

FLAXMILL SCHOOL P-6

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Behaviour Learning Policy

Context

Flaxmill School P-6 has a strong behaviour learning policy implemented across the school. At the beginning of each school year, staff revisit the policy and plan for implementation within the classroom.

Using the TFEL framework for student voice, teachers and classes discuss appropriate and inappropriate school behaviour. Flaxmill School P-6 has a strong focus on proactive behaviour management.

Vision

Our school will be a safe, success-oriented environment, free from harassment, where cooperation and positive interactions are encouraged, people are valued and property is respected.

Rationale

- Students need support to develop acceptance of their responsibility for their own choices of behaviour.
- School programs will be oriented towards success and students will be involved in participatory decision making processes.
- Our school will encourage a climate of high expectations within a partnership of students, staff and families committed to developing responsible behaviour choices.

Proactive Action

Actions that can be taken to prevent unnecessary disruptions to learning include:

- using appropriate learning programs and resources to support learning.
- planning interesting learning programs that are motivating and engaging.
- setting up learning spaces that support learning by minimising disruptions and distractions.
- Accommodations for every student in the class.
- clearly communicating the goals and expectations of learning tasks.
- clearly articulating the class rules and behaviour management plan.
- developing a democratic classroom using practices for authentic student voice.
- creating stimulating, interesting and challenging learning spaces.

Positive Behaviour

Teachers acknowledge this by:

- Making positive comments and non verbal gestures to children who demonstrate appropriate behaviours.
- Give rewards and encouragement (stamps, stickers, certificates).
- Allow students to choose certain activities (e.g. fun activities, hold leadership roles or be a monitor).
- Reporting children's positive behaviour to parents and leadership.
- Providing the opportunity for students to acknowledge each other's positive behaviour.
- Reward system can also be used, e.g. negotiated short time for sport, computer time, free time, positive charts.
- Free choice time should be used sparingly as it may have implications for official instruction time.
- Praise of positive behaviour remains an important reinforcement.

- **Corrective action**

Corrective action is used by staff to correct problems when they arise in the learning environment. When carrying out corrective action you must:

- Maintain eye contact.
- Minimise embarrassment and hostility by using a respectful voice.
- Maintain a non-threatening distance.
- Give clear choice to maximise student responsibility.
- Be consistent in your actions and follow-up.
- Develop a network of support.

Tactical ignoring	Decide what to ignore, for how long to ignore and what to do if the ignoring is not working.
Non verbal messages	Hostile body language needs to be avoided. Eye contact should be firm without glaring. The key is treating students respectfully.
Simple directions	States clearly what the teacher expects the student to do, is embedded in respectful language accompanied by "please" or "thankyou" and the use of the student's name.
Positive reinforcement	This catches the student using appropriate behaviour. Feedback should be specific (encouraging) and not generalised (praise) eg "Well done, you put your hand up", rather than "Good work".
Rule reminders	This keeps the interaction brief but relevant. The teacher restates the rule.
Question & Feedback	A response is invited by using a "what" question.
Deflection	Strong feelings/conflicts are acknowledged and the time is provided for dealing with them.
Defusion	This uses a mild, appropriate humour or redirection to take the heat out of a potential conflict. It is NOT a strategy all teachers will be able to use successfully.
Blocking Restate	A verbal strategy that re-asserts the teacher's direction by using the words repeatedly eg re stating the relevant rule/s.
Assertive messages 'When this happened...then I ...	Using (I) messages to explain to the student how the teacher is feeling about the behaviour.
Distractions and Diversions	The student's attention is deliberately distracted and it is diverted into a safer course of action.
Overlapping clear command	The teacher excuses themselves from dealing with one student to give a simple direction to another student. The teacher then goes back to the first student.
Choices	This is never the first step. It follows tactical ignoring, rule reminders and simple directions.
Take aside	The student is simply taken aside and asked what is going on and offered help.
Isolation within the classroom	The student is given the choice of working or moving. Given some time, the student is then asked to move if they have continued to be disruptive. This is a logical consequence for the behaviour.
Time-out within the classroom	This would normally last between 5 and 15 minutes and students would then return to the class.
Removal from the classroom	A choice is offered about being on task or having to leave. The policy in place should make clear how students will be removed, where they will go, what they will do while out of the classroom, when they can return to class, what conditions apply to their return and when parents will be consulted.
Contracting and conferencing	The effect of behaviour on other people

Response to inappropriate behaviour

Responses to inappropriate behaviour could include:

1. Rule Reminder
2. Warning
3. Classroom Time-Out
4. Buddy Class
5. Office Time Out

- Specialist teachers may negotiate a procedure with fewer steps due to the large number of students they teach during a school week.
- Temporary Relieving Teacher's should reaffirm class consequences daily.
- Students should accept responsibility for inappropriate behaviour, acknowledge poor choices made and verbalise what needs to change in their own behaviour. The consequential steps may be fast-tracked in serious situations.
- If a staff member feels threatened, or that other students in the class are unsafe, they should contact the office for support immediately.

Office Time Out

When students are sent to the office for Time Out they should present a YELLOW FORM detailing the nature of the inappropriate behaviour.

- Senior staff will provide counselling to the student. The focus will be upon the student's choices that led to time out and the student contracting to change.
- A proforma note is signed by senior staff and sent home via the teacher informing the parents. This note is to be signed by the parent and returned to the teacher.
- Details will be entered into EDSAS. (Education for Department school and student data base)
- When office time outs are frequent, a meeting will be arranged with parents and Leadership

If inappropriate behaviour persists, then class teacher and leadership will consider:

- Further parent contact
- Behaviour contract
- Involving behaviour support agency
- Internal suspension
- Take home or external suspension

Suspension

A student may be suspended if he/she has:

- Threatened violence.
- Acted in a manner that threatens the good order of the school or the safety or wellbeing of a student or member of staff of the school.
- Acted illegally.
- Abusive language to staff.
- Refusal to follow teacher instructions.

Any suspension process will be aligned with DE policy and procedure. After suspension, the child will complete a re-entry process, which will be documented by the school to determine whether a change in behaviour has occurred.

Internal Suspension

Student will be supervised by leadership or an alternative class as negotiated. Supervised toilet and lunch breaks will occur at different times to the regular school timetable.

Take Home

When a student's wellbeing or emotional state is having a significant impact on their ability to behave appropriately or engage in learning, leadership may ask parents/ caregivers to take the child home for the remainder of the school day to calm down.

DE 'Suspension, Exclusion and Expulsion Policy' will form the basis of decisions taken by the Principal.

Yard Behaviour

Playground behaviour is managed through the use of yard agreements and rules. Classes are required to display these rules and spend time reinforcing them.

Positive yard behaviour

Positive behaviour in the yard is acknowledged through “Yard Play” awards- which go in to a draw- drawn at assembly.

Inappropriate yard behaviour- consequences

Inappropriate behaviour in the yard may result in (depending on severity of behaviour):

- Rule reminder
- Formal warning
- Yard sit out
- Student walking with teacher on duty
- Detention
- Restricted play
- Suspension

Parents/ Caregiver responsibilities

- Be aware of behaviour learning policy.
- Work with school staff to support the implementation of the behaviour learning policy.
- Encourage students to accept responsibility for the behavioural choices.
- Support staff in modelling and teaching appropriate behaviour and school values.

Communication and review

This policy has been approved in conjunction with the relevant school staff and governing council members. This policy will be reviewed every three years and the next review date is July 2027.