



## **BEHAVIOUR MANAGEMENT POLICY**

### **Secondary School**

#### **Mission Statement**

*At our core remains an unshakeable commitment to encouraging all children to progress at their own pace towards their own goals and to be respected as individuals in their own right. A commitment to our children to be nurtured and challenged in an atmosphere that inspires creativity and independent thinking in all areas of life and does not, overtly or subtly, use competition or punishment to motivate through the fear of failure.*

*As global citizens we encourage an awareness of world issues and encourage effort to make a positive difference. We believe that education should prepare students to be thoughtful, peace-loving and active citizens of the world. Preshil will remain a school that puts kindness, compassion and social relationships at the centre of its operations.*

#### **Introduction**

Preshil's underlying approach to managing student behaviour is based on the expectation of active, mutual respect for all. Our students and teachers are expected to demonstrate their respect for themselves and for each other. Lapses of respectful behaviour and differences between individuals or groups are resolved using a restorative approach, which aims to "set things right". Repeated failure to respect others or behaviour which is damaging to others and is considered serious enough to make restoration inappropriate or impossible, will be communicated to parents and may result in a student's enrolment being terminated, at the direction of the Principal and in consultation with appropriate staff.

All behaviour is considered in the light of the Disability Discrimination Act 1992, in particular the Standards for Education 2005. All behaviour is considered on a case by case basis and individual needs are taken into account. Although the School attempts to understand difficult behaviour and make reasonable adjustments for behaviour symptomatic of disability, it does not accept persistent transgression or endangering the wellbeing of other students.

This policy is aligned to the school's Mutual Respect Policy and the Student Wellbeing Policy.

#### **Purpose**

The purpose of this policy is to ensure that values of mutual respect are adhered to in day to day practice and the procedures followed in managing behavior. It sets out clear expectations for all students and staff with the purpose of keeping all students safe, secure and supported and establishes a shared understanding of the procedures in instances where these values have not been adhered to.

#### **Guidelines for responding to student behaviour:**

Every effort will be made to:

- Listen to each student
- Seek to understand their behaviour
- Discuss with them the effect their behaviour has on other members of the group
- Encourage the student to take the time to reflect on their behaviour

- Help the student work out how to 'make things right' by seeking a resolution
- Support the student through the process of restorative practices
- Acknowledge and put in context all aspects, emotions and behaviours of the student
- Encourage the development of self-discipline
- Establish and communicate clear boundaries for all students
- Foster respectful open, direct and honest interactions with students
- Welcome the fact that students often make mistakes
- Establish only those rules which are required for those in the community to operate in harmony and in safety
- Encourage students to accept responsibility for their behaviour through the use of natural and logical consequences
- Engage parents in the process of supporting students
- As teachers, acknowledge, embrace and apologise for our own mistakes
- As teachers believe in shared responsibility for the wellbeing of every student and educate each other by sharing our insights and understandings of students
- Accept the individual differences of each student
- Accept that Preshil may not suit all students at each stage of their learning and growth.

### **Staff Roles**

All staff members share the responsibility for supporting and modelling respectful behaviour and managing inappropriate behaviour.

### **Teachers' Role**

All teachers, including the Wellbeing Coordinator and the Learning Support staff, establish a strong, positive framework for behavior in classrooms and across the whole school through:

- Developing a strong understanding of the school's policies and procedures for managing behaviour
- Ensuring that all students are treated, and treat others, with respect
- establishing classroom expectations with students
- acting as "trackers" or mentors
- leading home groups
- communicating with other teachers
- communicating with parents
- developing specific care plans and learning support plans (IEPs) as appropriate

Teachers document student behaviour and communicate with parents and with Year Level Coordinators as a regular part of monitoring learning and progress. Where a pattern of adherence to mutually respectful behaviour is not observed teachers will undertake a restorative process with the student, or group of students, with the intention of understanding the interaction and finding a way to 'set things right' through appropriate and reasonable consequences or actions. Where necessary they will contact parents and arrange a meeting at school to support the school in managing student behaviour.

### **Coordinators' Role**

Coordinators support teachers in managing student behaviour. Teachers share instances of concerning behaviour with Coordinators when they require assistance or believe the behaviour has implications and/or impact beyond their specific role in

relation to a student. Teachers may request that a Coordinator facilitate a meeting with them and a student, with parents as appropriate, as part of a restorative approach.

Coordinators work with individual students and groups of students to establish clear expectations and oversee the safety and wellbeing of all students in their year level. They communicate with teachers, the Wellbeing Coordinator and the Learning support Staff in developing IEPs, as required and may develop specific behaviour agreements as considered necessary. Coordinators communicate with parents and arrange meetings with parents to seek their support in managing behaviour as described above. Coordinators are the main point of contact for parents who have concerns other than one relating specifically to a class.

### **Wellbeing Coordinator**

The Well-being Coordinator leads proactive programs across the Secondary School and acts as a resource for teachers. Students may also self-refer. The Wellbeing Coordinator leads in the creation and monitoring of IEPs, or care plans, for students with disabilities or identified needs, and consults with the Learning Support staff and other staff to ensure that the school makes all reasonable adjustments to the program to accommodate individual students.

The Wellbeing Coordinator is a contact point for parents, for other professionals and may offer advice or arranges a referral to other professionals and organisations.

### **Head of Campus and/or the Principal**

In cases of behaviour

- where the intervention of teachers and coordinators has not been able to establish a sustained pattern of respectful behaviour, or
- where behaviour has been such as to endanger, harm or significantly impact on others, or
- where the involvement of parents has not resulted in respectful behaviour, or
- where the School does not have the support of parents, or
- where there can be no possibility of setting the situation right, or
- where the behaviour is illegal

the Principal will be involved and will decide on the School's response.

This will include consultation with staff members, specialists and with parents and will involve the police, in the event of any illegal behaviour, or other external authorities as required.

At the Principal's (or delegate's) discretion, children may be internal or externally suspended from attending classes. Communication with teachers, the student and their parents, as well as other students and their parents if appropriate, will be part of this process.

The Principal is the final arbiter of all disciplinary matters pertaining to children and staff and is the only person authorised to withdraw a student's enrolment at the school.

A letter to parents making clear why this decision has been taken and how this policy has been implemented will follow any decision to terminate an enrolment and parents will be informed of the School's Complaints Policy and Procedure.