

Procedure for Responding to Inappropriate Student Behaviours



Introduction:

Good Samaritan Catholic Primary School (the School) is a place where positive relationships are built within a supportive environment that is fair, consistent and democratic. This restorative approach focuses on recognising the harm that has been caused to others by inappropriate behavior and provides an opportunity to repair that harm. This approach is also applied to incidents of serious harm.

Everyone affected, including families, are provided with the opportunity to talk about what has happened, how they have been affected by it and what they want to happen to repair the harm that has been caused.

This approach focuses on relationships and people, over and above the need for assigning blame and dispensing punitive punishment.

Purpose

The purpose of these procedures is to ensure:

- a) Consistent professional conduct from all staff members when managing inappropriate student behaviours.
- b) Students are aware of and understand the actions that will be taken by school staff when they respond to inappropriate student behaviour.
- c) Parents/caregivers are aware of and understand the actions that will be taken by school staff when they respond to inappropriate student behaviour.

Core Values

Mercy: We act with kindness and with a heart full of love.

Compassion: We seek to understand the needs of others and are willing to help them.

Justice: We treat everyone fairly, recognising that each individual has both rights and responsibilities.

Respect: We value the sacredness and dignity of each person.

Excellence: We strive to be the very best we can possibly be.

Child Safe Practice

Good Samaritan Catholic Primary School (the School) has a moral, legal and mission-driven responsibility to create nurturing school environments where children and young people are respected, their voices are heard and they are safe and feel safe.

These procedures for managing inappropriate student behaviours are based on supporting honest, respectful and trusting relationships between adults and young people.

All adults in the School, including teaching and non-teaching staff, clergy, volunteers, and contractors, have a responsibility to care for children and young people, to positively promote their wellbeing and to protect them from any kind of harm or abuse.

Under no circumstances are the following behaviours of any adult acceptable:

- Verbal intimidation, such as yelling or derogatory language,
- Physical intimidation, such as standing over, inappropriate hand gestures
- Handling of a child to manage behaviour, such as pulling, shaking, grabbing, pushing

Under no circumstances is corporal punishment allowed.

Consistent with the School policy *SLE 4.6 Restraint of a Child*, School staff may only use restraint on a student when all of the following conditions are met:

- the situation is an emergency and the danger of harm to the student and/or others is imminent;
- the restraint is used to prevent the student from inflicting harm on him/herself and/or others;
- there is no reasonable alternative that can be taken to avoid the danger.

Restraint should not be used unless alternative measures to avoid the danger of harm have been exhausted.

Restraint should never be used in the following circumstances:

- to intentionally provoke or punish a student
- cause harm or injury to the student.

School Expectations



Definitions

Inappropriate behaviour: any behaviour, that interferes with or is at risk of interfering with

OUR SCHOOL WIDE EXPECTATIONS MATRIX			
	Be Respectful	Be Responsible	Be Safe
School wide: no matter where we are	<ul style="list-style-type: none"> • We welcome everyone to our school • We treat everyone fairly. • We use kind words and actions • We use 'Whole Body Listening' • We are considerate of others personal space • We help ourselves and others to learn 	<ul style="list-style-type: none"> • We wear the correct uniform • We take care of all property and equipment • We ask for help when we need it. • We follow instructions • We arrive on time and are ready to learn • We strive to do our best. • We show self control and resolve conflict calmly 	<ul style="list-style-type: none"> • We keep our hands feet and objects to ourselves • We move safely at all times • We tell an adult if something makes us feel unsafe • We protect the privacy of ourselves and others • We only play in the correct area • We are sun smart • We keep our learning spaces clean and tidy
When online...	<ul style="list-style-type: none"> • We respect the rights and feelings of others. 	<ul style="list-style-type: none"> • We act in accordance with our user agreement 	<ul style="list-style-type: none"> • We are eSmart

optimal learning or engagement in positive social interactions with peers and adults.

Severe behaviour: Behaviours that constitute severe behaviour include:

- Deliberately offending someone (swearing, offensive gestures, insulting language)
- Deliberately hurting someone (kicking, hitting, punching, pushing)
- Stealing
- Deliberately damaging property
- Deliberately breaking the Acceptable Use Agreement
- Refusing to follow a direct instruction by a member of staff
- Repeatedly disrupting other's learning
- Repeatedly disrupting my Home Group's routine
- Sexually inappropriate behaviour

Restorative Conversation: A discussion with a child that actively encourages the child to speak about their actions, consider the effect on others and help decide the best way of repairing harm.

Time Out: Time out is a practice used in schools to support students who require a break from a stressful or demanding situation, often when their behaviour is escalating. Time out is a planned intervention, to be used as part of an overall approach to supporting a student exhibiting complex behaviour. It can be used to assist students to settle and return to a state of calm, so they are more actively able to participate academically and socially. The use of time out can be either teacher-directed or self-directed and takes place in a safe and supervised setting.

Time Out Card: Used to notify a staff member that a child has had to leave their Home Group for a period of time out. It details the following information:

- Child's name
- Child's home group
- Number of minutes of time out assigned

Communication

To ensure that School staff, children and their parents/care givers are aware of these procedures, the School will undertake the following steps:

- Display a copy of the School's core values and rules in each learning space.
- Make the procedures available via the School website in the Learning and Teaching section
- Include the procedures in the School's enrolment pack
- Publish the procedures in the School newsletter at the commencement of each school year.
- Provide ongoing professional learning for Staff to ensure adherence to School policy.
- Include in induction of all new staff.

Home Group Procedure

The following steps are to be taken to support a child who displays unacceptable behaviours within a Home Group setting. The steps are refreshed after the morning and lunch recess each day:

Step 1: Warning

- Staff*
- Restate the expected behaviour
- Member*
- Invite the child to make a good choice
- Actions*

Step 2: Removal from immediate situation

- Staff*
- Restate the expected behaviour
- Member*

- Actions**
- Invite the child to make a good choice
 - Remove the child from immediate situation for a short period of time.
 - Ensure the child is still part of the learning.

Step 3: Time out within Home Group

- Staff** • Restate the expected behaviour
- Member** • Ask the child to reflect on his/her behaviour.
- Actions**
- Invite the child back to group when settled.
 - Remind the child of the expected behaviour.

Maximum amount of time out:

Prep:	5 minutes	Years 3/4:	10 minutes
Years 1/2:	7 minutes	Year 5/6:	12 minutes

Step 4: Time Out in Another Home Group

- Staff** • Restate the expected behaviour.
- Member** • Ask the child to reflect on his/her behaviour.
- Actions** • Send the child to another Home Group with a *time out card*

Maximum amount of time out:

Prep:	5 minutes	Years 3/4:	10 minutes
Years 1/2:	7 minutes	Year 5/6:	12 minutes

Re-entry Process:

Step 5 / Severe clause:

- Staff** • Contact office and requests member of the Leadership for Learning Team to collect the child.
- Member** • collect the child.
- Actions**
- Leadership for Learning Team member collects child and conducts restorative conversation
 - Child completes a reflection sheet.
 - Parents contacted by Leader. Reflection sheet is sent home to be signed and returned by parent.
 - As required the Leader informs child's Home Group teacher of any further action to be taken.
 - The Leader will determine an appropriate consequence consistent with Approved Consequences policy
 - The Leader records incident in Reporter Pro > *incidents*
 - Returned reflection sheet is filed in Behavior Record Folder

School Yard/Outside Procedures

- The following steps are to be taken to support a child who displays inappropriate behaviours;
- a) before or after school
 - b) during morning recess
 - c) during lunch time
 - d) while on an excursion

Within a play period:

Step 1: Warning

- Staff* • Restate the expected behaviour
Member • Invite the child to make a good choice
Actions

Step 2: Time out with Staff Member of duty

- Staff* • Conducts a restorative conversation while the child walks alongside
Member
Actions

1. What happened?
2. What choices did you make?
3. What led to this happening?
4. Who else did the behaviour effect and how?
5. How were you affected?
6. Next time what would be a better choice?

Maximum amount of time out:

Prep:	5 minutes	Years 3/4:	10 minutes
Years 1/2:	7 minutes	Year 5/6:	12 minutes

Step 3 / Severe clause:

- Staff* • Contacts office using *severe clause card* to request a member of the Leadership for Learning Team to collect the child.
Member
Actions
- Leadership Team member collects child and conducts restorative conversation
 - Leadership Team member instructs the child completes the reflection sheet
 - Parents contacted by Leader. Reflection sheet is sent home to be signed and returned by parent.
 - The Leader informs the child's Home Group Teacher of any further action to be taken
 - Leader records incident in Reporter Pro > *incidents*
 - Returned reflection sheet is filed in Behavior Record Folder

Supporting Policies and Procedures

- 4.1 Child Safe Policy
- 4.3 Prevention and Management of Bullying Policy
- 4.5 Procedure for Responding to Inappropriate Student Behaviours

Communication and Evaluation

These procedures will be widely promoted to all students, staff, parents/carers and the local community.

This policy will be reviewed biannually.

Appendix

1. Time Out Card (printed on yellow paper)

TIME OUT CARD

My Name My Home Group

I need to have minutes of time with you.

2. Severe Clause Card

SEVERE CLAUSE CARD

Assistance from a member of the Leadership for Learning Team is required at the sports field

SEVERE CLAUSE CARD

Assistance from a member of the Leadership for Learning Team is required at the fitness circuit

SEVERE CLAUSE CARD

Assistance from a member of the Leadership for Learning Team is required at the courtyard