Behaviour Engagement

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
3/11/2023	4/12/23	Renamed from Behaviour Management & Violence to Behaviour Engagement. Amendments made to Rationale, definition and Managing Behaviours	Ann Murray
12/25			

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 ENGAGEMENT

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. This policy is based on principles of equity, acknowledging the diverse needs of every child and young person and that they require varying levels of guidance. Consequently, it empowers our staff to exercise their discretion, with the aim of providing comprehensive support for all children and young people at MRIS.

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
Discipline: Discipline is seen as a process that teaches children acceptable ways to act by developing empathy, character and morality; by empowering the child. This approach also views learning how to behave as an ongoing process throughout a child's life, not a series of one-off events. (Justin Coulson, 2020)

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 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 accessed30/07/2020]

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.   <u>Managing Behaviours</u>

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

Kindergarten-Pre-Primary

For serious of aggression or disrespect eg: Hitting, biting, kicking, spitting and pinching. The following outlines the procedures for three incidents in one day. Every day is a new day. Where possible, the classroom teacher will support the child to co-regulate and make amends. Admin staff/Wellbeing co-ordinator/Chaplain/TA will supervise the rest of the class.

- First occurrence: Time away. The child is removed from the situation, or the class moves to another area. The child is given time in a safe space in/out of the classroom.

- Second occurrence: Time away from the Kindergarten/Pre-Primary area. Admin/Wellbeing Co-ordinator/Chaplain to spend time with the child. "It seems like you are having difficulty with…"

- Staff work with the child on strategies to move into the Green Zone and then make amends.

- Third occurrence: Parents are contacted and informed of previous incidents and the strategies implemented to support connection and co-regulation. The parent is asked to collect their child from school to help their child regulate.

Steps to Solving Problems (Deb Martin 2022)

Year 1-Year 6

> **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.

<u>Behaviours in Level 1</u>: **considered to be minor and dealt with by the classroom teacher.**

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- **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

<u>Behaviours in Level 2</u>: **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 Zunia.
- 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 Zunia.

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 Zunia.

THIRD OCCURRENCE:

1. Child is removed from the school immediately by the parents.
2. Teacher to complete Incident Report Form & Record in Zunia.
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 Zunia
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 Zunia 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

<u>APPENDIX B</u>

<u>Margaret River Independent School Suspension from School Form</u>

Name of Student _____ Year _____

Date _____ Class Teacher _____

Duration of Suspension _____

Details of Incident Leading to Suspension (insert more lines if needed)

_____

_____

_____

_____

_____

_____

_____

_____

** Behaviour Management Plan for re-entry to school to be attached**

Principal _____

(signature required) _____

APPENDIX C

Margaret River Independent School Behaviour Reflection Sheet

Student Name _____   Year _____   Date _____

What happened? (Was there a reason?)

_____

_____

_____

What rule did I break? (Care for Self? Others? Learning? Environment?)
Who/what was hurt?

_____

_____

How do I feel about that? PTO and choose.

_____

What are my needs?   PTO and choose.

_____

What virtue/s could I have used?

_____

Find the virtues card/s and read.
How will I show this Virtue next time? **Use the "Sign of Success" to guide your plan.**

_____

_____

What amends can I make? What am I willing to do? What is my request?

_____

Student _____
(signature required)

Principal_____
(signature required)

This is my: 1ˢᵗ   2ⁿᵈ   3ʳᵈ Sheet - Meet with Wendy to discuss after 3ʳᵈ
_____

Feelings   **Name:**

Playful.	Exuberant.		
Thankful.	Grateful		
Unsettled.	Concerned.	Tense	
Frustrated.			
Sad.	Unhappy.	Disappointed.	Lonely.
Curious.	Interested.		
Happy.	Glad.	Delighted.	Cheerful.
Surprised.	Shocked.		
Scared.	Worried.	Afraid.	
Peaceful.	Content.	Calm.	Relaxed.
Excited.	Enthusiastic.	Energetic.	Eager.
Friendly.	Loving.	Tender.	Warm.
Angry.	Mad.	Furious.	Upset

Needs

Capability.   Competence. Skills.

Safety.   Trust.

Self-expression.   Creativity.

Play.   Fun.

Respect.   To matter.   To be considered.

Learning.   Exploration. Discovery.

Choice.   Autonomy.   Freedom.

Understanding me.   Self-Empathy.

Community.   Friends.   Belonging.

Rest.   Relaxation.

To be heard.

To be understood.

Appendix F – Continued Violence Notification Plan

RESTORATIVE JUSTICE PRINCIPLES

Purpose
At MRIS we believe 'true discipline' happens 'inside out' instead of 'outside in'. It does not need to be imposed from without, but awakened from within, thus building self-esteem and promoting respectful behavior.

Aim
- To use the Virtues Program and STEP Principles to guide all discussions
- To follow the 5 R's of Restorative Justice
    1. Reparation – to make amends, to compensate for something lost
    2. Responsibility – to respond ably to be accountable
    3. Restitution – to give back something that has been lost or taken, to restore, to reimburse
    4. Restoration – to give back, to restore health and consciousness, to rebuild
    5. Reconciliation – to make friendly again, to settle quarrel, to make content

Assertive Apology Format
a) "I am sorry/I regret ……. for the (what I did-be specific)
b) "I usually ………. (what do you do)
c) "I will …….. for the future (try to)

MRIS Continued/ Repeat Violence Procedure

If MRIS cannot trust the word of a student and violent activities are still occurring, then the following format is to be followed.

Student's name _____ Date_____

1. We cannot trust what you say yet.
2. If anyone gets hurt accidentally or purposefully by you – you will go home immediately.
3. All work will be completed at home.
4. On return to school there will be provisional entry to classrooms and
5. playground- in line with our school policy.
6. You will be placed in an allotted seat in the bus for a given time.
7. You may be removed from classroom and playground for a certain number of weeks.
8. Professional help on an ongoing basis is required for continued enrolment at
9. MRIS. The family of the child is to pay for this service.
10. MRIS may not be able to cater for ongoing violence.

Signed by:

Student_____ Date_____

Parent _____ Date_____

Principal _____ Date_____