



MARGARET RIVER

Independent SCHOOL

EST. 1982 AS NYINDAMURRA FAMILY SCHOOL

Behaviour Management & Violence

Revision Date	GB approval Date	Changes Made	Author of Changes
2017			
2020		Major review to combine BM & Violence and make clearer the process and requirements for behaviour incidents. Violence policy to be retired after this policy is approved.	AM/WR/JC
2020	7/12/20	Approved with minor changes	GB

Policy Owned by: Principal and Staff

RELATED DOCUMENTS

School Rules (changes to the School rules should be reflected in this document)	Volunteer Policy/Code of Conduct
Student Code of Conduct (Pending)	Child Protection Policies
Staff Code of Conduct	Bullying Policy

Child safe code of conduct	
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BEHAVIOUR MANAGEMENT & VIOLENCE POLICY

1. Rationale

At MRIS we are committed to providing a safe and supportive environment for all students, staff and members of the school community by having processes in place for an effective behaviour management policy. In the event that inappropriate/unacceptable behaviour occurs then the guidelines below will provide a framework to support the individual towards making positive choices through a fair and consistent process.

At MRIS we believe that the development of appropriate and acceptable behaviour requires a whole school community approach. This approach is based on the understanding that:

- All 'behaviour' has a purpose; and
- Each child has the qualities of character to change the purpose of their behaviour.
- We use authority in the service of learning.

Behaviour management issues are addressed in a big, strong, kind and wise manner. MRIS aims to create an environment where children's safety and wellbeing is at the centre of thought, values and actions.

2. Aims

- To create a positive environment so that all members of our school community can work together in harmony
- To create a safe and productive school environment where the rights and responsibilities of each individual are recognized and respected
- To establish clear boundaries through a set of rules that will protect the rights of all individuals
- To encourage ownership of behaviour by establishing natural and logical consequences for individuals who do not accept their responsibilities
- To recognise and acknowledge those individuals whose behaviour promotes a positive culture of character development.

3. Definitions

Misbehaviour: At the school we define '**Misbehaviour**' as:

- Actions or words that are disrespectful or ignore others' rights.
- Refusal to co-operate when the child knows how to co-operate.
- Behaviour that is dangerous to the child and/or others.

Violence: At the school we define "**Violence**" as:

"Incidents where a person is intimidated, threatened, physically assaulted or where property is deliberately damaged by another individual. It is an extreme use of force often resulting in

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injury or destruction. Violence does not necessarily involve an imbalance of power and can be a one-off incident". [Department of Education, <http://det.wa.edu.au/policies/detcms/policy-planning-and-accountability/policies-framework/definitions/violence.en> accessed 30/07/2020]

Violence can be verbal, virtual, written or physical threats. It can be hitting, biting, kicking, pulling hair, pushing, punching, attacking with implement, stomping on foot etc. It can occur at any school function, event, activity, and excursion or during bus travel. Such incidents should be considered in the context of the above definition of violence.

Teachers may use their discretion to take into considerations factors influencing behaviour such as age, context and developmental stages.

4. Guiding Principles

MRIS is a peace zone and is committed to ensuring all members of the school community are safe.

School Rules are:

4 C's (SOLE)

Care for Self

Care for Others

Care for Learning

Care for Environment

Discipline and Punishment

Margaret River Independent School **bans**:

- the use of corporal punishment and other degrading punishments
- child abuse as a punishment or behaviour management tool

This is further explained as punishment which is not compatible with respect for human dignity, including corporal punishment and non-physical punishment which belittles, humiliates, denigrates, scapegoats, threatens, scares or ridicules the child.

Support of purpose

The school uses the following programmes to support the purpose and aims of this policy:

- Parents and staff will be trained in the use of the **S.T.E.P.** (Systematic Training in Effective Parenting) Programme by Don Dinkmeyer and the students will be given an understanding of the principles of the programme.
- Staff, parents and students are made aware of **The Virtues Project** by Linda Kavelin-Popov (see support material). This programme will be used to empower children to act on the best within them.
- We believe that 'discipline' is understanding, leading, guiding, encouraging and instructing children within a framework of Rules, Rights and Responsibilities.

- Restorative Justice Principles for when someone has been hurt/when things go wrong.
- PATHS – Promoting Alternative Thinking Skills. The goal of this programme is to lay the foundations for life-long social-emotional understanding. It is the explicit teaching of essential skills in emotional literacy, behavioural self-control and problem solving.
- PART – Predict, Assess and Respond to challenging/aggressive behaviour: 2-day training course that teachers must be accredited with.

5. Managing Behaviours

The below indicates the process to be followed if inappropriate behaviour occurs

Level 1 Classroom Issue: Calling out/disrespectful speech/not working/distracting other pupils, 'put downs' etc demonstrating lack of virtue use within boundaries of Classroom Rules.

Behaviours in Level 1: considered to be minor and dealt with by the classroom teacher.

- **First occurrence:** tell/give the Virtue Guidance “ I need you to be purposeful with your work right now”
- **Second occurrence:** unpack the Virtue required so that understanding occurs, “What would help you be purposeful with your work right now?” Read Virtue from Purposefulness Card (Classroom Virtue Cards) and relate to the issue
- **Third occurrence:** “It looks like you are choosing to work in your free time.” Child redirected to the “Time in” area for think and chat time. All learning needs to be completed. *Be aware we are not here to “name, shame and blame”- This is about making better choices. Aim always to be “Big, strong, kind and wise”.*

Level 2: Ongoing from Level 1: non-compliance. or repeated occurrence

Behaviours in Level 2: repeated disruptive and disrespectful behaviours from Level 1

- The teacher will use the S.T.E.P principles (See Appendix A for example)
- The Teacher/Education Assistant will complete a Behaviour Reflection sheet with the child.
- Teacher to record incident on Schoolpro.
- On the 3rd Behaviour Reflection Sheet the Teacher will inform the Principal.
- The Principal contacts the parents to inform them of the situation and engage them in the process. The parents will be requested to attend a meeting with the relevant teacher and Principal to formulate a **Behaviour Management Plan** for the child/and or further investigation to support behaviour change. At this point the School Psychologist and/or other Health services may be called upon. The focus on this process is *positive change*

Level 3 Aggression

Behaviours in Level 3: Serious acts of aggression or disrespect. (significant disregard for school rules)

FIRST OCCURRENCE:

1. The child is immediately removed from the situation- classroom/playground/other area.
2. The child remains in the care of the Principal until an appropriate system is set up for safe return class.
3. The Principal informs the child of the non-violence stance of the school. The child is guided to make reparation to the hurt party and is to give an assertive apology.
4. Restorative Justice, PATHS, Virtues Study to be utilised. (See Behaviour Management Policy Appendix C) Behaviour reflection sheet
5. Possible removal from playground if warranted.
6. Parents are informed of the situation.
7. Teacher to complete Incident Report form and record on Schoolpro.

SECOND OCCURRENCE:

1. Steps 1-4 are followed and the child is issued with a Violence Notification Form that is to be signed by the parents (Appendix E).
2. Parents are to pick the child up. The Principal and the Teacher if required will meet with the parents and the child.
3. Teacher to complete Incident Report Form and record on Schoolpro

THIRD OCCURRENCE:

1. Child is removed from the school immediately by the parents.
2. Teacher to complete Incident Report Form & Record in School Pro.
3. The Principal and/or Teacher will meet with the parents to discuss re-entry.
4. When the child returns there will be a supervised re-entry and restricted access to the playground and the classroom. Social stories program for children who need the remodelling.
Day 1- Time out to make amends
Day 2- Monitored with Duty Teacher
Day 3- Monitored in area with Duty Teacher
Day 4- Restricted playground access. Child to check in with Duty Teacher.
Day 5- Regular playground access.

Level 4 Violence/Extraordinary Circumstances

Behaviours in Level 4: =The use of weapon/intent to hurt/deliberate and/or premeditated per the definition of violence in Section 3.

or Behaviours in Level 3 that warrant suspension and expulsion. Considered to be very serious and involves endangering the safety of themselves, other school members or community members and/or serious violation of the rights of others.

Behaviours in Level 4 that warrant suspension and expulsion include:

Acts of Violence including but not limited to:

- Physical assault or intimidation of staff
- Verbal abuse or harassment of staff (includes stalking, sexual harassment, sexual innuendo and manipulation)
- Physical assault or intimidation of students
- Verbal abuse or harassment of students (includes stalking, sexual harassment, sexual innuendo and manipulation)
- Wilful offence against property (occurs when there is intent to deface or cause damage to property, includes theft)
- Cyber bullying

Other serious acts:

- Extreme violation of school rules 4cs (Self, others, learning, environment S.O.L.E)
- Substance misuse (involves substances that are not illegal but threaten the good order of proper management of the school-includes cigarettes, alcohol and misuse of prescribed medicines)
- Inappropriate reading material
- Illegal substances offences (deemed illegal under the Criminal Code)
- Online incidents (stalking, abuse, filming/photographing other students and posting online in any forum/app)
- Non-compliance with the Behaviour management plan
- Other (other serious incidents that are not encompassed by the above)

In the event of an act of violence

1. Child is to be instantly removed from any contact with other students and taken immediately to the Principal.
2. The child's parents will be contacted to remove their child from the school.
3. Psychology services will be sought and other relevant professionals notified-including the Police services if appropriate.
4. An individual BMP will be developed before the child re-engages with any regular school activities. Restorative Justice Principles and Logical consequences will guide the process and any restitution that is required will be enacted.
5. Depending on the severity of the behaviour the child may be suspended or excluded, as determined by the Governing Body and Principal.

6. Incident form completed and record on Schoolpro
7. If a child is able to return, and a re-entry **plan** has been created to ensure a safe return, then the following process will be followed:
 - Week 1-** Time out to make amends
 - Week 2-** Monitored with Duty Teacher
 - Week 3-** Monitored in area with Duty Teacher
 - Week 4-** Restricted playground access. Child to check in with Duty Teacher.
 - Week 5-** Regular playground access.

Other Considerations

- If a student has a diagnosed disability, the IEP/BMP will lead the management of the behaviours that are associated with the particular disability.
- If students do not have an official diagnosis they will be subject to the School's Behaviour Management Policy.

6. Suspension

- The Principal notifies the Governing Body if a student is at risk of suspension.
- Both Level 3 and Level 4 misbehaviours may result in suspension.
- The '***Suspension from School' Form*** is to be completed. (See Appendix B)
- Parents to be contacted if a child is deemed to be suspended.
- Staff, parents, School Psychologist and any other relevant professionals will be contacted.
- A meeting with parents, Principal and School Psychologist will be convened and a **Behaviour Management Plan** (See Appendix D) created for re-entry to the school. informed by The School Education Act 1999: *School Education Regulations 2000* with respect to;
 - Maximum period of suspension prescribed
 - Rules for imposing suspension
 - Suspension for a period of 10 days or more
 - Educational instruction for certain suspended students
 - 5 consecutive days or 10 consecutive days if serious breach of school Behaviour Management & Violence Policy.

In all our actions we are guided by the *Child Safe Framework* by adopting the National Principles for Child Safe Organisations.

7. Expulsion (Un-enrolment at MRIS)

Un-enrolment is at discretion of the Principal, with approval by the Governing Body.

8. Records

MRIS keeps records of disciplinary actions in the Incident Book, located in the labelled pigeon hole of the Principal's office and ensures that relevant policies are implemented fairly during this process.

Information will also be stored in the Behaviour Module of SchoolPro on a confidential student basis.

Appendix A – Example of use of STEP principles

STEP would use its 'I' statement tool which is underlined in bold. When you eg: call out (clearly identifying the unwanted behaviour and separating it from the student which invites cooperation). **I** feel concerned (I statement- promotes 'people' esteem i.e. student's awareness of others starts being tapped) because you are interrupting your own and others' learning (reasoning can help to move student to cognitive from reactive egocentricity). You can either (offer choices) put your hand up now, or wait to tell me after I have finished the class (acknowledges there is importance to and of the student's need and this further invites cooperation). Calling out is not a choice on offer (reaffirms the limit which presumably the student already knows). If you choose (lets the student know that the behaviour is under his/her own control) to call out again at any time, someone will take you to the office. (STEP logical consequence-no more warnings. 'Act more and say less' if the student does not comply)

Appendix B: Suspension from School Form

Appendix C: Behaviour Reflection Sheet

Appendix D: Behaviour Management Plan for Re-entry to school

Appendix E: Violence Notification Plan