

Student Welfare and Behaviour Support Policy

Moonta Area School staff members believe in a Moonta Area School where:

- The focus is and remains on teaching and powerful learning
- Learning environments are safe, orderly and productive
- Students can self-regulate their own behaviour
- Student/ teacher /parent relationships are positive
- Time is allocated for leaders to prioritise the coaching of other staff to build capacity in line with the SIP

Behaviour Levels	Demonstrated Behaviours	Interactive Management Process	Staff Responsibility
Expected Behaviours	<p>EXPECTED BEHAVIOURS Students are expected at all times to show respect towards staff, other students, the school environment and for the processes of learning.</p> <p>Some examples of expected behaviour:</p> <ul style="list-style-type: none"> ✓ Listen carefully and follow instructions ✓ Work to achieve personal learning goals ✓ Co-operate with peers and staff ✓ Speak when asked to contribute ✓ Work quietly without disruption ✓ Listen when someone else is talking – no interrupting ✓ Make a genuine attempt to complete work ✓ Be on time and be prepared for class ✓ Wear correct school uniform ✓ Enter a building/activity area with permission only ✓ Leave the room in a clean and tidy state ✓ Place rubbish in bins provided ✓ Treat others as you would like them to treat you ✓ Have reasons for the things you say and do ✓ Participate to progress ✓ Pursue your best no matter who you work with ✓ Show strength to be sensible 	<p style="text-align: center;">BE PROACTIVE</p> <p>RESPOND THEN PREVENT REOCCURANCES, Expect students to behave appropriately and enable them to do so by:</p> <ul style="list-style-type: none"> - Clearly communicating your expectations for behaviour and learning <p>Anticipate and pre-empt misbehaviour by:</p> <ul style="list-style-type: none"> - Communicating your expectations for students to behave well in class/school. - Acknowledge and affirm 'expected' behaviour for both class and individual as appropriate. - When students are about to get it wrong state what you expect them to do right rather than warning them not to do it. - Maintain perspective – students will get it wrong sometimes – teach and enable them to learn to get it right 	<p>TEACHER RESPONSIBILITY</p> <p>If the expected behaviours are not being demonstrated classroom teachers will follow the Interactive Management Process (IMP – see Column 2) and the four step process to change behaviour. (Prevent, Affirm, Correct and Support)</p> <p>Establish clear basic guidelines for behaviour with the class by following the Classroom Management Plan</p> <ul style="list-style-type: none"> - Keep the rules simple (no more than 5) - Ensure they are visible for quick reference. - Review your classroom rules if necessary. - Use Restorative practices appropriate for classroom and yard setting. <p>Carry a positive mindset</p> <ul style="list-style-type: none"> - View each student positively - Focus on a positive class - Expect students to 'get it right' <p>TIP: On a class list write down at least one positive for every student</p> <p>Where a student does not respond to the IMP consult a Leader and review student's capacity to participate in the learning task.</p> <ul style="list-style-type: none"> - Discuss student background with Leader to enable strategies to correct and support the student - Model the behaviour you wish students to learn - Manage so they are able to achieve the required behaviour - Conduct proactive lessons where appropriate with classes to teach students so they are able to learn acceptable behaviour
	<p>AFFIRM Affirm strengths, acknowledge ability and small successes – this will encourage cooperation, engage and motivate.</p> <ul style="list-style-type: none"> - Catch them 'doing it right' - Describe the positive behaviour e.g. I saw youthat was - Focus on the positives no matter how small – communicate these appropriately and in passing - Initiate trust – so students know you trust them to behave well, and when things go wrong (as they will) you trust them to put it right – do the right thing. 	<p>CORRECT & SUPPORT When students 'get it wrong' to ensure misbehaviour does not repeat or escalate</p> <ul style="list-style-type: none"> - Assertively guide/direct, - Empathically enable E.G. "That sounds tough...That's disappointing..." - Encourage with affirmation - Use non-verbal communication e.g. gestures, facial expressions <p style="padding-left: 40px;">Use brief verbal directions, questions, acknowledgements so students learn to sort out the problem, manage their own behaviour and get it right</p>	



Level 1 Misbehaviours

Behaviour Levels	Demonstrated Behaviours	Interactive Management Process	Staff Responsibility
<p>Level 1 Misbehaviours</p>	<p>Can the teaching and learning program continue while the teacher and other staff use appropriate strategies to maintain a safe, orderly and productive (for others) learning environment?</p> <p>Examples of common classroom misbehaviours needing management at this level</p> <ul style="list-style-type: none"> - Refusal to follow teacher instruction after clear direction has been given - Answering back / arguing with staff in a rude and disrespectful tone - Swearing around others - Unwanted teasing / Using Put Downs - Consistent interrupting - Consistently talking over the teacher - Not following the school values of Learning, Caring and Sharing - Minor inappropriate social behaviours – e.g. name calling <p>NOTE: These behaviours lie within the realm of the classroom and the teacher needs to;</p> <ol style="list-style-type: none"> 1. Reflect upon their response, the possible reasons for misbehaviour and manage the situation so it is no longer becomes an issue. 2. This may not require being taken any further other than: <ul style="list-style-type: none"> - into a teacher's diary for reflection, planning and discussion with the relevant Leader for their input 3. As there is little a parent can do – it is the relationships within the classroom – with the teacher and other students that is being managed and this is not a parent issue. <p>Informing parents is generally better kept for serious behaviours when their support is really needed. However, this is a decision the teacher and Leader must make in the best interests of the student.</p>	<p>Remember, 'behaviour is a message' of an unmet need and ongoing misbehaviour may have underlying causes, needs which require understanding, insight, investigation, along with teacher reassessing their own responses and impact ... for behaviour to change. Consult with Leaders and colleagues.</p>	<p>TEACHER RESPONSIBILITY Teachers are expected to work proactively to manage these behaviours e.g.</p> <ol style="list-style-type: none"> 1. Planning to prevent ongoing misbehaviour 2. When behaviour occurs to apply corrective and supportive skills and strategies to prevent its repetition and escalation. <p>Majority of medium level behaviours can be prevented from repeating and escalating through a skilful response. To achieve this</p> <ul style="list-style-type: none"> - Refer to the IMP checklist (i.e. Prevent, Affirm...) until you feel confident in your management. - Keep notes in your Teacher Diary and plan your management of these behaviours - Consult with your Line Manager <p>If the behaviour continues</p> <ul style="list-style-type: none"> - consult with a Leader - complete the Behaviour Record on Daymap <p>After discussion with the Leader, if it is deemed necessary, parents will be notified. Their (parents') role is to be supportive of the process being taken to achieve behaviour change.</p> <p>Line Manager/ Leader Responsibility Support the staff member by:</p> <ul style="list-style-type: none"> - listening, helping reflection and decision making <p>School Administration Responsibility Provide training in: Restorative Justice Interception Managing Potential and Aggressive Behaviours SMART Practices Play is the Way Rock and Water</p>
	<p>CORRECT Apply assertive skills to enable student to change their behaviour, then if needing to confront students with their behaviour apply e.g.</p> <ul style="list-style-type: none"> - Choices with appropriate consequences enable students to 'get it right' e.g. <i>Either ... or ... You decide</i> and provide a reasonable amount of 'take up time' - 'I' statements clearly communicate that behaviour is unacceptable and enable student to put right the situation <p>Look at <u>Safe, Orderly and Productive</u> resource for other ideas</p>	<p>SUPPORT Apply empathic skills - take away the need to act out and lead students into learning to manage their behaviour and cope with their own problems/concerns Provide an opportunity in class to use a chill out space for a short time Use Open Responses to tune in, listen and acknowledge feelings, situation: "From what you're telling me, you sound unhappy..." Use Open Questions to give ongoing support – for students to consider what they need to do</p>	



Level 2 Misbehaviours

Behaviour Levels	Demonstrated Behaviours	Interactive Management Process	Staff Responsibility
	<p>Examples of more challenging behaviours needing management</p> <ul style="list-style-type: none"> - Refusal to follow instruction after continuous requests – oppositional & defiant behaviour requiring removal by a Leader - Constant and consistent disruption in class resulting in removal - Purposeful exclusion of others - Swearing at others. - Intimidation of others - Bullying of others - Lying / dishonesty <p>NOTE: Some of these behaviours tend to move beyond the realm of the classroom and therefore may require a Leader to be the key manager, with the class teacher and other support personnel working as a team to support behaviour change. The following question can be used to gauge when to call for support.</p> <p>Can the teaching and learning program continue while the teacher and other staff use appropriate strategies to maintain a safe, orderly and productive (for others) learning environment?</p>	<p>PREVENT, CORRECT and SUPPORT as previously stated</p> <p>FOLLOW THROUGH To manage the whole situation and all its elements when the student has already transgressed, has gone too far and is now needing to learn to take responsibility for their behaviour and put things right, requires the following:</p> <ol style="list-style-type: none"> 1. Consultation with the relevant Line Manager/ Leader 2. Applying Restorative Practices 3. At this stage there may also be a need for <ul style="list-style-type: none"> - Mediation - Remediation - Parent support - Counselling - Psychological assessment - Take Home if apparent that the student will be unable to engage in any of the above on that day or reengage positively in the learning program 4. Refer student to Student Intervention Team when staff responses/interventions are unsuccessful 	<p>TEACHER RESPONSIBILITY IN CONSULTATION WITH LEADER</p> <ul style="list-style-type: none"> - When a TEACHER faces a challenging behaviour it is important that they be seen to be immediately managing the situation. - TEACHER completes the Behaviour Record on Daymap at their earliest opportunity that day - TEACHER calls home initially - The LEADER's role is to empower teachers to manage student behaviour – not to take over the problem. If a student engages in really serious misbehaviour then it should be a consultative process led by the Leader with the relevant teacher. When applicable, the leader will provide release time for the teacher to work through the behaviour with the student. - The PARENT's role is to support the school's management of the student <p>When a TAKE HOME is required, the TEACHER will be released from 8:30 until 8:50am to facilitate the re-entry meeting with the support of an Assistant Principal or other Leader</p> <p>Teacher works with their Line Manger /Team Leader to develop a Behaviour Plan which is designed to effectively manage behaviour when students majorly transgress rules and infringe rights and corrective measures are not having the desired impact.</p> <ol style="list-style-type: none"> 2. The targeted class behaviours will be included in a Behaviour Booklet that will be used by the student to guide their behaviour and record progress. Inappropriate yard behaviours may result in the student engaging in the SMART PLAY program. 3. Parents will be asked to sign the behaviour booklet each day. 4. Logical consequences will be determined by the relevant leader in consultation with the teacher and the student where possible.



Level 3 Misbehaviours – Extreme Misbehaviour

Behaviour Levels	Demonstrated Behaviours	Interactive Management Process	Staff Responsibility
	<p>Whenever the teaching and learning program can not continue in a safe, orderly and productive manner please call for support immediately.</p> <p>Examples of extremely challenging behaviours requiring immediate leadership support</p> <ul style="list-style-type: none"> - Extreme violence towards staff or students in any manner - Physical Bullying – fighting, punching, kicking - Repeated bullying of others – visual, gesture, telephone, cyber, racial, sexual - Theft of / damage to property - Consistent intimidation of others - Dealing in drugs or alcohol on school premises - Consistent and repeated verbal abuse, swearing or verbal bullying - Behaving in a manner which threatens the good order of the school - Consistently and constantly behaving in a manner which interferes in the educational opportunity of others - Swearing at a staff member <p>Suspension may be required if students have:</p> <ol style="list-style-type: none"> 1. Demonstrated Violence 2. Threatened Good Order 3. Threatened Safety & Wellbeing 4. Acted Illegally 5. Interfered with the Rights of Others 6. Demonstrated Persistent & Wilful Inattention 	<p>Zero Tolerance behaviours require a number of well-considered strategies and skilled responses. It is the responsibility of Leaders and Teachers to work proactively, to have consistent processes in place and be prepared and practised for extreme level behaviours.</p> <p>AFFIRM Affirm strengths, acknowledge ability and small successes – this will encourage cooperation, engage and motivate.</p> <p>PREVENT – pre-empt ... tune in to students, be observant of those students who can get violent, abusive etc. and be aware of the warning signs and train them to be aware and provide them with a strategy to take control of their behaviour so they can take control of themselves. Be proactive and utilise the CPC, Play is the Way concepts etc.</p> <p>CORRECT – have a selection of brief reminders that state expectation for positive behaviour or are an agreed communication to remind student they need to take control of their words/actions.</p> <p>SUPPORT – acknowledge e.g. state situation – student made aware of what they're doing and can take control, or reflect feeling e.g. frustration, anger so emotional intensity lowers and student then able to control actions and apply agreed strategy.</p> <p>FOLLOW THROUGH Whatever agreements are made must be followed through by all involved</p>	<p>Leadership</p> <p>1. LEADER'S RESPONSIBILITY</p> <ul style="list-style-type: none"> - In consultation with relevant teachers and team members to plan follow through action to teach responsibility, accountability, reparation and behaviour change. Notify parents when appropriate as this can result in a Take Home and/or Suspension as determined by the Assistant Principal / Principal - Consult with Assistant Principal as soon as practicable - Should suspension be the appropriate action <ol style="list-style-type: none"> i. Parents / Caregivers will be notified and required to collect their students from school ii. Suspension documentation will occur on EDSAS and DayMap and be provided to parents iii. The period of suspension will be determined by the Assistant Principal / Principal iv. A re-entry meeting will occur before the student returns to class. Parents are strongly encouraged to attend this meeting. <p>2. TEACHER'S RESPONSIBILITY IS TO</p> <ul style="list-style-type: none"> - Tune in to students, be observant and aware of those students who elicit violence, are abusive etc. and be aware of the warning signs - Complete the Behaviour Record on Daymap - To consult with their Line Manager / Team Leader and plan to <ol style="list-style-type: none"> i. Train students to become aware of their warning signs which indicate they need to manage the problem – 5 Point Scale and Interception training may be appropriate ii. Work with the student on developing a strategy for coping so they can behave differently/appropriately. If extra support is needed refer to relevant Leader iii. If behaviour requires urgent attention, phone or send a student to alert the Front Office Staff who will contact the relevant leader iv. Complete a grey Unacceptable Form stating the seriousness of the behaviours



Rebuilding and Restoring the Relationships

Behaviour Levels	Demonstrated Behaviours	Interactive Management Process	Staff Responsibility
	<p>NOTE: The role of all staff members is always to be proactive. When student behaviour is seriously challenging and detrimental to self, others and learning it is important to remember that the aim is not to punish but to teach the student to learn to act differently – to behave in a manner that is acceptable within the social environment of school and classroom.</p> <p>IT IS TO THIS END THAT WE MUST ALWAYS WORK AND AIM.</p> <p>Occasionally it is in the student's best interests to move to a different environment and /or to apply sanctions but our aim is to deal with misdemeanours when they first appear to prevent them becoming established behaviours.</p> <p>BE ALERT, ACTIVE AND DEAL IMMEDIATELY.</p>	<p>AFFIRM When students have faced the consequence to their behaviour – whatever that may be and be seen to have learned to change their behaviour – behave differently etc. and no longer are a problem to their peers, for their teacher, the staff/school, or themselves, then these changes should be acknowledged and affirmed.</p> <p>Enable students who have learned to behave in an acceptable and appropriate manner within the school and classroom to gain a sense of self-worth – build a feeling of value – belonging and significance, and a sense of mastery – to manage their learning, their behaviour and relationships in their school through</p> <ul style="list-style-type: none"> - Acknowledging the changes - Acknowledging their successes no matter how small - Acknowledging their improved motivation, cooperation 	<p>Staff members' role is to</p> <ul style="list-style-type: none"> - Reframe their mind sets and expect and enable students to show they can 'get it right', while maintaining firm boundaries - Focus on the positives no matter how small and tactfully act on the negative even if it is small. - Give descriptive praise - Initiate trust <p>"Catch them doing it right"</p> <p>Leader's role is to</p> <ul style="list-style-type: none"> - Reframe their mind sets and expect and enable students to show they can 'get it right', while maintaining firm boundaries - Focus on the positives no matter how small and tactfully act on the negative even if it is small. - Give descriptive praise - Initiate trust <p>"Catch them doing it right"</p> <ul style="list-style-type: none"> - Listen, coach staff - Script conversations with staff to support working with students to reframe their mind sets and expect and enable student to show they can 'get it right', while maintaining firm boundaries - Focus on the positives no matter how small and tactfully act on the negative even if it is small.

