

Behaviour Support Policy and Procedures

July 2022

Summary

This policy applies to Community Language Schools SA and all member schools.

Table 1: Document Details

| | |
|-------------------------|---|
| Policy Number | ES35 |
| Related Policies | ES01: Child Safe Environments Policy and Procedures ES02: Risk Management Policy ES02C: Risk Management Checklist ES04: Grievance and Complaints Policy and Procedures ES05: School Personnel Code of Conduct Policy ES06: Student Code of Conduct Policy ES15: Sexual Misconduct Policy and Guidelines ES16: Adult Students attending Community Language Schools Policy ES20: Data and Information Policy ES23: Work Health and Safety Policy ES34: Student Attendance Policy ES35A: Thinking About My Behaviour Sheet ES35B: Temporarily Withdrawal from Class Slip ES36: Excursions and Incursions Policy and Procedures ES38: Bullying and Harassment Policy and Procedures ES39: Cyber Safety Policy and Guidelines ES41: Gender Identity Policy and Guidelines ES42: Student Personal Care Policy and Procedures |
| Version | 2.3 |
| Created by | CLSSA Policy Officer |
| Reviewed by | CLSSA Executive Officer |
| Applies to | All Community Language Schools |
| Key Words | Behaviour Support; student behaviour; expectations of students; restorative justice; withdrawal. |
| Status | Approved |
| Approved By E | CLSSA Board <i>(Administrative updates approved by Executive Officer)</i> |
| Approval Date | July 2022 |
| Review Date | December 2023 |
| Notes | Version 2.3 – Administrative and specific content update |

Table 2: Revision Record

| Date | Version | Revision Description |
|-------------------------------|---------|--|
| November 2016 | 1.0 | New policy developed |
| 30 th June 2019 | 2.0 | <ul style="list-style-type: none"> Amend policy to make it generic by replacing individual school details with "Community Language Schools" Added policy numbers and relevant policies; Change State Government department names to reflect new names Separated Thinking About My Behaviour and Withdrawal Slip to create separate documents ES35A and ES35B Changes in 'Created By' and 'Reviewed By' in Table 1; Changed Contents to Table of Contents; Reformatting of table and titles; Changed References to References and Other Documentation; Formatting of policy |
| 18 th January 2021 | 2.1 | <ul style="list-style-type: none"> Added Policies to Related Policies (Table 1) Changed ES35B from 'Withdrawal Slip' to 'Temporarily Withdrawal from Class Slip' Added 'School Administrator and/or' to Responsibilities |
| December 2021 | 2.2 | <ul style="list-style-type: none"> Added Policies to Related Policies (Table 1) Changed 'Being Safe' to 'Other Misbehaviours' and deleted information on 'Out of Bound' |
| July 2022 | 2.3 | <ul style="list-style-type: none"> Changed policy name from 'Behaviour Management Policy and Procedures' to 'Behaviour Support Policy and Procedures' Changed ES35A from 'Thinking About My Behaviour Sheet' to 'Behaviour Reflection Sheet'. Divided ES35A to 'Junior Primary Students' and 'Upper Primary and Secondary Students' Updated 'References and Other Documentation' |

Table of Contents

| | |
|--|----------|
| Behaviour Support Policy and Procedures | 1 |
| Summary | 1 |
| Table 1: Document Details | 1 |
| Table 2: Revision Record | 2 |
| Behaviour Support Policy and Procedures | 3 |
| Introduction | 3 |
| Definitions | 3 |
| Guidelines | 3 |
| Communicating Expectations | 4 |
| Principles and Beliefs | 5 |
| Responsibilities | 5 |
| Supporting Behaviour | 6 |
| Expectations | 8 |
| Other Misbehaviours | 10 |
| Smoking | 10 |
| Bullying and Harassment | 10 |
| References and Other Documentation | 10 |

Behaviour Support Policy and Procedures

Introduction

The school Behaviour Support Policy provides a framework for the development of safe and inclusive learning environment at Community Language Schools. Schools provide a social context in which students need to be supported while being taught how to act responsibly for their own behaviour.

The Community Language School will work together as a community to create a learning environment that is safe, inclusive, and conducive to learning and an environment that is free from harassment and bullying.

The Behaviour Support Policy is based on the Department for Behaviour Support Policy. The Behaviour Support Policy outlines systems for facilitating positive behaviours, preventing problem behaviours and responding to unacceptable behaviours. Community Language Schools have shared and a transparent expectation for student behaviour to assist staff to maintain a positive and productive learning and teaching environment. All members of the school community have clear and consistent expectations and understandings of their role in the education process.

Definitions

Behaviour: a student's learned actions and the way a student acts in response to a particular situation or stimulus including their response towards others.

Behaviour Support: the education support a student receives, from the school in order to learn and maintain identified behaviour

Student Code of Conduct: the code of conduct describes the behaviours that students are expected to learn and maintain

Guidelines

Community Language Schools have outlined the following guidelines to ensure students experience success, an acceptance of responsibility and that Community Language Schools are a safe, caring and productive learning community.

Community Language Schools will focus on providing opportunities and support students to experience success. For all students to be successful in their learning, Community Language Schools will ensure:

- Curriculum is inclusive, and that all students can participate in all learning opportunities.

- Responses to inappropriate behaviour will involve staff, students and families in partnership which focus on students' strengths and provide support for students in crisis while reinforcing the rights of other students to learn and teachers to teach in safety and without disruption.
- Staff, students and families will work in partnerships to acknowledge student behaviour which meets the expectations of the school community as described in the schools' code of conduct for students.

Community Language Schools will develop in students an acceptance of responsibility for their own behaviour. In order to develop this responsibility, Community Language Schools will ensure students:

- Understand that behaviour is an action made by an individual within a social context.
- Understand the limits on their behaviour choices that the school have put in place.
- Take responsibility for their own behaviour.
- Will be taught the skills to enable them to actively participate in learning activities.
- Will have the social skills of honesty, trust, respect and cooperation model to them by staff.
- Have access to services which can support them in developing responsibility of their own behaviour.

Staff, parents and caregivers, and students will work together to create safe, caring, orderly and productive learning environments which support the learning of all students to learn and for all teachers to teach. To support and protect the rights of all members of the Community Language School Principals will:

- Manage aspects of the school environment so that students can learn to respect rights and fulfil responsibilities.
- Develop consequences for both responsible and irresponsible behaviour and will consistently apply these consequences.
- Establish through negotiation between staff, students and their families, the rights, responsibilities, and consequences of all parties.

Communicating Expectations

Community Language Schools will ensure that students and parents understand the schools' behaviour expectations through:

- Holding ongoing discussion with the school community to clarify values and expectations.
- Conducting ongoing information sessions with parents and students regarding the code of conduct for students.

- Regularly communicate information about, behaviour expectations of students, the code of conduct and behaviour support policy
- Requiring each student and parent to sign an acknowledgement of the code of conduct for students as part of the enrolment process.

Principles and Beliefs

Several principles and beliefs guide the effective support of student behaviour. Community Language Schools recognises that behaviour is chosen for a purpose. The choice may not always be a conscious choice. Students behave in ways which are meaningful and purposeful, based on their perceptions of the best way to meet their needs in a situation or context.

All individuals and groups in society must be valued and treated with respect. Community Language Schools acknowledges that students have different levels of ability to learn and cooperate with other people. The individual needs of students will be taken into consideration when formulating appropriate responses to inappropriate behaviour. Community Language Schools recognises that most irresponsible or withdrawn behaviours may indicate that students need more learning, practice, support, or counselling. Community Language Schools will explore all possible causes and implement strategies for behaviour change to increase the level of successful learning.

Responsibilities

It is the responsibility of the School Administrator and/or Principal to:

- Develop, implement, and regularly review code of conduct for students, in consultation with the Community Language Schools SA's policies.
- Ensure that student behaviour is managed through procedures supported by strong theoretical understanding of how students learned, and behaviour is best supported.
- Ensure that new staff, students, and their families are aware of the behaviour support policy and code of conduct for students.
- Promote structures at class and school level to enable students to be involved in the support of their behaviour and to enable parents and caregivers and teachers to form relationships that allows for student behaviour to be managed positively.
- Inform parents of any students who have been temporarily withdrawn from class.

It is the responsibility of School Staff to:

- Develop and foster positive relationships with students and families.
- Communicate and interact effectively with students and engage in cooperative problem-solving relationships to address issues faced by the learning community.

- Participate in developing, implementing, and reviewing the school's procedures for supporting student behaviour.
- Establish, maintain, make explicit and model the school's expectations relating to student behaviour.
- Respond positively to responsible student behaviour and apply consequences if students interfere with teaching and learning and the safe school environment.
- Cater for the development, social and emotional needs of individual students and use a range of teaching methods.
- Review teaching programs to ensure programs are relevant, and accommodate the needs of the students
- Develop classroom support strategies which:
 - involves negotiation
 - attempt to distract or diffuse the situation
 - keep the disruptive child busy
 - support the participation of all students
 - value differences in gender and students' backgrounds
 - acknowledge positive learning and social behaviours
 - deal effectively with all types of harassment and bullying
 - consider the impact of physical and intellectual disability, trauma and social disadvantage on the learning process
 - establish and maintain safe and supportive learning environments

It is the responsibility of Parents and Caregivers to

- Ensure that students regularly attend the school, and that staff are notified of any absences.
- Inform the school of any health issues, concerns about behaviour or other matters of relevance.
- Report and incidents of bullying, harassment, or inappropriate behaviour to the school.

Supporting Behaviour

Community Language Schools use a restorative practice approach to supporting behaviour. This approach focusses on addressing the impact of behaviour of others, harm done and restoration of relationships. The growing and nurturing of positive relationships between school personnel and students and between students and their peers underpins our approach to supporting behaviour while supporting students to develop dispositions and skills to successfully manage conflict.

The learning environment at a Community Language School reflects a culture whereby relationships are central. Students will be supported to develop relationships with peers and to be actively involved in the processes or repairing relationships that may be negatively impacted on as a result of conflict. Likewise, Community Language Schools supports and fosters positive relationships and partnerships with families.

To manage any inappropriate behaviour, students will be given several warnings about their inappropriate behaviour(s). These warnings can be non-verbal, eye contact, moving a student to a different area or asking for the behaviour to cease. If the warnings are not sufficient, staff at Community Language Schools will ask students the following five questions in a calm and curious voice. The below five questions can be used to investigate a conflict.

1. What are you doing?
2. What should you be doing?
3. Who has been affected by your actions?
4. What do you need to do know?
5. What will happen if you disrupt again?

If a student continues to exhibit inappropriate behaviour, staff will ask the following three questions:

1. What are you doing?
2. What did you say would happen if you disrupt again?
3. What are you going to do now?

At the end of this process, students are required to reflect on their behaviour and are required to complete the **ES35A: Thinking about My Behaviour Sheet**. If a student does not cooperate with this process the student will be withdrawn from the class. An **ES35B: Temporarily Withdrawal from Class Slip** will need to be completed by the teacher and the student will be sent to a buddy class or to the Principal. Each student will be given clear instructions on where to go when they are being withdrawn. It is the responsibility of the teacher to call the buddy class to inform that a student will be sent with the withdrawal form or if there is an assistant in the class to have the assistant to accompany the student to the buddy class.

As soon as possible, the teacher and student will negotiate a plan to return to class. The **ES35A: Thinking about My Behaviour Sheet** and **ES35B: Temporarily Withdrawal from Class Slip** will be kept on file to determine any patterns of misbehaviour. Parents will be informed by the school Principal if their child has been withdrawn from class and the next steps to restore any relationships and/or damage to property. The information will be kept confidential and only the parties involved and the Community Language School Principal will know of the details of the incident.

On rare occasions, the behaviour of a student may be an ongoing concern. Parents of the student will be consulted to determine if there are other factors affecting the child's behaviour. In consultation with the parents, the Principal, and the student, strategies can then be developed to provide the necessary assistance to the student and their family to address the cause of behaviour.

If a parent/caregiver has a concern regarding a student's behaviour, they can discuss their concerns with the Principal. Each situation will be dealt in a confidential matter and investigated thoroughly. The parent who raised the concern will be informed of the outcome of the investigation whilst still ensuring the privacy of all parties.

Where there is a breach of guidelines for good behaviour, the following actions may be taken:

- Apologising
- Re-doing work
- Time out / isolation
- Parents informed
- Suspension / exclusion
- Replacing and/or repairing damaged property

The School Principal will decide what course of action should be taken. If the problems are of a minor nature then it will only be necessary for the teacher to talk to the student concerned and request for a written apology and the incident will be recorded. Students who continue to re-offend will incur harsher penalties with the parents being informed.

Expectations

Community Language School values are being respectful, being responsible being safe. **Table 3** shows a set of behavioural expectations in specific settings has been attached to each of our three values. The examples listed are not exhaustive, but act as a guide to explain the standard of behaviour expected at a Community Language School. The Expectations Matrix on the following page, outlines our agreed rules and specific behavioural expectations.

Table 3: The Expectations Matrix

| COMMUNITY LANGUAGE SCHOOLS EXPECTATIONS MATRIX | | | | | | | |
|--|--|--|---|--|---|--|--|
| | ALL AREAS | CLASSROOM | ONLINE | PLAYGROUND | STAIRWELL | TOILETS | BUS/BIKE RACKS |
| BE RESPECTFUL | <ul style="list-style-type: none"> Use equipment appropriately Keep hands, feet and objects to yourself Place rubbish in the bin | <ul style="list-style-type: none"> Walk Sit still Enter and exit room in an orderly manner Use equipment with care Actively participate in all activities | <ul style="list-style-type: none"> Participate in use of approved online sites and educational games Be courteous and polite in all online communications | <ul style="list-style-type: none"> Participate in school approved games Be sun safe; wear a broad brimmed hat Place rubbish in the bin | <ul style="list-style-type: none"> Rails are for hands Walk one step at a time Carry items Keep passage ways clear at all times | <ul style="list-style-type: none"> Respect privacy of others Wait quietly if there is a queue | <ul style="list-style-type: none"> Use own bike/scooter only Wait inside the gate until the bus stops Only touch your bike |
| BE RESPONSIBLE | <ul style="list-style-type: none"> Ask permission to leave the classroom Be on time Be in the right place at the right time Follow instructions straight away | <ul style="list-style-type: none"> Be prepared Complete set tasks Take an active role in classroom activities Keep work space tidy Be honest | <ul style="list-style-type: none"> Report any unacceptable behaviour to a teacher Post only appropriate content online | <ul style="list-style-type: none"> Be a problem solver Return equipment to appropriate place at the sports bell | <ul style="list-style-type: none"> Move peacefully in single file | <ul style="list-style-type: none"> Use toilets during breaks | <ul style="list-style-type: none"> Walk bike/scooter in school grounds Have your name marked off the bus roll Leave school promptly |
| BE SAFE | <ul style="list-style-type: none"> Respect others' personal space and property Care for equipment Clean up after yourself Use polite language Wait your turn Be visible at all times Inform the teacher of any concerns | <ul style="list-style-type: none"> Raise your hand to speak Respect others' right to learn Talk in turns Be a good listener Use appropriate language | <ul style="list-style-type: none"> Respect others' right to use online resources free from interference or bullying Keep any usernames or passwords private Follow all teacher instructions about keeping private information off online sites | <ul style="list-style-type: none"> Play fairly – take turns, invite others to join in and follow rules Care for the environment Wear shoes and socks at all times | <ul style="list-style-type: none"> Walk quietly and in an orderly way so that others are not disturbed | <ul style="list-style-type: none"> Wash hands after using the toilet and before eating food Leave toilet area promptly Walk | <ul style="list-style-type: none"> Wait your turn Keep your belongings nearby Have your bus pass ready Follow instructions |

Other Misbehaviours

Further to the above expectations, Community Language Schools have the following expectations regarding smoking, bullying and harassment.

Smoking

Students, staff and visitors are not permitted to smoke on school grounds. National legislation bans smoking in schools and enclosed public place. In accordance with the Tobacco Products Regulation Act 1997, South Australia has banned smoking within 10 metres of children's playground equipment located in a public area. Community Language Schools will not tolerate people smoking on or near school grounds, at school events or activities.

Bullying and Harassment

Bullying and harassment occurs when someone repeatedly does or says something to gain power over another person, leaving that person feeling annoyed, ashamed, embarrassed, distressed, anxious, uncomfortable or hurt. Refer to **ES15**: Sexual Misconduct Policy and Guidelines; **ES38**: Bullying and Harassment Policy and Procedures; **ES39**: Cyber-bullying Policy; and **ES41**: Gender Identity Policy and Guidelines for more details on how Community Language Schools manages bullying and harassment

References and Other Documentation

The Behaviour Support Policy should be considered in conjunction with the following legislation and Departmental Policies.

- Behaviour Support in Schools- SA.GOV.AU - Behaviour support in schools (www.sa.gov.au)
- *The Australian Human Rights Commission Act 1986* - Australian Human Rights Commission Act 1986 (legislation.gov.au)
- *Disability Discrimination Act 1992* - Australian Human Rights Commission Act 1986 (legislation.gov.au)
- *Privacy Act 1988* - PRIVACY ACT 1988 (austlii.edu.au)