



Behaviour Management Policy

Policy Statement

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.
- Our School Values of Respect, Responsibility and Success.

At Cape Naturaliste College we have developed a policy based upon restorative practice.

- Positive interpersonal relationships, which are a major influence on behaviour.
- A culture of high care, which supports all individuals in the school community, acknowledging those with complex needs.
- Cultural receptiveness and responsiveness, which is key to creating learning communities of mutual respect and inclusion.
- A restorative approach which leads to individuals taking responsibility for their behaviour.

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 multi-tiered systems of support are in place for all students.
- Building and maintaining a culture of positive behaviour.

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 Policy 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.

Creating safe, inclusive, supportive and culturally responsive environments that enable students to fulfil their learning potential, is a shared responsibility of all members of the school community. 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, as well as for those whose behaviour is a manifestation of disability, requiring complex needs case management. Developing an inclusive classroom community requires a dynamic and positive approach to ensure full participation and engagement for all students. This in turn will allow them to develop empathy for one another, understand relationships in a more positive sense and cope with challenging situations in a constructive manner.

The best way to manage problematic 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. We prioritise the safety of all members of the school community, including taking all reasonable steps to keep the school environment free from; violence, aggression, discrimination and bullying.

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

The College is committed to establishing a positive, safe and caring 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 so that personal excellence can be achieved. The College Code of Conduct relates to behaviour that all students are required to learn and maintain whilst at school. A student's behaviour (or learned actions) identified in our school's Code of Conduct contribute to each student's individual and personal growth and development, as well as the school's good order and appropriate management.

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.*
- *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.*
- *Establish and build positive connections with peers and adults.*
- *Make responsible decisions.*
- *Work effectively with 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.*
- *Be encouraged on their pathway to adulthood, to grow, self-regulate, peer-regulate and reduce the need for school intervention.*
- *Continually uphold the College Values of Respect, Responsibility and Success*

Creating a Positive Learning Environment at Cape Naturaliste College

Cape Naturaliste College is a positive, safe, caring, and inclusive learning environment, which recognises and acknowledges the diversity within our school community.

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

- Ensure the curriculum is relevant and engaging.
- Build relationships by engaging students in meaningful conversations.
- Communicate positively and collaboratively with other staff.
- Promote excellence, responsibility, respect, and success.
- Recognise student achievement and commend students on their efforts.
- Use a preventative approach (by planning ahead if anticipating problems and understanding the College's procedures by seeking the support of other staff through a collaborative problem-solving approach)
- Set clear boundaries and limits, and ensure the classroom is safe for all students.
- Ensure consistency, fairness and where possible, give students choices as a means of helping them to take responsibility for their own actions.
- De-escalate unsafe and/or aggressive behaviour and ensure the response is in proportion to the level of problematic behaviour displayed and using low key responses where possible.
- Take responsibility for their own professional learning and refresh their personal practices to continue to enhance the learning outcomes for all student's needs.
- Engage in reflective practice to enhance the learning outcomes for students with complex behaviour support needs.

- Create a physical classroom environment which is safe, comfortable and reflects a respectful acceptance of difference and diversity in others.
- Be friendly to your students; get to know their names, interests, and abilities.
- Show pride for the college, your profession and yourself and be a positive role model.

All staff will model and promote personal responsibility and accountability for positive behaviour across the school community and wherever possible apply a restorative approach to build and maintain relationships with students. This will often mean working with parents/caregivers to address student behaviour and provide opportunities for student and family voice where appropriate.

Behaviour Management Layers at Cape Naturaliste College

Our behaviour management processes holistically respond to student's needs and provide tiered and interconnected interventions, so each student receives the appropriate level of support. This enables our school to view student behaviour through multiple lenses and assists staff to identify, plan, resource and monitor student achievement, engagement, wellbeing and further connect services and support to manage each individual student's needs.

Layer 1 – A Positive Approach to Behaviour (Universal approach)

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

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| <ul style="list-style-type: none"> • Relevant, engaging & appropriately challenging work • A safe, supportive and caring classroom • A positive college tone • Positive and collaborative relationships • Clear boundaries & expectations | <ul style="list-style-type: none"> • Low key responses to minor problematic behaviours • A focus on minimising misbehaviour, de-escalation of conflict & restoration of relationships • An educative approach to behaviour management • Positive parental involvement |
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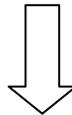
Layer 2 – Teacher-Based Intervention (Universal approach)

At Cape Naturaliste College we understand that despite our best efforts to develop a positive college environment some students will show a pattern of problematic behaviour. When this becomes apparent, the school will implement a documented behavioural support - problem solving approach, 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/carers (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. It is important that staff develop and maintain an approach to managing student behaviour, that is consistent with our policy and is well understood and accepted by the students.

This approach will also include protocols for dealing with issues such as: student movement around the room and managing noise levels. Common approaches for teachers to consistently manage student behaviour will be followed assiduously and include: three clear verbal warnings, re- location within the classroom, loss of break times, or a single period withdrawal, which must be followed up with parent contact by the teacher (either by phone call or email).

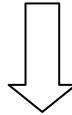


Layer 3 – Head of Learning Area Intervention (Targeted approach)

Where teacher-based intervention has not been successful, or where more serious and ongoing problematic behaviours exist, a learning area approach will be required. Led by the Head of Learning Area (HoLA) this approach is based on the process used for Layer 2 but involves a collaborative approach where individual teachers and their HoLA contribute to the problem solving process and the implementation of strategies to modify the problematic behaviour. The HoLA may also use sanctions such as extended subject withdrawal. An extended subject withdrawal will be approved by the relevant HoLA and an in-school withdrawal can only be approved by the Associate Principal in consultation with the college Principal. The HoLA will take responsibility for ensuring a clear and coordinated approach is adopted, student conferencing is conducted, regular contact is maintained with parents/carers, appropriate documentation is completed and noted on SIS Behaviour Module and the impact of the plan is monitored and reviewed.

In addition, all students from Years 7-12 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 students will begin the term/year with Good Standing. This makes them eligible to attend reward days and events, as organised and run by the Year Coordinator. Students will lose their Good Standing status if they receive: multiple single period withdrawals, extended class withdrawal, in-school withdrawal, or suspension. In these cases, the relevant Year Coordinator will notify the parents/carers of loss of Good Standing status.

Please refer to the document titled ***Cape Naturaliste College Good Standing Policy***.



Layer 4 – Whole School Intervention - Led by the Associate Principal (Intensive approach)

Where ongoing misbehaviour cannot be successfully managed by the HoLA 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. The presence of multiple risk factors must also be considered in this tier of intervention. Led by the Associate Principal this approach is based on the process used for Layer 3, but is likely to involve a functional behaviour problem solving approach, collaboration with outside agencies, increased parental/carer involvement and may include the use of formal sanctions such as in-school withdrawal, suspension (communicated to parents on behalf of the Principal) and recommendation for alternate learning setting (ALS) referral, Section 24 arrangement or exclusion. This approach may be required for students with complex needs or those who require a level of coordinated personalised support due to multiple challenges.

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 problematic behaviour and maintain cohesion of behaviour support for the student across all contexts and with all staff. 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, together with the student's welfare, 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 problematic behaviour that has occurred in their own classroom or in the yard. Seeking support of others is encouraged; however, expecting others to solve these concerns or take ownership of the problem is not appropriate.

Teaching staff:

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.

Year Coordinators: (Years 7 - 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, through the Good Standing Policy, in consultation with the Associate Principals.

Head of Learning Area (HoLAs) – The Head of Learning Areas (HoLAs) at Cape Naturaliste College are experienced Level 3 teachers and administrators 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 in 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 a growing problem.

Associate Principal – Like the 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/carers. 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 in-school withdrawal or suspension (under authorisation of the Principal).

Student Services staff:

School Psychologist – The School Psychologist (SP) 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 SP may also be able to apply their specific skills to support conferences or meetings that may require skilled facilitation such as completion of a functional behaviour assessment. Teachers may liaise with the SP 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 Year Coordinator, who will then liaise with the relevant Associate Principal.

Learning Support Coordinator (LSC) – The Learning Support Coordinator (LSC) is an experienced classroom teacher who has had experience supporting students who may be displaying problematic behaviour due to disabilities or learning difficulties and may have developed a strong rapport with the student’s parents/carers. The LSC can assist teachers by providing information and strategies to support those students who are experiencing difficulty accessing the classroom curriculum in an appropriate manner.

Aboriginal and Indigenous Education Officer (AIEO) – The Aboriginal and Indigenous Education Officer (AIEO) may be able to assist teachers by providing appropriate strategies and information to assist with addressing the behaviour of certain students. Like the Year Coordinators, the AIEO may also have a good rapport with the families of some students to assist with addressing specific behaviours.

Youth Support Worker (YSW) – The Youth Support Worker (YSW) is able to assist those students wishing to explore vocational options outside of the school context. This staff member has experience in exploring the options available to students in Years 10, 11 and 12 which may assist teachers in addressing student interests and future pathways.

School Health Nurse – The School Health Nurse (SHN) 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 SHN where appropriate; however, formal involvement of the SHN 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 relevant Year Coordinator, who will then liaise with the relevant Associate Principal. Students can also self-refer to the School Health Nurse.

School Chaplain - Some students develop a strong relationship with the School Chaplain (SC) and that relationship can be the key to a successful behaviour management approach. The SC 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 Year Coordinator. Students can also self-refer to the School Chaplain.

Community members, external agencies and service providers:

There may be opportunities for a community led design process to develop approaches that are responsive to local needs or for specific cases. A co-design approach focuses on developing a shared understanding with all participants, agreeing on purpose and objectives, generating, and implementing agreed ideas and reviewing and evaluating the approach. An example of this would be a documented plan (which focuses on factors that impact on student behaviour, identifying the student’s needs, the function of a student’s behaviour, and/or teaching alternative behaviours) which has been developed through engaging with and seeking input from parents and other relevant stakeholders. A key focus of the co-design approach is building relationships with all relevant participants to address and support student behaviour maintaining a focus on effective case management. Examples of these type of service providers could include SSEN:BE, SSEN:D, Compass Engagement Team, Lead School Psychologist, ALS.

Parents/Caregivers:

Parents/Caregivers have a crucial role in the behaviour management process. It is essential that parents are informed about serious or ongoing behaviour management problems. Many parents/caregivers will be able to provide useful information about the student and possible strategies to modify the problematic behaviours. When the teacher and parents are working to the same plan and reinforcing the same messages it is very powerful. Teachers should remember that some parents may be struggling with the student's behaviour at home and may feel frustrated and powerless. It is crucial that teachers keep parents/caregivers informed and provide an opportunity for input from the parent/caregiver to develop a coordinated and personalised approach for the student.