

# Behaviour Management Policy

<b>Date Approved:</b>	20/06/2023
<b>Scheduled Review Date:</b>	30/06/2026
<b>Policy Owner:</b>	Principal

## 1. Context & Purpose

The College is seeking to provide and maintain a safe, supportive and inclusive environment consistent with our values, which is important to keep students engaged and motivated with their learning and development.

At times conflict arises, or people engage in conduct, that is not conducive to providing this environment.

The purpose of this policy is to:

- Explain the College's expectations with respect to student, parent/carer and staff behaviour;
- Set out the rights and responsibilities of students, parents/carers and staff with respect to student behavior; and
- Explain how the College will respond and manage situations when student behaviour issues arise.

## 2. Application

This policy applies to all students, parents/carers and staff, and covers any conduct where a student can reasonably be considered to be at the College, involved in College activities regardless of location, or representing the College.

## 3. Statement of Policy

The college is committed to providing a positive and supportive learning and teaching environment. Students, staff and parents/carers have a right to be treated with respect and to operate in an environment free from bullying, harassment, violence, discrimination or harassment.

The College encourages high standards of behaviour from all members of our community, consistent with our values of connection, care, humility, and determination.

Our approach is to create a culture that promotes good behavior, explain rights and responsibilities of key people in our community, and set out a staged response to deal with poor behaviour, having regard to the seriousness of the conduct and the specific circumstances. These matters are explained in more detail below.

It is our policy that corporal punishment is strictly prohibited. Any staff member who breaches this rule will be subject to disciplinary proceedings, which may include dismissal. Circumstances explaining the use of restrictive intervention are explained in section 8 of this policy.

#### **4. Prevention and Setting a Positive Culture**

As our students are nearing adulthood, we start from a position of trust and responsibility, where we encourage and support students to positively contribute to the College and wider community. We will have high expectations of all students and involve them in establishing a class and College culture “owned” by the students that is positive and supportive, consistent with our values.

Staff will contribute to this positive culture by:

- Being positive, encouraging and supportive
- Using engaging teaching and learning activities, with high interest curriculum experiences, variety in learning experiences, and students having choices around their learning
- Building informed, positive, warm and constructive relationship based on mutual respect
- Reinforcing and recognising positive behaviour
- Acting as positive role models and connecting students with role models from industry

#### **5. Rights & Responsibilities**

##### ***Students***

Students have the right to:

- participate fully in their education
- feel safe, secure and happy at school
- learn in an environment free from bullying, harassment, violence, discrimination or intimidation
- express their ideas, feelings and concerns.

Students have the responsibility to:

- participate fully in their educational program
- display positive behaviours towards others at the College that demonstrates respect for all members of the College community
- respect the rights of others to learn at their own pace
- value the individual differences of others
- maintain a safe, clean, and attractive learning environment

- respect all property
- otherwise comply with the College's Student Code of Conduct

### ***Parent/Carers***

Parents/Carers have the right to:

- be involved in their child's education and be kept informed about their child's learning progress
- be involved in supporting their child's education and welfare needs
- know the College's curriculum, expectations, policies and procedures, and to expect these to be implemented
- be informed as soon as possible if issues of concern arise about their child

Parent/Carers have the responsibility to:

- maintain an active role in their child's education and participate in all school measures to support this
- know and support the implementation of College rules and expectations
- ensure their child's punctual and regular attendance at school
- regularly access communications from the school and respond promptly where required for participation in events
- ensure their personal details and those of their child are kept up to date
- inform the school as soon as possible of problems which may affect their child's education, safety or wellbeing
- comply with the Parents/Carers Respectful Behaviours Policy

### ***Teaching Staff***

Teachers have the right to:

- have a working environment that is safe and supportive
- be respected as trained professional educators, where they have the room to exercise their professional judgement
- be informed about matters relating to students that may impact on their teaching and learning for that student

Teachers have a responsibility to:

- demonstrate professional standards
- know how their students best learn
- plan, create and use create effective learning and assessment strategies

- create and maintain a safe and challenging learning environment
- act fairly and consistently with the implementation of policies and decisions

## **6. Staged Approach to Managing Behaviour**

Each teacher is responsible for the management of student behaviour, especially with respect to their class. When a student acts in breach of the College's behavioural expectations, a staged response may be implemented as set out below. As professionals, a teacher may exercise their judgement about the appropriate level of staged response having regard to the particular matter, other than suspensions and expulsions, which are addressed under section 9 below.

The range of behaviour measures may include:

- warning a student that their behaviour is inappropriate
- teacher controlled consequences such as moving a student in a classroom or other reasonable and proportionate responses to misbehaviour
- movement of the student to another managed area of the school, such as the office
- referral of the matter and student to the Principal
- restorative practices
- detentions
- withdrawal of privileges and opportunities both within the College and at external events
- learning and behaviour support plans
- suspension and expulsion – see section 8 below

### ***Restorative Approach - Take Responsibility and make Good***

We see mistakes and initially, even some bad behaviour, as opportunities to learn and grow. Depending on the seriousness, our approach is not to immediately punish students, but to use the situation for reflection and growth.

Our general approach is to favour restorative practices to manage student behaviour, particularly if the conduct impacts another person. The emphasis is on the restoration of positive relationships rather than applying punishment for breaking rules.

Initially, we will seek to engage in a reflective conversation with a student who has engaged in poor or unacceptable behaviour – often led by the classroom teacher. The reflective conversation enables staff to support students to understand what they have done, give them ownership of their actions, recognise the impact of their actions on others, consider the most desirable way to reconcile and resolve conflict with others and be engaged and empowered through the process.

The conversation is also a good way for the application of procedural fairness, as the process enables a student to understand the alleged behaviour and respond.

Staff are encouraged to utilise “W.A.R.R.M.” conversations with students when working through situations involving conflict:

- What: What happened?
- Affect: Who has been Affected and in what way(s)?
- Reflection: If you had your time over again what would you do differently?
- Repair: What needs to happen to fix things?
- Moving On: Is there a plan or agreement that we can put in place to change things moving into the future?

Students will be encouraged to self-manage and to take full responsibility for their actions, supported by staff, through this process.

While our policy is not to indiscriminately punish students for inappropriate behaviour, we also know that there may need to be consequences that comes from inappropriate behaviour and that in some instances, the restorative approach is not appropriate. Staff may exercise their professional judgement in deciding whether this stage is appropriate, and also decide that the seriousness of the conduct requires more immediate or serious consequences. At any stage, a teacher or other staff may refer the inappropriate behaviour of a student to the Principal for further action.

## **7. Procedural Fairness**

Students have a right to procedural fairness in matters that involve their interests, including disciplinary matters. The principles of procedural fairness include:

- the right to know the rules and expected behaviour
- have decisions determined in a reasonable and unbiased manner
- know the allegations and have an opportunity to respond before a decision is made

The College is committed to ensuring procedural fairness when disciplining a student. More detail regarding procedural fairness is set out for more serious matters, linked to possible suspensions or expulsions – see section 9.

## **8. Restrictive Intervention**

### ***Primary Purpose and Use***

The College student cohort will consist of teenagers nearing adulthood, where students may in many instances be physically strong. The College and staff must therefore seek, as best they can in the circumstances, to de-escalate a scenario that could turn into a physical encounter.

Staff should therefore only use physical restraint or seclusion on a student as a last resort to prevent harm to a student or someone else. Staff may only use physical restraint and seclusion where:

- there is an imminent threat of physical harm or danger to a student or others; and
- the staff will not be creating for themselves an unreasonable risk of harm; and
- the physical restraint and seclusion are reasonable in all the circumstances; and
- there is no less restrictive measure available in the circumstances.

During physical restraint and seclusion incidents, the student/s must be visually monitored for signs of distress and pain to ensure the student's physical health is not jeopardised and that the student, other students, and staff are safe.

Staff must ensure that the use of physical restraint and seclusion is time limited and that it stops as soon as the immediate threat of harm or danger to the student or others has passed.

Staff must never use physical restraint and seclusion as behaviour management techniques, for convenience, as retaliation, or to discipline or punish a student.

### ***What is Physical Restraint?***

Physical restraint is the use of physical force to prevent, restrict or subdue the movement of a student's body or part of their body. Students are not free to move away when they are being physically restrained.

Physical restraint does not include protective physical interventions which use physical contact to block, deflect or redirect a student's actions (such as in self-defence), or disengage a student's grip, but from which a student can move freely away.

### ***What is seclusion?***

Seclusion refers to leaving a student alone in a room or area from which they are prevented from leaving by a barrier or another person. This includes situations where a door is locked as well as where the door is blocked by other objects or held closed by another person.

Seclusion does not include supervised situations such as time-out, or in-school suspensions and detentions.

### ***Reporting***

If a staff members involved in the incident where physical restraint or seclusion was necessary, they must notify the principal or their delegate as soon as possible.

The principal or their delegate must then, as soon as practicable, inform parents/guardians following an incident in which physical restraint or seclusion has been used with their child, explaining the circumstances.

## **9. Suspensions and Expulsions**

### ***Meaning***

A suspension is a temporary removal of a student from all classes that a student would normally attend for a set period of time.

Expulsion is the permanent removal of a student from the College.

### ***Who Can Decide***

Only the Principal has the authority to make the decision to suspend or expel a student. This authority cannot be delegated.

### ***What Behaviour may lead to a Suspension or Expulsion***

The Principal may suspend or expel a student from the College if, whilst attending the College, travelling to and from the College or engaging in any College related activity (including when travelling to or from that activity) the student:

- behaves in such a way as to pose a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person
- causes significant damage to or destruction of property
- commits or attempts to commit or is knowingly involved in the theft of property
- possesses, uses or sells or deliberately assists another person to possess, use or sell illicit substances or weapons
- fails to comply with any clear and reasonable instruction of a staff member which poses a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person
- consistently engages in behaviour that vilifies, defames, degrades or humiliates another person
- consistently behaves in an unproductive manner that interferes with the wellbeing, safety or educational opportunities of any other student

### ***Immediate Suspension***

A student may be suspended with immediate effect by the Principal if the student's behaviour is putting the health, safety and wellbeing of any person (including themselves) at risk.

The suspension may be imposed with any conditions that the Principal deems fit.

The suspension will continue until the Principal makes a further decision, following the procedural fairness steps in this section.

### ***Procedural Fairness***

Where decision is being considered to suspend or expel a student, the Principal will:

- write to the student and the student's parents/carers to advise:
  - the reasons that the student is under consideration for being suspended or expelled, including the relevant allegations
  - the relevant rules, policy, or standards of behaviour alleged to be breached
- allow the student and/or student's parents/carers to give a response, either in writing or verbally
- allow the student to have a support person
- arrange a meeting with the student and/or the student's parents/carers

- ensure that such a meeting is recorded in writing

### ***Principal's Decisions and Considerations***

If, after following the procedures above, the Principal is of the belief that the student has not engaged in the alleged behaviour, the Principal will take no further action. If the Principal is of the belief that the student has engaged in the alleged behaviour, the Principal may decide to suspend or expel a student having regard to one or more of the following considerations:

- the safety of all students and staff
- the seriousness of the student's conduct
- the response or remorse of the student, if applicable, and the prospects of the student changing their behaviour
- the pastoral care and welfare of the student
- if there has been a history of challenging behaviours, whether or not sufficient interventions and supports have been implemented, prior to making a suspension or expulsion decision.

Even though a student is being considered for suspension or expulsion, the Principal may decide in his or her discretion to impose other disciplinary consequences instead of a suspension or expulsion.

The decision of the Principal will be communicated in writing to the student and the student's parents/carers. The student and the student's parents/carers must abide by the decision.

### ***Appeals***

A student or student's parent/carer may appeal a decision to expel to the Board Chairperson on the following grounds:

- the expulsion process was not followed by the Principal
- the grounds on which the student was expelled are considered unfair (i.e. the decision to expel was harsh, unjust or unreasonable in relation to the circumstances)
- if there has been a history of challenging behaviours, there is insufficient evidence of prior interventions designed to address behaviour and support the student before the expulsion decision was made
- there are other extenuating circumstances that were not considered by the Principal.

An appeal must be made in writing, addressed to the Principal within seven days of notification of the decision to expel.

The Board Chairperson may conduct the appeal as he or she sees fit, including:

- meeting with any of the affected parties and requesting any relevant information from them
- decide the matter based upon written submissions or information provided by the parties without a meeting



The Board Chairperson may:

- uphold the decision of the Principal
- vary the decision of the Principal
- substitute the decision of the Principal with his or her own decision

The Board Chairperson will provide the student with a written record of his or her decision.

### **Records**

The College will maintain a register for managing suspensions and expulsions through its student management system, Compass, which will be maintained by administration officer under direction of the Principal.

### **10. Communication**

The College's policies with respect student behaviour, and the expected behaviour of others within the College community, such as parents/carers, will be available on the College's website and through the College's student management system, Compass. These policies include the following:

- This Behaviour Management Policy
- Bullying Prevention & Intervention Policy
- Student Code of Conduct
- Parent/Carers – Respectful Behaviour Policy

### **11. Policy History**

<b>Version</b>	<b>Policy Owner</b>	<b>Approval Date</b>	<b>Summary of Changes</b>
1	Principal	20/6/23	First Adopted