POLICY TITLE: KWS Behaviour Management Policy

DATE APPROVED: 28 March 2018 by Senior Management Team

TO BE REVIEWED: August by Senior Management Team

RELATED   Student Code of Conduct (draft)
DOCUMENTS: SAS Handbook
                       Student Acknowledgement of Merit Policy
                       Harassment/Disability Policy
                       KWS Pastoral Care and Wellbeing Framework

Preamble

Kinross Wolaroi School is a Uniting Church school providing high quality, co-educational opportunities for young people of diverse backgrounds, enabling them to become well-rounded students who make a positive contribution to society. The provision of a safe and supportive environment is an essential element to ensure that each student entrusted to the care of KWS is affirmed in his or her dignity and worth as a person.

Rationale

The provision of a behaviour management system that is understood by parents, staff and students, and which is based on principles of procedural fairness, is both a legal requirement and a means of ensuring that teaching and learning can take place in the best way possible. Where a student disregards rules, disobeys instructions or otherwise engages in conduct which causes or may cause harm, inconvenience or embarrassment to the school, staff members or other students, the student may be subjected to disciplinary action. At Kinross Wolaroi our Behaviour Management Policy is grounded in the beliefs of the Uniting Church.

Scope

These procedures apply to the welfare and discipline of students at Kinross Wolaroi School, whilst at school, on the way to and from school, at school excursions or school endorsed activities, or where they are in a position of representing the school either by activity or in uniform.

Policy

1. The Behaviour Management program at KWS is based on the principles of Safety, Effort, Respect and Self-Responsibility. These key principles are displayed in every classroom and in prominent places around the school. In all dealings with students concerning issues of behaviour, reference is to be made to these principles. Any behaviour which compromises another person's Safety, Effort or Respect is unacceptable.

2. In order to operate as a Registered and Accredited Non-Government School, KWS must ensure that the risk of harm is minimised and students feel secure. Harm relates not only to dangers in the physical environment but also refers to violence, physical threats, verbal abuse, threatening gestures, sexual harassment, discrimination and racial vilification. Students must be treated with respect and fairness by teachers, other staff and other students. The use of any sort of physical or corporal punishment by any member of the School's staff, contractor or volunteer is not permitted. KWS explicitly rejects the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the school

3. Procedural fairness is a basic right of all when dealing with those in authority. It refers to what are sometimes described as the 'hearing rule' and the right to an unbiased decision. This means that students who are 'in trouble' with staff have the right to know what the alleged misbehaviour is, what process will be used to consider the matter and have the opportunity to respond to those allegations. They are also entitled to an impartial investigation and decision-making process, as well as a review of the procedures as they were carried out in relation to the particular matter, should the question of suspension arise.

4. Procedural fairness includes making available to students and parents or caregivers, policies and procedures under which disciplinary action is taken. For this reason, it is essential that all behaviour management issues between students and staff are clearly documented; it is not possible to be fair to either party if this documentation is not completed. Staff should use the Denbigh Database record keeping system for individual students, and follow the flow chart of procedures in order to ensure they, and the students, are following KWS policy requirements. All documentation in regard to behaviour management matters, and individual students, is held on the Denbigh Database system and regularly reviewed by the Head Tutor of that student. Individual plans for students with disabilities may include a Behaviour Management IP.

5. The Principal, or his delegated agent, is the only person who can authorise the suspension of a student. To be procedurally fair, the Principal must act justly and be seen to act justly. In order to ensure fairness, investigations will normally be carried out by a person other than the Principal, in most cases the Head of Senior School, Head of Student Wellbeing or Director of Boarding. This person will seek information and documentation from the student's Head Tutor, Denbigh Database and any other relevant people; this is then collated and taken to the Principal who makes the final decision about suspension. It is at this point that the student, or his/her parent or caregiver, can seek a review of the procedures followed.

6. In matters where a suspension is contemplated, the gravity of the circumstances requires particular emphasis to be given to procedural fairness. This includes the offer of having a parent or guardians attend formal interviews; a record of the interview or discussion is to be taken in writing.

7. Student Expectations

7.1 Students of KWS are required to abide by the school's behaviour guidelines as outlined in the Student Diary, the Student Code of Conduct and to follow the directions of teachers and other people with authority delegated by the school.

7.2 A student's conduct is expected to bring credit to the school at all times and the school has a Student Code of conduct that governs student behaviour. This Student Code of Conduct is based on the principles of:

> SAFETY
>
> EFFORT
>
> RESPECT
>
> SELF-RESPONSIBILITY

7.3 Conduct expected of students while at school extends to time spent outside of the school-particularly while in school uniform. Students must wear the Kinross Wolaroi School uniform at all times with pride and care.

7.4 Students must be respectful of all members of the community, speaking politely to both adults and peers and seeking to assist whenever possible.

8. Staff Expectations

8.1 It is the responsibility of each employee (teachers and support staff) to develop effective, consistent and appropriate management strategies in day-to-day interactions with students as a preventative system of behaviour management

8.2 These strategies should include a clear, consistent and graded method of dealing with inappropriate behaviours and should be developed in accordance with this Policy and the Staff Code of Conduct. It is the responsibility of each employee (teachers and support staff) to be familiar with these policies. Strategies may include the use of Classroom Management Plan (Appendix 2), Student Tracking Sheet and a Student Reflection Form (Appendix 3).

8.3 Teachers are responsible for the management of their own classroom discipline. This includes the management of demerit notifications, detentions and updating student records on the Denbigh Database.

8.4 As a general rule, employees (teachers and support staff) will use their own management strategies in their initial dealings with students. However, students who display recurrent challenging behaviours, particularly unsafe behaviours, should be referred to the appropriate

person in line with the school's policy and procedures, as indicated in the Behaviour Management Flowchart.

8.5 If a student's conduct continues to be unacceptable, an Individual Behaviour Management Plan or student contract may be developed for that student. All relevant teachers should be made aware of this individual management plan and act in accordance with the procedures it documents.
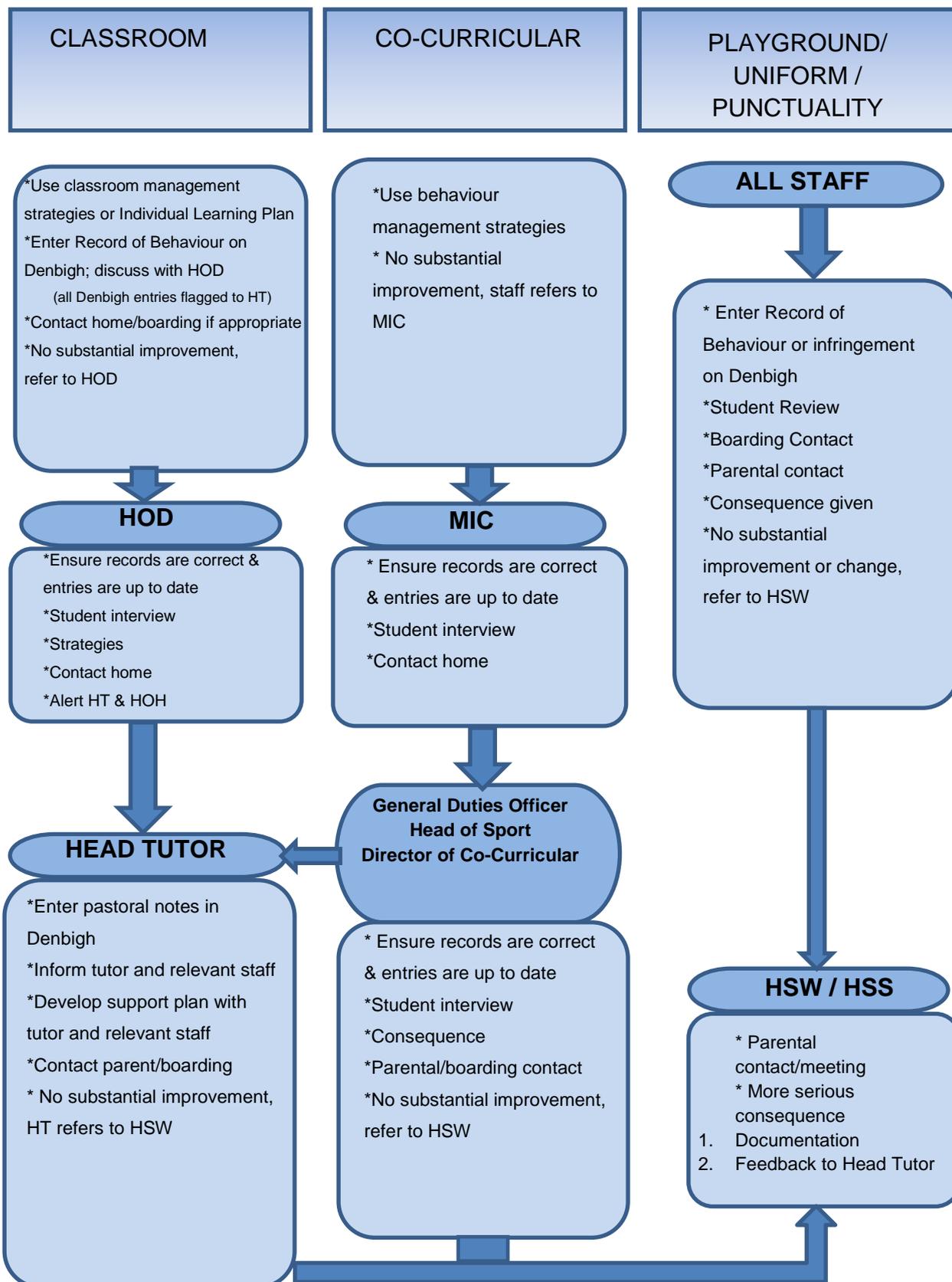
8.6 All teachers have a shared responsibility for overseeing student behaviour in non-classroom situations.

Procedure

1. Procedures to be followed by Senior Staff in Behaviour Management matters are set out in the Behaviour Management Flowchart (Appendix 1). All documents associated with the flowchart are contained on FROG Learning Management System and completed documents and all communication concerning students are to be forwarded to the student's Head Tutor for oversight and collation.

2. Procedures to be followed by Preparatory Staff in Behaviour Management matters are set out in the Preparatory School Behaviour Management Flowchart (Appendix 2). All documents associated with the flowchart are contained on FROG Learning Management System and completed documents and all communication concerning students are to be forwarded to the student's Head Tutor for oversight and collation.

SECONDARY SCHOOL BEHAVIOUR MANAGEMENT FLOWCHART

CLASSROOM	CO-CURRICULAR	PLAYGROUND/ UNIFORM / PUNCTUALITY

CLASSROOM

*Use classroom management strategies or Individual Learning Plan
*Enter Record of Behaviour on Denbigh; discuss with HOD
   (all Denbigh entries flagged to HT)
*Contact home/boarding if appropriate
*No substantial improvement, refer to HOD

HOD

*Ensure records are correct & entries are up to date
*Student interview
*Strategies
*Contact home
*Alert HT & HOH

HEAD TUTOR

*Enter pastoral notes in Denbigh
*Inform tutor and relevant staff
*Develop support plan with tutor and relevant staff
*Contact parent/boarding
* No substantial improvement, HT refers to HSW

CO-CURRICULAR

*Use behaviour management strategies
* No substantial improvement, staff refers to MIC

MIC

* Ensure records are correct & entries are up to date
*Student interview
*Contact home

**General Duties Officer
Head of Sport
Director of Co-Curricular**

* Ensure records are correct & entries are up to date
*Student interview
*Consequence
*Parental/boarding contact
*No substantial improvement, refer to HSW

PLAYGROUND/UNIFORM/PUNCTUALITY

ALL STAFF

* Enter Record of Behaviour or infringement on Denbigh
*Student Review
*Boarding Contact
*Parental contact
*Consequence given
*No substantial improvement or change, refer to HSW

HSW / HSS

* Parental contact/meeting
* More serious consequence
1. Documentation
2. Feedback to Head Tutor

Appendix 2

KINROSS WOLAROI SCHOOL
Classroom Management Record

Student: ……………………………………………… Year: …………………....……

Teacher: ……………………………………………… Subject: …………..........……….......……….

BEHAVIOUR	DATE	DATE	DATE	DATE	DATE	DATE	DATE
NON-PARTICIPATION							
Late to class							
Without required books/equipment							
Time wasting							
Inattentive							
Not co-operating with teacher							
Leaving room without permission							
Homework not completed							
Other:							
DISRUPTING LEARNING							
Calling out to teacher / other student							
Not co-operating with teacher (arguing, insolence)							
Making noises							
Moving about classroom without permission							
Off-task talking							
Talking while teacher talking							
Swearing / using inappropriate language							
Throwing objects							
Truancy from lesson							
Damaging property / graffiti							
Other:							
ACTION TAKEN							
Redirection given (verbal, non-verbal)							
Proximity to teacher							
Call student's name							
Classroom rule reminder							
Give choices							
Individual close talk							
Move student in room / seating plan							
Relocated to buddy class							
Detention							
PGD							
Workcard							
Parent contact							
Teacher / HOD discussion							
Other :							

PREPARATORY SCHOOL BEHAVIOUR MANAGEMENT FLOWCHART

1-2-3 Chances In class management and consequences	*Managed by teachers in own classroom. Can utilise Time Out Zone as a step before Buddy Room.*
Reflection Sheet Reflection Sheet completed in Buddy Room	*Reflection sheet sent home for parents to sign and return.* *Copy of reflection sheet sent to Stage Coordinator*
Reflection Sheet x 2 Report to Stage Co-ordinator Enter on Denbeigh	*Reflection sheet sent home for parents to sign and return.* *Phone call to parents for follow up by teacher.* *Copy of reflection sheet and student sent to Stage Co-ordinator.*
Reflection Sheet x 3 **BEHAVIOUR MONITORING CARD** Record on Denbeigh Email to Stage Co-ordinator	*Reflection sheet sent home for parents to sign and return. Copy of reflection sheet and student sent to Stage Co-ordinator. Behaviour Management Card instituted for a minimum of 1 week. Goals set with classroom teacher.* *Kids Matter team advised of incident.* *Weekly average of more than 2 and student ceases BMC.*

Appendix 4

Reflection Sheet

Name		Date	
Class		Teacher	
What did you do?			

When did it happen?

When	Tick
Before School	
Morning Session	
Recess	
Middle Session	
Lunch	
Afternoon Session	
After School	

Where did it happen?

Where	Tick
Handball courts	
Play ground	
Oval	
Classroom	
Library	
Lining up	
Travelling	
Canteen	
Health Clinic	
Secondary School	
Rec Centre	
DPA/PT	
Pick Up/Bus Stop	

Who was involved?

_____

_____

What Happened (include what you did too)? *"I" statements*

_____

_____

_____

_____

_____

_____

What choices did you make (Please Tick)?

o To be hands on	o To not ask for help	o To be disruptive
o To speak rudely	o To play in an out of Bounds area	o To follow someone else's behaviour even though I knew it was the wrong thing to do
o To be disrespectful	o To be unsafe	o Something else?

How were you feeling when you made this choice?

o Happy	o Sad	o Frustrated
o Scared	o Worried	o Angry

How did your choices affect yourself and others?

_____

_____

_____

What would you do differently next time?

_____

_____

_____

_____

What are you going to do to fix things?

o Say Sorry	o Clean Up	o Complete Work
o Do something nice	o Miss out on Play time	o Write a letter

Please Sign

Student:

Date:

Teacher:

Date:

Parent:

Date:

KWS K-2 Behaviour Modification Reflection Sheet

Name: _____   Date: _____

Class: _____   Teacher: _____

Time: _____   Location: _____

What rule did you break?

_____

Who was involved?

_____

_____

What happened (include what you did too)?

_____

_____

_____

_____

What choices did you make (please tick)?

o I used my hands and feet	o I did not ask for help	o I did something else?
o I spoke rudely	o I played in an out of bounds area	o I followed someone else's behaviour even though I knew it was the wrong thing to do

How were you feeling when you made this choice?

o Happy	o Sad	o Frustrated
o Scared	o Worried	o Angry

How did your choices affect others?

_____

_____

_____

_____

What strategies would you use next time?

Put hands in my pockets and walk away	Go have a drink of water
Count to 10 and then make a calm choice	Take 5 deep breaths
Balloon breathing	Do 'Robot to Ragdoll'
Go to my time-out space	Take a walk
Don't say unkind words	Other:

What are you going to do to fix things?

o Say sorry	o Clean up	o Complete my work
o Do something nice	o Miss out on play time	o Write a letter

Signed:

Student: _____

Teacher: _____