

BEHAVIOUR SUPPORT and MANAGEMENT POLICY & PROCEDURE

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PURPOSE

To:

- Enable students to be responsible for their behaviour and environment;
- Promote proactive management of behaviour routines and systems to reduce the need for reactive behaviour management; and
- Respect others' rights to learn without undue distraction and disruption and to feel safe in class.

Behaviour management is a fundamental function of Indie School as it is recognised that many students at the School have exhibited challenging behaviours in their current or previous school life. Other students may have been disengaged from school or similar social experiences for a period of time, and making adjustments and learning socially acceptable behaviour is a key aspect of their personal development while at the School.

Irrespective of their previous experiences in the school environment the students of Indie School are expected to behave in a manner that encourages active learning and participation. The Behaviour Support and Management Policy and Procedures of Indie School are based on the premise that both students and staff actively engage each other in a process of behaviour management exchanges that add more meaning to the learning experience and encourage self-monitoring and implementing behaviour control techniques where students take responsibility for their behaviour, meaning they 'own their behaviour'.

INTRODUCTORY STATEMENT

- The *School Rules and Expectations* are expressed in positive terms, to encourage desirable and socially acceptable behaviours.
- School rules and expectations are few in number and students are expected to commit them to memory during their time at school.
- The *Student Code of Conduct* will be widely communicated to staff, students, parents, parent groups and School Council. It will be summarised in the school handbook provided to the parents of all enrolling students.
- The *Student Code of Conduct* and *School Rules and Expectations*, their meaning, interpretation and consequences will be discussed in class at the beginning of each school year and reinforced regularly, so that the students will become thoroughly familiar with them and recognise their purpose, which is to make school a safer and better place for all.
- It is essential that all teachers accept full responsibility for the consistent implementation of the expectations, and it is vital that parents AND parent organisations provide their full support.
- Discretion must be exercised in the administration of the expectations by constantly bearing in mind:
 - The particular circumstances of any incident;
 - The particular students involved in any incident; and
 - As most young people have a strong sense of fairness, justice and consistency, matters must be seen by all concerned to have received due attention when a teacher is dealing with a particular incident.

While the School expects good behaviour, it is realistic to expect that the School will have to manage students who behave inappropriately.

Students are exhibiting unacceptable behaviour if they:

- Breach the *Student Code of Conduct* and/or the *School Rules and Expectations*;
- Interfere with the rights of others;
- Interfere with the learning of others; and
- Through their behaviour, constitute a safety risk to themselves or others.

There are degrees of unacceptable behaviour and levels of escalation of dealing with the behaviour and disciplinary procedures vary according to the seriousness of the offending behaviour. The behaviour should be considered on a case by case basis and whether or not the poor behaviour is habitual.

In dealing with offending behaviour the following guidelines will apply:

1. Avoid exacerbating the problem by adopting the maxim of “rejecting the behaviour and not the student.”
2. Attempt to discover, and address, the underlying cause of the unacceptable behaviour.
3. Attempt to solve the problem at the classroom level, but if necessary, teachers should seek the assistance of senior staff or the Welfare Officer. It is important that teaching staff do not become too involved in welfare matters and they refer the student to the Welfare Officer if they think that welfare related issues are the underlying cause of the behaviour.
4. The school, via its senior staff, must organise support systems within the school as follows:
 - (a) To assist student by:
Providing counselling, and applying acceptable and justifiable measures to assist the student to control the unacceptable behaviour.
 - (b) To assist teacher by:
Providing appropriate support including counselling, advice and assistance in finding causes and solutions to the student’s unacceptable behaviour.
5. Staff be provided with a graduated, sequential and logical framework upon which to base responses to instances of unacceptable behaviour (see *Table of Stages*, page 5).
6. As soon as it becomes evident that habitual behavioural issues are developing, parents will be advised and are expected to assist the school in addressing and rectifying the situation.
7. As it is not considered reasonable to expect staff in charge of excursions and special events to be involved in continual discipline problems, which serve to reduce the educational experience for other students, or compromise safety, it may be necessary to exclude individual students from these activities.

8. Students who maintain unacceptable behaviour, despite intervention and best efforts at the school level, will be referred to the Lead Teacher and/or Deputy Principal. Parental co-operation in this regard is expected.
9. In the event of extremely serious and/or ongoing breaches of the *Student Code of Conduct*, it may be found necessary to suspend, or in very extreme cases, exclude a student in accordance with the *Discipline Policy*. In all instances the principles of procedural fairness outlined in the *Discipline Policy* will be followed.

BEHAVIOUR IMPROVEMENT STRATEGIES

Behaviour Support and Management is an agenda item at weekly staff meetings for the following reasons:

1. Ongoing evaluation of the implementation and effectiveness of the *Student Code of Conduct* and to establish and maintain consistency of teacher response to breaches of the Code of Conduct.

Note: Mobile phones are a source of distraction and disruption in the classroom and students are required to hand the phone into the teacher at the start of each lesson (see *Mobile Phone Policy*).

2. To ensure the provision of counselling and support for students, as required.
3. Facilitation of formal and informal in-servicing of staff in matters relating to discipline and student management.
4. To provide special assistance to beginning teachers to enable them to develop effective class management skills and sound discipline techniques.
5. To report as required, to the Principal or Deputy Principal, regarding behaviour management and school discipline.

PROGRESSIVELY STAGED APPROACH FOR DEALING WITH BEHAVIOURAL ISSUES

Detention is reserved for serious breaches of the *Student Code of Conduct*, and can have additional ramifications, such as exclusion from excursions, camps and loss of privileges. Consequently, a system which addresses discipline issues which go beyond those which might usually be dealt with in the classroom, but which also might not necessarily merit detention, is appropriate.

It is intended that this system would provide teachers with flexibility and options which may avoid the possible premature use of more serious sanctions.

As circumstances will vary in each case, teachers should use their professional judgement to determine the stage appropriate to each individual circumstance. They should also be aware it is not obligatory to work through all of the stages.

The whole process, rather than being purely punitive in nature, should result in modification of inappropriate behaviour, through the co-operative efforts of students, teachers, parents, and support staff where required. Building into a student's Individual Learning Plan measures supporting behaviour modification and management, provides a more adult approach and encourages self-monitoring of student behaviour.

TABLE OF STAGES

Stage 1	<ul style="list-style-type: none"> • Issues arising are dealt with at the class level. • Class teacher and student(s) are involved. • Teachers are to utilise the calm space/ time out within the classroom for 10 minutes, to allow a student to refocus.
Stage 2	<ul style="list-style-type: none"> • Persistent or more serious breaches of the <i>Student Code of Conduct</i>. • Collegial assistance may be provided by removing the student to time out in another classroom, to diffuse the situation. A reciprocal arrangement should be implemented so as not to undermine the authority of the classroom teacher. • Individual student's needs are considered. • Parent contact by class teacher may be warranted and/or referral to Welfare Officer/Lead Teacher/Deputy Principal. • Strategies to modify behaviour and measurable behavioural targets will be negotiated and established and a review date set.
Stage 3	<ul style="list-style-type: none"> • Ongoing breaches of the <i>Student Code of Conduct</i> or increased seriousness of an offence. • It is up to the classroom teacher's discretion on the amount of warnings given before the matter is reported to the Lead Teacher. • If the student is agitated or uncooperative it may be appropriate to phone the parent to discuss immediate removal of the student from the classroom to diffuse the situation. • It may be appropriate for the class teacher to remove the class from an agitated student who is displaying disruptive behaviour. • Formal interview involving the student, class teacher, Lead Teacher and Deputy Principal. • Strategies to modify behaviour and measurable behavioural targets will be negotiated and established and a review date set. • Referral to support services may be warranted. • Parents are advised of next possible stage of the process which may immediately be escalated to a short suspension decision.
Stage 4	<ul style="list-style-type: none"> • Suspension decision by Lead Teacher in consultation with the Deputy Principal and/or Principal, based on procedural fairness as outlined in the school's <i>Discipline Policy</i>. • Formal interview involving the student, class teacher, Lead Teacher, Deputy Principal and parents before student returns to school.
Stage 5	<ul style="list-style-type: none"> • Expulsion, based on procedural fairness as outlined in the school's <i>Discipline Policy</i>.

SCHOOL RULES and EXPECTATIONS

1. Care and respect for self and others

Examples of unacceptable behaviour would be:

Name calling, threatening behaviour, swearing, not telling the truth, destruction of personal property and property belonging to others, offensive/graphic or revealing clothing.

Possible consequences for unacceptable behaviour of this kind would be:

- Time out to reflect on the behaviour and where appropriate to make an apology to the person concerned;
- Restitution/replacement of damaged property;
- Exclusion from learning or activities, for repeated breaches; and
- Contact home to advise them of behaviour and seek their support in stopping it.

2. Safe, responsible and considerate behaviour

Examples of unacceptable behaviour would be:

Bullying, fighting, throwing harmful objects, using equipment dangerously, smoking on the school grounds, repeated calling out in class, intimidation.

Possible consequences for unacceptable behaviour of this kind would be:

- Being removed from the area;
- Investigation into the matter to determine the extent of the bullying and harassment;
- Exclusion from learning activities;
- Contact home to advise them of behaviour and seek their support in stopping it;
- Detention; and
- Call made to the authorities.

3. Obeying teacher instructions, speaking respectfully and cooperating as a citizen

Examples of unacceptable behaviour would be:

Disobedience, cheekiness, not accepting or fulfilling consequences of past misbehaviours, not helping to pack away equipment, leaving a mess, not being considerate of others.

Possible consequences for unacceptable behaviour of this kind would be:

- Apologies to those concerned;
- Being removed from the area and explanation of behaviour to Lead Teacher;
- Contact home to advise them of behaviour and seek their support in stopping it;
- Detention;
- Counselling;
- Exclusion from school outings and excursions for consistent misbehaviour; and
- Serious and extreme instances may lead to a suspension of the student.

4. Punctuality and Attendance

Examples of unacceptable behaviour would be:

Late to class, ignoring bells or instructions from teachers, slowness in heading toward assembly points, continuous unjustified absences, skipping lessons.

Possible consequences for unacceptable behaviour of this kind would be:

- Make up for lost time at recess/lunch;
- Work catch up;
- Contact home to advise them of behaviour and seek their support in stopping it;
- Detention; and
- Report to departmental authorities via Navigator (Vic) or Home School Liaison Officer (NSW).

5. Respecting property

Examples of unacceptable behaviour would be:

Littering on school grounds or when representing the school during an excursion, wilfully or carelessly damaging school property or the property of others, theft.

Possible consequences for unacceptable behaviour of this kind would be:

- Cleaning the school ground of litter;
- Banned from using particular items or equipment;
- Replacement or repair of damaged caused;
- Replacement of stolen articles;
- Notification of behaviour to parents; and
- Call made to the authorities.

It should be understood that *in serious cases of theft or vandalism, legal action beyond the control of the school could result.*

Any behaviour that infringes on other people's safety such as harassment, bullying or any illegal behaviour will not be tolerated at our School .