



eton farm Education

Policy No/Name	EFE05 Behaviour Management
Version	2
Status	Review
Reviewed by	Principal
Responsibility	Principal/Admin
Scheduled review date	May 2024



Responsible Behaviour Plan

This plan has been developed in collaboration with our school board and the Principal and staff of Eton Farm Education.

We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the continuity of its teaching and learning objectives.

At Eton Farm Education, we are dedicated to the belief that students, parents and educators are all involved in the children's education in a responsible, nurturing and supportive way.

The wellbeing and safety of all students is the highest priority at Eton Farm Education. We are committed to child safety; leading and supporting a child safe culture in all areas of our educational activities.

Our staff will strive to create a warm and inviting atmosphere, and to instil in all children a sense of self-worth whilst considering their social, emotional and physical needs.

We will stress acceptance, tolerance, responsibility and teach healthy life skills so that our children grow into confident, co-operative and productive members of society.

Scope

This policy applies to:

- Principal
- Employees
- Students
- Parents/Community members
- Visitors to the school

Purpose

This policy is intended to provide a framework for the behaviour management responses that may occur at Eton Farm Education.

The development of appropriate and acceptable behaviour management practises is of parent, student and staff concern so is based upon recognition of the dignity, self-esteem and self-worth of all individuals within our community.

Definitions

Serious Incident – Threats to cause or causing injury, aggressive behaviour, bullying

Crisis Communication – is the reasonable response to a situation in which a threat of minor or physical injury is present. Matching the response to the level of danger presented by the client's behaviour.

Restraint – is the forcible and involuntary deprivation of the liberty to move about. If an individual has been deprived of the liberty to move freely and if that deprivation was forcibly imposed against the will of the individual, the individual has been restrained



Duty of Care - is a legal concept that defines the duty a person has to take all reasonable steps to ensure the safety and welfare of students from both known and reasonably foreseeable risks of harm or injury.

Risk Management - coordinated activities to direct and control an organisation with regard to risk

Critical Incidents: A critical incident is an incident in which there is a high likelihood of traumatic effects or evoking unusual or unexpectedly strong emotional reactions, which have the potential to interfere with the ability of the individual, group or school to function either at the time or later.

Aims

- To develop an environment of mutual respect, positive attitudes, behaviours and relationships, that is safe for all members of the school community.
- To foster self-responsibility, develop strategies for interpersonal relationships and maximise learning opportunities for all community members.
- To respect the rights of all individuals.
- A whole community approach to behaviour management that is explicit and consistent.
- A commitment to early communication.
- To proactively prevent the escalation of behaviour.
- To provide a hierarchy of responses based on least restrictive and most protective for all members of the community.

Principles

- All students receive positive guidance and encouragement towards acceptable behaviour and are given opportunities to interact and develop respectful and positive relationships with each other and with community members.
- Positive and realistic expectations of attitudes and behaviour will be communicated to all community members. Parents will be active participants and partners in behaviour guidance initiatives.
- Focus on recognising individual needs, feelings and circumstances and responding to underlying needs and motivations rather than reacting to behaviours.
- Balancing the need for individual expression and the needs of the group.
- Early, honest communication at all levels and between all members of the school community. Designing programs and learning spaces that consider the needs and interests of individuals.
- Physical restraint will only be used if a student is acting in a manner that places at risk the safety of themselves or any person.

Responsibilities

Board

- Writing and updating this policy in consultation with relevant parties.
- Authorise recommendations for expulsion as submitted by the Principal.



- Review procedures.

Principal

- Overseeing the implementation of this policy and ensure current and new members of staff are aware of this policy.
- Maintain Duty of Care to all students and maintain a safe working environment for staff.
- Support staff in generating strategies and educational programs to assist with behaviour guidance and support staff in early communication with parents.
- Manage serious and critical incidents and complete reports. **(See serious/critical incidents policy)**
- Read and monitor incident reports for trends in group and individual behaviour; recommend and institute strategy and policy changes.
- Implement suspensions and negotiate students' return to school; recommend to parents that a student leave school; recommend to the Board that a student be expelled. Provide debrief and counselling for staff members involved in Serious Incidents.
- Seek assistance from Allied Health Professionals to support families and staff.
- Development and review of Risk Management Plans for students and provide the details of Risk Management Plans to all staff.

Teachers/Assistant staff

- Be familiar with this policy and provide support to colleagues in applying this policy.
- Manage behaviour in their class and during whole school activities, including breaks, to maintain safety for all students.
- Communicate early and often with parents, Principal and colleagues about concerns with behaviour.
- Involve parents in the development of Collaborative Action Plans.
- Attend professional development.
- Discuss and recommend policy and routine changes to assist in more effective behaviour guidance.
- Write incident reports.
- Use restraint as a last resort. (see Restraint under principles)
- Report all incidents of restraint directly to the Principal.
- Complete Incident/Serious Incident Reports.
- Develop and Review Risk Management Plans.

Parents/adult members of the school community

- Be aware of this policy and familiar with Eton Farm Education Agreements.
- Communicate with teachers, especially about changes in home circumstances or their child's behaviour.



- Be proactive and non-violent when aware of undesirable behaviour by students.
- Work proactively and cooperatively with the school to fulfil the aims of this policy.
- Report significant incidents directly to a teacher.
- Comply with Behaviour Guidance Policy and Procedures for Serious Incidents including collecting student from school where requested.
- Participate in Re-Entry Meetings.
- Respond in a timely fashion to communication from the school.

Students

- Contribute to the formulation of class and school agreements and agree to act in accordance with them.
- Manage own behaviour and help others to do so.
- Communicate with teachers and parents.

Procedures to manage student's behaviour

From time to time, students will not behave appropriately and will need behaviour management strategies.

At Eton Farm Education we use the below guides to manage our student's behaviour.

Minor misbehaviour is behaviour or disruption that interferes with the orderly educational process within the school.

Examples include but are not limited to; interfering with the work of others, disturbing the concentration of others, and inappropriate social interactions.

Serious misbehaviour is recurring covert or overt behaviour that results in property destruction, wilful defiance, or physical or emotional injury to others. Examples of serious misbehaviour include but are not limited to; refusal to work, aggression, temper tantrums, damaging property, violence, stealing, seriously inappropriate social interactions, bullying and harassment.

Bullying may have lifelong effects on those involved and is about using power in various ways to cause physical and/or psychological harm. It can be verbal, physical, and online.

(See Behaviour Management Policy)

By implementing the Royal Commission's Child Safe Organisation Framework, the School supports student safety and wellbeing, responds to incidents of harassment, aggression, violence or bullying and promotes a positive school culture.

Implementation

Minor Misbehaviour

1. In the event of minor misbehaviour, the initial response shall be:

1.1 Non-Verbal redirection;

- 1.2 Direction by the teacher towards their current task in an aim to engage the student's interest;
- 1.3 Discussion with the student about what he/she thinks might be a solution to the problem.

2. Consequences experienced by the student for minor misbehaviour shall be any or all of the following:

- 2.1 Contemplation time, away from the group with another staff member;
- 2.2 Daily encouragement of positive behaviour.
- 2.3 In the case of repeated minor misbehaviour, the teacher develops a Behaviour Management Plan in consultation with the parents or guardians of the student.

3. Serious Misbehaviour

In the event of serious misbehaviour, the initial response shall be:

- 3.1 Immediate intervention by the supervising staff member;
- 3.2 If the immediate intervention is unsuccessful, another staff member speaks immediately to the Principal.
- 3.3 If the serious misbehaviour continues, the teacher records the misbehaviour in the School's Behaviour Record, and the Principal shall schedule a meeting with the teacher and parents or guardians of the student.

4. Subject to the discretion of the Principal, consequences for serious misbehaviour shall be any or all of the following. The Principal may require the:

- 4.1 removal of the student from the classroom if the student's behaviour is a threat to the safety of others and property;
- 4.2 The student is given a chance to discuss their serious behaviour with the Principal and /or their class teacher;
- 4.3 Parents or guardians to attend a meeting with the teacher and/or Principal;
- 4.4 Parents or guardians to take the student home; and/or
- 4.5 Parents or guardians to be notified in writing, detailing the specific misbehaviour.
- 4.6 Student takes responsibility for the repair of any damage;
- 4.7 Student to apologise.
- 4.8 Repeated serious misbehaviour may result in the Principal requesting parents or guardians to withdraw their child from the School.

5. Eton Farm Education explicitly forbids the use of any form of child abuse, corporal punishment or other degrading punishment.

Child abuse:

- 5.1 Physical abuse occurs when a child is severely and/or persistently hurt or injured by an adult or a child's caregiver.
- 5.2 Sexual abuse, in relation to a child, includes sexual behaviour in circumstances where:
 - a. The child is subject to bribery, coercion, a threat, exploitation or violence;
 - b. The child has less power than another person involved in the behaviour; or



c. There is a significant disparity in the developmental function or maturity of the child and another person involved in the behaviour.

5.3 Emotional abuse includes:

- a. Psychological abuse; and
- b. being exposed to an act of family and domestic violence.

5.4 Neglect includes failure by a child's parents to provide, arrange or allow the provision of:

- a. adequate care for the child; or
- b. effective medical, therapeutic or remedial treatment for the child.

6. Corporal punishment:

Any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light; typically involving hitting the child with the hand or with an implement; can also include, for example, forcing the child to stay in an uncomfortable position. It does not include the use of reasonable physical restraint to protect the child or others from harm.

7. Degrading punishment:

Any punishment which is incompatible with respect for human dignity, including corporal punishment and non-physical punishment which belittles, humiliates, denigrate, scapegoats, threatens, scares or ridicules the child.

Note; This does not include the use of reasonable physical restraint to protect the child or others from harm: from UN Committee on the Rights of the Child, General Comment No. 8 (2006), paragraph 15: CRC/C/GC/8, 2 March 2007.

<https://resourcecentre.savethechildren.net/library/general-comment-no-8-2006-right-child-protection-corporal-punishment-and-other-cruel-or>

Paragraph 15.

The Committee recognizes that there are exceptional circumstances in which teachers and others, e.g., those working with children in institutions and with children in conflict with the law, may be confronted by dangerous behaviour which justifies the use of reasonable restraint to control it. Here too there is a clear distinction between the use of force motivated by the need to protect a child or others and the use of force to punish. The principle of the minimum necessary use of force for the shortest necessary period of time must always apply. Detailed guidance and training are also required, both to minimize the necessity to use restraint and to ensure that any methods used are safe and proportionate to the situation and do not involve the deliberate infliction of pain as a form of control.

Contact

Personal Enquiries relating to this policy should be directed to the School Principal.

Breaches of this Policy

Any breach of this policy may result in disciplinary action up to and including termination.

Authorisation and Review

This policy was authorised by the Eton Farm Education Board, July 2019

Related Policies

Code of Conduct – Eton Farm Education Staff

Duty of Care Policy

Mandatory Reporting Policy & Procedure

Occupational Health & Safety Policy

Risk Management Policy & Procedure

Risk Management Plan

BEHAVIOUR MANAGEMENT POLICY

Version History		
Date	Version	Reviewer
07/19	1	School Board
05/23	2	M McKay-Walton