



Port Broughton Area School

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GUIDING PRINCIPLES FOR STUDENT BEHAVIOUR MANAGEMENT

- SBM should have a restorative focus, not punitive. Our role is to educate students not to punish them.
- Students have different starting points, levels of ability to learn and to co-operate with other people as well as different understandings of what is responsible behaviour.
- The school recognises that behaviour is developmental. Some circumstances may limit a student's ability to exercise choice, this DOES NOT diminish the student's responsibility.
- Behaviour occurs as a result of choices, conscious or unconscious, which are based on the student's perception of the best way to satisfy a particular need.
- All behaviours have consequences, which may affect future opportunities.
- While recognising the developmental needs of the individual students, responses must be clearly defined and administered consistently in a way which supports the rights of students to learn.
- For students with disabilities, appropriate behaviour management strategies need to be developed within the context of the OnePlan.
- A partnership between students, their families, and staff is necessary for successfully developing responsible behaviour.
- Staff understand the range of models available for the effective management of student behaviour and have the opportunities, and support to use the skills associated with these models.
- When appropriate, DfE and interagency services will support children with social, emotional and behavioural difficulties and the staff who interact with these students.

ROLES AND RESPONSIBILITIES

Department staff have a key role in creating and maintaining supportive and safe learning environments.

Departmental staff must:

- Model and promote behaviour that values diversity, demonstrates respect for and inclusion of all children and young people, and promotes a positive school culture.
- Explicitly teach children and young people about safe and inclusive behaviours, and the core values of the school, preschool or care setting.
- Support the participation of all students, taking special measures to support the inclusion of children and young people who are at higher risk of exclusionary responses to their behaviours including aboriginal children, children in care, and children with disabilities.
- Participate in professional learning to build skills, knowledge and confidence in developing positive classrooms and recognising, responding to and managing behaviour incidents.
- Work with parents, caregivers, families, service providers and the community to support children affected by behaviours of concern. This may include recovery from harm, restorative practices and supporting children and young people to develop positive social relationships.
- Report behaviours of a criminal nature to the South Australia Police.



- Provide timely intervention in response to behaviours of concern, including incidents that have occurred out of school hours or off school premises when this is connected to the care and control of the school and impacts on school relationships.
- Provide visible, consistent and planned responses to behaviours of concern to foster trust and confidence.
- Support children and young people to be physically and psychologically safe.

Parents and families are their children's first and ongoing teachers, they shape and support their children's positive behaviours when they:

- Model and promote safe, respectful and inclusive relationships with their own children, other children and young people, other parents/caregivers, and school staff.
- Support their children to develop safe behaviours at home including monitoring and supervising their children's social interactions, including online.
- Talk to their children about behaviour including unsafe behaviours to help them to understand what it is, why it is harmful and how to respond.
- Work collaboratively with the school to resolve concerns about behaviour when incidents occur, including discussing issues as soon as possible, in accordance with the school's procedures.
- Consider recommendations and engage in specialist support through student support services and external organisations.
- Support their child's best interests to continue to attend school while a behaviour issue is being resolved.

All children and young people can contribute to their learning and the learning of others when they:

- Treat others in a way that demonstrates respect and inclusiveness.
- Ensure their verbal, physical and online interactions are safe, respectful and inclusive.
- Take a stand when they see behaviours of concern in person or online, by safely intervening or seeking help from adults to intervene.
- Support their friends to behave in safe, respectful and inclusive ways if their friends are engaging in behaviours of concern, including by seeking help from trusted adults.

CLASSROOM BEHAVIOUR MANAGEMENT

The following procedures comprise the core process for managing inappropriate student behaviour in the classroom. If all staff follow these procedures, we will most effectively teach students to accept more responsibility for their learning and their behaviour.

Setting Up Stage.

Teachers will develop classroom management strategies which take into account the impact of physical and intellectual disability, trauma and disadvantage on the learning process.

These expectations will be discussed and displayed in each classroom and/or at the front of a student's DIARY/Communication book by the end of the FIRST week of the school year. This will also be outlined to all parents who attend the meet the teacher evening so all stakeholders understand the process.



Operational Stage

All teachers will also develop and implement strategies for assisting children to develop -

- Decision making skills.
- Social skills.
- Conflict resolution skills.
- Shared responsibility.
- Acceptance of responsibility.

Communication and Monitoring

Communication with families is an important aspect in SBM, a productive relationship strengthens the likelihood of sustained positive behaviour choices.

- Teachers should use *Daymap > Records > Behaviour Record* to record student behaviour that does not reach a level necessary for the Behaviour Intervention Process. These are likely to be Level 1 Behaviours, and there is no need to fill out a Behaviour Intervention Form.
- It is the teacher's responsibility to communicate any behaviour, positive or negative, to give parents immediate information about their child.
- Some students may require ongoing lesson checks, which are communicated either weekly or daily.
- Families will be notified through the Front Office any time a student has a Behaviour Intervention Form.
 - Staff are to complete a Behaviour Intervention Form and hand to Front Office as soon as practical after assigning a consequence. It is important that information going home is complete, accurate and professional.
 - Front Office Staff will enter the details in Daymap after discussion with a member of School Leadership regarding timing and to ensure any necessary follow up is completed before notifying parent.
 - All behaviour incident forms are to go to the Front Office to be recorded in *Daymap > Records > Behaviour Record*



FOCUS ROOM

Purpose

A Focus Room Consequence provides an opportunity for a student to reflect on their choices and the impact they are having on the learning of themselves and other students. They are a chance to reset and discuss any concerns with their teacher or a member of leadership.

A Focus Room Consequences should be used when;

- Student behaviour indicates that the student is experiencing challenges that are difficult for them to manage on their own.
- Student behaviour is problematic due to the severity, frequency, duration or impact.
- Student behaviour is a significant barrier preventing the student from learning.

Assigning a focus room

- Level 1 behaviours should be Teacher managed, if behaviour is repetitive consider a Level 2 Consequence and complete a Behaviour Intervention Form.
- Level 2 behaviours may lead to a focus room based on severity, frequency, duration or impact. A Behaviour Intervention Form should be completed at this level.
- Level 3 a focus room is required regardless of other consequences applied.

Process

- A student is to move to the Front Office for the remainder of the lesson they get the focus room in. They are required to attend lunch time the next day.
- If the focus room occurs outside lesson time (lunch or recess) then the student misses remaining time and attends lunch time next day.
- Repeated focus rooms (two in a week, three in 10 days) may result in further consequences including letters home, internal suspension, external suspension.
- Teachers have an option to assign a Focus Room for a half lunch session for Primary students, Leaders also have this discretion.

Recording & Communication

- Staff are to complete a Behaviour Intervention Form and hand to Front Office as soon as practical after assigning a Focus Room Consequence. It is important that information going home is complete, accurate and professional.
- Front Office Staff will enter the details in Daymap after discussion with a member of School Leadership regarding timing and to ensure any necessary follow up is completed before notifying parent.
- When “Focus Room” is checked a message including text in “Description of incident” will be sent to the parents of the student and to leaders via Daymap Message.

Ratified by Governing Council 2025



SAFE, CALM & PRODUCTIVE CLASSROOMS.
UNCONDITION POSITIVE REGARD & HIGH EXPECTAIONS.
ALL STUDENTS HAVE ACCESS TO LEARNING AT THEIR LEVEL
LOGICAL CONSEQUENCES GUIDED BY RESPONSE LEVELS

STUDENT BEHAVIOUR CONCERNS

FAST TRACK ADMIN SUPPORT FOR
VIOLENCE OR PROPERTY DAMAGE

STAFF UTILISE GOOD PRACTICE
"BAG OF TRICKS"

LEADERSHIP
INTERVENTION

STUDENT BEHAVIOUR CONTINUES, STUDENT
ENTERS BEHAVIOUR INTERVENTION PROCESS.
USE BEHAVIOUR LEVELS TO DETERMINE
APPROPRIATE RESPONSE

LEVEL 1
STUDENT CHANGES BEHAVIOUR

CONSIDER RECORDING BEHAVIOUR ON
DAYMAP

LEVEL 2
ASSIGN CONSEQUENCE WHICH MAY INCLUDE
FOCUS ROOM
COMPLETE BEHAVIOUR INTERVENTION FORM

LEVEL 3; SYSTEMS LEVEL
LEADERSHIP INTERVENTION
FOCUS ROOM, TAKEHOME, INTERNAL OR
EXTERNAL SUSPENSION



Appendix 1; School Yard Behaviour

<p>MINOR - MANAGED BY TEACHER</p>	<p>Students are not following our school values if they:</p> <ul style="list-style-type: none"> • Use inappropriate language, 'put down' other students or spread rumours. • Disrupt games, throw things at others, play in an unsafe/rough manner or use equipment in an unsafe manner. • Litter, damage equipment or school property. • Are not wearing their hat • Answer back or lie to staff • Play in an out of bounds area, run away from staff • Do not follow instructions after 3 reminders • Act in an antisocial or disruptive manner. <p>Give a calm and immediate response:</p> <ul style="list-style-type: none"> • Co-regulation strategies.. • Lower the tone and slow the speed of your voice. • Get your centre and slow your movement and breathing-providing a model for the student to follow unconsciously. • Position yourself at student level and beside them. Avoid standing over or in front of them. • Refer to Focus/Safety Plan. <p>Provide clear and descriptive instruction on the actions you are about to take:</p> <ul style="list-style-type: none"> • I am going to stay with you and talk about what just happened. • I am going to leave you right now and return in 2 minutes to check if you are ready to talk about this. <p>Allow cooling off time <u>before</u> engaging in a restorative conversation:</p> <ul style="list-style-type: none"> • Empathy • Short sentences <p>Conference and consequence:</p> <ul style="list-style-type: none"> • Record behaviour on a school behaviour support slip
<p>MAJOR - MANAGED BY LEADERSHIP</p>	<p>Leadership should be notified if students are</p> <ul style="list-style-type: none"> • Using aggressive/threatening language • Hitting/kicking/spitting/ biting others • Harassing other students/staff • Fighting other students • Intimidating other students/staff • Bullying other students • Vandalism/Destruction of property • Bringing weapons to school • Self-harming • Leaving school grounds • Refusing to return to class



Appendix 2; Classroom Behaviour

<p>BAG OF TRICKS - The teacher uses good practice and less intrusive approaches to encourage a change in behaviour. It may involve rule reminder, change of seat, check for understanding, a chat at the end of the lesson or a brief whole-class look at the guidelines with attention drawn to some student's need for help to live within the code.</p> <ul style="list-style-type: none"> • The most important aspect of SBM is classroom practice. • At this stage choice and consequence should be discussed. • Teachers communicate with parents. 	<ul style="list-style-type: none"> • Reminder of expectations • Deliberate ignoring • Tone of voice change • Seat change • Eye contact • Proximity • Brain break • Humour • Quiet one on one conversation • Check understanding of task • Change of task • One on one support (limited time) • Other strategies you use with students to engage them in safe, calm and productive classrooms. • Behaviour Levels can be used as support.
<p>Classroom Process</p> <ul style="list-style-type: none"> • Behaviour Intervention Form is to be completed IF students' behaviour requires Level 2 or 3 Intervention • Admin Timeout and Fast Track Time Outs will result in a message being sent to parents. Communication occurs through official Daymap Message. Teachers may follow up in person. 	<p>Use Bag of Tricks</p> <p>Use levels to assign appropriate consequences</p> <p>Leaders Support Level 2 & 3 Interventions</p> <p>FAST TRACK -There are times when a student's behaviour goes beyond a warning or step and the incident requires immediate Leadership Intervention. Here the teacher needs to make a judgment to do the following:</p> <ul style="list-style-type: none"> • Fast track – Means a member of Leadership is called immediately to remove the student. • Contact Admin directly to get a member of Leadership to come to the class.
<p>RELIEF TEACHER PROCCES</p> <p>In their work with students, TRTs and PRTs may have limited opportunity to develop relationships and to experiment with a variety of teaching strategies. To support student with relieving teachers, the following fast track procedure is available.</p>	<p>If a student is disrupting the classroom the relieving teacher gives the student an official and final warning.</p> <p>If a student, after receiving a first and final warning continues to disrupt the class, they are immediately referred for leadership intervention. The Behaviour Intervention Form is sent to leadership in the normal way.</p>
<p>LEADERSHIP INTERVENTION</p>	<ul style="list-style-type: none"> • Leadership will investigate and apply consequences as appropriate depending on the nature of the incident. • Leaders will go through a restorative process with students. • If this is close to a Lunch or Recess time the student will need to wait at the front office until the break occurs. • Parents will be notified.
<p>STUDENT REFUSES</p>	<ul style="list-style-type: none"> • If a student refuses to go to the Admin area for Leadership Intervention, Take Home procedures may be instigated.
<p>FURTHER CONSEQUENCES</p>	<ul style="list-style-type: none"> • 2 Admin Time Outs in a day may result in a Take Home. • 3 Admin Time Outs in a week may result in a one-day internal placement. • 2 Take Homes in a week may result in an External Suspension. • 9 Admin Time Outs in a term may result in an admin determined process, likely result in Suspension and Student Behaviour Contract and Plan. • Continued, ongoing or extreme behaviours may result in a School Exclusion Process under section 77 of the Act.

Behaviour Intervention Levels

LEVEL	BEHAVIOUR	EXAMPLE		SUGESTED STRATEGIES		SUGESTED ACTIONS	STAFF ACTION
Level 1 Low level disruptive behaviours.	Behaviour represents expected responses to challenges and is infrequent, transient or minor. Behaviour responds to classroom strategies.	<ul style="list-style-type: none"> ➤ Talking ➤ Out of seat ➤ Off Task ➤ Uncooperative ➤ Distracting others ➤ Missing class time ➤ Lateness ➤ Inappropriate language ➤ Out of bounds ➤ Pushing, wrestling or rough play. ➤ Class rules not followed 	<ul style="list-style-type: none"> ➤ Not following instructions ➤ Lack of organisation ➤ Non completion of class/ homework tasks ➤ Littering ➤ Misuse of property 	<u>Behavioural Issues</u> <ul style="list-style-type: none"> ➤ Class ready to learn plan ➤ Remind student of class rules ➤ Have clear expectations ➤ Meet individually with student ➤ Reinforce and celebrate positive behaviour ➤ Tactically ignore where appropriate ➤ Address the behaviour-not the student ➤ Redirect behaviour: don't argue 	<ul style="list-style-type: none"> ➤ Move the student/change seating position ➤ Provide examples of positive behaviour ➤ Remind students of strengths ➤ Community service ➤ Brain Break ➤ Interception <u>Academic Issues</u> <ul style="list-style-type: none"> ➤ Remind student of class expectations ➤ Negotiate revised learning task/due date ➤ Follow up on missed learning 	<ul style="list-style-type: none"> ➤ Note in the diary or conversation with parent to discuss issue ➤ Conversation with student ➤ If in NIT lesson, inform class teacher ➤ Classroom timeout ➤ Logical consequences. Eg. make up lost learning time in breaks 	REMIND & REDIRECT Teacher managed
Level 2 Repeated, sustained level 1 behaviours	Behaviour indicates that the student is experiencing challenges that are difficult for them to manage on their own. Behaviour is problematic due to the severity, frequency, duration or impact.	<ul style="list-style-type: none"> ➤ Continual disruption affecting learning and teaching ➤ Refusal to follow instructions ➤ Unsafe behaviour ➤ Damaging other students or school possessions 	<ul style="list-style-type: none"> ➤ Defiance and disrespect to others ➤ Theft ➤ Cyber Harassment ➤ Bullying/Harassment of students or teachers 	<u>Behavioural Issues</u> <ul style="list-style-type: none"> ➤ Individual Ready to Learn Plan ➤ Communication with parents and students ➤ Provide examples of positive behaviour ➤ Discussion with student identifying behaviours that are unacceptable 	<ul style="list-style-type: none"> ➤ Community service <u>Academic Issues</u> <ul style="list-style-type: none"> ➤ Negotiate learning plan with student ➤ Follow up on missed work 	<ul style="list-style-type: none"> ➤ Time in buddy class with support from peer teacher. ➤ Restorative conversation with student, seek commitment to change behaviour ➤ Initial communication with leadership about sustained inappropriate behaviour ➤ Make contact with parents by phone ➤ Focus Room if repetitive ➤ Refer to leadership where required ➤ Record incident – Daymap 	REINFORCE Teacher managed with support from buddy class peer teacher.

<p style="text-align: center;">Level 3 Serious continuous and/or extreme level 2 behaviours</p>	<p>Behaviours are a significant barrier preventing the student from learning.</p> <p>Behaviour may be severe, of high frequency and or extended duration and may be unsafe for the student and/or others.</p>	<ul style="list-style-type: none"> ➤ Leaving school grounds without permission ➤ Theft ➤ Threatened violence, including gestures, verbal, physical or written ➤ Sexualised behaviour ➤ Possession of illicit materials 	<ul style="list-style-type: none"> ➤ Serious property destruction ➤ Verbal abuse of a staff member. ➤ Unexplained absence (truancy) from school without parent knowledge ➤ Actual violence towards a student or staff member ➤ Substantial Bullying and Harassment ➤ Cyber Crime 	<ul style="list-style-type: none"> ➤ Refer to leadership ➤ Meet with parents/student and leadership ➤ Use restorative practice to re-enter the student ➤ Behaviour plan implemented ➤ Possible referral to Student Support Services 	<ul style="list-style-type: none"> ➤ Focus Room ➤ Internal / External Suspension ➤ Take Home ➤ Communication with parents ➤ Re-entry meeting with student, teacher and leadership ➤ Record incident on EMS ➤ Behaviour action plan formed, implemented and reviewed ➤ Referral to support services if required ➤ Police attendance 	<p style="text-align: center;">RESTORE</p> <p style="text-align: center;">Teachers, School Leadership</p>
<p style="text-align: center;">Leadership Intervention</p>	<ul style="list-style-type: none"> • If a student chooses to continue with inappropriate behaviour, teachers are expected to state “It is now time to move to the office” or “I’m now calling a leader ”. • Leaders will go through a restorative process with students to help them understand how their behaviour impacted others and themselves and what they may need to do to make better choices in the future. • Leadership will investigate and apply consequences as appropriate depending on the nature of the incident. Eg. Take Home etc. Should the student be able to return to class the leader will go with them to the room where they will be required to have a restorative conversation with the teacher. • If this is close to a Lunch or Recess time the student will need to wait at the front office for the teacher to arrive to have the restorative conversation. • Parents will be notified regarding the day/behaviours or why the SBM process has been FAST TRACKED. 					
<p style="text-align: center;">Student Refuses</p>	<p>If a student refuses to go to the Admin area for Leadership Intervention, Take Home procedures may be instigated.</p>					
<p style="text-align: center;">Further Consequences</p>	<p>2 Admin Time Outs in a day may result in a Take Home. 3 Admin Time Outs in 10 days may result in a one-day internal placement. 2 Take Homes in a week may result in an External Suspension. 9 Admin Time Outs in a term may result in an admin determined process, likely result in Suspension and Student Behaviour Contract and Plan. Continued, ongoing or extreme behaviours may result in a School Exclusion Process under section 77 of the Act.</p>					