



Eton Farm Education

Policy No/Name	EFE05 Behaviour Management
Version	4
Status	Completed
Reviewed by	Principal/Deputy
Responsibility	Principal/Deputy
Scheduled review date	Aug 2027

This policy has been developed in collaboration with our school board, 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 and harassment.

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 use of physical force by staff to prevent, restrict or subdue the movement of a student's body, or part of their body, for the **primary purpose of preventing imminent harm** to the student or others.

- Restraint may only be used as a **last resort**, when all other reasonable strategies to de-escalate the situation have been attempted or are not possible.
- Any use of restraint must be **reasonable, proportionate, and age-appropriate**, and must cease immediately once the risk of harm has passed.
- The use of **mechanical or chemical restraint** is not permitted in the school, except where it is part of a documented medical or therapeutic plan approved by a qualified health professional.
- Restraint must never be used as punishment, for discipline, or for staff convenience.



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 Behaviour Incidents - A behavioural 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.

Child abuse - Physical abuse occurs when a child is severely and/or persistently hurt or injured by an adult or a child's caregiver.

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.

Emotional abuse - includes:

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

Neglect - includes failure by a child's parents/carer 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.

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.

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.

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. [0643912](https://resourcecentre.savethechildren.net/library/general-comment-no-8-2006-right-child-protection-corporal-punishment-and-other-cruel-or)

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Paragraph 15 States;

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.

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

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.
- To have a whole community approach to behaviour management that is explicit and consistent
- To have 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
- 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 collaboratively updating this policy in consultation with relevant parties as outlined on page 2
- Authorise recommendations for cessation of enrolment as submitted by the Principal
- Review procedures within the policy

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 Deputy Principal to work with staff in generating strategies and educational programs to assist with behaviour guidance/management and support staff in early communication with parents
- Manage serious and critical incidents and complete reports (Risk Management Policy & Procedure)
- 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 enrolment be ceased
- 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

Deputy Principal

- Writing and collaboratively updating this policy in consultation with relevant parties as outlined on page 2
- Work with teachers and other staff to discuss and generate strategies and educational programs to assist with behaviour guidance/management and support staff in early communication with parents
- Support staff with the development of Individual Behaviour Management Plans for students
- Collate Behaviour Incident Reports for trends in group and individual behaviour; recommend and institute strategy and policy changes in consultation with the Principal
- Support the Principal regarding the implementation of suspensions, students' return to school, student leaving school, student enrolment being ceased
- Seek, and support staff to seek assistance from Allied Health Professionals to support students

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 in a timely manner with parents, Deputy Principal and colleagues about concerns with behaviour
- Meet with and involve parents in the development of collaborative actions and Individual Behaviour Management Plans as required
- Develop Individual Behaviour Management Plans for students that include goals and strategies that are realistic and manageable
- Regularly review and update IBMP's for students
- Write Behaviour Incident Reports and/or parent meeting notes
- Use restraint as a last resort (see Restraint under Principles, above)
- Report all incidents of restraint directly to the Principal
- Complete Critical Behaviour Incident Reports
- Attend professional development
- Discuss and recommend policy and routine/strategy changes to assist in more effective behaviour guidance and management



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 inappropriate behaviour by students
- Work proactively and cooperatively with the school and its teachers/staff to fulfil the aims of this policy
- Report significant incidents directly to a teacher
- Comply with this Behaviour Management Policy for serious behaviour incidents including collecting student from school when requested
- Participate in parent meetings and/or Re-Entry Meetings
- Respond in a timely manner to communication from the school

Students

- Contribute to the formulation of class and school agreements and agree to act in accordance with them.
- Follow the school's Student Code of Conduct
- Manage own behaviour and help others to do so.
- Accept and/or ask for support to help manage their own behaviour.
- Communicate in a respectful manner with teachers, Education Assistants, volunteers and parents.

Procedures to Manage Student Behaviour

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

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

Recognising and Identifying;

1. **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 or disrupting the educational learning of others
- disturbing the concentration of others
- inappropriate social interactions

2. **Serious Misbehaviour** - is covert or overt behaviour that results in property destruction, wilful defiance, or physical or emotional injury to others. This can be recurring behaviours or an isolated incident.

Examples of serious misbehaviour include but are not limited to;

- recurring refusal to engage with their learning of the curriculum
- recurring disruptive behaviours that do not enable other students to engage with their learning of the curriculum
- aggression
- physical harm to others
- psychological harm to others
- temper tantrums
- swearing, inappropriate language use
- damaging property



- violence
- stealing
- seriously inappropriate social interactions
- bullying and/or harassment

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

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.

NOTE: Minor misbehaviours may be isolated incidents that are deemed minor and the teacher will implement actions for Minor Misbehaviours (1) OR they may become serious misbehaviours if they become an ongoing, regular recurrence of the same behaviours, which will then warrant implementation of actions for Serious Misbehaviours (2).

Implementing actions for Minor Misbehaviour (1)

In the event of minor misbehaviour, the initial response shall be;

- **1.1** Non-Verbal redirection, use of proximity, pause and/or low-level gesture
- **1.2** Direction by the teacher towards their current task to re-engage the student or mitigate inappropriate behaviour
- **1.3** Advise student of the choice of engaging with their learning now/ceasing the inappropriate behaviour **OR** engaging with their learning/reflecting on the behaviour, with a teacher in their own time
- **1.4** Discussion with the student about what he/she thinks might be an appropriate action and therefore a solution to the problem
- **1.5** Contemplation time, away from the group in view of the teacher / assistant.
- **1.6** In the case of repeated minor misbehaviour, the teacher advises the Deputy Principal and develops a short term Behaviour Management Plan in consultation with the parents or guardians of the student.

Implementing actions for Serious Misbehaviour (2)

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

- **2.1** Immediate intervention by the supervising staff member
- **2.2** If the immediate intervention is unsuccessful, another staff member speaks immediately to the Principal or Deputy Principal The student is given a chance to discuss their serious behaviour with the Deputy Principal.
- **2.3** Should the Principal or Deputy Principal not be available, Teacher to call parent, inform them of the incident and the student is to be collected and taken home for the remainder of the day.
- **2.4** The behaviour is to be recorded on a *Student Incident Note*, Deputy advised and placed it in the student's folder
- **2.5** Teacher schedules a teacher/Parent or Carer meeting to discuss incident or IBMP.
- **2.6** If the serious misbehaviour continues, the teacher records the serious misbehaviour on a *Student Incident Note*, advises the Deputy Principal. Deputy and Principal to review incident and agree on further action (see below)

The Principal may request the:



- removal of the student from the classroom if the student's behaviour is a threat to the safety of others and property
- Parents or guardians to attend a meeting with the teacher and Deputy Principal or Principal;
- Parents or guardians to take the student home
- Student may be formally suspended if warranted
- Parents or guardians to be notified in writing, detailing the specific misbehaviour and actions taken/to be taken
- Student to demonstrate accountability/ownership and repair any damage
- Student to demonstrate accountability/ownership and apologise to affected parties
- Repeated serious misbehaviour may result in the Principal requesting parents or guardians to withdraw their child from the school.
- Recommendation to the board for the Cessation of student enrolment

Contact regarding this Policy

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 the ceasing of enrolment.

Authorisation and Review

This policy was authorised by the Eton Farm Education Board, July 2019 and reviewed as documented at the end of this document.

Related Policies

Staff Code of Conduct – Eton Farm Education Staff

Duty of Care Policy

Mandatory Reporting Policy & Procedure

Occupational Health & Safety Policy

Risk Management Policy & Procedure



Version History		
Date	Version	Reviewer
07/19	1	School Board
05/23	2	M McKay-Walton
05/24	3	M McKay-Walton
08/25	4	TGreen/ M McKay-Walton