



**HUNGARIAN COMMUNITY SCHOOL, ADELAIDE INC.**

**Behaviour Management Policy and Procedures  
May 2017**

Summary

This information applies to all Ethnic Schools of South Australia.

Table 1: Document Details

<b>Policy Number</b>	ES35
<b>Related Policies</b>	Child Safe Environments Policy Code of Conducts for Students Data and Information Management Policy Anti-bullying Policy Cyber Safe Policy Student Attendance Excursions and Incursions Policy
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<b>Created by</b>	Policy Officer: Kate Quane
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Table 2: Revision Record

<b>Date</b>	<b>Version</b>	<b>Revision Description</b>
November 2016	1	New policy developed



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## HUNGARIAN COMMUNITY SCHOOL, ADELAIDE INC.

### Introduction

The school Behaviour Management Policy provides a framework for the development of safe and inclusive learning environment at Hungarian Community School, Adelaide Inc. Schools provide a social context in which students need to be supported while being taught how to act responsibly for their own behaviour. Hungarian Community School, Adelaide Inc. will work together as a community to create a learning environment that is safe, inclusive, conducive to learning and an environment that is free from harassment and bullying.

The Behaviour Management Policy outlines Hungarian Community School, Adelaide Inc.'s system for facilitating positive behaviours, preventing problem behaviours and responding to unacceptable behaviours. Hungarian Community School, Adelaide Inc. has shared and transparent expectations for student behaviour to assist staff to maintain a positive and productive learning and teaching environment. All members of the Hungarian Community School, Adelaide Inc.'s community have clear and consistent expectations and understandings of their role in the education process.

The Behaviour Management Policy at the Hungarian Community School, Adelaide Inc. is based on the Department of Education and Child Development Discipline Policy.

### Definitions

**Behaviour:** a student's learned actions and the way a student acts in response to a particular situation or stimulus including their response towards others.

**Behaviour Support:** the education support a student receives, from the school in order to learn and maintain identified behaviour

**Student Code of Conduct:** the Hungarian Community School, Adelaide Inc.'s code of conduct describes the behaviours that students are expected to learn and maintain

### Guidelines

Hungarian Community School, Adelaide Inc. have outlined the following guidelines to ensure students experience success, an acceptance of responsibility and that Hungarian Community School, Adelaide Inc. is a safe, caring and productive learning community.

Hungarian Community School, Adelaide Inc. will focus on providing opportunities and support students to experience success. For all students to be successful in their learning, Hungarian Community School, Adelaide Inc. will ensure:

- Curriculum is inclusive, and that all students are able to participate in all learning opportunities.
- Assessment and reporting procedures will focus on student achievement and progress.
- Responses to inappropriate behaviour will involve staff, students and families in partnership which focus on students strengths, and provide support for students in crisis while reinforcing the rights of other students to learn and teachers to teach in safety and without disruption.
- Staff, students and families will work in partnerships to acknowledge student behaviour which meets the expectations of the school community as described in the schools code of conduct for students.



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Hungarian Community School, Adelaide Inc. will develop in students an acceptance of responsibility for their own behaviour. In order to develop this responsibility, Hungarian Community School, Adelaide Inc. will ensure students:

- Understand that behaviour is an action made by an individual within a social context.
- Understand the limits on their behaviour choices that Hungarian Community School, Adelaide Inc. have put in place.
- Take responsibility for their own behaviour.
- Will be taught the skills to enable them to actively participate in learning activities.
- Will have the social skills of honesty, trust, respect and cooperation model to them by staff.
- Have access to services which can support them in developing responsibility of their own behaviour.

Staff, parents and caregivers, and students will work together to create safe, caring, orderly and productive learning environments which support the learning of all students to learn and for all teachers to teach. In order to support and protect the rights of all members of the Hungarian Community School, Adelaide Inc.'s community, the Principal will:

- Manage aspects of the school environment so that students can learn to respect rights and fulfil responsibilities.
- Develop consequences for both responsible and irresponsible behaviour, and will consistently apply these consequences.
- Establish through negotiation between staff, students and their families, the rights, responsibilities and consequences of all parties.

### **Communicating Expectations**

Hungarian Community School, Adelaide Inc. will ensure that students and parents understand the schools behaviour expectations through:

- Holding ongoing discussion with the school community to clarify values and expectations.
- Conducting ongoing information sessions with parents and students on the Hungarian Community School, Adelaide Inc.'s code of conduct for students.
- Regularly communicate information about, behaviour expectations of students, the code of conduct and behaviour management policy through the School's website.
- Requiring each student and parent to sign an acknowledgement of the Hungarian Community School, Adelaide Inc.'s code of conduct for students as part of the enrolment process.

### **Principles and Beliefs**

A number of principles and beliefs guide the effective management of student behaviour. Hungarian Community School, Adelaide Inc. recognises that behaviour is chosen for a purpose. The choice may not always be a conscious choice. Students behave in ways which are meaningful and purposeful, based on their perceptions of the best way to meet their particular needs in a situation or context.



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All individuals and groups in society must be valued and treated with respect. Hungarian Community School, Adelaide Inc. acknowledges that students have different levels of ability to learn and cooperate with other people. The individual needs of students will be taken into consideration when formulating appropriate responses to inappropriate behaviour. Hungarian Community School, Adelaide Inc. recognises that most irresponsible or withdrawn behaviours may indicate that students need more learning, practice, support, or counselling. At Hungarian Community School, Adelaide Inc. we will explore all possible causes and implement strategies for behaviour change in order to increase the level of successful learning.

### **Responsibilities**

#### **The Principal of the Hungarian Community School, Adelaide Inc. will:**

- Develop, implement and regularly review, in consultation with the Ethnic Schools Association the school behaviour management policy and code of conduct for students.
- Ensure that student behaviour is managed through procedures supported by strong theoretical understanding of how students learn and behaviour is best supported.
- Ensure that new staff, students and their families are aware of the Hungarian Community School, Adelaide Inc.'s behaviour management policy and code of conduct for students.
- Promote structures at class and school level to enable students to be involved in the management of their behaviour and to support and enable parents and caregivers and teachers to form relationships that allows for student behaviour to be managed positively.
- Inform parents of any students who have been temporarily withdrawn from class.

#### **School Staff will:**

- Develop and foster positive relationships with students and families.
- Communicate and interact effectively with students and engage in cooperative problem solving relationships to address issues faced by the learning community.
- Participate in developing, implementing and reviewing the school's procedures for managing student behaviour.
- Establish, maintain, make explicit and model the school's expectations relating to student behaviour.
- Respond positively to responsible student behaviour and apply consequences if students interfere with teaching and learning and the safe school environment.
- Cater for the development, social and emotional needs of individual students and use a range of teaching methods.
- Provide formal and informal feedback on student learning to students and parents or caregivers.
- Review teaching programs to ensure programs are relevant, and accommodate the needs of the students at Hungarian Community School, Adelaide Inc.
- Develop classroom management strategies which:
  - involves negotiation
  - attempt to distract or diffuse the situation



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- keep the disruptive child busy
- support the participation of all students
- value differences in gender and students backgrounds
- acknowledge positive learning and social behaviours
- deal effectively with all types of harassment and bullying
- take into account the impact of physical and intellectual disability, trauma and social disadvantage on the learning process
- establish and maintain safe and supportive learning environments

### Parents and Caregivers

When a student is enrolled at Hungarian Community School, Adelaide Inc., parents and caregivers accept responsibility to:

- Ensure that students regularly attend Hungarian Community School, Adelaide Inc. and that staff are notified of any absences.
- Inform Hungarian Community School, Adelaide Inc. of any health issues, concerns about behaviour or other matters of relevance.
- Report incidents of bullying, harassment, or inappropriate behaviour to the school.

### Managing Behaviour

At Hungarian Community School, Adelaide Inc. we believe in and use a restorative practice approach to managing behaviour. This approach focusses on addressing the impact of behaviour of others, harm done and restoration of relationships. The growing and nurturing of positive relationships between school staff and students and between students and their peers underpins our approach to managing behaviour while supporting students to develop dispositions and skills to successfully manage conflict.

The learning environments at Hungarian Community School, Adelaide Inc. reflect a culture whereby relationships are central. Students will be supported to develop relationships with peers and to be actively involved in the processes of repairing relationships that may be negatively impacted on as a result of conflict. Likewise, Hungarian Community School, Adelaide Inc. supports and fosters positive relationships and partnerships with families.

To manage any inappropriate behaviour, students will be given several warnings about their inappropriate behaviour(s). These warnings can be non-verbal, eye contact, moving a student to a different area or asking for the behaviour to cease. In the event that the warnings are not sufficient, staff at Hungarian Community School, Adelaide Inc. will ask students the following five questions in a calm and curious voice.

1. What are you doing?
2. What should you be doing?
3. Who has been affected by your actions?
4. What do you need to do to know?
5. What will happen if you disrupt again?

The above five questions can be used to investigate and resolve conflict. If a student continues to exhibit inappropriate behaviour, staff will ask the following three questions

1. What are you doing?



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2. What did you say would happen if you disrupt again?
3. What are you going to do now?

At the end of this process, students are required to reflect on their behaviour and are required to complete the **Thinking About My Behaviour** sheet. If a student does not cooperate with this process the student will be withdrawn from the class. A **Withdrawal Slip** will need to be completed by the teacher and the student will be sent to a buddy class or to the Principal. Each student will be given clear instructions on where to go when they are being withdrawn. It is the responsibility of the teacher to call the buddy class to inform that a student will be sent with the withdrawal form or if there is an assistant in the class to have the assistant to accompany the student to the buddy class.

As soon as possible, the teacher and student will negotiate a plan to return to class. The **Thinking About My Behaviour** sheet and **Withdrawal Slip** will be kept on file to determine any patterns of misbehaviour. Parents will be informed by the Hungarian Community School, Adelaide Inc.'s Principal if their child has been withdrawn from class and the next steps to restore any relationships and/or damage to property. The information will be kept confidential and only the parties involved and the Hungarian Community School, Adelaide Inc.'s Principal will know of the details of the incident.

On rare occasions, the behaviour of a student at Hungarian Community School, Adelaide Inc. may be an ongoing concern. Parents of the student will be consulted to determine if there are other factors affecting the child's behaviour. In consultation with the parents, the Principal, and the student, strategies can then be developed to provide the necessary assistance to the student and their family to address the cause of behaviour.

If a parent/caregiver has a concern regarding a student's behaviour at Hungarian Community School, Adelaide Inc. they can discuss their concerns with the Principal. Each situation will be dealt in a confidential matter and investigated thoroughly. The parent who raised the concern will be informed of the outcome of the investigation whilst still ensuring the privacy of all parties.

Where there is a breach of guidelines for good behaviour, the following actions may be taken:

- 1) Apologising
- 2) Re-doing work
- 3) Time out / isolation
- 4) Parents informed
- 5) Suspension / expulsion
- 6) Replacing and/or repairing damaged property

The School Principal will decide what course of action should be taken. If the problems are of a minor nature then it will only be necessary for the teacher to talk to the student concerned and request for a written apology and the incident will be recorded. Students who continue to re-offend will incur harsher penalties with the parents being informed.



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### Expectations

At Hungarian Community School, Adelaide Inc. we value being respectful, being responsible being safe. A set of behavioural expectations in specific settings has been attached to each of our three values. The examples listed are not exhaustive, but act as a guide to explain the standard of behaviour expected at Hungarian Community School, Adelaide Inc.

The Hungarian Community School, Adelaide Inc.'s Expectations Matrix on the following page, outlines our agreed rules and specific behavioural expectations.



## HUNGARIAN COMMUNITY SCHOOL, ADELAIDE INC.

Hungarian Community School, Adelaide Inc. EXPECTATIONS MATRIX							
	ALL AREAS	CLASSROOM	ONLINE	PLAYGROUND	STAIRWELL	TOILETS	BUS LINES/BIKE RACKS
<b>BE RESPECTFUL</b>	<ul style="list-style-type: none"> <li>▪ Use equipment appropriately</li> <li>▪ Keep hands, feet and objects to yourself</li> <li>▪ Place rubbish in the bin</li> </ul>	<ul style="list-style-type: none"> <li>▪ Walk</li> <li>▪ Sit still</li> <li>▪ Enter and exit room in an orderly manner</li> <li>▪ Use equipment with care</li> <li>▪ Actively participate in all activities</li> </ul>	<ul style="list-style-type: none"> <li>▪ Participate in use of approved online sites and educational games</li> <li>▪ Be courteous and polite in all online communications</li> </ul>	<ul style="list-style-type: none"> <li>▪ Participate in school approved games</li> <li>▪ Be sun safe; wear a broad brimmed hat</li> <li>▪ Place rubbish in the bin</li> </ul>	<ul style="list-style-type: none"> <li>▪ Rails are for hands</li> <li>▪ Walk one step at a time</li> <li>▪ Carry items</li> <li>▪ Keep passage ways clear at all times</li> </ul>	<ul style="list-style-type: none"> <li>▪ Respect privacy of others</li> <li>▪ Wait quietly if there is a queue</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use own bike/scooter only</li> <li>▪ Wait inside the gate until the bus stops</li> </ul>
<b>BE RESPONSIBLE</b>	<ul style="list-style-type: none"> <li>▪ Ask permission to leave the classroom</li> <li>▪ Be on time</li> <li>▪ Be in the right place at the right time</li> <li>▪ Follow instructions straight away</li> </ul>	<ul style="list-style-type: none"> <li>▪ Be prepared</li> <li>▪ Complete set tasks</li> <li>▪ Take an active role in classroom activities</li> <li>▪ Keep work space tidy</li> <li>▪ Be honest</li> </ul>	<ul style="list-style-type: none"> <li>▪ Report any unacceptable behaviour to a teacher</li> <li>▪ Post only appropriate content online</li> </ul>	<ul style="list-style-type: none"> <li>▪ Be a problem solver</li> <li>▪ Return equipment to appropriate place at the sports bell</li> </ul>	<ul style="list-style-type: none"> <li>▪ Move peacefully in single file</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use toilets during breaks</li> </ul>	<ul style="list-style-type: none"> <li>▪ Walk bike/scooter in school grounds</li> <li>▪ Have your name marked on the bus roll</li> <li>▪ Leave school promptly</li> </ul>



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BE SAFE	<ul style="list-style-type: none"> <li>▪ Respect others' personal space and property</li> <li>▪ Care for equipment</li> <li>▪ Clean up after yourself</li> <li>▪ Use polite language</li> <li>▪ Wait your turn</li> <li>▪ Be visible at all times</li> <li>▪ Inform the teacher of any concerns</li> </ul>	<ul style="list-style-type: none"> <li>▪ Raise your hand to speak</li> <li>▪ Respect others' right to learn</li> <li>▪ Talk in turns</li> <li>▪ Be a good listener</li> <li>▪ Use appropriate language</li> </ul>	<ul style="list-style-type: none"> <li>▪ Respect others' right to use online resources free from interference or bullying</li> <li>▪ Keep any usernames or passwords private</li> <li>▪ Follow all teacher instructions about keeping private information off online sites</li> </ul>	<ul style="list-style-type: none"> <li>▪ Play fairly – take turns, invite others to join in and follow rules</li> <li>▪ Care for the environment</li> <li>▪ Wear shoes and socks at all times</li> </ul>	<ul style="list-style-type: none"> <li>▪ Walk quietly and in an orderly way so that others are not disturbed</li> </ul>	<ul style="list-style-type: none"> <li>▪ Wash hands after using the toilet and before eating food</li> <li>▪ Leave toilet area promptly</li> <li>▪ Walk</li> </ul>	<ul style="list-style-type: none"> <li>▪ Wait your turn</li> <li>▪ Keep your belongings nearby</li> <li>▪ Have your bus pass ready</li> </ul>
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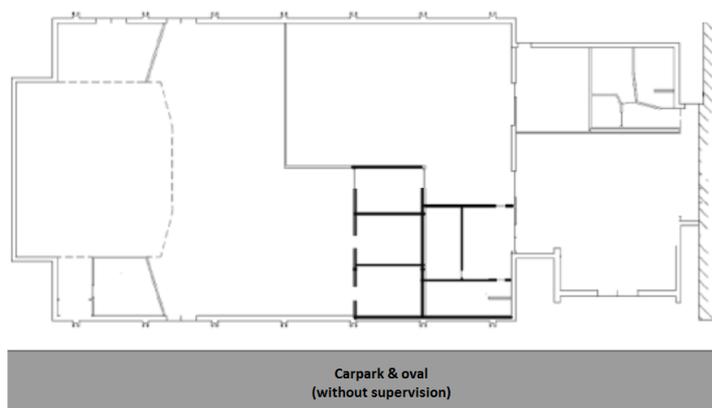
## HUNGARIAN COMMUNITY SCHOOL, ADELAIDE INC.

### Being Safe

Further to the above expectations, Hungarian Community School, Adelaide Inc. has the following expectations:

### Out of Bounds

Hungarian Community School, Adelaide Inc. exercises its duty of care for the students' safety diligently, and it is important that students remain visible to staff on duty during break times. Students are not permitted in the following areas of the school.



### Smoking

Students, staff and visitors are not permitted to smoke on school grounds. National legislation bans smoking in schools and enclosed public place. In accordance with the Tobacco Products Regulation Act 1997, South Australia has banned smoking within 10 metres of children's playground equipment located in a public area. The Hungarian Community School, Adelaide Inc. will not tolerate people smoking.

### Bullying and Harassment

Bullying and harassment occurs when someone repeatedly does or says something to gain power over another person, leaving that person feeling annoyed, ashamed, embarrassed, distressed, anxious, uncomfortable or hurt. Refer to the Hungarian Community School, Adelaide Inc.'s anti-bullying policy for more details on how Hungarian Community School, Adelaide Inc. manages bullying and harassment.

### Other Relevant Documents

The Hungarian Community School, Adelaide Inc.'s Behaviour Management Policy should be considered in conjunction with the following legislation and Departmental Policies.

Behaviour Management and Discipline: <https://www.sa.gov.au/topics/education-skills-and-learning/schools/school-life/behaviour-management-and-discipline>

The Australian Human Rights Commission Act 1986:  
<https://www.legislation.gov.au/Details/C2014C00684>

Disability Discrimination Act 1992: <https://www.legislation.gov.au/Details/C2014C00684>

Privacy Act 1988: [http://www.austlii.edu.au/au/legis/cth/consol\\_act/pa1988108/](http://www.austlii.edu.au/au/legis/cth/consol_act/pa1988108/)

Tobacco Products Regulation Act 1997:  
[http://www.austlii.edu.au/au/legis/sa/consol\\_act/tpra1997293/s4.html](http://www.austlii.edu.au/au/legis/sa/consol_act/tpra1997293/s4.html)



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## Thinking About My Behaviour

Student's Name: \_\_\_\_\_

Year Level: \_\_\_\_\_ Class: \_\_\_\_\_

Teacher: \_\_\_\_\_ Date \_\_\_\_\_/\_\_\_\_\_/2016

Your teacher has sent you to the Principal as a result of inappropriate behaviour. You are required to reflect on your behaviour and answer the questions on this sheet. Please give some time and thought to your answers.

1. What should you have been doing in class before being sent to Principal?

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2. Who has been affected by your actions?

Teacher \_\_\_\_\_

Fellow student(s) \_\_\_\_\_

Other person \_\_\_\_\_

3. How did your behaviour affect others in the classroom?

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4. Look at the Code of Conduct for Students that you signed when you enrolled at Hungarian Community School, Adelaide Inc. What school expectations or rules did you not follow?



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5. What can you do to change your behaviour?

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I agree to change my behaviour so that I can contribute positively to the learning environment at Hungarian Community School, Adelaide Inc.

Student's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Show this document to your teacher and discuss your answers. You will need to apologise for your behaviour and ask your teacher if you can return to class. Your teacher will discuss his/her concerns.

Teacher Comment:

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Teacher's Signature: \_\_\_\_\_ Date: \_\_\_\_\_



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**Withdrawal Slip**

Student's Name: \_\_\_\_\_ Year Level: \_\_\_\_\_

Class: \_\_\_\_\_ Teacher: \_\_\_\_\_ Date \_\_\_\_/\_\_\_\_/2016

Time of incident: \_\_\_\_\_

Location of incident: \_\_\_\_\_

Have you asked the following questions?

- 1. *What are you doing?*
- 2. *What should you be doing?*
- 3. *Who has been affected by your actions?*
- 4. *What do you need to do know?*
- 5. *What will happen if you disrupt again?*

Did the student change their behaviour:  Yes  No

If no did you ask the student the following questions?

- 1. *What are you doing?*
- 2. *What did you say would happen if you disrupt again?*
- 3. *What are you going to do now?*

**Please indicate the type of behaviour**

Inappropriate behaviour	Unacceptable behaviour
Interrupting someone else working <input type="checkbox"/>	Verbal abuse <input type="checkbox"/>
Interrupting when someone is talking <input type="checkbox"/>	Destruction of school, personal property or property belonging to another student <input type="checkbox"/>
Not following a teacher's instruction <input type="checkbox"/>	Physical violence <input type="checkbox"/>
Out of seat/work area <input type="checkbox"/>	Bullying <input type="checkbox"/>
Disrespectful <input type="checkbox"/>	Harassment <input type="checkbox"/>
Touching or annoying other people <input type="checkbox"/>	
Other: _____	
_____	

**Please provide a brief account of the incident:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**I am sending the student to:**

- Buddy Class: \_\_\_\_\_  The Principal

**Teacher's Signature:** \_\_\_\_\_