



Black Hill Primary School Managing Challenging Behaviour Policy

BACKGROUND/PURPOSE:

When concerns arise about a student's behaviour, or when a student is displaying ongoing patterns of challenging behaviour, a targeted response will be required, which may include support and/or disciplinary measures.

Successful interventions are underpinned by strong staff-student relationships, as they require an understanding of the underlying factors influencing behaviour and the immediate triggers for its occurrence. Whilst a time out from class might be an appropriate response to a student who is being highly disruptive in a class, the teacher or appropriate staff member should also seek to identify the reasons and triggers for that student's behaviour and address these, where possible, to reduce the likelihood of future problems.

Any decisions made in relation to addressing challenging behaviours should be clearly documented on Compass and discussed with the student's parent or guardian.

GUIDELINES and RESOURCES:

- DET guidelines
- National Safe Schools Framework
(http://foi.deewr.gov.au/system/files/doc/other/national_safe_schools_framework.pdf)
- <http://bullyingnoway.gov.au/teachers/school-strategies/resources.html>
- DET and Bastow Professional Learning Portal
- DET Managing Trauma
- DET Calmer Classrooms
- Black Hill Primary School Behaviour Management Flowchart
- Matrix of behaviour expectations
- http://education.qld.gov.au/student-services/behaviour/qaav/docs/working_together_toolkit.pdf

AIMS:

- Understanding and assessing students with challenging behaviours.
- Referring students to Student Support Services if challenging behaviours persist.
- Applying for funding through the Program for Students with Disabilities (PSD) under the Severe Behaviour Category.
- Development of Individual behaviour Support plans, Individual Wellbeing Plans and Sensory Programs.

IMPLEMENTATION:

Where a student repeatedly demonstrates challenging behaviour, schools implement more structured intervention strategies as part of a staged response to address the behaviour. Intervention strategies that should be implemented include:

- Assessing the behaviour, focusing on its influences, triggers and function (what purpose it serves). This should involve observations and talking with the student, their family and relevant wellbeing professionals.
- Developing a Behaviour Support Plan and/or Individual Education Plan.

- Considering if any environmental changes need to be made, for example, changing the classroom set up or areas within the playground.
- Explicit teaching and modelling of replacement behaviours (recognising students will need time to practise these before they become habit).- (using the teach, model, prompt, praise and reinforce model).
- Engaging appropriate support services, such as Principal, Assistant Principal, Student Support Services or community agencies to undertake assessments and/or provide specialist support.
- Establishing a Student Support Group (SSG) to establish the student's needs and supports required.
- Implementing appropriate disciplinary measures that are proportionate to problem behaviours.
- Considering alternative learning or behaviour management options, such as re-engagement programs, time in other classrooms, attending special lunch time clubs.
- Ensuring that staff obtain relevant and practical professional training to manage and support students with challenging behaviours.

In the event of serious behavioural issues that could lead to suspension, the school will ensure it documents evidence of a staged response to the behaviours before a suspension can be considered. (This will be done by the classroom teacher, other teachers, Assistant Principal and/or Principal.)

In determining the most appropriate response to challenging behaviour, it helps to consider the following questions:

- How serious is the behaviour of the student in line with the Black Hill Primary School Behaviour Flow Chart?
- How frequently is this type of behaviour being exhibited?
- Is this behaviour considered unsafe for others?
- What is the level of severity?
- What are the educational needs of the student?
- Does the student have a disability or additional learning needs?
- What is the age and development stage of the student?
- What are the residential and social circumstances of the student?
- Is the student from an Aboriginal and Torres Strait Islander or culturally and linguistically diverse background?
- What is the student's learning style and how does this match with the teaching approaches used?
- Will the proposed strategy produce the desired outcome for both the student and the school?

Classroom teachers are those who spend the most time with students, therefore responses (both support and discipline) should always involve the classroom teacher. Where there are ongoing behaviour issues, teachers should work with school leadership and/or school-based wellbeing staff to engage specialist support for the student.

For serious behavioural issues where suspension or expulsion is being considered, the Principal must be directly involved in decision-making liaising with parents and DET personnel.

Record keeping

Black Hill Primary School keep detailed records of instances of challenging behavior and behaviour management responses on Compass as reported by students, teachers, non-school based staff and the school community.

Records of behavioural incidents should focus on the facts of a situation and not include vague or unsubstantiated claims or value judgements.

Good record keeping practice serves a number of purposes including:

- allowing staff to monitor the behaviour and wellbeing of individual students.
- ensuring that student behaviour is being responded to in a consistent and staged manner.
- monitoring the effectiveness of strategies used.
- supporting principals in their decision-making process concerning suspensions and expulsions.

The principal or delegate are required to record suspension in CASES21 and Compass. All student Behavior incidences are recorded on Compass.

In addition, the Student Online Case System (SOCS) is a referral and data system for schools to support the case management and service delivery for students referred to Student Support Services. The data provided via SOCS will facilitate more effective interventions and ensure accurate record keeping.

In the event of an incident threatening life or property, schools must contact emergency services by calling **000**.

Schools must also immediately report to Security Services Unit (phone: 03 9589 6266) any incident posing a: risk to the safety of a student, parent, visitor or staff member including:

- serious injury or death.
- allegations of, or actual physical or sexual assault.
- threat to property or the environment.

Related policies or advice


- Child Safe Standards
- Digital Learning in Schools
- Duty of Care
- Employee Health, Safety and Wellbeing — OHS Management System (OHSMS)
- Enrolment
- Expulsions
- Interventions
- Individual Education Plans (IEPs)
- Mental Health in Schools
- Mobile Phones — Student Use
- Records Management — Privacy
- Restraint and Seclusion
- Sensory Rooms
- Student Engagement
- Student Welfare
- Students with Disability

This policy was ratified by School Council in: August 2015, Reviewed July 2021
Next review August 2024

Attached appendix:

1. Black Hill Primary School Behaviour Matrix
2. Black Hill Behaviour Flowchart

Appendix 1









BHPS Behaviour Expectations Matrix			
 Responsibility & Aspiration	Respect & Integrity	Teamwork	
Buildings area	<ul style="list-style-type: none"> <input type="checkbox"/> I walk in the building area. <input type="checkbox"/> I play quietly and calmly in passive areas. <input type="checkbox"/> I put my rubbish in the bin <u>before</u> going outside. <input type="checkbox"/> I play in the correct areas. <input type="checkbox"/> I follow the school and playground rules. 	<ul style="list-style-type: none"> <input type="checkbox"/> I speak politely to adults and children when they talk to me. <input type="checkbox"/> I respect the school gardens and grounds. <input type="checkbox"/> I own up if I have done the wrong thing. <input type="checkbox"/> I use appropriate words. 	<ul style="list-style-type: none"> <input type="checkbox"/> I play safely and carefully with others. <input type="checkbox"/> I encourage others to play safely.
Canteen	<ul style="list-style-type: none"> <input type="checkbox"/> I spend my own money. <input type="checkbox"/> I put my rubbish in the bin. <input type="checkbox"/> I stay in the canteen area to eat my food. <input type="checkbox"/> I only eat the food that I've bought. 	<ul style="list-style-type: none"> <input type="checkbox"/> I line up patiently and respectfully. <input type="checkbox"/> I wait for my friends away from the line area. <input type="checkbox"/> I use good manners when speaking with canteen staff and monitors. 	<ul style="list-style-type: none"> <input type="checkbox"/> I encourage others to behave appropriately while at the canteen.
Toilets	<ul style="list-style-type: none"> <input type="checkbox"/> I use the soap and taps responsibly. <input type="checkbox"/> I only go to the toilet when I need to and leave straight away. <input type="checkbox"/> I wait patiently for a cubicle in the toilets. <input type="checkbox"/> I use the toilet in my break time (before school, recess and lunch). <input type="checkbox"/> I let the teachers know if there is a problem. 	<ul style="list-style-type: none"> <input type="checkbox"/> I respect people's privacy. <input type="checkbox"/> I use an inside voice. <input type="checkbox"/> I practise good hygiene, eg. washing hands. <input type="checkbox"/> I leave the toilets in a good condition. 	<ul style="list-style-type: none"> <input type="checkbox"/> I wait for my friends outside. <input type="checkbox"/> I take a friend with me during class time. (Years P-2) <input type="checkbox"/> I use the correct toilets.
Sandpit	<ul style="list-style-type: none"> <input type="checkbox"/> I use the equipment properly. <input type="checkbox"/> I keep the sand in the sandpit. <input type="checkbox"/> I clean the sand off myself and my shoes before returning to class. 	<ul style="list-style-type: none"> <input type="checkbox"/> I respect people's creations and stay clear of their work. <input type="checkbox"/> I play fairly and help others. 	<ul style="list-style-type: none"> <input type="checkbox"/> I work cooperatively with others in the sandpit. <input type="checkbox"/> I share the sandpit and equipment with others. <input type="checkbox"/> I include others in my play.
Courts	<ul style="list-style-type: none"> <input type="checkbox"/> I play bouncing and throwing ball games. <input type="checkbox"/> I stay off the fence and equipment. <input type="checkbox"/> I try my best during the game. 	<ul style="list-style-type: none"> <input type="checkbox"/> I leave others' equipment alone. <input type="checkbox"/> I share the Basketball/Netball rings. 	<ul style="list-style-type: none"> <input type="checkbox"/> I share the basketball courts with other students. <input type="checkbox"/> I play by the rules.
Grass area	<ul style="list-style-type: none"> <input type="checkbox"/> I play within the school boundaries. <input type="checkbox"/> I play appropriate games safely. <input type="checkbox"/> I follow the paths in muddy weather. <input type="checkbox"/> I look where I am going. <input type="checkbox"/> I ask an adult for help if my respectful problem solving strategies don't work. 	<ul style="list-style-type: none"> <input type="checkbox"/> I respect the garden and work shed. <input type="checkbox"/> I listen to adults. <input type="checkbox"/> I look after the environment. <input type="checkbox"/> I take care of our gardens. 	<ul style="list-style-type: none"> <input type="checkbox"/> I include others. <input type="checkbox"/> I play well with others. <input type="checkbox"/> I take turns in games.









Playground areas	<ul style="list-style-type: none"> <input type="checkbox"/> I use the equipment sensibly and safely. <input type="checkbox"/> I play on the correct play equipment. <input type="checkbox"/> I take care of others. 	<ul style="list-style-type: none"> <input type="checkbox"/> I keep my hands to myself. <input type="checkbox"/> I speak kindly to others. <input type="checkbox"/> I wait my turn for the equipment. 	<ul style="list-style-type: none"> <input type="checkbox"/> I share the equipment with others. <input type="checkbox"/> I include others. <input type="checkbox"/> I am patient while waiting my turn.
Oval	<ul style="list-style-type: none"> <input type="checkbox"/> I help someone if they are injured. <input type="checkbox"/> I am sun smart. <input type="checkbox"/> I play carefully and notify the teacher of wet areas. <input type="checkbox"/> I stay off the banks. <input type="checkbox"/> I aspire to get better at the games I play on the oval. <input type="checkbox"/> I stay within the school boundary. 	<ul style="list-style-type: none"> <input type="checkbox"/> I respect and share the equipment. <input type="checkbox"/> I play games in a respectful manner <input type="checkbox"/> I keep my hands to myself. <input type="checkbox"/> I speak respectfully to others. <input type="checkbox"/> I model positive sportsmanship, fairness and decision making. <input type="checkbox"/> I accept decisions made by teachers. 	<ul style="list-style-type: none"> <input type="checkbox"/> I work cooperatively when playing games. <input type="checkbox"/> I encourage and involve others in games. <input type="checkbox"/> I pay attention to people playing around me. <input type="checkbox"/> I play by rules and play fairly.
Enter/exit school (crossings)	<ul style="list-style-type: none"> <input type="checkbox"/> I walk my bike and/or scooter in the yard. <input type="checkbox"/> I cross at the crossing. <input type="checkbox"/> I am aware of people and cars outside of the school. <input type="checkbox"/> I model the correct use of crossings. 	<ul style="list-style-type: none"> <input type="checkbox"/> I stay off the gates. <input type="checkbox"/> I speak nicely to the crossing people. <input type="checkbox"/> I stay in the school yard once I have entered. <input type="checkbox"/> I meet my parents in a prearranged place. 	
Learning spaces (classrooms/ specialists/ indoor areas)	<ul style="list-style-type: none"> <input type="checkbox"/> I follow the ICT agreement. <input type="checkbox"/> I follow class expectations and instructions. <input type="checkbox"/> I move around inside sensibly. <input type="checkbox"/> I concentrate and let others learn. 	<ul style="list-style-type: none"> <input type="checkbox"/> I use respectful language. <input type="checkbox"/> I respect others and their belongings. <input type="checkbox"/> I use equipment correctly. <input type="checkbox"/> I stay on task to complete my own work. <input type="checkbox"/> I use open spaces respectfully. 	<ul style="list-style-type: none"> <input type="checkbox"/> I encourage others. <input type="checkbox"/> I am prepared to work with a variety of people. <input type="checkbox"/> I take turns. <input type="checkbox"/> I contribute when packing up. <input type="checkbox"/> I share ideas and listen to others.
Office/Admin area	<ul style="list-style-type: none"> <input type="checkbox"/> I wait patiently and quietly for my turn. <input type="checkbox"/> I leave the doorways clear. <input type="checkbox"/> I wait outside for my friends. 	<ul style="list-style-type: none"> <input type="checkbox"/> I remember to use my manners. <input type="checkbox"/> I show respect and cooperate with the office staff. 	
Assembly	<ul style="list-style-type: none"> <input type="checkbox"/> I wait quietly, showing the school values. <input type="checkbox"/> I join in singing. <input type="checkbox"/> I sit in the appropriate space. 	<ul style="list-style-type: none"> <input type="checkbox"/> I listen respectfully. <input type="checkbox"/> I sing our Black Hill song/National Anthem respectfully. <input type="checkbox"/> I come prepared if I am speaking or presenting. 	<ul style="list-style-type: none"> <input type="checkbox"/> I encourage others to do their best. <input type="checkbox"/> I support and encourage the speakers and presenters.
Moving around school	<ul style="list-style-type: none"> <input type="checkbox"/> I walk quietly and calmly. <input type="checkbox"/> I walk in 2 lines when appropriate. <input type="checkbox"/> I am a good role model. 	<ul style="list-style-type: none"> <input type="checkbox"/> I move sensibly around the school. 	<ul style="list-style-type: none"> <input type="checkbox"/> I encourage others to respect the learning of others when moving around the school. <input type="checkbox"/> I support others in moving around the school safely.
Passive Play area	<ul style="list-style-type: none"> <input type="checkbox"/> I play in the outside area unless it is raining. <input type="checkbox"/> I pack up my equipment when the music starts or an <u>adult asks</u>. <input type="checkbox"/> I will leave my own toys in class. 	<ul style="list-style-type: none"> <input type="checkbox"/> I speak nicely to the people in Passive Play. <input type="checkbox"/> I respect others' creations. <input type="checkbox"/> I listen to instructions. <input type="checkbox"/> I play quiet activities. <input type="checkbox"/> I use a quiet voice. 	<ul style="list-style-type: none"> <input type="checkbox"/> I share the equipment with others. <input type="checkbox"/> I cooperate with others I am playing with.



Black Hill Primary School Behaviour Flowchart

In any instance, where a student displays inappropriate behaviour, the Behaviour Expectations Matrix (BEM) must be referred to.

Classroom		
	Behaviours	Response
Level 1	<ul style="list-style-type: none"> Interrupting Calling out Work avoidance 	<ul style="list-style-type: none"> Reminder of appropriate behaviours and values and consequences for continued behaviour 
Level 2	<ul style="list-style-type: none"> Wandering around Disrespect of equipment Distracting the teaching and learning 	<ul style="list-style-type: none"> Time out in classroom in line of sight of teacher Continue level 1 response 
Level 3	<ul style="list-style-type: none"> Put downs and name calling 	<ul style="list-style-type: none"> Time out in support class – for the duration of the learning session Continue level 1 response 
Level 4	<ul style="list-style-type: none"> Continuation of above behaviours 	<ul style="list-style-type: none"> Parent meeting with classroom teacher 
Level 5	<ul style="list-style-type: none"> Throwing materials Defiance or non-compliance Disrespectful language or swearing 	<ul style="list-style-type: none"> Inappropriate behaviours addressed Time out in support class Parents notified by classroom teacher if warranted 
Level 6	<ul style="list-style-type: none"> Disrespect to staff 	<ul style="list-style-type: none"> Leadership contacted for support Student time out in office Parents of children involved notified by leadership 
Level 7	<ul style="list-style-type: none"> Hurting or causing injury to others 	<ul style="list-style-type: none"> Leadership contacted for support Parents of children involved contacted by leadership Early pick up from school 
Level 8	<ul style="list-style-type: none"> Repeated high level behaviours 	<ul style="list-style-type: none"> Behaviour meeting (SSG) with parents, teacher and leadership Students support plan developed Student services involved if needed Suspension 

Yard		
	Behaviours	Response
Level 1	<ul style="list-style-type: none"> Interfering with others' play Littering Disrespect of equipment 	<ul style="list-style-type: none"> Reminder of appropriate behaviours and values and consequences for continued behaviour 
Level 2	<ul style="list-style-type: none"> Running in the buildings area Kicking balls on the tennis courts Hands on Play fighting 	<ul style="list-style-type: none"> Walk with yard duty teacher Continue level 1 response 
Level 3	<ul style="list-style-type: none"> Climbing trees Playing with sticks and stones No building pass Put downs and name calling 	<ul style="list-style-type: none"> Student sent to office (off the yard) Continue level 1 response 
Level 4	<ul style="list-style-type: none"> Continuation of above behaviours 	<ul style="list-style-type: none"> Parent meeting with classroom teacher 
Level 5	<ul style="list-style-type: none"> Defiance /non-compliance Throwing sticks or stones Verbally fighting Disrespectful language or swearing Inappropriate use of school facilities 	<ul style="list-style-type: none"> Inappropriate behaviours addressed Walk with yard duty teacher Parents notified by classroom teacher if warranted 
Level 6	<ul style="list-style-type: none"> Disrespect to staff Damaging property 	<ul style="list-style-type: none"> Leadership contacted for support Student time out in office Parents of children involved notified by leadership 
Level 7	<ul style="list-style-type: none"> Hurting or causing injury to others Physically fighting 	<ul style="list-style-type: none"> Leadership contacted for support Parents of children involved contacted by leadership Early pick up from school Behaviour meeting (SSG) with parents, teacher and leadership 
Level 8	<ul style="list-style-type: none"> Repeated high level behaviours Ongoing bullying 	<ul style="list-style-type: none"> Behaviour meeting (SSG) with parents, teacher and leadership Students support plan developed Student services involved if needed Suspension 

Corporal punishment is prohibited in all Victorian Schools
 Corporal Punishment must not be used at Black Hill Primary School under any circumstances