

Behaviour Management Policy



Policy Statement

- 1 Our Behaviour Management procedures will be consistent with
 - Our Vision and Ethos
 - Our Beliefs about Effective Teaching and Learning
 - Department of Education Policy and Procedures
 - Behaviour Management in Schools Policy
- 2 Our Behaviour Management practices will be reviewed regularly, including consultation with the wider college community
- 3 At Cape Naturaliste College we will effectively manage student behaviour by:
 - Providing highly effective teaching and learning programs
 - Providing a positive and engaging college environment (social and physical)
 - Ensuring all college structures and processes are reinforcing positive behaviours
 - Ensuring effective support systems are in place for students and college staff

Beliefs and Understandings

At Cape Naturaliste College staff agree to work collaboratively according to shared goals and processes that are based on principles of good practice in behaviour management. Procedures and programs are informed by student behaviour data and staff consultation. The college's Behaviour Management Plan provides guidelines on the college approach to managing student behaviour and outlines the codes of behaviour for staff and students, roles and responsibilities, procedures and support systems.

All members of the college community have the right to a safe and supportive learning environment. We believe that students can learn and that behaviour is learnt and occurs within a context. This means that we need to model and teach the behaviours we want (i.e. the code of conduct) and to take an educative approach to intervening when misbehaviour occurs.

Since relationships are central to teaching and learning we work towards building, maintaining and repairing relationships with students. All procedures and systems in the school aim to support classroom teachers to develop and maintain positive engaging classrooms.

Not all students will be able to show these behaviours at all times and in all situations. Many will need modelling, learning opportunities, feedback and recognition. Some will need our collective effort and problem solving to intervene and support the student to change behaviour patterns. We expect patterns of challenging behaviour at certain stages of adolescent development.

The best way to manage inappropriate student behaviour is to adopt a positive and proactive approach to minimising and preventing this type of behaviour before it occurs. When a student misbehaves it is crucial that the level of disruption is matched with an appropriate level of response and that a focus on de-escalation is maintained. The changing context of students, education and society in general places demands on an individual teacher's professional expertise calling for collaborative teacher led professional development and problem solving.

At Cape Naturaliste College we recognise that, individually and collectively, we have the capacity to develop a positive core set of contextually appropriate behaviours in our students.

College Code of Conduct - Ensuring the Positive Learning Environment at Cape Naturaliste College.

The college is committed to establishing a positive and safe learning environment where all its members can achieve personal excellence. Everyone in our community has the right to feel safe while in the college. These guidelines are to ensure that the college community has the highest level of conduct and behaviour at all times so that personal excellence can be achieved. The all-encompassing foundation is that:

All members of the college will be responsible for their actions and will model respect for each other all of the time.

To this end students are expected to:

- *Follow instructions given by a teacher;*
- *Complete all work to the best of their ability and submit work completed and when required;*
- *Treat others with respect and courtesy at all times;*
- *Engage in safe and cooperative behaviour;*
- *Treat college property and the property of others with care and respect.*
- *Act in a manner that does not disrupt the learning environment or endanger the safety and well-being of others.*

In addition it is assumed that all students will:

- *Be prepared for each class by bringing the required books, stationery and equipment and/or clothing and;*
- *Observe special safety requirements that apply in areas such as workshops, laboratories or studios.*

Creating a Positive Environment at Cape Naturaliste College

In order to create a positive environment, staff are encouraged to:

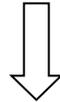
- Ensure the curriculum is relevant and engaging
- Build relationships by engaging students in conversations
- Communicate with other staff
- Plan ahead if you are anticipating problems – know the college's procedures and seek the support of others while you work on the problems
- Promote excellence
- Recognise student achievement and commend students
- Set clear boundaries and limits, and ensure the classroom is safe for all students
- Ensure you are consistent and procedurally fair
- Where possible, give students choices as a means of helping them to take responsibility for their own actions
- Ensure your response is in proportion to the level of misbehaviour displayed and use low key responses where possible
- Take responsibility for your own professional learning and refresh your understanding of behaviour management theory, such as Classroom Management Strategies (CMS) and school procedures
- Try to make the physical classroom environment as appealing as possible
- Be friendly to your students; get to know their names, interests and abilities
- Show pride in the school, your profession and yourself and be a positive role model
- Recognise and reward good behaviour
- Involve parents but don't expect them to solve the problems for you

Behaviour Management Layers at Cape Naturaliste College

Layer 1 - A Positive Approach to Behaviour Management

By adopting a positive approach to behaviour management we can minimise inappropriate behaviours. At Cape Naturaliste College we will strive to provide:

- Relevant, engaging & appropriately challenging work
- A safe, supportive and positive classroom & college tone
- Positive relationships
- Clear boundaries & expectations
- Low key responses to minor misbehaviours
- A focus on minimising misbehaviour, de-escalation of conflict & restoration of relationships
- An educative approach to behaviour management
- Positive parental involvement



Layer 2 - Teacher-Based Intervention

At CAPE NATURALISTE COLLEGE we understand that despite our best efforts to develop a positive college environment some students will show a pattern of persistent misbehaviour. When a pattern of misbehaviour becomes apparent, the classroom teacher will adopt a documented problem solving approach (IBMP) which will outline:

- The problem behaviours and the dates they occurred
- Teacher reflections on the context, triggers, possible learning challenges, involvement of others and likely purpose of the misbehaviour
- Strategies adopted to address the problem behaviours
- Records of contact with parents (compulsory) & any involvement of other support staff on SIS Behaviour Module

Due to the collaborative nature of the Teaching and Learning at Cape Naturaliste College, a common and consistent approach to managing and dealing with misbehaviour is required. As teachers at Cape Naturaliste College it is important that we develop and maintain an approach to managing student behaviour, at the teacher level, that is consistent with this policy and is also well understood and accepted by the students. This approach will also include protocols for dealing with issues such as student movement around the room, managing noise levels, intervention by other teachers sharing the same teaching spaces etc. Some common approaches for teachers to consistently manage student behaviour include: three clear verbal warnings, isolation within the classroom, withdrawal to another classroom, loss of break times, single period withdrawal, which must be followed up with parent contact by the teacher.

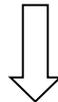


**Layer 3 – Head of Learning Area Intervention - Years 8 -12
Team Leader Intervention – Year 7**

Where teacher-based intervention has not been successful, or where more serious and ongoing behaviour problems exist, a learning area approach will be required. Led by the HOLA / Team Leader this approach is based on the process used for Layer 2, but involves a collaborative approach where individual teachers and their HOLA / Team Leader contribute to the problem solving process and the implementation of strategies to modify the inappropriate behaviour. The HOLA / Team Leader may also use sanctions such as extended withdrawal. The HOLA / Team Leader will take responsibility for ensuring a clear and coordinated approach is adopted, student conferencing is conducted, regular contact is maintained with parents, appropriate documentation is completed and noted on SIS Behaviour Module and the impact of the plan is monitored and reviewed.

In addition, Year 7 students will be rewarded for maintaining a level of Good Standing status throughout the term/year. Good Standing status acknowledges positive student behaviour with a focus on creating a safe and supportive classroom environment, building positive relationships with staff and other students, clear boundaries and expectations and positive parental involvement. All Year 7 students will begin the term/year with Good Standing. This makes them eligible to attend reward days at the conclusion of each term, as organised and run by the Team Leader. Students will lose their Good Standing status if they receive a: suspension, in school suspension, extended class withdrawal or multiple single period withdrawals. In these cases, the Year 7 Team Leader will notify the parents of loss of Good Standing status.

Good Standing also applies to students in Years 8-12. Please refer to the document titled ***Cape Naturaliste College Good Standing Policy***.



Layer 4 – Whole School Intervention (Led by Associate Principal)

Where ongoing misbehaviour cannot be successfully managed by HOLA /Team Leader Intervention, or the misbehaviour is of a very serious nature (such as violence, harassment of staff or students, etc.), formal involvement of the Associate Principal will be required. Led by the Associate Principal this approach is based on the process used for Layer 3, but is likely to involve collaboration with outside agencies, increased parental involvement and may include the use of formal sanctions such as in-school suspension, suspension (communicated to parents on behalf of the Principal) and recommendation for exclusion (with the permission of the Principal). All sanctions applied by the Associate Principal, must be authorised by the Principal. Successful behaviour management will continue to require a team approach to allow the resources of the whole teaching team to be deployed to creatively address the problem behaviour. The Associate Principal will take responsibility for ensuring a coordinated approach is adopted, contact is maintained with parents, appropriate documentation (IBMP, suspension processing etc.) is completed and noted on SIS Behaviour module and the impact of the plan is monitored and reviewed.

Support people and their roles at Cape Naturaliste College

While teachers are encouraged to seek the support of other staff, it is essential that they retain ownership of the misbehaviour that has occurred in their own classroom or in the yard. Seeking support of others is encouraged, but expecting others to solve your problems or take ownership of the problem is not appropriate.

Other teachers – At Cape Naturaliste College staff work collaboratively and will actively support one another. Teachers have a wide range of skills, personality types, interests and abilities and when these skills and capabilities are applied collaboratively and creatively many of the problematic student behaviours can be effectively addressed and modified. From a behaviour management perspective, other teachers may be able to offer observations about the behaviour of students and provide alternative classroom management strategies. Teachers may also be able to support one another by facilitating conflict resolution or by using their own relationship with a student to support the work of their colleagues.

Parents – Parents have a crucial role in the behaviour management process. It is compulsory that parents are informed about serious or ongoing behaviour management problems and there should be no surprises for parents in the end of semester reports. Many parents will be able to provide useful information about the student and possible strategies to modify the misbehaviour. When the teacher and parents are working to the same plan and reinforcing the same messages it is very powerful. Teachers should remember that many parents are struggling with the student's behaviour at home and are often frustrated by feeling powerless. It is crucial that teachers keep parents informed and provide an opportunity for input from the parent, but the teacher must not expect the parent to solve the problem for them.

Year 7 Team Leader – The Year 7 Team Leader at Cape Naturaliste College is an experienced teacher who has had experience supporting colleagues dealing with difficult students. As a Team Leader they may also have developed a thorough understanding of the students who are displaying problematic behaviours and may have developed a strong rapport with the student's parents. The Team Leader may also be able to access other support where appropriate. It is crucial that teachers have an open and healthy level of communication with the Team Leader regarding behaviour management to allow a proactive and timely response to growing problems.

Year Coordinators: (Years 8 - 12) – They will have developed a strong understanding of all of their particular students, their backgrounds, their current issues, their behavioural triggers and strategies and techniques that may assist in managing student behaviour. They will also have developed a strong rapport with the student's parents / carers. The Year Coordinators are able to offer support and information at all layers of the Behaviour management System. They will also have an ongoing role in the monitoring and follow up of student behaviour in consultation with the Associate Principals.

Head of Learning Areas (HOLAS) – The HOLAs at Cape Naturaliste College are experienced Level 3 teachers who have had experience supporting colleagues dealing with difficult students. In consultation with the classroom teacher, parents and other support staff they will lead the management of

ongoing student behaviour issues within a particular Learning Area. The HOLAs will communicate with Year Coordinators, Associate Principals and other support staff to develop and implement appropriate strategies and consequences in response to a student's failure to modify poor behaviour at Layers 1 & 2. It is crucial that teachers have an open and healthy level of communication with the HOLAs regarding behaviour management to allow a proactive and timely response to growing problems.

Associate Principal – Like the Year 7 Team Leader and Year Coordinators, the Associate Principal is likely to have a good understanding of the student who is causing concern and may have a good rapport with the student and their parents. The Associate Principal will also be able to share a range of experiences and approaches that may assist the teacher. Where more serious misbehaviour has occurred, the Associate Principal may also choose to impose a range of consequences that are not available to teachers such as suspension (under authorisation of the Principal).

School Psychologist – The school psychologist can assist teachers by providing a general perspective on behaviour (such as purposes of misbehaviour, appropriate behaviour modification strategies etc.) and may be able to provide some specific information about individual students that will assist in the classroom. The school psychologist may also be able to apply their specific skills to support conferences or meetings that may require skilled facilitation. Teachers are encouraged to work with the school psychologist where appropriate; however, formal involvement of the school psychologist will only occur when the Associate Principal has made a referral. If teachers feel there is a need for involvement of the school psychologist, they should speak to the Team Leader or Year Coordinator, who will then liaise with the relevant Associate Principal.

School Nurse – The school nurse may be able to provide non-confidential information about a student that will assist teachers' understanding of specific needs or issues. It may also be appropriate for the nurse to support the teacher when there are medical or health concerns. Teachers are encouraged to work with the school nurse where appropriate; however, formal involvement of the school nurse will only occur when the Associate Principal has made a referral. If teachers feel there is a need for involvement of the school nurse, they should speak to the Team Leader or Year Coordinator, who will then liaise with the relevant Associate Principal.

School Chaplain - Some students develop a strong relationship with the school chaplain and that relationship can be the key to a successful behaviour management program. The school chaplain can support teachers by mediating or advocating on the behalf of teachers and students. If teachers feel there is a need for involvement of the school chaplain, they should speak to the relevant Team Leader or Year Coordinator. Students can also self-refer to the School Chaplain.

Revised 13 March 2019