

Behavioural Management Policy 2014-2018

Publication Date	March 2015
Review Date	June 2018
Related Legislation/Applicable section of Legislation	DECD Behavioural Guidelines & Expectations Students Disability Policy Learning Expectations DECD Student Rights Code of Conduct/Ethics DECD Protective Practices 2014
Related Policies, Procedures, Guidelines, Standards, Frameworks	Grievance Procedure School Staff Handbook Restorative Justice Practices
Replaces	2004 Behaviour Management Policy
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Policy Officer (phone)	08)87662084
Policy Sponsor (name/position)	Governing Council
Executive Director responsible (name/position/Office)	Sally Klose (G.C Chairperson) Adrian Maywald (Principal)
Applies to:	All students, staff and volunteers involved with Lucindale Area School and Boarding House
Key Words	Learning and Engagement through Behavioural Support
Status	Draft Approved
Approved by	Students/Parents Dec, 2013, Staff March 2014.
Approval Date	
Version	1.5

REVISION RECORD

Date	Version	Revision Description
Sept 2013	1	Parent Working Party Consultation
Nov 2013	1.2	SRC Consultation
Mar 2014	1.3	Staff Consultation/G.C Consultation
February 2015	1.4	Draft presented for Approval
March 2015	1.5	Implementation - Proofing

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1. TITLE

- Behaviour Management Policy 2014 – Lucindale Area School

2. PURPOSE

- To actively support the engagement of all parties in learning and teaching while at or when connected to any program that Lucindale Area School is involved in.
- To ensure that all parties are able to access the right to learn/teach, feel safe and supported and have the opportunity to continually engage in education within a supportive environment.

3. SCOPE

- To policy is to support all staff, students, families and volunteers that are involved in our educational and or boarding programs.

4. POLICY DETAIL

- Ensure Individual Learning Plans, Disabilities, Behavioural Plans and Age appropriate decisions are made.
- Whenever appropriate involve all parties in re-entry to learning.
- Focus on educating rather than punitive consequences.
- At all times plan to keep yourself and others safe. (Refer to the Protective Practices)
- The Code of Conduct and Professional Standards for Teachers should be followed at all times

5. ROLES AND RESPONSIBILITIES

Role	Authority/Responsibility for
Teachers:	To manage classroom level behaviour expectations in partnership with students and to make these expectations clear. Document on DUX any behaviour that progresses

Role	Authority/Responsibility for
	beyond classroom guidelines unless negotiated otherwise.
Wellbeing coordinator/PSW/Line Managers	To assist with behaviour plans and parent meetings if behaviour can not be managed within classroom guidelines.
Deputy/Principal/Wellbeing coordinator	To manage all Suspension/Exclusions with teacher, family and student support services as appropriate.

6. MONITORING, EVALUATION AND REVIEW

- Annually Term 1 with full review in 2018. Review conducted by Staff and SRC.
- To occur in staff meetings/SRC meetings and in conjunction with staff handbook by School Leadership Team.
- Data reviewed term by term with leadership team and tabled at staff meetings and in the Annual Report.

7. SUPPORTING DOCUMENTS

- Lucindale Behavioural Flow Chart (J and K Common Admin Drive)
- Lucindale Attendance Plan 2015 (J and K: Common Admin Drive)
- DECD Behaviour Plan Guidelines 2013 (www.decd.sa.gov.au)
- Lucindale Behaviour Flow Chart 2014 (J and K: Common Admin Drive – displayed in classrooms)

8. REFERENCES

- Play Is The Way
- TfEL
- Code of Ethics for Public Sector Employees
- Professional Standard for Teachers

APPENDIX

- Additional material – behaviour flowchart

LUCINDALE AREA SCHOOL FLOW CHART Behaviour Support

(Restorative Justice/Play is the Way Practices implemented throughout all levels)

LEVEL 1

A variety of agreed in Class Practices applied

- Class and teacher work in partnership to set and manage agreed behavioural expectations.

LEVEL 2

Family conference (3 Way) arranged by class teacher and a Learning Contract/Behavioural Plan developed

- Discussion with your line manager, school counsellor, Chaplin for support/information is highly recommended.
- DUX data entry to be completed within 24 hrs. Entry must contain factual recount of behaviour.

LEVEL 3

Inappropriate Learning Behaviour Continues or Recurs

- Student withdrawn from class and class teacher/member of leadership and student/family to create or review an individual support plan or strategies for re-engagement.
- A range or methods (age appropriate) implemented to achieve positive changes for staff and students in the learning environment.
- Further inappropriate behaviour may result in withdrawal from the subject(s)/class for a mutually agreed time frame. During this time frame alternative options are to be explored which may include additional support agencies.

Inappropriate Learning Behaviour
Continues