



BEHAVIOUR MANAGEMENT AND PERSONAL RESPONSIBILITY– JUNIOR SCHOOL

CATEGORY

Procedure

BACKGROUND

Penrhos College Junior School has a duty to provide a safe, positive and supportive environment for students. To achieve this, it is important to:

- promote pro-social behaviour, student wellbeing and the development of responsible behaviour
- maintain a safe and caring environment where the rights of all students are supported and protected
- assist students to accept responsibility for their own behaviour in academic, social and physical pursuits
- protect the rights of others and support students to make responsible decisions
- focus on early intervention and prevention of inappropriate behaviours
- respond fairly and appropriately to inappropriate behaviours.

Staff and students share the role of establishing a responsible and caring College environment. All staff and students are expected to be committed to the College's Core Shared Values. These are:

Respect: to act with thoughtfulness and consideration, to hold oneself and others in high regard.

Synergy: to work together in partnership to achieve a common goal.

Empathy: to identify and understand one another's situation, feelings and motives.

Integrity: base one's thoughts and actions on sound, ethical judgment.

Growth: when working and interacting with others, each person is able to grow when we engage heart, mind, body and spirit. One's purpose and actions are based on the 'whole person paradigm'.

Knowledge: value the pursuit of knowledge and its application in order to achieve full potential.

Student behaviour is best managed in ways that promote restorative practices and are educative in nature. It is not viewed in isolation, but as part of an interaction between the student, staff and school community. The use of appropriate curriculum and learning programs encourage engagement in pro-social behaviour by students while also teaching self-discipline, responsibility and resilience. The Penrhos College Junior School implements two programs to develop these skills:

1-2-3 Magic and Emotion Coaching

This behaviour management program incorporates specific, gentle but firm techniques to set limits, stop undesirable behaviour and encourage positive behaviour while helping children grow emotionally. It provides staff with a common language and a structured approach, which facilitates consistency across the school. Emotion coaching, together with the behavioural strategies encompassed within 1-2-3 Magic, provides teachers with a balanced approach to managing student's behaviour while teaching them skills to better manage their emotions and take more responsibility for their own behaviour.

You Can Do It

You Can Do It is a social-emotional program which provides children with the foundations for achievement, wellbeing and positive relationships. It aims to develop and foster emotional resilience, confidence, persistence, organisation and the skills required for getting along with others.

This Behaviour Management and Personal Responsibility procedure should be read in conjunction with the Duty of Care, Student Code of Conduct, and Bullying and Harassment Prevention and Intervention Policies.

CONSEQUENCES FOR INAPPROPRIATE BEHAVIOUR

Inappropriate Behaviour Towards Staff

1. Inappropriate out of class behaviour toward an Operational Services Staff member or Teaching Staff

Initially, the procedure in 1-2-3 Magic and Emotion Coaching should be followed. The incident should be reported to the classroom teacher or the Deputy Head of Junior School who will determine and document the most appropriate course of action. The student may be required to complete a Behaviour Reflection Sheet which will be filed in the student's personal file. Parents may be contacted by the Deputy Head of Junior School.

2. Inappropriate Classroom Behaviour:

- Non-compliance
- Calling out
- Interrupting the teacher
- Inappropriate language
- Disruptive behaviour
- Offensive behaviour
- Inappropriate use of technology

Action by Staff

Stage 1:

Classroom teachers should determine, implement and document the most appropriate classroom strategies to deal with the behaviour. Initially, the procedure in 1-2-3 Magic and Emotion Coaching should be followed. Referral to the Deputy Head of Junior School should be made if inappropriate behaviour persists.

The student may be required to complete a Behaviour Reflection Sheet which will be filed in the student's personal file. The Deputy Head of Junior School may contact the parents advising them of the issue and requesting their collaboration and support to improve the behaviour.

Stage 2:

Should the actions taken in Stage 1 not bring about the desired change in student behaviour, then the Deputy Head of Junior School may consult with the Head of Junior School and the Junior School Counsellor to determine the best course of action. This may include:

- Interview with parents to discuss reasons for the behaviour, College expectations, strategies to be implemented and consequences of no change in behaviour.
- Principal to be briefed.

Stage 3:

If the issue remains unresolved, the Principal will discuss the issue with the parents. The Principal will determine the final course of action. Staff will be informed of the course of action and the Principal will give feedback to staff.

3. Student Attendance/Late Arrival

If a classroom teacher is concerned about frequent non-attendance or late arrival, the teacher will contact the parent(s) seeking an explanation. The matter should then be referred to the Deputy Head of Junior School.

Inappropriate Behaviour Towards or Between Peers

Bullying is seen as a repeated and deliberate intent to hurt, embarrass, cause distress, fear or discomfort. It can involve humiliation, domination, intimidation, victimisation and harassment. Bullying is an inappropriate use of power (physical, social and emotional) and can occur over a period of time. This behaviour can affect individuals as well as groups.

Bullying is not conflict such as short term or one-off teasing and fighting amongst peers, where there is disagreement between students but not an imbalance of power. Bullying is also not one off acts of aggression or meanness, including single incidents of loss of temper, shouting or swearing.

Bullying can be emotional, verbal, physical, sexuality and gender bullying, property abuse and cyberbullying. See the policy Bullying and Harassment Prevention and Intervention – a Three Way Approach for examples of these forms of bullying.

If the incident is considered to be of a serious nature, this process may be fast tracked to the Head of Junior School and the Principal.

Action by Staff

Stage 1:

A student, parent, staff member or concerned community member should contact a member of the College staff. That staff member should then refer the matter on to the classroom teacher in the first instance, who will investigate and document the concern. If the staff member observes the bullying behaviour, he/she should then follow the strategies outlined in 1-2-3 Magic & Emotion Coaching. Procedures outlined in the policy Bullying and Harassment Prevention and Intervention – a Three Way Approach should be implemented. Reports of bullying should be referred by the staff member to the Deputy Head of Junior School and the Junior School Counsellor.

Stage 2:

The Deputy Head of Junior School and the Junior School Counsellor will determine the most appropriate course of action, which will include the following:

- Speak personally to the students involved. Depending on the situation, No Blame, Restorative Justice or Shared Concern strategies will be utilised.
- Contact parents
- Determine appropriate consequences
- Document all contacts and interventions.

The Head of Junior School will be notified and may be involved in a parent meeting to discuss the situation, consequences and a resolution for changing the bullying behaviour.

Stage 3:

If the issue remains ongoing and the action taken in Stage 2 does not result in the desired behaviour change, the Head of Junior School will refer the issue to the Principal with recommendations.

The Principal will discuss the issue with parents. The final course of action rests with the Principal. The Principal will provide feedback to relevant staff.

Adherence to Uniform Standards

A student does not adhere to the dress code stated in the Junior School Handbook for parents/guardians of students in the Junior School.

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Documented Plans

A documented plan (Individual Behaviour Plan) is used for an individual student when the student's behaviour is considered to be at a level that is beyond the scope of the College's behaviour management plan and the school's usual management strategies are not effective.

The Disability Discrimination Act 1992, the Disability Standards for Education 2005, and the Equal Opportunity Act 1984 are federal and state legislation that may also apply in the requirement and documentation of all plans.

These plans will:

- be negotiated between school staff, students, parents and specialists involved;
- reflect the age and developmental needs of the student and consider the context in which the behaviours occur;
- clearly describe the desired behaviour/goals of the student;
- outline both positive and negative consequences required to shape the desired behaviour;
- outline changes required to the learning environment to support the student to modify their behaviour;
- outline other support available to the student and how this can be accessed;
- contain a review process to assess, change and modify the plan.

Risk Management Plans are used when the student's behaviour is considered to present a physical risk to the safety of staff or students. These plans include:

- a summary of the student's behaviour and the risk it presents;
- the known antecedents to the behaviour and strategies which de-escalate this behaviour;
- strategies which are in place to support staff to manage the risk and advice as to how staff should access this support;
- an outline of the other resources required to manage the student's behaviour;
- an outline of the method of communicating this plan to staff;
- a documented outline of how to respond to the behaviour;
- appropriate training on how to respond if necessary;
- regular revision of the documented plan;
- assistance or advice from professionals involved to establish the plan, and regular communication when revising the plan.

Behaviour Reflection

Name: _____ Class: _____ Date: _____

1. What happened?	2. Who was involved?
3. How has this affected others? (yourself, other students, teachers)	4. What needs to happen to make it right?

Student Signature: _____ Date: _____

Staff Use Only

Staff Member Signature: _____ Date: _____

Further action required:

☐

No

☐

Yes (please indicate below with a tick)

Class teacher

☐

Parent Contact

☐

Deputy Head of Junior School

☐

Head of Junior School

☐

Counsellor

☐

Other (please specify)
