DARA SCHOOL

10

STUDENT BEHAVIOUR MANAGEMENT POLICY

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1. PURPOSE

Dara School is committed to providing a safe, respectful and compassionate learning and teaching environment for students and staff. An environment where students have opportunities to engage in quality learning experiences and practice the values of courage, connection, curiosity, creativity and compassion to prepare students to be global citizens, who value their culture, community and are lifelong learners.

This policy aims to:

- Provide students, staff and parents/carers with clarity as to the behaviour expected of students at Dara School and the responses and consequences when those expectations are breached,

  and

- To set out the principles and framework for the development of positive student behaviour and engagement.

2. SCOPE

This policy, from the date of endorsement, applies to all people involved in Dara School, including all employees, parents, students and visitors.

3. POLICY PRINCIPLES

The school believes that is has a responsibility, in partnership with parents and carers, to create a culture of positive behaviour with high levels of student engagement. The school is committed to ensuring its behaviour management policy and procedures are fair and reasonable by:

- Behavioural expectations, standards and sanctions are stated clearly for the benefit of student, parents and staff.

- The behaviour policy and its implementation are age appropriate.

- The school will ensure that the application of its behaviour policy is fair, consistent and non-discriminatory.

- Students will be supported to solve issues through the promotion of dialogue and ownership with the understanding that every situation is different and must be considered individually.

4. SCHOOL EXPECTATIONS

Dara School Expectations outline the positive behaviours that aim to foster a safe, cooperative and positive learning environment in which the rights and responsibilities of both students and staff are expected to be upheld and respected.

It is the responsibility of all students to behave in a manner that demonstrates respect. At Dara School, we encourage behaviours in the school community that positively influence the learning and wellbeing of others in the promotion of a safe, inclusive, supportive and cohesive community. Students have an obligation to not infringe the rights of others, no bring discredit through their behaviours and actions on themselves, other students, staff or members of the school or wider community.

It is an expectation that students adhere to the following positive behaviours:

- Treat others with respect and dignity, always behaving with kindness and courtesy to allow all to be valued for their individuality.

- Respect the role and direction of School staff and School leadership with their right to assist on upholding appropriate behaviour and expectations.

- Demonstrate inclusivity and celebrate diversity.

- Be understanding and accepting of difference whether these be related to age, race, gender or beliefs.

- Engage in positive language and behaviours which do not cause offence, physical /emotional injury or intimidation to another person.

- Encourage and engage in behaviour that positively influence the learning and wellbeing of others in the promotion of a safe, inclusive, supportive and cohesive learning community.

- Respect the personal space and boundaries of self and others.

- Demonstrate respect for the learning environment to ensure our learning spaces are free from unacceptable behaviour, including disruption, discrimination, harassment in any form, bulling, vilification, victimisation, and violence.

- Maintain academic integrity in all academic tasks, assessments and examinations while striving to achieve personal excellence,

- Be punctual to school, lessons, and other activities, always demonstrating a cooperative and respectful attitude in and beyond the classroom by listening, assisting others, encouraging others, allowing others to voice opinions and ideas and seek help in an appropriate and non-threatening manner.

- Complete tasks and adhere to deadlines with academic work.

- Maintain a safe, healthy, and supportive school culture by refraining from involvement in any form of prohibited and illegal activities such as alcohol, drugs, smoking, vaping, gambling, theft, weapons, arson.

- Use social and other electronic forms of media, digital platforms, mobile phones/devices appropriately and responsibly, refraining from using such mediums to vilify, intimidate, isolate or bully another student, staff member of member of the broader School or general community.

- Refrain from recording and or/posting images/footage of students and staff either on or off the school grounds.

- Respect and encourage others to respect both personal and school property by refraining from littering, vandalism, graffiti, theft, damage or destruction.

- Wear the School uniform with pride and in alignment with School expectations both within and beyond the classroom and on all forms of personal and public transport.

  Behave in a manner the upholds the values of Dara School and does not bring the School's reputation into disrepute by positively representing the School in all settings e.g. when travelling to and from school, on excursions, camps tours or other school events.

To ensure the safety and wellbeing of all students, staff and members of the broader School community, to create security of personal and School property and to uphold the values of the School, it is necessary from time to time to apply sanctions against a student because of their behaviour. Such sanctions seek to raise awareness, educate and initiate behaviour change and, when appropriate, are applied after attempts to achieve positive behaviour improvement by providing targeted behavioural or education support or interventions.

5. CODE OF BEHAVIOUR

Dara School seeks to develop a positive learning culture by setting clear expectations of all students and encouraging positive behaviour, including online behaviour.

Strategies to help develop this culture can include:

- Clearly articulating expectations with respect to student behaviour
- Establishing specific teaching, learning and wellbeing programs that address respectful relationships.
- Communicating expectations with the wider school community
- Acknowledging positive behaviours in a range of ways from informal verbal acknowledgement through to structured merit awards for academics or demonstrating school values.
- Maintaining accurate and up-to-date records with respect to student behaviour.

5.1 RIGHTS AND RESPONSIBILITIES

All members of the School community are expected to adhere to the expectations outlined. In doing so it will help establish a code of behaviour for all members of the Dara School Community.

Values that underpin the Rights and Responsibilities are:

- Courage
- Connection
- Curiosity
- Creativity

- Compassion

All member of the School community have the right to:

- Feel physically and emotionally included and safe, respecting their own boundaries and those of others.

- Enjoy mutually respectful relationships, considerate of other people's emotions and the need for persona space.

- Be listened to with open-mindedness and be accepting of the idea of others.

- Be accepted as individual and free to express their identity and beliefs

- Learn in a supportive environment where each person can strive for their personal best.

All members of the school community have the responsibility top:

- Demonstrate respect for self, others and the environment, treating all people with kindness and dignity.

- Act fairly and communicate honestly, upholding our individual and community values and beliefs.

- Contribute to a positive culture where all people can feel valued and flourish.

- Acknowledge that all people make mistakes and work towards forgiveness.

- Cultivate an environment that embraces diversity, self-expression and acceptance of difference.

6. STUDENT MANAGEMENT -MANAGING THE LEARNING ENVIRONMENT

6.1 CLASSROOM LEARNING ENVIRONMENT

We believe that an effective classroom culture is based on the school values with class and yard behaviours being consistent with each other.

Class agreements are co-constructed at the beginning of the school year using the school values. These are revisited at regular intervals throughout the school year. Natural consequences are co-constructed with students when choices are made that result in negative impacts for authentic learning to occur and for future positive choices to be made.

6.2 EMPOWERMENT THROUGH POSITIVE REINFORCEMENT

We use positive reinforcement to empower our students through clear feedback in relation to positive choices. of the best ways to adopt proactive and successful behaviours.

Effective feedback to students involves:

- Highlighting the students demonstrating desired choices.

- Using facial expressions / hand signals etc. to monitor behaviour.

- Using the school values to reinforce positive behaviour – highlighting to students at relevant parts of the lesson what our values are and how they guide our choices as learners.

- Taking proactive steps to remove students from a situation where they are overwhelmed or distracted to support them to refocus. Ideally equipping students with the skills themselves to be able to implement this practice themselves when ready.

- Speaking to students privately at an appropriate time away from their peers in a respectful manner.

6.3 RESTORATIVE PRACTICES

We use the restorative justice practices to rebuild and restore the relationships when there has been an issue between students. When working to resolve issues with students within a restorative framework, teachers facilitate collaborative conversations with, and between, students. Our goal is to restore the relationships between individuals having reached agreements about future choices with apologies and efforts to redress wrongs and with agreed consequences for breaking the agreements.

Restorative Questions

- What happened?

- What were you thinking at the time?

- What have you thought about since?

- Who has been affected by what you did?

- In what way?

- What do you think you need to do to make things right?

- Further clarifying questions might be:

- What did you think when you realised what had happened?

- What impact has this incident had on you and others?

- What has been the hardest thing for you?

- What do you think needs to happen to make things right?

  We also use learning circles or class meetings in our classroom where appropriate to solve issues and to involve and empower all members of the class to develop a sense of community responsibility.

We acknowledge that protection of the rights of children to learn and of teachers to teach is paramount when working with students.

7. MONITORING, EVALUATION AND REVIEW

School leaders will monitor the school's compliance with this policy through professional conversations with staff and observations in relation to restorative justice practices.

The Dara School Board will maintain oversight of the policy's relevance and will amend the policy as appropriate.

This Policy is to be reviewed every 3 years by school leadership.

8. SUPPORTING DOCUMENTS

Student Code of conduct

Against Bullying, Discrimination, Harassment and Violent Policy 3

Student Wellbeing Policy 22

ICT Policy 35

9. FORMS/GUIDELINES/PROCEDURES RELATED TO THIS POLICY

Appendix A

Appendix B

10. REFERENCES

Restorative Approaches and Practices. Retrieved May 19 2008, from www.transformingconflict.org Thorsborne, M., & Vinegrad, D. (2006)

Restorative Practices in Schools: Rethinking behaviour management(3rdEd.). Queenscliff, Victoria: Inyahead Press

EVERYONE HAS THE RIGHT TO LEARN, TO FEEL SAFE AND TO BUILD POSITIVE RELATIONSHIPS

Title	Student Behaviour Management
Policy Reference Number	10
Responsible for review	School Leadership /Board
Policy approved on	1 July 2017
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Policy to be reviewed	April 2028

APPENDIX A – GUIDELINES FOR STAFF

Teachers using a proactive and consultative classroom approach draw consistently on both proactive and reactive strategies. At the core of a positive classroom culture is a shared understanding of acceptable choices based on the Dara values. Such understandings provide the groundwork for a safe and harmonious community, positive relationships and multiple opportunities for teachers and students to model and practice positive choices. When students have a sense of belonging and when they feel valued by their classroom community, they are more likely to value the shared expectations in return. Consequently, when students make choices that do not align with our values, they will be more inclined to own their choices and develop accountability. Social and emotional learning during teachable moments provides authentic learning opportunities for example: "In our classroom, calling names is not a choice. What's another way to let someone know you're angry?"

Children break rules for many of the same reasons adults ignore a stop sign. They are preoccupied, in a hurry, impulsive, distracted, or looking around; seeing neither hindrance nor authorities, they put pedal to the metal! Children also test the limits, look for instant gratification and undue attention. More seriously, they act out academic and social frustrations. Not understanding the maths, for example, a student throws a pencil, crumples paper, and announces, "It's boring!" Children are apt to have more limited coping mechanisms and thus make poor choices more frequently.

Regardless of the source or the specifics, classroom rules need to be upheld and limits reinstated. When we intervene with natural consequences, we seek to make clear to children the connection between their behaviour and learning. We learn, John Dewey wrote, not from experience alone, but from comprehending it. When we intervene to stop unwanted behaviour, we also listen, guide, coach and, if necessary, teach an alternative way. "Let me show you another way to let teachers that know you are confused and need their help," the teacher says. "Watch me."

Neither punishment nor permission, "natural consequence" helps children learn alternative ways to behave. Logical consequences.

- **Reinstate the limits**
  A colleague uses the wonderful example of highway bumpers. Just as you start to swerve off the side of the road, you get jostled and rumbled, reminding you quickly to turn back the wheel. Note that the bumpers give you a significant enough jostle that you wake up, but not so violent a shake that you might lose control. You still are well in control and can reset your course. Logical consequences also need to jostle, but not so harshly that a child becomes discouraged or defiant. Children also need to be able to reset their course.

- **Engage children in critical thinking and problem solving with adults**
  Examples of reasons that help children develop and extend their verbal and behavioural skills are: "What might you do differently next time?" "What else could you do when you're angry, frustrated or confused?" "How do you think others felt when you" "Let's make a plan for when you go to music and you don't have the same seat."

- **Help preserve the integrity of the group and an orderly environment**
  When a student who has just ridiculed another with a face or rude comment is sent away from the group quickly, quietly, and efficiently, a clear message is presented. "You need to take a break," the teacher says. Perhaps adding, "Come back when you are ready to follow the rules." When children have permission to call out, hold side

conversations, stroll noisily about during a quiet work period, or when those misbehaviours consume the full attention of the teacher, the needs of the group might be compromised. Logical consequences help us meet and balance the needs of the individual with the needs of the group.

- **Are respectful, reasonable, and realistic**
  They are not punitive. Our goal is to encourage the ethical capacities of children. Punishment alone is not effective. Whether something is perceived as punitive or logical might very well rest on "the how" of the intervention. The same action might convey respect or disrespect. It is important to note that non-verbal gestures, as well as the words we use, carry great weight. A teacher can require a "time away" with a voice that is quiet and firm, or public and scornful. Tone and attitude can make the difference between compliance or defiance, self-regulation or denial. It is also important to respond to actions and choices, and not to character. "Talking out of turn, makes it hard for others to think," rather than, "You are so inconsiderate." Logical consequences are reasonable and realistic when they relate to the situation and are neither too harsh nor too lenient. Someone who was duelling with scissors might lose the use of them for the remainder of that period or the next day, until they demonstrate proper handling, but a week's restriction, perhaps making it impossible to complete a project, would likely generate resentment. A reminder or lecture, on the other hand, might easily make a joke out of the safety concerns and invite repetitions. A chance to mop up the spill, repair the hurt feelings, make up the missed assignment, or offer a service, gives children a way to help solve -- not just create -- problems. It allows them to have a constructive role in the process. It helps them become more reasonable and respectful.

THE THREE R'S OF LOGICAL CONSEQUENCES

Logical consequences are Respectful, Relevant, and Realistic.

RESPECTFUL

- Respect is conveyed through words and nonverbal gestures.
- Use an appropriate tone of voice. Avoid sarcasm.
- Speak directly and quietly to the student. Whenever possible, avoid calling across a room or raising your voice.
- Focus on the choice and not on the student. Convey the message that it is the choice you object to, not the student.
- Be clear, firm and don't negotiate.

RELEVANT

A consequence needs to be logically related to the student's actions.

- It supports students to see a cause and effect. (For example, when you are off task, I notice you weren't engaged in your learning. You may have tasks to catch up on in independent learning time.)
- It references the Dara values. ("How does your choice support our values?")

- It focuses on the specific problems created when rules are broken. ("When you tell me you're going to the bathroom and instead you fool around in the bathroom, what happens to our trust?")

- It focuses on individual responsibility and accountability for helping to preserve a safe learning community. (A student ignores the signal for quiet and keeps on talking with a neighbour. The teacher points out that the signal is a way to make sure everyone can receive directions quickly. It keeps everyone safe. Thus this student needs to see that his or her choice is not responsible. The teacher speaks with the child at lunch time one on one. Later, the teacher will perhaps will arrange a practice time so that the student can return to the group and show by his or her actions the "signal" procedures.)

REALISTIC

- A consequence should be something the teacher and student can follow through on.

- There is a reasonable follow-through action expected by the student. (A student who is not looking where he or she is going spills paint all over the floor. The student will help clean it up, but is not expected to mop the entire class, the hall, and the lunchroom as well.)

- There is a clear time frame that is appropriate to the developmental age of the student and the behaviours of the student. (An appropriate amount of time given to a student time to recover controls. If the student returns to the group before he or she has truly regulated the behaviour or while he or she is still frustrated, it is likely the unhelpful choices will quickly resume.)

YOU BREAK IT- YOU FIX IT

- Children take some responsibility for fixing, as best they can, any problem or mess they have created.

- One child accidentally knocks into another on the playground. She stops, apologises and offers to help the other child get up.

- A child hurts the feelings of another. She participates in "an apology of action" by writing a note, including the hurt child in a friendly activity

- A student is part of a conflict. The students involved participate in a conflict resolution process.

- A student does not use class time effectively by being off task for extended periods of time. He makes up the time at another point during the day as negotiated between the student and teacher.

LOSS OF PRIVILEGE

When expectations are co-constructed, a sense of shared responsibility and trust exists. When   students do not "take care of the rules," the logical consequence might be to lose a privilege.

- A student plays unsafely on an outdoor structure. She may demonstrate safe choices and failing this she may choose a different area of the playground to use during the rest of that recess.

- A student speaks disrespectfully to a teacher. The teacher highlights to the student how the conversations has made them feel and requests mutual respect by asking the student to choose a respectful way of communicating.

- A student fools around on line. A de-brief occurs with her teacher, along with consequences enacted by the ICT agreement.

TAKE A BREAK OR TIME AWAY

A student who is on the verge of losing control and beginning to disrupt and disturb their own and others' ability to learn is asked to leave the space and "take a break" with the support of a staff member. The student may return when he or she appears to have regained control and is ready to participate in a positive way. Example of when Time away might be instituted, includes when a child:

- Demonstrates unsafe behaviour;

- The teacher or student identifies dysregulation and requests a movement break;

- persists in an argument or negotiation with the teacher after or being clearly told to stop.

APPENDIX B – STUDENT CODE OF CONDUCT

The purpose of the Code of Behaviour is to affirm the rights of all the school community to feel safe at school. The code of behaviour is based on the school's value of integrity which incorporates respect, responsibility and honesty.

In terms of respect, all students and staff are to be treated with respect and dignity. Therefore, as a community we:

- Respect the rights of students to learn.

- Respect the rights of teachers to teach.

- Respect and care for school property and it's good name.

- Cooperate with staff and others who have a duty of care for students.

- Communicate with others using respectful language.

- Listen to the opinion of others and appreciate different ways of knowing, understanding and doing.

In terms of responsibility, all staff an students have a responsibility to create a positive learning community. Therefore, we will:

- To come to school and be open to communicating about our learning, social and emotions needs and be an active participant in meeting those needs.

- Participate actively in the schools learning program.

- Take ownership of our actions.

- Be dressed appropriately for activities.

- Follow instructions from staff and student leaders.

- Keep the school environment free from bullying and harassment.

In terms of honesty, all staff and students have a responsibility to tell the truth, own our choices in order to learn from them and build trust. To achieve this, we will:

- Tell the truth.

- Respect other people's belongings.

- Voice our opinions in a kind and respectful way.

- Talk to an adult if we have concerns that we believe need adult intervention.