



Student Behaviour Management Guideline

This Guideline should be read in conjunction with the *Student Behaviour Management Policy*.

1 Background

- 1.1 This Guideline has been developed to provide assistance in the practical application of the *Student Behaviour Management Policy*.
- 1.2 It is based on a proactive, positive approach to behaviour management and support.

2 Key Principles

- 2.1 A proactive, positive approach to discipline is based on the following key principles:
 - students and staff have the right to work and learn free from disruptions, abuse, threat or fear
 - a positive relationship between staff and students and a positive learning environment should be maintained
 - student wellbeing and the prevention of inappropriate behavior is enhanced through a focus on the College values, early intervention, education and student engagement
 - all members of the community need to be fully aware of the standards of behaviour expected and the consequence of not adhering to those standards
 - consistent application of expectations
 - a firm, fair and consistent approach by staff in the application of consequences for expectations not met
 - consequences should be commensurate and relevant to the breach
 - individuals must accept responsibility for their own behaviour and for correcting inappropriate behaviour.

3 Behaviour Management

- 3.1 The College aims to foster self-discipline and responsible citizenship through a clear, firm, consistent approach to managing student behaviour.
- 3.2 High standards of personal conduct are expected from all students to ensure a safe and secure environment.

- 3.3 The College does not use or promote corporal punishment of any kind, nor does it condone the administering of corporal punishment by parents or caregivers to enforce the discipline of the College.
- 3.4 When responding to incidents of inappropriate behaviour, the College will implement consequences which are guided by the core concepts of fairness and restorative justice. Consequences should:
- be appropriate to the behaviour
 - be consistent in application (while being mindful of special circumstances)
 - address any harm done to another party
 - attempt to restore positive relationships between the individuals involved.
- 3.5 Examples of serious offences include:
- inappropriate use of the College's electronic communication system and network
 - rudeness or the use of obscene language
 - misuse of others' belongings
 - defacing property including the writing of graffiti
 - absence from school or lessons without permission
 - driving to school or on the school grounds without the permission of the Head of Senior School.
- 3.6 Examples of very serious offences include:
- harassment or bullying in any form, including cyber-bullying and excluding others
 - the theft of others' belongings
 - bringing the College's reputation into disrepute through inappropriate language or conduct, including through electronic communication systems
 - smoking or the possession of cigarettes on the College premises, on school excursions or travelling to or from school excursions, at school functions or anywhere in school uniform
 - the possession or consumption of alcohol on the College premises, on school excursions or travelling to or from school excursions, at school functions or anywhere in school uniform
 - the possession, use or misuse of illegal drugs at any time, under any circumstances
 - the misuse of legal drugs or substances at any time, under any circumstances
 - inappropriate physical, abusive or verbal treatment of others
 - plagiarism or cheating
 - inappropriate use of technologies.

4 Disciplinary Response and Procedural Fairness

- 4.1 The College accepts that effective behaviour management does not require absolute uniformity.

- 4.2 Any breach of the Student Code of Behaviour will be assessed on an individual basis taking into account the age/maturity of the student, the full circumstances of the incident, the level of seriousness of the breach and her general attitude and progress.
- 4.3 The College will respond with increased seriousness should:
- dishonesty be revealed during any inquiries
 - an older girl involve younger students in any misdemeanours or
 - the student has a history of repeat offences.
- 4.4 Investigations into incidents of serious inappropriate or unacceptable behaviour which could result in suspension or expulsion will be conducted following the guidelines relating to procedural fairness. These include:
- informing the student and the parents of the accused student of the substance of any allegations made against them and providing them with an opportunity to respond
 - making reasonable inquiries or investigations before making a decision
 - ensuring so far as reasonably practicable, there are no reprisals against the person who reported the situation or any witnesses who have provided information
 - ensuring so far as reasonably practicable, that no person decides a case in relation to which they have a conflict of interest
 - acting fairly and without bias
 - conducting the investigation without undue delay
 - offering the services of the College Counsellor or other counseling agencies to the student and parents
 - emphasising the need for confidentiality on the part of all involved throughout the process.
- 4.5 Suspension and expulsion are at the discretion of the Principal.

5 Staff Behaviour

- 5.1 Staff should behave in line with the Staff Code of Behaviour at all times.
- 5.2 In addition staff should:
- seek to build positive relationships with all members of the College community
 - model the College values and expected behaviours in interactions with others
 - be responsible for student behaviour management
 - use positive reinforcement, praise and encouragement for good behaviour, attitude, striving and performance for individuals or groups
 - draw attention to the positive behaviour being demonstrated, where appropriate
 - recognise effort and achievement through awarding certificates, stickers, colours, and other awards as appropriate in assemblies, year level meetings, class etc

- notify parents via letter, diaries, email, phone of positive things their daughter has achieved
- use coaching techniques to have the student take responsibility for their own behaviour and actions
- implement consistent classroom routines and procedures:
 - insist on orderly entry and dismissal from class
 - have procedures for roll marking, resource distribution, setting and marking homework, answering questions, use of student diary, bookwork, getting help in learning/task time etc
 - insist students are attentive when others speak
 - be punctual and prepared for learning
 - build success, choice, belonging and the joy of discovery and learning into every lesson for every student, and
 - communicate and listen well.

6 Managing Inappropriate behaviour

6.1 In managing inappropriate behaviour, staff should:

- avoid over-reacting to minor offences
- remain calm – it is the behaviour not the child that is the focus
- try to have the student identify which value the behaviour does not adhere to and provide guidance as necessary
- emphasise that actions have consequences and that both appropriate and inappropriate behaviour are choices which the student can make
- follow up as necessary to check that consequences are applied
- use a least intrusive (non-verbal) to most intrusive (appropriately assertive) approach.

6.2 Suggested techniques that can be used include:

- non-verbal messages:
 - eye contact for off-task students
 - facial messages, smile, stare, nod
 - move and stand beside the students
 - gestures, hand up, touching desk etc
- casual statements or questions e.g. How's it going? Where are you up to?
- simple quiet directions using the person's name e.g. "Mary" or "Put the pencil down please" etc
- reminder/restatement e.g. "You know the procedure, we put our hands up to ask a question"
- questions and feedback e.g. "What are you doing that you shouldn't be doing? What should you be doing? or You should be doing..."
- distractions and diversions:
 - inviting some assistance
 - asking a question
 - giving them a task

- inviting another student to work with her, or
 - asking the student to move
- use of appropriate humour
- acknowledging the student's frustration or anxiety and refer the student to appropriate behaviour
- taking the student aside and if they are upset, giving a cooling off period before resuming work
- checking that the student knows what they should be doing before asking them to go back to their desk
- giving clear commands especially in dangerous situations. "Put that bottle down now! Move over here and wait." Then further talk and follow up action
- assertive message e.g. "I am not happy with X behaviour"
- simple choice e.g. "Mary and Anne, you have a simple choice to either sit together and stay on the task or if you remain distracted, I will move you"
- withdrawal; if the student has chosen not to behave within the expectations of the learning environment. The student is not respecting the rights of others and does not therefore have the right to be in the class and should be referred to the Head of Learning Area.

7 Authorisation

7.1 Principal

THIS DOCUMENT IS UNCONTROLLED IF PRINTED