily Sign in form for each volunteering visit.
- Comply with the school's procedures for visitors to schools.
- Follow the directions of the principal/supervisor and comply with all relevant policies, procedures and guidelines.
- Notify the principal/supervisor of any incidents or injuries that occurred while volunteering.

RESPONSIBILITIES: STUDENTS
To ensure a safe, positive and caring environment, , it is the student's responsibility to: -
- Behave in a safe, responsible way that represents the school positively.
- Participate actively in all learning programs.
- Behave in a manner that respects the rights of others, including the right to learn and to teach.
- Be courteous and considerate of other students and adults in the school.
- Follow the classroom and yard rules.
- Take responsibility for their own behaviour and learning.
- Accept logical consequences for all behaviour.
- Use the school's Student Grievance Procedure[15] to deal with issues and concerns.
- Respect the school, its grounds, buildings and property.

RESPONSIBILITIES: PARENTS/CAREGIVERS
To ensure a safe, positive and caring environment, it is the parent's/caregiver's responsibility to: -
- Treat members of the school community with respect, courtesy and consideration.
- Model and reinforce a positive attitude towards school.
- Engage in constructive communication and relationships with school staff regarding their child's learning, wellbeing and behaviour.
- Encourage and motivate students to become independent and responsible learners.
- Provide the necessary requirements for students to take part in all school activities.
- Voice concerns openly in an appropriate manner.
- Attend meetings regarding their child's learning and/or behaviour.
- Ensure the school has an alternative person to contact should they not be available.
- Notify the school of any events which may impact on their child's day.
- Use the school's Parent/Caregiver Grievance Procedures to deal with issues and concerns.
- Ensure child/children are properly medicated, according to the doctor's prescription (if applicable).
- Be inducted or refreshed in the Schools Vision and Values each year (Governing Council members).
- Respect the school, its grounds, buildings and property.

ACKNOWLEDGEMENT OF POSITIVE STUDENT BEHAVIOUR:
Feedback about behaviour will be given to all students, recognising that all behaviour choices are a learning experience. Thus, a range of initiatives are in place to acknowledge responsible behaviour.

SCHOOL PROCESSES USED WHEN A STUDENT'S BEHAVIOUR IS INTERFERING WITH LEARNING/WELLBEING:

Classroom Behaviour Management Process	Yard Behaviour Management Process

Intervention: Low grade inappropriate behaviour
- Intervention strategy used (i.e. reminder, redirection, negotiated participation, tactical ignoring, non-verbal cues, etc.).
- No documentation.

STEP 1: Informal Response to low grade inappropriate behaviour
- Intervention strategy used (i.e. reminder, redirection, negotiated participation, etc.).
- Documented in Class Behaviour Management Book.

STEP 2: Formal response to repeat low grade inappropriate behaviour
- In class isolation - student is allocated an isolated working space within the classroom.
- Documented in Class Behaviour Management Book.

STEP 3: Formal response to continuous inappropriate behaviour
- Buddy Class[2] - student is allocated a working space within another classroom.
- Documented in Class Behaviour Management Book.
- Parent/Caregiver communication via green Buddy Class note.

STEP 4: Formal response to continuous or for extreme inappropriate behaviour
- Leadership intervention - A Leadership member will provide immediate student intervention. Leadership will decide if further consequences are necessary (i.e. Take-Home, Internal/External Suspension, etc.).
- Documented in class behaviour book.

Step 1: Intervention to low grade inappropriate behaviour
- Intervention strategy used (i.e. reminder, redirection, etc.).

Step 2: Informal Response to low grade inappropriate behaviour
- Intervention strategy used (i.e. reminder, redirection, negotiated participation, etc.).
- Student is given an explicit[14] instruction.

STEP 3: Formal response to continuous inappropriate behaviour
- Sit Out - student is allocated a 'sit out' space within the school yard, for an appropriate amount of time. Teacher and student discuss incident/problem and possible plan for improvement.

STEP 4: Formal response to continuous or for extreme inappropriate behaviour
- Teacher and student discuss incident. A Yard Card is issued. Student will attend Room 3 for the following break to formally discuss behaviour.
- If student receive 3 Yard Cards in a term, they will be placed on a restricted play[22] program.

- If student behaviour is extreme (i.e. they are at risk of hurting themselves or others) the Front Office is called and Leadership will provide immediate intervention.
- Leadership will decide if further consequences are necessary (i.e. Take-Home, Internal/External Suspension, etc).

INTERVENTION FOR RECIDIVIST[19] BEHAVIOUR:
When a student is displaying chronic patterns of problem behaviour, a more targeted response is required to support the student. EEPS's intervention strategies are:
- Targeted based on systematic collection and analysis of data.
- Include the teaching and/or building of positive social replacement behaviours.
- Measured and support reduced slowly and gradually.
- Occur in the classroom as the first option and involve the classroom teacher/s.
- Both academic and social/emotional strategies.

PROCESS FOR SEEKING INTERVENTION:
- Classroom teacher refers a student whose behaviour is recidivist to the Pre-STAR Committee through the EEPS Pre-Referral Form 2.
- A student with high-level recidivist behaviours is referred by the Principal to the Regional Office for Interagency Behaviour Support (IBS). The student is then case-managed by the Principal.
- The school may use community resources to support students with behavioural issues.

RELATED DOCUMENTS:

The following documents can be obtained from the DECD website www.decd.sa.gov.au: -

- DECD - Behaviour Support Policy For Early Childhood Services
- DECD - Behaviour Support: Supporting and Managing Children's Behaviour Early Childhood Resource
- DECD - Bullying and Harassment at School: Advice for parents and caregivers
- DECD - Child Protection: DECD Child and Student Wellbeing
- Curriculum Framework: South Australian Curriculum Standards and Accountability Framework - Birth to Year 12
- DECD - Cyber-safety: Keeping Children Safe in a Connected World
- DECD - Discipline in Preschools: Supporting and managing children`s behaviour
- DECD - Discipline in Schools Policy
- DECD - Keeping Schools Safe Guidelines for Site Leaders DECD - Keeping Them Safe: The South Australian Government child
- protection reform program   Protective Practices for Staff in their Interactions with Students
- The National Smarter Schools Partnerships
- The National Strategy for Young Australians

The following documents can be obtained from the Elizabeth East Staff Information Pack: -

- EEPS Glossary of Educational Terms
- EEPS Vision and Values
- EEPS Site Improvement Plan 2012-2016
- EEPS Students at Risk Flow Chart
- EEPS Pre-referral Form
- EEPS Bullying and Harassment Policy
- EEPS Student Grievance Policy
- EEPS Parent/Caregiver Grievance Policy
- EEPS Volunteers Policy

GLOSSARY

1. **At-Risk Student** - Students may be identified as 'at risk' if they are not succeeding in school based on information gathered from test scores, attendance, or recidivist behaviour.
2. **Buddy Class -** An allocated student working space within another classroom.
3. **Bullying -** Repeated verbal, physical or social behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. Cyber-bullying refers to bullying through information and communication technologies. Conflict or fights between equals and single incidents are not regarded as bullying.
4. **Child Protection Concern -** A concern about the welfare of a child based on the observation of indicators or information that may lead to a belief formed on reasonable grounds that a child has been the subject of abuse.
5. **Class Behaviour Management Book -**A recording tool used to monitor individual student behaviour in class.
6. **Collaborative Learning -** Collaborative learning is a situation in which two or more people learn or attempt to learn something together.
7. **Code of Conduct** - Describes the school community's expectations of student behaviour and management procedures to implement the code. The school council assists with the formulation of the code of conduct, including specific behavioural consequences and serious breaches of discipline that adversely affect or threaten safety.
8. **Conducive -** Creating a situation that helps something to happen (i.e. Teachers need to create an atmosphere that is conducive to learning).
9. **Cognitive Learning** - Is demonstrated by knowledge recall and the intellectual skills: comprehending information, organizing ideas, analysing and synthesizing data, applying knowledge, choosing among alternatives in problem-solving, and evaluating ideas or actions.
10. **Differentiated -** A method of instruction in which content, instructional materials, instructional media, and pace of learning are based upon the abilities and interests of each individual learner.
11. **Diversity** - Acknowledging differences between people in the community and the adaptations of work practices to create an inclusive environment in which those differences are valued and embraced.
12. **Engagement -** Students are engaged when they are attracted to their work, persist in despite challenges and obstacles, and take visible delight in accomplishing their work.
13. **Ethos -** The set of attitudes and beliefs that are typical of an organization or a group of people.
14. **Explicit -** Verbalised or explained in an extremely clear way, so that one cannot doubt what is meant.
15. **Grievance Procedures -** The several stages or steps in which a grievance may be settled or to which it may be appealed.
16. **Infrastructure -** The set of systems within a place or organization that affect how well it operates.
17. **Leadership -** Leadership at EEPS consists of the following personnel: - the Principal, Deputy Principal, School Counsellor and two Learning Coordinators.
18. **Pedagogy -** The methods and principles of teaching.
19. **Recidivist -** Is the act of a person repeating an undesirable behaviour.
20. **Resolution -** An outcome of a complaint that is satisfactory to both parties.
21. **Restorative Practices -** An intervention to deal with inappropriate behaviour that promotes building respectful relationships as a foundation for teaching & learning.
22. **Restricted Play -** A student is placed on Restricted Play is they receive three Yard Cards within a Term. The student is provided with a range of equipment to participate in structured play, in Room 3.
23. **Self-esteem: (or self-worth) -** Includes a person's subjective appraisal of himself or herself as intrinsically positive or negative to some degree.
24. **Volunteer -** a person who supports educational programs of schools either through direct contact with students or through school activities without financial gain.
25. **Wellbeing -** Wellbeing is a holistic subjective state which is present when a range of feelings, among them energy, confidence, openness, enjoyment, happiness, calm, and caring, are combined and balance.