



# **Behaviour Management and Discipline Policy 2020**

## Reflective Behaviours

The aim of Reflective Behaviours is to change, not manage, student behaviour. It adopts a process to reduce conflict between teacher and student, and to develop relationships, resiliency and the capacity of students to deal with conflict.

*Reflective Behaviours* provides the student with the language and strategies to deal with conflict. It provides the students with the language of conflict resolution. Importantly it develops a platform for teachers to build a culture of changing behaviour – not managing behaviour. Many potential conflict situations can be solved by the students.

The classroom environment must be safe and conducive to risk taking. Students must be confident that they will be supported in their efforts to solve conflict. The students are made aware that all class members must be treated fairly and with respect. Students are given the opportunity to discuss personal differences and establish a collaborative set of guidelines that all students are expected to abide by. The classroom teacher will initiate discussions that look at behaviours of students and not individuals. Students are made aware that the focus is on assisting them to change their behaviour in a supportive, inclusive and caring way.

## Rationale

The development of appropriate and acceptable behaviour is a staff, parent and student responsibility. Its success is based upon the recognition of the dignity and worth of all individuals.

### Beliefs

- Behaviour management should develop resiliency and build students' capacity to deal with conflict.
- Building positive relationships is central to behaviour management.
- Rewarding positive behaviours assists the likelihood of repetition.
- Behaviour management is about supporting students to behave appropriately.
- Prevention of negative behaviours must be a priority.
- Learning and behaviour are connected.
- Behaviour is learned, situational and contextual and always involves others.

## **Building of Relationships**

In a social organisation like a school, building, maintaining and repairing relationships is critical.

To change behaviour we must have a clearly define acceptable behaviour in the context of the learning environment. Desired behaviours will be rewarded. Inappropriate behaviour will be addressed and this will be seen as a learning opportunity to teach the desired behaviours. A focus on the behaviour rather than the person will help in maintaining a relationship that is potentially at risk.

## **Restorative Approaches**

The school promotes a restorative approach to behaviour management. Restorative practice in schools aims to manage conflict by repairing any harm caused by behaviour and by focusing on strengthening relationships. Restorative practice values the individual and encourages learning from behaviour mistakes by taking responsibility for repairing any damage done by them. It is about redefining behaviour management as relationship management.

Restorative processes allow all those involved to have a say, think about what happened and suggested ways that the harm can be repaired. This allows the student the opportunity to learn from their mistakes by encouraging empathy with those who have been affected by the behaviour.

This policy is supported by the schools:

- SAER Policy
- Anti-Bullying Policy
- Bullying Prevention Parent Information Booklet
- Social and Emotional learning program

## AIMS

**Coogee Primary School aims to develop behaviour management approaches which:**

- are preventative in nature and focus on early intervention.
- promote pro-social behaviour, student wellbeing and the development of self discipline;
- create a caring school environment where the rights and responsibilities of all individuals are recognised and respected.
- recognise those members of the school community whose exemplary behaviour promotes a positive and caring school environment.
- establish a set of whole school rules.
- establish individual classroom rules that protect the rights of all school community members.
- establish procedures so that conflicts can be resolved in a positive collaborative manner.

### **Classroom Procedure for Behaviour Management**

The following procedures are implemented by all teachers. The purpose of this is to promote a consistent, whole school approach to behaviour management.

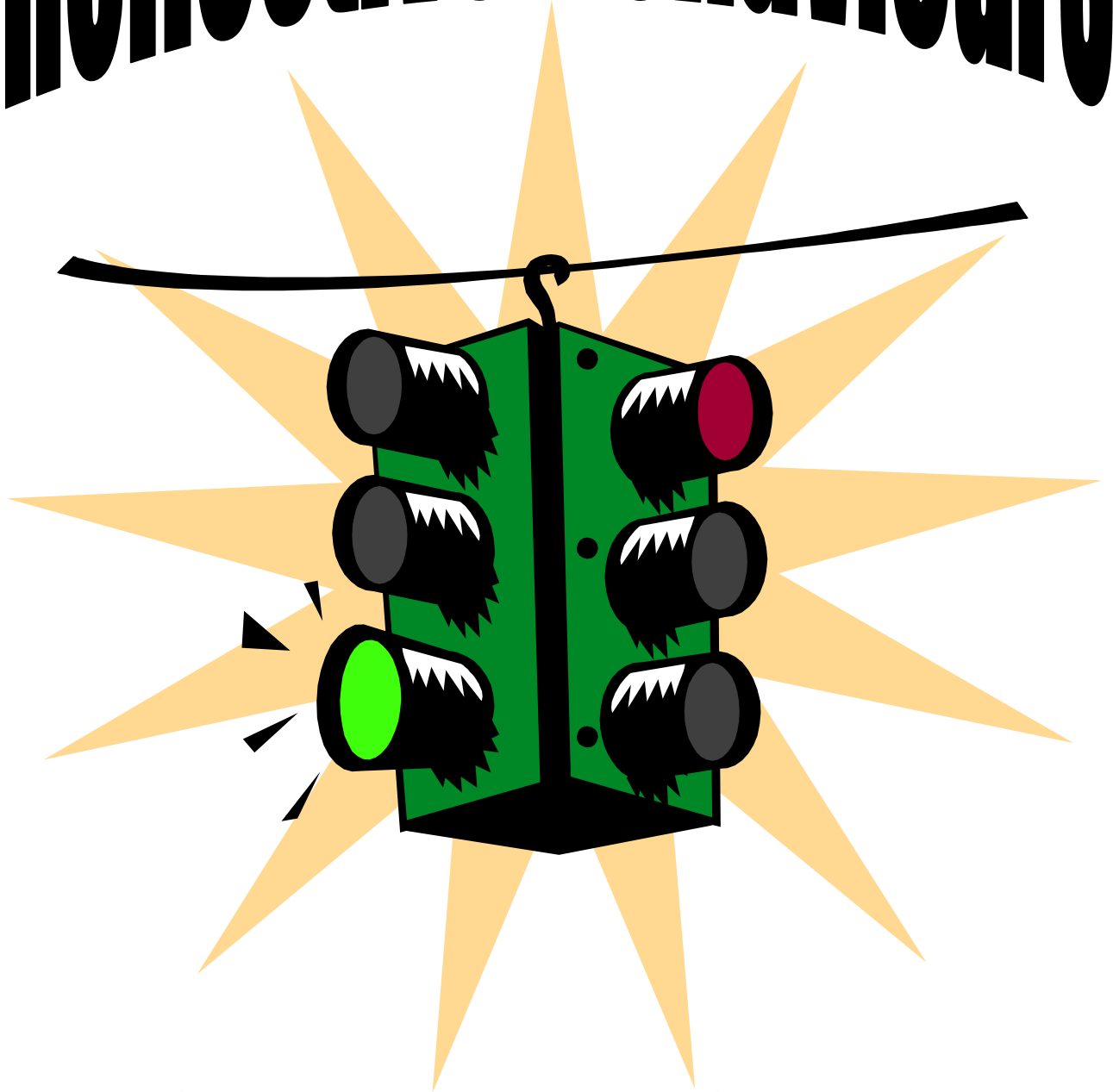
Classroom teachers will establish their individual practices with their own class at the commencement of each school year.

1. Proximity praise/reward
2. Rule reminder/warning
3. Orange card
4. Red card - time out
5. Sent to office

A reflection must be done at the end of the day or first thing in the morning. If a student's behaviour has not improved they remain on their current card

In the case of severe behaviour the student will be referred to the deputy principal or principal

# Reflective Behaviours



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The basic philosophy behind Reflective Behaviours is to change student behaviour, reduce conflict between teacher and student and develop resiliency and capacity of students to deal with conflict.

In the traditional classroom the teacher manages **all** behaviours be they small or large. If a pupil encounters a conflict situation the teacher is the first port of call. '**Reflective Behaviours**' addresses this situation by empowering students. '**Reflective Behaviours**' provides the student with the language and tools to develop successful strategies for dealing with inappropriate behaviour that interrupts the learning environment. It provides the students with the language of '**Conflict Resolution.**' Importantly it develops a platform for teachers to build a culture of changing behaviour – not managing behaviour. If implemented correctly it reduces 'head butting' between teacher and student.

If the '**Reflective Behaviours**' system is carefully implemented into a classroom and becomes an integral part of the classroom culture behaviour problems are significantly reduced with the most difficult students. Many of the potential **conflict situations** are diffused before they even reach the teacher.

For this system to be implemented successfully the classroom environment must be **safe and conducive to risk taking**. Students must be confident that they will be supported with their decisions when dealing with off task behaviours. The students must be made aware that all class members must be treated fairly and with respect. This may take a number of weeks to create and the classroom facilitator needs to be patient and supportive while the students learn to differentiate between off task unacceptable behaviour and personal idiosyncrasies.

Students need to have the opportunity to discuss personal differences and establish a collaborative set of guidelines that all students are expected to abide by. The classroom teacher needs to initiate discussions that look at behaviours of pupils and not individuals. Pupils **must** be made aware of the fact that it is the behaviour that others do not like and not them.

A student has **three options** when they encounter off task behaviour or behaviours that interfere with their learning or the learning of others:

- ◆ **Ignore the behaviour** (By not doing anything the student is saying “**What you are doing is OK**”)
- ◆ **Join in with the behaviour** (Become a part of the problem)
- ◆ **Do something about it.** (Model the appropriate behaviour)

A grievance procedure needs to be in place (Appendix One) that provides the framework on which students can build their conflict resolution skills. This provides the foundations for students to develop appropriate and assertive dialogue that addresses behavioural issues in the classroom.

An orange card tells the student that he/she is being warned to make an appropriate change in their behaviour.

A red card requires the pupil to leave the room and spend time in a timeout class.

A repeated offence means that the student is to be directed to the office.

At the end of the day all the students take part in a reflection of the day's behaviours and students are asked for their opinions on the student's behaviour. This discussion is closely monitored and directed by the teacher. It is essential that feedback is true and accurate and only reports on the student's behaviour after receiving a card. This provides the pupils with the opportunity to reflect on their behaviours and focus on making positive changes. Again, at this stage it is important that the classroom teacher ensures that it is only the behaviours that are being discussed.

If the behaviour has improved he/she is then taken back to Orange or green. If the behaviour has not improved, they remain on their card until the next reflection period.

Extra opportunities for reflection can be used to assist a student to get back to orange or green. Remember the onus is on changing behaviour, not punishment. Support for students' with challenging behaviour is essential. Your attitude and language is vital! Statements such as, "I want to get you back on green. Would you like to be on green?" are powerful. This tells the student you care about them and you want them to succeed. Offering students a manageable time frame to address their behaviour before a reflection, gives them more chance for success.

In creating a positive and supportive classroom that is free of put downs and negatives it is critical that the students understand that there is nothing personal about 'Traffic Lights' That it is the inappropriate behaviours that others do not like and not them.

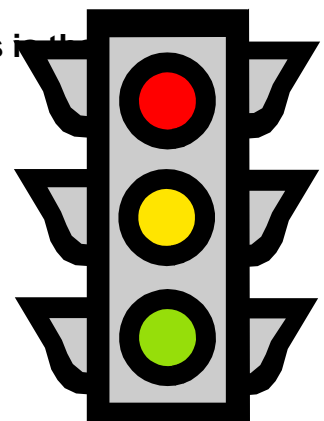
***This differentiation must be made constantly!***

## **Classroom Culture**

When implementing 'Reflective Behaviours' into the classroom time must be invested in establishing a classroom culture that is conducive to students having a voice in the classroom.

There are a number of strategies that can be used to do this. This is the teaching component. Students must be taught:

1. Appropriate feedback - Fair and ethical feedback
2. Considerations for others
3. A focus on supporting behavioural change
4. A focus on the behaviour not the student. (Restorative)



## **Important Components**

- Warning for behaviour
- Orange Card – Student changes card to Orange
- Red Card – If behaviour continues student changes card to red and goes to timeout class.
- If the behaviour continues in timeout or on their return to class, the teacher records this on a DHPS Behaviour Management in School Report (White Slip) and sends the student to the office with this notification.
- A reflection must be done at the end of the day or first thing in the morning.
- If student behaviour has not improved they remain on their current card.
- If behaviour has improved they move down one card i.e. Orange to Green or Red to Orange. Students must change their behaviour to change their card.
- Reflections can be carried out at any time to assist a student to move down a card.
- Emphasis must be on assisting the student to get back to green.
- Ignoring behaviour gives the wrong message to students and creates inconsistency and unfair treatment.

## **Imperatives for Success**

- High Expectations
- Reflection is crucial
- Consistent approach across the school
- Emphasis on changing behaviour not just managing behaviour
- Use of rewards- Not free time
- Clearly established rules