



BEHAVIOUR EDUCATION AND SELF MANAGEMENT (BESM) AGREEMENT/POLICY

POLICY DOCUMENT

Ratified by Staff/Policy Committee: August 2022

Ratified by Governing Council: October 2022

Review Date: October 2024

PURPOSE

Trinity Gardens School is committed to developing Behaviour Education and Self-Management (BESM) in students. BESM is a school community responsibility where children, students, parents, school staff, need to have a clear understanding of what is expected in regard to how we treat each other to ensure a welcoming learning environment that is supportive and safe. The school values of respect, responsibility and learning as well as the Play is the Way concepts, Berry Street, Virtues and Restorative Practices form a framework which guides the behavior education policy.

Students need to pursue their personal best no matter who they work with. Therefore, as school staff and parents it is imperative that we have a clear focus on this and to model rational, emotionally regulated behaviour.

The Australian Curriculum and Steiner Curriculum, within the “Personal and Social Capability” states: “In the Australian Curriculum, students develop personal and social capability as they learn to understand themselves and others, and manage their relationships, lives, work and learning more effectively. The capability involves students in a range of practices including recognising and regulating emotions, developing empathy for and understanding of others, establishing positive relationships, making responsible decisions, working effectively in teams and handling challenging situations constructively.

ST MORRIS UNIT

The St. Morris Unit caters for students who have complex disabilities. Teachers, School Services Officers (SSOs) and families work together to create supportive learning environments that address safety and wellbeing for all St. Morris students and staff. The management of behaviour at The St. Morris Unit is individualised for all students and we acknowledge that learner behaviour is often synonymous with communication. Teachers structure the teaching program to facilitate learning, cater for the developmental, social and emotional needs of individual students, and use a range of teaching methodologies. A range of behaviour management strategies are employed at The St Morris Unit to support the diverse needs of students. Please refer to the St. Morris Unit Behaviour Support Policy for more information.

CHILDREN’S CENTRE

The Early Years Learning Framework states that ‘from birth, children begin to explore how the social world works. It is a complex process to understand and learn to manage feelings and behaviour, and to balance rights with responsibilities. A positive approach to guiding behaviour builds children's confidence and self-esteem. This approach is based on caring, equitable and responsive relationships between Educators and children. It includes Educators modelling how people relate respectfully in their daily interactions with children, colleagues and families’.



PRESCHOOL BEHAVIOUR APPROACH

Educators use a positive approach to guiding children's behaviour in order to empower children to regulate their own behaviour and develop the skills to negotiate and resolve conflicts or disagreements with others. Educators use guidance strategies that demonstrate respect and understanding of individual children and take into consideration why each child might behave in a certain way, and why behaviour might occur in particular circumstances or at specific times of the day.

When a social problem occurs between children, Educators will allow time for each child involved to express what has happened, listening to each child will validate their feelings. The Educator may then be able to support the child to understand how their actions have affected another person if developmentally appropriate. To conclude the Educator will encourage the child to make amends with a gesture for example "what could you do to make him/her feel better?" The Educator will then scaffold the child's learning to enable a restoration of the relationship between the children. This restoration may occur at our Harmony Tree which is in the center of our yard. The Harmony tree has been created by Educators and children to provide a neutral space where Educators can focus on a positive approach to guiding behaviour to ensure that interactions build upon children's confidence and self-esteem. This kind of interaction is important to both their current wellbeing and their future development.

EXPECTATIONS OF STAFF

Restorative Practices

At times, children, students will be required to repair a relationship with a TGS peer. The teacher may decide that a Restorative Practices process would better suit the needs of the students. Teachers again have the option if they facilitate this process while being released by leadership. Alternatively the leadership member can facilitate the process.

Questions asked of the students through this process are:

- What happened?
- What were you thinking at the time?
- What have you thought since?
- Who has been affected by what you have done? In what way?
- What do you think you need to do to make things right?

To help those affected:

- What did you think when you realised what happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?



3 Rs PROCESS – RESTORATIVE LINE (#63)

The 3 Rs stand for Reflection, Repair, Restitution. The intent of this process is to raise empathy, build self-awareness, encourage self-respect and maintain mutual respect. The process is done with the student, not to the student.

CLASSROOM BEHAVIOUR RESPONSE

When students are having a moment in class and classroom interventions are not working, teachers may call the Restorative Line (#63) which reaches a member of the leadership team. Teachers have the option of being released to speak with the student while leadership stay with the rest of the class. Students simply have the opportunity to reflect upon the strong decision he/she should have made, how this affects him or her and others and what he or she needs to do to move on. We stress this is not a punishment. Alternatively, a member of Leadership Team completes this process. Teachers contact the parents and inform them of the incident. Teachers notify the member of leadership once this contact has been made. Leadership document this to complete process.

YARD BEHAVIOUR RESPONSE

1. Incident Occurs.
2. Teacher speaks with the student and other students involved about the incident.
3. Teacher works through incident restoratively and allows student to continue to play, gets them to sit out of play or gives them a Reflection Room.
4. If incident high level will refer to class teacher and or leadership member on the Restorative Line (#63) for the day.
5. Leader will follow this up as soon as possible if necessary.
6. If a Reflection Room consequence is given, student will attend at first break to reflect and document incident which will be sent home for families to sign and put in student file.

HIGH LEVEL BEHAVIOUR

When behaviour that seriously impinges on the rights of others, teacher calls the Restorative Line (#63) and students will be supported in the office by a member of the leadership team. Appropriate consequences will be negotiated with the class teacher/Leader.

High Level behaviours are:

- Bullying
- Racism
- Abusive language directed at a person
- Threatening
- Violence
- Sexual harassment/assault
- Continuous disruption to class (impacting the good order of the classroom), persistent refusal to complete tasks and ongoing repeated behaviours once warnings, time out and buddy class have been utilized.



While in the Office, students will be asked to reflect on their behaviour by talking through the problem with a member of the Leadership Team. This will be documented and forwarded to class teacher on Sentral by the leader. Parents will be contacted if behavior becomes consistent or is at a high level.

RIGHTS AND RESPONSIBILITIES

Each member of our school community has responsibilities for ensuring a positive and successful educational experience for all participants

Students

Students accept responsibility for their own behaviour. They apply the school's values and virtues at all times and understand they are part of a wider community.

Teachers - Read and understand behavior education policy

Teachers support the whole school approach to implementing this policy by:

- Expectation that all students are aware of this policy
- Modelling appropriate behaviours – speaking to staff, students & parents respectfully
- Provide opportunities for growth and learning
- Respect individuality of each person
- Address inappropriate behaviour in students as it arises quickly and respectfully
- Protect the right of all students to learn
- Build strong relationships with parents to enable a productive partnership
- Listen proactively to student concerns
- Set clear goals and expectations
- Be consistent when dealing with students
- Use circle time to work through social challenges within the class

Leadership

The school Leadership team will support the whole school community in the implementation of the policy by:

- Working collaboratively with staff to work through behavioural concerns
- Support staff with difficult situations
- Promptly responding to Restorative Line (#63) calls
- Providing training for staff in PITW and circle time
- Providing parent workshops for PITW
- Support staff in their interactions with parents
- Be open to students and approachable to all students

Parents and caregivers

Parents/Caregivers are an important part of the school community. They complement and support our school and its values by:

- Reinforcing the Play is the Way key concepts and self-reflective language at home
- Respect the right of staff to make decisions based on the Behavior Education Policy and professional judgement.
- Follow the process of grievance procedure.



Support staff and volunteers

Support staff and volunteers play an important role in supporting the school and its values by:

- Modelling appropriate behaviours eg respectful language.
- Working individually with high needs students supporting them one on one in class. Provide a safe and inclusive space and opportunities for students.
- Have appropriate clearances to work on site
- Able to contribute their skills and knowledge

SENIOR LEADER WELLBEING AND ENGAGEMENT

The school community includes a Senior Leader, Wellbeing and Engagement. This role provides a support service to students, teachers and parents/caregivers relating to educational and behavioural issues. They also assist in referrals to community agencies (eg. CAMHS, Department for Education Student Support). All members of the school community are encouraged to utilise this resource.

TAKE HOME, SUSPENSION

As a part of Department for Education School Discipline Policy, serious, wilful, violent or unlawful student behaviour may result in one or more of the following:

- Take Home: Used as an emergency response to inappropriate behaviour. Parent/caregivers will be contacted to collect the student. A meeting between all parties, including the student will follow.
- Internal Suspension: In exceptional circumstances an internal suspension may occur. The student will work in a supervised area and have supervised breaks at alternative times to the rest of the school. This is in consultation with school leadership. A *Behaviour Support Plan* will be developed and meeting between all relevant parties will occur.
- Suspension occurs when:
 - The right of other members of the school community to learn and be safe needs to be protected.
 - Violence has occurred.
 - The right of the teacher to teach needs to be protected.
 - A student's behaviour is unacceptable within the school community.

The student is required to stay at home for a number of days (1 to 5) as determined by the school. A *Behaviour Support Plan* is negotiated and commitment sought with the student and parents/caregivers to positively change the student's behaviour and improve their learning outcomes.

- Exclusion will be used if the Leadership team believes the student's behaviour is severe or frequent enough for a stronger response to be used. This is done in consultation with Department for Education Behaviour Support Coach.

Important: The more serious responses listed above may change according to the individual circumstances of each situation.