



## **BEHAVIOUR MANAGEMENT POLICY**

### ***Guiding Philosophy***

Parklands School is committed to providing a safe and supportive environment for all students and staff and for having processes in place for an effective Behaviour Management Policy.

At our school behaviour management is based on the philosophy of pastoral care where all members of the school community are:

- Treated with dignity and justice;
- Feel safe and secure;
- Free to be involved in the teaching and learning process unhindered by any anti-social behaviour;
- Aware of the rights, but also the responsibilities to themselves and others;
- Aware of the procedures that will be put in place to manage inappropriate behaviour;
- Assured that teachers will be fair and consistent with discipline;
- Clear that students have been made aware of the consequences of their actions.

### ***Code of Conduct outlining Rights and Responsibilities***

All Parklands students and staff have the following rights:

- To be valued, supported and encouraged to grow and develop by the whole community;
- To be treated fairly and with respect and dignity;
- To live within the School community free of verbal, physical and emotional hurt;
- To hold and express an opinion;
- To have fair access to programs, resources and support structures;
- To work in a positive learning environment;
- To have property respected;
- To feel proud to be part of the School community;
- To achieve one's best in all aspects of School learning;
- To participate fully in the life of the School;
- To have a clean, attractive and safe environment.

A Montessori based classroom has freedom within limits. There is freedom for the children to work, follow their own interests and work at their own pace. The limits are those determined by the need to help each child see himself/herself as one of the group. There are limits necessary for harmony. The children are expected to be caring, considerate and courteous. Aggression, bad manners, swearing and destructiveness or interference with another child's work are not tolerated. The children are always encouraged to see another person's point of view, respect his or her rights and solve problems with discussion and reasoning.

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Staff and volunteers are expected to model the behaviour they wish the children to display.

As a school we use logical consequences of a child's behaviour to change that behaviour.

**Good social skills are reinforced:**

- 1) by example and by attitude demonstrating a respect for the individual;
- 2) by promoting an environment of tolerance and calmness;
- 3) by holding class discussions as needed;
- 4) by encouraging self-discipline;
- 5) by providing **well defined, constant limits**;
- 6) by providing a fixed routine to the school day that can be internalised by the children and be conducive to promoting order;
- 7) by pre-empting situations (being aware at all times of what is about to happen and quietly removing a child/ children before disturbances occur).

**The strategy of quietly removing the child with a minimum of verbal interaction and eye contact may be used.** Whenever possible, the child is allowed to return to the task when he/she feels calmer. Alternatively, the remainder of the class may be removed from the space to allow the child to calm down without interaction from other students. A staff member will supervise the student.

***All Parklands students and staff have the following rights:***

- To be involved in School programs through active participation or support and to do one's best;
- To treat others with respect and dignity;
- To refrain from hurtful behaviours;
- To respect another's right to hold and express an opinion;
- To ensure the safety and inclusion of others;
- To contribute to a positive learning environment;
- To promote the good reputation of the School at all times in dress, behaviour and speech;
- To maintain a clean, attractive and safe environment;
- To honour the values of the School;
- To respect the property of all members of the school community.

***Descriptions of the types of behaviours which will be considered a breach or serious breach of discipline***

- Bullying behaviour;
- Physical assault or intimidation of staff;
- Verbal abuse or harassment of staff;
- Physical assault or intimidation of students;
- Verbal abuse or harassment of students;

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- Damaging property;
- Violation of School Code of Conduct, Behaviour Management Plan, classroom or school rules;
- Substance misuse (legal substances such as cigarettes, alcohol or prescribed medication);
- Illegal substance offences (those illegal under the Criminal Code);
- Mobile phone use during school hours.

***Parklands School will use a range of processes, including appropriate conflict resolution and restorative practices and consequences and sanctions when student behaviour is inappropriate.***

For example:

- Apology;
- Confiscation of item;
- Letter to parents;
- Withdrawal of students from school activities;
- Appropriate restraint;
- Suspension from school;
- Exclusion from school;
- Notify police e.g. harassment or truancy, vandalism, theft, dangerous behaviour including violence.

### ***Policy review***

Parklands School will review the school's Behaviour Management Policy and procedures on a regular basis and include regular monitoring, and input from the school community.

### ***Persistent offences***

For persistent offences a system of warnings will be instigated and parents will be notified. A Student Incident Report Form is to be completed and placed on the student's file. Consultation with parents will occur and a Behaviour Management Plan will be implemented. A period of suspension, either in school or out of school, may be appropriate. The Principal may review the student's enrolment at Parklands School.

### ***Withdrawing Students from School Activities***

Withdrawal of students from school activities is a planned strategy and will involve consultation between the class teacher and the school's administration team. This is a different strategy to short-term withdrawal, such as removing a student to another class, or within the classroom, which may form part of a teacher's classroom management strategies.



In order to be effective, the withdrawal of a student from a school activity should be done as close to the occurrence of the incident as possible.

Withdrawing a student from school activities is a strategy that can be used for the following reasons:

- To provide students exhibiting disruptive behaviour with the opportunity to calm down, and reflect on their own behaviour;
- To provide an opportunity to negotiate and plan behaviour management strategies;
- To provide an opportunity for restorative processes to be implemented.

Staff should ensure that these students have the opportunity to complete class assignments and assessments to fulfil assessment requirements.

It is important to remember duty of care obligations and ensure that safety and supervision requirements are met. Decisions regarding location, supervision and the duration of withdrawal should consider the development stage of the student, and the potential emotional, academic and social impact of the withdrawal on the student.

### **Physical Restraint**

Physical restraint should only be considered once alternatives have failed or are deemed inappropriate. Physical restraint should only be used if a student is acting in a manner that places at risk the safety of themselves or any person or there is a threat or actual damage to property.

If manual restraint is deemed necessary due to threat to the student, another person or damage to property, it will be done by a staff member with up to date PART (Predict, Assess and Respond to Challenging/Aggressive Behaviour) training according to PART training principles.

The use of physical restraint should only be done once the school has participated in the PART training, and should have regular training updates to maintain knowledge and skill levels.

When restraint is used:

- It will be used in such a way as to minimise or prevent harm;
- Staff members will maintain communication with the student in an attempt to de-escalate the situation and end the restraint as soon as possible;
- It will stop as soon as staff determine the student is no longer presenting a risk to safety;
- The Principal will provide appropriate support to staff, the student and parents as required after the restraint.

Staff required to use restraint on an ongoing basis to manage the behaviour of an individual student need to ensure that information on this is included in the student's Documented Plan. Planning for the



ongoing use of restraint requires a collaborative approach between the Principal, the student's parents and staff.

The student's Documented Plan should include the following information:

- Conditions that will lead to the use of physical restraint;
- Situations in which physical restraint is not to be used with a student;
- Situations that will result in the removal of other students from the immediate environment;
- Staff willingness and ability to use physical restraint as an agreed management strategy;
- Assistance to be provided for staff who are involved with physical restraint;
- Regular review of the Behaviour Management Plan is essential in order to reduce and/or remove the need for physical restraint.

When physical restraint has been used, the incident must be recorded by the staff member and reported to the Principal.

It is important that the written record of incidents where physical restraint is used include:

- Location of the incident;
- Name of witnesses (staff and/or students);
- Incident outline including student's behaviour, what was said, steps taken, degree of force applied, and how applied;
- Student's response and outcomes; and
- Details of any injury or damage to property.

A Documented Plan should be revised after a physical restraint has occurred, to ensure strategies are appropriate and to reduce the need for physical restraint in the future.

### **Responding to major breaches of School Discipline**

#### ***Serious behaviour offences***

For serious behaviour offences causing physical harm, damage to property, theft or persistent bullying, suspension or the cancellation of a student's enrolment may occur at the Principal's discretion.

If a student is suspended the parents and child must attend an interview with the Principal before the child can be re-admitted to class.



### ***Suspension of a student from school***

The suspension of a student from Parklands School may occur when it is considered that the student has committed a breach of school discipline.

Parklands School will determine the maximum period of suspension that can apply. Planning for the student's return and consultation with the parents must occur during the time the student is suspended and be completed before the student returns.

The Principal will:

- Inform the student and their parent of the reason for the proposed suspension and the intended duration of the suspension; and
- Provide the student and their parent a reasonable opportunity to respond. If the Principal cannot contact the parent by phone then they must send a letter outlining the intent to suspend and providing the parent with the opportunity to respond.

If after considering all of the relevant evidence including explanations from the student and their parent, the Principal decides that there are sufficient grounds for the student to be suspended, the Principal must notify the student and their parent in writing of the suspension.

### ***Exclusion of a student***

The Principal may recommend to the Parklands School Board that exclusion be made as a consequence of student behaviour that breaches school discipline when the student's behaviour:

- Has threatened the safety of any person on the school premises or participating in an educational program of the school;
- Is likely to cause or result in damage to school or personal property; or
- Has significantly disrupted the education instruction of other students.

The behaviour that leads to a recommendation for exclusion can be either a serious isolated incident, or a persistent pattern of behaviour that has not changed despite intervention.



## **Parklands procedures for successful integration of students who display anxiety-based school avoidance**

Our focus is on creating long term, sustainable strategies that will require a commitment from all parties to create effective habits. Because the reasons for school avoidance are complex, each student will require a personalised assessment and support plan.

General principles are based on the maxim that the parents job is to separate from the child. It is not to settle the child. It is the job of the school to help the child to settle. Parents must be willing to adhere to this basic principle and leave promptly to enable the child to learn to settle.

Each class teacher will work with the family to develop and agree on a plan for a morning handover routine which both family, student and staff agree to keep to. This will in general terms include the following principles:

- Wherever possible arriving at school early
- Parent to give a quick goodbye and leave educator to settle the child
- Development of age-appropriate strategies to support the student to stay in class and with the teacher rather than fleeing the room and compromising the duty of care staff
- Staff offer the child a choice of settling activities within a designated comfortable area
- Adults to recognise the goal is to get the child to self-settle
- Adults to talk in positive language about being at school at all times
- In order to attend school the child needs to agree to stay with the teacher

Further intervention, in the case of very high levels of anxiety or where the difficulty has gone on for an extended period of time (over four weeks) may include:

- Support from the Inclusive Education Coordinator (IEC) to coordinate a more formal team approach between parents, teachers, and EA staff.
- IEC to develop an individualised separation plan and coordinate regular documented meetings to ascertain progress
- Possible involvement of Non-Government School Psychology Service or other external personnel
- All care will be taken to be sensitive and caring for the child, and no physical restraint will be used unless the child is a danger to themselves or others or property.
- Continued effort will be made while the parents and school are both in agreement about the procedure



**Behaviour Reflection**

**Student Name:** \_\_\_\_\_

**Class:** \_\_\_\_\_

**Date:** \_\_\_\_\_

<p><b>1. What happened?</b></p>    	<p><b>2. Who was involved?</b></p>    
<p><b>3. How has this affected others? (Yourself, Other Students, Teachers)</b></p>    	<p><b>4. What needs to happen to make it right?</b></p>    

**Student Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

<i>Staff Use Only</i>	
Staff Member Signature: _____	Date: _____
Further Action required:	<input type="checkbox"/> No <input type="checkbox"/> Yes (please indicate below)
Class Teacher	<input type="checkbox"/>
Parent Contact	<input type="checkbox"/>
Principal	<input type="checkbox"/>
Other	<input type="checkbox"/> _____



## Appendix 1

### What are the factors that lead to school avoidance behaviours?

#### Student Factors

- Significant feelings of anxiety, sadness and finding it hard to manage overwhelming emotions.
- Physical or hormonal changes as triggers
- Lack of confidence
- Always feeling behind in school work
- Being 'shy', 'quiet' and 'withdrawn' when younger.
- Separation anxiety from parent

#### Environmental (non-school) Factors

- Bereavement in family members or family friends
- Parental separation  
Environmental challenges, including house flooding, house moves
- Traumatic events, e.g. car accident
- Use of Social media as exacerbating anxiety
- Transport to school

#### School Factors

- Size of school as too big
- A perception that 'being forced' into attending school made the situation much worse and exacerbated the anxiety.
- Some teachers not identifying or understanding the anxiety in the past
- Unresolved falling out with friends at school and bullying
- High levels of pressure and performance-orientated classrooms
- Exams
- Narrowness of curriculum

### What factors are associated with the successful inclusion of students who display anxiety based school avoidance?

- Feelings of safety and security
- Development of trusting relationships with familiar adults
- Feeling understood and accepted by teachers and non-teaching staff
- A strong sense of belonging to the school
- Flexibility of approaches, personalised to individual
- Student-centred approach with clear evidence of listening to pupil voice



- Realistic plans with small steps
- Safe base physically within the school
- Development of confidence
- Excellent home -school communication and relationships
- Effective Partnership working with other agencies
- Supporting and teaching students to manage emotions
- Genuine inclusive ethos with a desire to include all students and work towards positive outcomes
- Holistic view of students and good understanding of the contexts that surround behaviour
- Very clear justification and reasons for using external provision
- Good Staff Professional Development
- Stress Management systems for staff
- Supportive colleagues

Once separation is successfully established the next phase will be separating into the appropriate classroom. Staff are not able to restrain a child unless they are harming themselves or someone else.

We will communicate with parents to reassure them that students are safe, happy and settled at school. We will also communicate with families promptly if students are genuinely sick and need to be picked up from school.