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## **Understanding our Student Behaviour Procedures**

(Class 1 to Class 8)

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### **Why Is Good Quality Behaviour Education, Management and Support Important?**

1. So that students can feel safe at school
2. So that we can create a positive learning environment
3. So that students can learn the skills they need to function effectively within a group and within a structured environment
4. So that students can learn how to interact positively with others
5. So that students' needs can be addressed AND student learning can continue in the classroom

### **Our Approach – Classes 1-8**

We are building a whole school culture where positive behaviour is a part of who we are.

Our approach encompasses:

- Building a form and culture within the school which supports a sense of belonging and community ownership of the expectations for positive behaviour
- Setting clear expectations for positive behaviour
- Explicitly teaching and modelling expected behaviours
- Recognising positive behaviours and celebrating behaviours that go above and beyond expectation
- Actively working with co-regulation to support students
- Providing supported opportunities for students to modify behaviour
- Having a clear process for managing behaviours which do not meet expectations, ensuring students understand these steps and consistently applying these across the school
- Having processes to support students who are dysregulated

## **The Four Pillars of Expected Behaviour**

*\*Note that these apply for everybody in our school*

1. Be respectful and polite
2. Be ready to learn, actively engage in learning and allow others to learn
3. Be safe and look after school property and resources
4. Follow directions given by school staff members

### **How do we work with Behaviours that do not meet Expectations?**

Teachers use a range of strategies across the day to manage minor classroom behaviours – amongst other activities, these may include a glance, a gesture or a quiet word. Teachers communicate with students about behaviour in a way which is age appropriate and appropriate to the context. Teachers are also continuously working, both individually and collegially, to understand the factors that contribute to behaviour that doesn't meet expectations for individual students and to support students towards change.

When behaviours continue to a point where they need to be more actively managed (when learning is being disrupted for example), the teacher begins to follow the three steps. Following the support given in each step, the teacher gives the students an opportunity to modify their behaviour. If the behaviour continues, the teacher moves to the next step. Note that these steps may occur within any one day.

#### Step One

- The student is reminded of the school's expectation for behaviour and given an opportunity to make a change to meet the expectation.

#### Step Two

- The student is reminded of the school's expectation for behaviour, directed to take an action to support them to meet the expectations and given a reflection time at the next break. The teacher stays with the student during the next break, supporting them to reflect on their behaviour and find some strategies which might assist them to modify their behaviour in future.

#### Step Three

- The student is reminded of the school's expectation for behaviour and may be directed to take a further action to support them to meet our expectations. In addition to the reflection sanction at the next break, students will:

- Class 5-8 – attend an extended reflection session at another time in the week and parents will be notified
- Class 1-4 – attend a meeting with the teacher and Nerrida or Hayley to reflect on their behaviour and parents will be notified.

## **Reflection Session**

When a child needs to spend time reflecting on their behaviour, they are supported by the teacher to consider the following four questions:

1. What are the school's expectations in relation to my behaviour?
2. What was happening, what did I do and how did this behaviour not meet the school's expectations?
3. Is there anything I need to do now to make this right? (Note this forms the basis for a restorative process conversation)
4. What could I do differently next time to meet the school's behaviour expectations/what am I committing to doing differently?

## **Extended Reflection Session (Class 5-8)**

During an extended reflection session, students are supported to consider and answer the following questions:

1. How did your actions on this occasion not meet the expectations?
2. Who/What was affected by your actions, and how were they affected?
3. What do you think got in the way of you not meeting the behaviour expectations?
4. What help or support do you think you might need to avoid a similar situation?
5. What are the next steps you will take to make things right for those affected by your actions? (Note that this forms the basis for a more extensive restorative process conversation)

## **How Do We Work With Neurodivergence?**

We note that, for many neurodiverse students, having a consistent approach with calm, expected language can really support them. Our updated approach, with predictable responses to classroom behaviour is designed to bring more consistency and help reduce anxiety levels. In addition, a number of students have individual plans which provide information about how the teacher can support these students, and the school leadership and wellbeing teams can also be called upon to give support.

## **What Happens When a Child is Dysregulated**

If a child is dysregulated, the three steps may be bypassed in favour of a range of strategies which will support the child to re-regulate. These are strategies which have been developed over the last few years with the support of a range of allied health professionals and the strategies vary according to the child's needs. We note the essential role co-regulation plays in supporting a child to re-regulate and staff work with this as a key tool.

## **What happens if a student is repeatedly getting to step 3 of the management process**

When a student is repeatedly getting to step 3 of the process (i.e. more than twice a week), a meeting may be organised between a member of the leadership team, the class teacher and parents to develop a behaviour management plan to support the student to meet the school's behaviour expectations.

## **Serious Behaviours**

Some behaviours are of a serious nature in that they pose a threat to a student, staff or school property. For the following behaviours, the staff member may call for immediate assistance (ideally from a member of the leadership team). Serious behaviours include:

- A student who is unable to follow directions or control their behaviour, or who is threatening to harm self or others or the property of others and is not de-escalating following staff intervention
- A student who is threatening to leave or who leaves the school property
- A student who has intentionally not attended a scheduled class/school-related activity (this particularly applies to students from Class 5 and up)

Following intervention from a senior staff member, parents will be contacted in relation to the incident. Further sanctions/actions may be needed. These may include:

- Further restorative action if appropriate
- Extended reflection period (for Class 5 - 8)
- Development of a Positive Behaviour Agreement with the student
- Development of a Behaviour Management Plan
- Actions as per the CSSK Restraint, Seclusion, Suspension and Expulsion Policy

**Our goal is to have a safe, supportive learning environment where students can grow and learn. All our staff are committed to working together to make this happen.**