

Behavior Management-Discipline

POLICY and PROCEDURES

Cape Clear Primary School

Behaviour Management

All forms of Corporal Punishment are prohibited within our school.

The School Expectations model will form the basis for all behaviour management.

- All teachers will clarify Rights/ Responsibilities and School Expectations with students at the classroom and whole school level and promote them within the teaching and learning program
- Mutual respect will be modelled and expected
- Acceptable behaviour will be actively supported and taught
- Positive corrective language will be used
- Unnecessary confrontation when managing students will be minimized **by focusing on the behaviour**
- Consequences will be related to the offence and reasonable and go from least severe to most severe

Student Supervision

Teachers have a duty of care to ensure that students are supervised at all times. This is provided by classroom teachers during lessons and duty teachers whilst students are at recess. Teacher aides and classroom helpers are not responsible for the supervision of students. It is ultimately the classroom teacher's responsibility. If for any reason a teacher must leave the group of students under their supervision they must notify another teacher who is in a position to take over the supervision. Yard duty teachers must remain outside until all classes have been collected from line by the classroom teacher. Any incidents at this time are to be dealt with by the yard duty teacher.

Recording Incidents

Behaviour incidents must be recorded accurately in the yard duty book for outside incidents and in a classroom behaviour book for classroom incidents. This ensures that emerging patterns of behaviour can be detected and accurate information is available if parent follow up is needed or a referral to student support services required.

Regular monitoring of this information by the student well being coordinator will ensure that staff can be made aware of trends in behaviour that may need specific attention, management strategies or intervention.

After School Detention – School Yard Behaviour

In some cases it may be necessary to use the school's detention process as a consequence for students who have seriously or consistently breached the school's expectations for playground behaviour. Detentions will be supervised by the principal or delegate. When giving a detention parents will be notified. Students in detention should be engaged in school work or a reflective activity.

Lunchtime/ Morning Recess Detention

Students may be kept in for part of their lunch time or recess break to complete any unfinished classroom work or to reflect on their inappropriate behaviour. These detentions will be supervised by the teacher issuing the detention.

In School Suspension

When a student's behaviour has not improved after lunch time and after school detentions have been given, an In School Suspension will be issued. The student will be required to work on their normal classroom activities in a supervised location away from their peers and they will not go outside for the normal morning and lunch recess breaks. The student will spend the recess sessions alone in a supervised area.

Walking with the Yard Duty Teacher

Walking with the yard duty teacher or confinement to a specific area of the playground may be a consequence for students who continually have problems in the yard. The length of time will be determined by the nature of the problem.

Representing the School / Attendance on Camps and Excursions

Representing the school in any form should be regarded as a positive opportunity to demonstrate our school values, thus selection into any team or group representing the school and attending camps and participating in excursions is dependent on students following the school expectations and values. The final decision about representing Haddon Primary School will be made by the principal in consultation with classroom teachers and parents.

Rewards Encouragement and Incentives

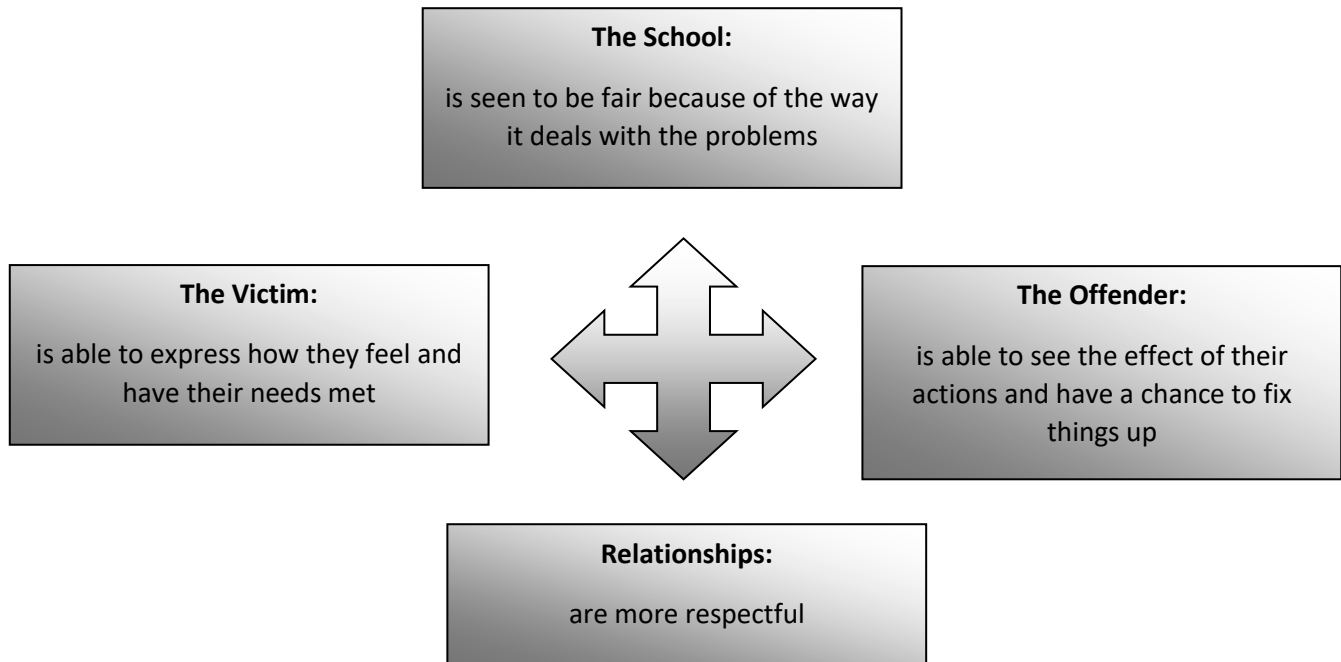
Praise, reward and acknowledgment of positive student behaviour should be given by staff at every opportunity. While important for all students, it is particularly important for the student whose behaviour is difficult to manage. We need to *catch* the student doing the right thing and apply positive consequences to ensure they repeat the behaviour.

Restorative Chats in the Classroom

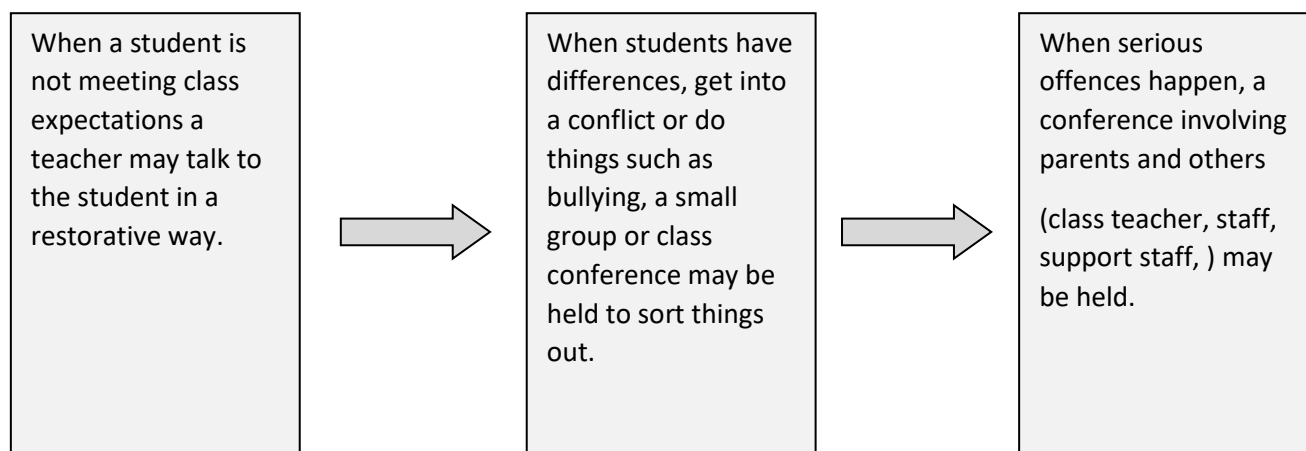
Restorative chats establish strong expectations of appropriate behaviour and positive communication between staff and students. In order for these to be effective it is critical that teachers provide students with support and preparation for a restorative chat. By allowing time for students to reflect on their behaviour you:

- Prevent any element of surprise
- Prevent a student from developing an attitude of 'yeh, whatever'
- Add value to the chat by enabling students and teachers to be more focussed. With time and preparation before the chat, both the teacher and the student can carefully and rationally work through the restorative process, focusing on the behaviour, those affected by it and exploring ways of repairing the har

The advantages of a restorative chat



When to use a restorative chat:



School Behaviour Consequences

Our school expectations (see School Student Engagement Policy) are what we believe are necessary for establishing a positive environment for students and adults. If these are supported by everyone in our school community our school will be a safe, happy, friendly and welcoming place.

Positive Consequences: what happens when a student chooses to support our rules and expectations.

Negative Consequences: what happens when a student chooses to disregard our rules and expectations

At Haddon we have two sets of positive and negative consequences.

These are:

- **In the Yard and Around the School Consequences**
- **Classroom Behaviour Consequences**

In the Yard and Around the School

Positive Consequences

- Verbal- praise , encouragement, recognition by all teachers to any student when deserved
- Awards- presented by principal at school assembly
- Whole School Rewards- All students will be rewarded on a fortnightly basis for positive behaviours in the yard and around the school. The time and nature of the reward will be decided in consultation with the staff. An extra ten minutes play supervised by the principal and assistant principal will be the default reward and the student welfare coordinator will ensure that the reward is consistently given. This is a celebration in recognition of all students who have maintained appropriate behaviour, and those students whose behaviour is inappropriate, based upon incidents recorded in the yard duty incident books, will not take part. These students will spend the reward time in their classrooms with their classroom teacher reflecting upon their behaviour.

Negative Consequences

- Name in yard duty incident book and either a warning, walk with the teacher, hot seat or removal from yard depending upon the severity of the incident.

Each fortnight the Student Welfare Coordinator will review the incidents recorded in the yard incident books and make a decision as to whether or not the following consequences will apply.

- Student not permitted to participate in fortnightly whole school reward
- After school detention

Serious Breach of Rules/Expectations

Physical violence, harassment or intimidation, abusing staff, refusal to follow instructions and wilful property damage should result in immediate removal from the playground.

Development of Behaviour Contracts on an individual needs basis and negotiated with Parent/Teacher and Student.

Extreme Behaviours can result in :

- In school Detention
- After school Detention
- In school suspension
- Suspension refer to DET – suspension process
- Expulsion

Critical Incidents:

- Where deemed by the Principal: that the incident requires the **Critical Student Advisory Services** the relevant agencies will be actioned to assist in the management of the incident. These agencies include:

- Victorian Police, Department of Human services, Child First, Child protection, CASA in addition to DET student Services and emergency management.

Classroom Behaviour Management

Positive Consequences

- Verbal praise, personal recognition e.g. stickers, certificates, happy notes
- Student of the week
- Classroom responsibilities
- Marbles in the jar – whole class reward
- Other – classroom teacher ideas

Negative Consequences

1. Name on board – warning
2. Tick on name on board – 15 minutes time out in classroom
3. Second tick on name on board – one hour session in time out room
4. Sent to principal with prospect of phone call or letter to parent explaining actions
5. Individual Behaviour Management Plan if student's classroom behaviour repeatedly and consistently reaches step 4.

Serious Breach of Rules/Expectations

Physical violence, harassment or intimidation, abusing staff, refusal to follow instructions and wilful property damage will see the student immediately proceed to step 4 .

For repeated and serious breaches of either the In the Yard and Around the School or Classroom Behaviour Expectations/Rules, suspension of the student in accordance with DET guidelines may occur. DET website

Fresh Start Every Day- All students are entitled to a fresh start every day. Warnings from the previous day do not carry over to the next day.

- ❖ The only exception to this is if a student has reached stage 3 of the negative consequences but it is at the end of the school day. The one hour time out session occurs at the beginning of the next day. When a student has a time out in another classroom they must spend the whole hour in the assigned timeout room. Students do not go to timeout rooms for short periods of time.
- ❖ Timeout rooms will be assigned at the beginning of each year.
- ❖ Teachers are to record incidents in a classroom behaviour book. Time out session in another classroom is to be recorded on an incident form and given to student welfare coordinator at the end of each week.

Classroom Behaviour

Disruptive Class Behaviour

All disruptive behaviour is to be recorded in the classroom behaviour book.

1. Name on board – warning (chance to remind student about rules)
2. Tick on name on board – 15 minutes time out in classroom
3. Second tick on name on board – one hour session in time out room
4. Sent to principal with prospect of phone call or letter to parent explaining actions

Purpose of this policy

To ensure schools are informed about the Department's policy about student restraint including that it is only used when certain conditions are met and that appropriate standards and procedures are followed.

For detailed guidance including information about legal obligations, resources for training, and fact sheets for parents refer to the Department's [Restraint and Seclusion](#) webpages.

Definitions

In this policy, physical restraint means the use of physical force to prevent, restrict or subdue movement of a student's body or part of their body. Students are not free to move away when they are being physically restrained. Physical restraint should only be used when it is immediately required to protect the safety of the student or any other person.

In some limited circumstances, it may also be necessary to restrain a student from imminent dangerous behaviours by secluding them in an area where such action is immediately required to protect the safety of the student or any other person.

Seclusion is the solitary confinement of a student in a room or area (e.g. a garden) from which their exit is prevented by a barrier or another person. When used by a staff member in immediate response to behaviours of concern, seclusion may also include situations where a student is left alone in a room or area and reasonably believes they cannot leave that room or area even if they would physically be able to, i.e. it is not locked.

Policy

Regulation 25 of the Education and Training Reform Regulations 2017 provides that:

"A member of staff of a Government school may take any reasonable action that is immediately required to restrain a student of the school from acts or behaviour that is dangerous to the member of staff, the student, or any other person."

When physical restraint or seclusion should not be used

Physical restraint and seclusion should not be used unless immediately required to protect the safety of the student or any other person (see below).

Rooms or areas designed specifically for the purpose of seclusion or which are used solely or primarily for the purpose of seclusion are not permitted in Victorian government schools.

Restraint and seclusion must not be included in a Behaviour Support Plan or be used as a routine behaviour management technique, to punish or discipline a student or to respond to:

- a student's refusal to comply with a direction, unless that refusal to comply creates an imminent risk to the safety of the student or another person
- a student leaving the classroom/school without permission, unless that conduct causes an imminent risk to the safety of the student or another person
- verbal threats of harm from a student, except where there is a reasonable belief that the threat will be immediately enacted
- property destruction caused by the student unless that destruction is placing any person at immediate risk of harm.

Any restraint which covers the student's mouth or nose, in any way restricts breathing, takes the student to the ground into the prone or supine position, involves the hyperextension of joints, or application of pressure to the neck, chest or joints, must not be used.

When physical restraint or seclusion may be used

School staff may only use physical restraint on a student when there is an imminent threat of physical harm or danger to the student or others; and where such action (ie to physically restrain or seclude) would be considered reasonable in all the circumstances and there is no less restrictive means of responding in the circumstances.

As with physical restraint, seclusion should only be used when it is immediately required to protect the safety of the student or any other person, as permitted by Regulation 25.

The decision about whether to use physical restraint or seclusion rests with the professional judgment of the staff member/s involved, who will need to take into account both their duty of care to their students, their right to protect themselves from harm and obligations under the Charter of Human Rights and Responsibilities Act 2006.

Mechanical and chemical restraint

Mechanical restraints should never be used in schools to restrict a student's freedom of movement, unless the device is for a therapeutic purpose with written evidence of the prescription / recommendation, or if required to travel safely in a vehicle.

Medication primarily used to control or subdue behaviour and which is not being used to treat an underlying physical or mental illness or a physical condition should never be used in schools.

During Restraint

If applying physical restraint in the limited circumstances set out above, staff must:

- use the minimum force required to avoid the dangerous behaviour or risk of harm
- only restrain the student for the minimum duration required and stop restraining the student once the danger has passed.

Staff should ensure the type of restraint used is consistent with a student's individual needs and circumstances, including:

- the age/size of the student
- gender of the student
- any impairment of the student e.g. physical, intellectual, neurological, behavioural, sensory (visual or hearing), or communication
- any mental or psychological conditions of the student, including any experience of trauma
- any other medical conditions of the student
- the likely response of the student
- the environment in which the restraint is taking place.

Staff should monitor the student for any indicators or distress. Staff should talk to the student throughout the incident, making it clear to the student why the physical restraint is being applied. Staff should also calmly explain that the physical restraint will stop once it is no longer necessary to protect the student and/or others.

Actions after restraint has been used

This table explains the follow up actions that must be undertaken after a student has been physically restrained or secluded.

Action	Description
Reporting of the physical restraint/seclusion	<p>The staff member(s) involved in the incident must immediately notify the principal of the incident.</p> <p>A staff member should contact the student's parents and provide them with details of the incident as soon as possible.</p> <p>The incident may need to be reported to: the Security Services Unit (previously known as the Emergency Management Unit), see: Reporting and managing emergencies and incidents</p> <p>Edusafe WorkSafe, see: WorkSafe Notification.</p>
Providing supports for those involved	<p>Following the use of restraint on a student, appropriate supports must be offered to the following people:</p> <p>The student who has been restrained or secluded and their parents/guardians. This may include participation in decisions involving the student's behaviour management, Student Support Group meetings, the development of a student Behaviour Support Plan, and involvement of Student Support Services. For policy advice on the prevention of endangering behaviour and promoting positive behaviours refer to: Student Engagement</p> <p>Other students and staff members who were involved in or witnessed the incident. This may include a debriefing in relation to the incident, and counselling support.</p>

Action	Description
Maintain records of the incident	<p>A written record of the incident and the physical restraint or seclusion used must be made by the principal as soon as practicable. This record should be added to a student's file on CASES 21 or SOCS as appropriate. The record should detail:</p> <ul style="list-style-type: none"> the name of the student/s and staff member/s involved date, time and location of the incident names of witnesses (staff and other students) what exactly happened (a brief factual account) any action taken to de-escalate the situation why physical intervention was used (if applicable) the nature of any physical intervention used how long the physical intervention lasted names of witnesses (staff and other students) the student's response and the outcome of the incident any injuries or damage to property immediate post incident actions, such as first aid or contact with emergency services details of contact with the student's parent/carer details of any post-incident support provided or organised. <p>The principal should also arrange for all staff who were involved/present at the incident to prepare a statement / record of their involvement or observations of the incident.</p>
Plan for the future	<p>Post-incident, the school should consider the preventative and de-escalation strategies that might reduce the likelihood of an incident happening again. For example – reviewing and amending the student's Behaviour Support Plan, consider the training needs of staff working closely with the student/s involved in the incident.</p>