

# STUDENT BEHAVIOUR MANAGEMENT POLICY

## **POLICY NO: 004**

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### POLICY PURPOSE

Communicare aims to develop a culture of co-operation, responsibility and problem solving to minimise the disruptive behaviour of students. To this end students, family and staff have responsibilities. The agreed code of conduct for all members of the Academy Community is:

- It is my choice to be here
- I am here to learn and succeed
- I am responsible for my actions
- I come here with a clear mind and healthy body
- I contribute to a safe, respectful and cooperative community

*(Taken from Port Community School Code of Conduct 2013)*

It is the policy of Communicare Academy to ensure that students are provided with an environment that supports their progress and social and educational development. Communicare aims to develop a culture of co-operation, responsibility and problem solving to minimise the disruptive behaviour of students. When disruptive behaviour occurs, the staff member shall make reasonable efforts to address the disruption with the student, preferably in private. Disruptive behaviour is anything that interferes with the teaching and learning of staff and students.

For example:

- consistently talking when others are speaking
- frequent interruptions
- chronic lateness or early departure from class
- swearing or using derogatory, threatening and demeaning language
- refusal to comply with written or oral instructions
- intoxication or under the influence of other substances
- physical aggression to people or property.

In line with best practice, reward positive behaviour and where possible ignore negative behaviour. Should the misbehaviour impact on others the following procedure applies.

### Discipline and Punishment

- The student behaviour management policy explicitly forbids the use of any form of child abuse, corporal punishment or other degrading punishment.
- The administration of permitted forms of behaviour management, discipline or punishment conforms to the principles of procedural fairness and the prohibition of unlawful discrimination.

### Fair Process

Procedural fairness requires that:

- the student is informed about the nature of the complaint or alleged breach of behaviour in such a way that he or she is capable of understanding it clearly;
- disputed matters are fully investigated which may include interviewing witnesses;
- the student is given a chance to respond to the allegations or complaint;
- both the investigator and the decision-maker/adjudicator (who may be the same person) are free from bias and from the perception of bias; and
- the decision-maker acts reasonably and consistently with school policy.

## **Responsibilities**

The following display the responsibilities of all members of the Academy community:

### Staff Responsibilities

- Be familiar with the school Behaviour Management Policy
- Create a positive learning environment
- Engage learners in varied learning styles
- Model appropriate behaviour
- Recognise and reward positive behaviour
- Maintain adequate supervision in class and during breaks
- Build relationship with learners and develop personal behaviour management techniques
- Be proactive, fair and consistent when dealing with discipline issues
- Maintain accurate information in SEQTA
- Initiate contact with parent/carer in early stages of behaviour management

### Principal Responsibilities

- Be familiar with the school Behaviour Management Policy
- Support staff in implementing the behaviour management policy
- Model appropriate behaviour
- Recognise and reward positive behaviour
- Be proactive, fair and consistent when dealing with discipline issues
- Be accountable for school's operations and policies

### Student Responsibilities

- Be familiar with the school Behaviour Management Policy
- Follow the Code of Conduct
- Attend class and work to the best of his/her ability
- Engage in a safe, non-violent behaviour
- Follow staff instructions
- Treat others with respect
- Respect the rights of others to learn
- Support a positive learning environment
- Respect communal and personal property and the environment

### Parent/Carer Responsibilities

- Be familiar with the school Behaviour Management Policy
- Support the school Behaviour Management Policy
- Communicate with the Staff and Student Wellbeing Leader regarding wellbeing/behaviour concerns.
- Communicate with the Attendance and Enrolments Officer about attendance and lateness
- Communicate with staff, especially Connect Teacher, about issues and concerns

## **PROCEDURE**

For non-violent, in-class misbehaviour, the following scale in increasing general consequence is recommended:

1	Gain eye contact with the student and a non-verbal disapproval eg: shake of head
2	Mention student's name and misbehaviour and state that it is inappropriate behaviour. State preferred positive behaviour.
3	Name the student and remind him/her of expected positive behaviour and state that if the current misbehaviour continues, he/she will be moved away from where he/she is currently sitting. Tell student that if his/her behaviour does not change to the stated preferred behaviour, s/he will receive a written warning.
4	Issue a first official written warning. Discuss strategies with the student on how to avoid escalation. Enter the written warning on SEQTA and pass the written warning, signed by student as acknowledgement of receipt of the warning, to Staff & Student Wellbeing Leader (SSWL)
5	Offer the student the opportunity to re-locate to the Chill Zone to de-escalate.
6	Should the inappropriate behaviour continue, remind student of preferred behaviour and verbally warn of the consequence – a written warning. If the student continues, complete second written warning. Contact Student Services for staff to contact parent/guardian/carer to inform them that the student has received two written warnings and needs to go home. Enter second written warning on SEQTA. Pass the second written warning, signed by student as acknowledgement of receipt of the warning to SSWL.
7	When the student returns to school the following day, he/she will go to Student Services who will give the student reflection and supervise him/her in the Reflection Room (a supervised place for student to be isolated until the matter is resolved. Reflection work to be provided) SSWL or Wellbeing Assistant to discuss the issue with the student. The nature of inappropriate behaviour will determine progress beyond this point.
8	Should the inappropriate behaviour continue, a meeting will be convened with student, parent/guardian/carer, SSWL. A behaviour plan to be discussed and recorded. In the event that a student is 18 years old, or an independent minor, s/he will be treated as an adult and the parent/guardian will not necessarily be included in this meeting, should it be deemed detrimental to the student. Before the student can resume normal daily routine, a discussion with the staff member who issued the warning is to take place and restoration of relationship to occur. Should the student not comply, further time on reflection is required.
9	Should the inappropriate behaviour continue, a meeting will be convened with student, parent/guardian/carer, SSWL and Principal. (In the event that a student is 18 years old, or an independent minor, s/he will be treated as an adult and the parent/guardian will not necessarily be included in this meeting, should it be deemed detrimental to the student. Principal to determine whether the student should remain at the Academy.) Further support will be sought from Academy School Counselor if appropriate, and other such agencies to address the misbehaviour issues.
10	The student may need some time away from school to address these issues and possibly return when evidence is sufficient to ensure compliant, positive behaviour.

Whenever the student desists with negative behaviour, thank him/her.

For non-violent, out-of-class misbehaviour, the following scale in increasing general consequence is recommended:

1	Mention student's name and misbehaviour and state that it is inappropriate behaviour. State preferred positive behaviour.
2	Name the student and remind him/her of expected positive behaviour and state that if the current misbehaviour continues, he/she will be detained in the Chill Zone/Reflection Room away from contact with other students during break time that day
3	Detain student in Chill Zone/Reflection Room for breaks during that day, giving the student alternative break times when the rest of the school is in class.
4	Follow step 5 and above for in-class behaviour management

Communicare Academy does not tolerate violence or threat thereof and will be dealt with instantly in the following manner:

- The parent(s)/Carer(s) of the student will be notified by the Student & Staff Wellbeing Leader or Student Services Staff that the student is being sent home
- The student will be sent home
- The matter may result in the Police being notified
- Therapeutic Services will be contacted to assist in any addressing of barriers

Communicare Academy does not tolerate bullying and any bullying activity will be dealt with swiftly and in the following manner:

1	All claims of bullying will be taken seriously and treated confidentially. Staff have a responsibility to provide a safe work environment that enables staff and students to work free from bullying. Bullying is seen as a serious matter and will be investigated in a timely manner
2	A victim of bullying can make a formal complaint to his/her teacher, Connect Teacher, Youth Worker, Staff & Student Wellbeing Leader (SSWL). A person against whom a complaint of bullying has been made will be treated confidentially and fairly while the complaint is investigated.
3	If bullying is witnessed staff and students, staff must intervene and report the incident.
4	Staff and students are encouraged to raise the issue of bullying directly with the person believed to be responsible for the bullying. An informal approach can quickly resolve an instance of bullying.
5	Staff and students should: <ul style="list-style-type: none"> <li>• Model anti-bullying behaviour.</li> <li>• Take appropriate steps to discourage and prevent bullying.</li> <li>• Be alert to bullying behaviour and signs of distress in students.</li> <li>• Advise staff of bullying</li> </ul>
6	Should the bullying continue, SSWL will interview the victim, then the bully/ies.
7	Depending on the outcome of the meetings, restoration of relationship will be sought. This will entail the victim, the perpetrator(s) and the SSWL meeting. A supervised discussion between the parties to take place with strategies put in place to resolve the

	bullying and subsequent behaviours to be monitored by all staff. Parents/guardians of both parties to be contacted and updated on the progress.
8	If the bullying continues, the Principal may withdraw the place of the bully.