

**Eastern Goldfields Education Support Centre
Student Behaviour Policy**



Rationale

Eastern Goldfields Education Support Centre aims to provide a safe, supportive and engaging learning environment, where our students, staff and parents feel a sense of pride and belonging.

We believe that if students are involved in rich learning programmes, strong relationships are developed, and expectations of behaviour are clear and consistent; negative behaviours will be minimised.

We recognise that behaviour is learned, and teach our students positive behavioural choices through educational programs at a whole school and individual level. We acknowledge the differing developmental levels of students and adapt our teaching and learning program as required. Students at educational risk as a result of inappropriate behaviours are supported by individual education plans which are developed by staff in consultation with parents and external agencies.

Whole school approach

We believe that through consistency and communication we can best support our students to demonstrate appropriate behaviours.

In collaboration with Kalgoorlie-Boulder Community High School and Eastern Goldfields College we aim to;

- Establish and promote an inclusive school culture where consistent and explicit teaching of positive behaviours forms the basis of our behaviour management
- Create a predictable, positive and safe learning environment
- Establish a clear set of consequences which are fair, appropriate and consistent
- Build positive relationships and promote restorative practice

Role of staff

The principal will ensure that the school Behaviour Management Policy is developed through a process of consultation and reviews, ensuring that it aligns to Department of Education requirements.

Staff at our school will;

- Model appropriate and respectful behaviours.
- Act in the best interest of the student.
- Allow students time to process instructions.

- Use proactive interventions to de-escalate situations.
- Explicitly teach social and self-regulation skills through whole school programs.
- Apply strategies and consider input from external support agencies.
- Communicate with colleagues and caregivers to maintain consistency in behaviour supports.
- Follow school and departmental processes when responding to student behaviour.

Positive Behaviour Support

Eastern Goldfields Education Support Centre is currently developing a Positive Behaviour Support model across our school. A three tiered pyramid approach to whole school behaviour management practices will provide an operational framework for achieving improved outcomes for our students.

School rules

- **Be Respectful**
- **Be Safe**
- **Be your Best**
- **Follow instructions**

Code of Conduct

The school's code of conduct is explicitly taught to students, who are supported to generate examples of positive behaviours which demonstrate the code.

1. All students have a right to learn without disruption.
2. All students must follow the instructions given by a teacher.
3. All members of the school community will treat each other with respect and courtesy.
4. All students must maintain a safe and healthy school environment.
5. All students must use technology appropriately and according to DOE policy.
6. Students must stay within the school boundaries and not leave the school site without permission.

Rights and Responsibilities

Everyone has the right to feel safe, be valued and reach their potential. We each have a responsibility not to interfere with the rights of others. At EG ESC our school rules are embedded in our rights and responsibilities.

Rights	Responsibilities
Everyone has the right to learn without disruption	<u>Everyone should;</u> - follow instructions & code of conduct - not touch the property of others - use volume of voice to suit the situation
Everyone has the right to be treated with respect	<u>Everyone should;</u> - be respectful - use manners - not name call or use put downs - respect the feelings of others
Everyone has the right to work in a safe, organised environment	<u>Everyone should;</u> - clean up after themselves - act safely - look after their own property - not threaten, hit or swear at others
Everyone has the right to feel proud of our school	<u>Everyone should;</u> - wear school uniform - achieve their personal best - show persistence - celebrate achievements

Process for the management of student behaviour

Overall goal – Positive Classroom Management

- Staff duty of care maintained
- Positive, cohesive classroom communities
- Utilisation of CMS low key strategies in the classroom
- Explicit teaching of the code of conduct
- Identifying acceptable and unacceptable behaviours using our ‘Rights and Responsibilities’
- Explicit teaching about bullying and processes to follow if being bullied
- Reinforcing positive behaviours through rewards system (school/class/individual)
- Appropriate, engaging and relevant curriculum content
- Development and implementation of Individual and Group Education Plans
- ‘First, Then, Next’ charts and other visual supports to empower and motivate students
- Supporting students self-regulation through Zones of Regulation

- Explicit teaching of social skills through 'PATHS'
- Consistency across educators and contexts and open communication between educators about student's needs, wellbeing and progress
- Communication with parents and encouraging their participation in the education process

Recognising and celebrating positive behaviours

- In class rewards and incentives
- Verbal praise, high fives, stickers, certificates, prizes etc
- Participation in a preferred activity
- Positive parent communication - phone calls/letters home
- Work displayed in classrooms, on the Wow Wall and end of term lunch for all students with work on the wall.
- Merit certificates/principals awards at assemblies
- Whole school reward (1-2 times per term)

Managing negative behaviours

Stage 1 – Low level intervention of minor conflicts (Teacher, EAs, Parents)

- *Use CMS responses to Inappropriate Behaviour:* Low level Bumps, Squaring Off, Positive Choices, Shifting seats, Sensory break, Change of task etc.

- *Private conversation:* teacher/EA to outline the positive behaviours required and the consequence of not demonstrating this behaviour (loss of privilege). *Identify acceptable and unacceptable behaviours. Zones of Regulation.*

- *Removal from trigger:* if appropriate, EA to remove student from the classroom and engage in distraction/alternate task or sensory break for a set time only.

- *Re-set time* in the thinking chair or reflection location.

- *Loss of privilege:* If the student is unable to make the right choice to behave the student will lose access to a preferred-task (but not a reward that has already been earned).

- *Fresh start/reset* after break time.

- *Recording of behaviours on Integris.*

- *Communication with parents* with regards to student behaviour. Note time of phone call on referral and note parent response. Discuss positive and negatives.

** Serious incidents, where the student is at risk of harming themselves or others, are fast-tracked to a principal referral. All classrooms have a yellow and red card to request support and visually represent the urgency of the intervention.*

Stage 2 – Continuous, Frequent or Unresolved Conflicts (Teacher, Principal and Parents)

- *Discuss continued behaviour conflicts* with the parents and Principal.

- If required, *Informal Behaviour Plan* and discussion with the student.

- *Communication with parents* with regards to students' progress.

Stage 3 – Repeated, Unresolved Conflicts or Serious Incidents (Teacher, Principal and Parents)

- *Formal Individual Behaviour Plan* developed and discussed with the student/parents.

- *School Psychologist* referral made. *SSENB* services may be requested.

- Student escalation profiles developed and implemented

- Incident may lead to *suspension* or loss of good standing.

- Physical contact

- First engage verbally, provide visuals, offer distractor, offer choice.
- Use physical contact only when there is the risk of harm.
- Use appropriate Team Teach hold, debrief afterwards.

Violence in Schools

In alignment to the Minister for Education's 'Statement on School Violence', students who knowingly and deliberately start fights or attack other students will be suspended. Students who record or film a fight, rather than seek assistance will be suspended. Students who intentionally physically attack a staff member may be excluded from the school.

Good Standing

All students in our school begin the year with 'good standing'. Students who do the wrong thing may lose their good standing at the discretion of the principal. Students must have good standing to participate in school social activities. Students can earn back good standing by behaving appropriately.

Measures to address risks of suicidal behaviour/non-suicidal self injury

1. Referral of student to Principal or Student Wellbeing coordinator - Gatekeeper trained.
2. Involvement of school psychologist and parents.
3. External agency support if required.

Communication

At Eastern Goldfields Education Support Centre, we view parents and caregivers as partners in their child's education. Parents are informed of their child's progress, academically, socially and behaviourally through a range of methods including; informal and formal meetings with the teacher, phone calls home, text messages, communication books, newsletters, certificates and letters.

Student behaviours are documented on Integris and in observational checklists. This information is used to develop appropriate plans to support the student, sometimes in consultation with other experts, and to communicate with parents. Individual student behaviour plans and escalation profiles are stored electronically, in student files and in the front office. This information is shared with all educators who work with the student to enable them to meet the child's needs.