

FAIRBRIDGE COLLEGE

Behaviour Management Policy

Policy No	Version	Update Information	Approval Date	Authorised
PP2000_16_P11	1.0	New document	Sept 2017	Council
	2.0	<p>Revised and combined sections 1 & 2 to include clarified definitions of child abuse, corporal and degrading punishment.</p> <p>Removed generalized Code of Conduct (Sec 3) and made reference to specific Codes under “Responsibilities”</p> <p>Revised introduction to procedures to emphasise the College philosophy relating to student behaviour.</p> <p>Provided more clarity around suspensions and exclusions.</p> <p>Included section</p>	Aug 2019	Council

Document Owner	College Principal
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Supporting Documents (internal)	Staff Code of Conduct Policy Student Responsibilities and Rights Parent Code of Conduct & Visitor Guidelines Disputes and Complaints Policy Smoking and Substance Abuse Policy Student Welfare Policy Anti-Bullying Policy
Supporting Documents (external)	<i>Guide to the Registration Standards and other Requirements for Non-Government Schools in Western Australia 2020</i>
Forms	
Legislative Requirements	<i>School Education Act (1999)</i> <i>School Education Regulations (2000)</i>
Work Instructions	
Other References that may be applicable to this Policy	

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1 INTRODUCTION

Fairbridge College strives to develop a learning environment that is free of violence, coercion and discrimination and minimizes the impact of disruptive behaviour. All members of the College community share the responsibility for reducing potential conflict and maintaining a collaborative, cooperative and respectful environment.

In all situations and in particular with regards to managing students' behaviour, the College explicitly forbids child abuse, corporal and degrading punishment.

Corporal punishment, as defined in the *Guide to the Registration Standards and Other Requirements for Non-Government Schools (the Guide)* as:

any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light; typically involving hitting the child with the hand or with an implement; can also include, for example, forcing the child to stay in an uncomfortable position. It does not include the use of reasonable physical restraint to protect the child or others from harm.

Degrading punishment, as defined in the *Guide* is:

any punishment which is incompatible with respect for human dignity, including corporal punishment and non-physical punishment which belittles, humiliates, denigrates, scapegoats, threatens, scares or ridicules the child.

There are four forms of **child abuse** defined in the *Guide* that are covered by WA law. :

1. Physical abuse occurs when a child is severely and/or persistently hurt or injured by an adult or a child's caregiver.
2. Sexual abuse, in relation to a child, includes sexual behaviour in circumstances where:
 - a. the child is the subject of bribery, coercion, a threat, exploitation or violence;
 - b. the child has less power than another person involved in the behaviour; or
 - c. there is a significant disparity in the developmental function or maturity of the child and another person involved in the behaviour.
3. Emotional abuse includes:
 - a. psychological abuse; and
 - b. being exposed to an act of family and domestic violence.
4. Neglect includes failure by a child's parents to provide, arrange or allow the provision of:
 - a. adequate care for the child; or
 - b. effective medical, therapeutic or remedial treatment for the child.

In light of this, the aim of this behaviour management policy at Fairbridge College is to provide a consistent approach to behaviour development and management. The aim of all behaviour management processes is to mitigate any potential risk to the College community. In this regard, all matters will be responded to promptly and in an ongoing manner to protect the integrity and reputation of the College and its students.

2 RESPONSIBILITIES

2.1 LEADERSHIP TEAM RESPONSIBILITIES

The Leadership Team is responsible for:

- developing and review appropriate policy and procedures;
- supporting staff in implementing the Behaviour Management Policy;
- following the Staff Code of Conduct;
- participating in regular debriefing sessions;
- modeling appropriate behaviours ;
- recognising and rewarding positive behaviours and student achievement; and,
- being accountable for the College's operations and policy.

2.2 STAFF RESPONSIBILITES

The staff are responsible for:

- familiarising themselves with the Behaviour Management Policy;
- following the Staff Code of Conduct;
- participating in regular debriefing sessions;
- creating a positive learning environment;
- modeling appropriate behaviours;
- being proactive when dealing with discipline issues;
- recognising and rewarding positive behaviours and student achievement;
- informing and involving parents/carers in their student's behaviour management; and,
- writing and reviewing IEPs for their caseload of students.

2.3 STUDENT RESPONSIBILITES

The students are responsible for:

- following the Student Code of Conduct;
- be aware of the procedures if the Code is not followed;
- build positive relationships with peers and staff that reflects respect and assists in building a positive school culture.

2.4 PARENT/CARER RESPONSIBILITES

The parents/carers are responsible for:

- supporting the College's Behaviour Management Policy and the Student Responsibilities and Rights Policy;
- follow Parent Code of Conduct and Visitor Guidelines;
- communicating with staff (especially Advisory Teachers) about issues and concerns; and,
- collaborating with staff to ensure their student has the best support available.

5 TRACKING STUDENT BEHAVIOUR

All student behaviour notes and attendance is centrally stored in SEQTA database. This data is continually reviewed and, where necessary, parents are invited to attend a conference to address concerns. Teachers will also use this information to identify trends in student behaviour; track the improvement or deterioration of student behaviour; and, record correspondence with stakeholders regarding student behaviour.

6 DEBRIEFING

At the end of each school day, the staff convene a brief meeting to discuss individual student behaviours and/or general concerns regarding particular students. This forum allows staff to learn about how students are behaving in other classes and create whole-College strategies for dealing with misbehaviour. This is also the time when staff determine the consequences for students who misbehave. Following this debrief, TAG leaders are required to advise parents/carers of these consequences and enter the details of this contact into the database.

7 PARENT/CARER CONTACT

The College values its partnership with the parents and carers of its students. The early involvement of parents in the consultation and behaviour management process maximizes the likelihood of modifying student behaviour. Staff will contact parents/carers regarding serious behavioural or attendance issues in order to develop appropriate strategies in partnership with them. Initial contact is made by phone and, when necessary, a conference at the College is arranged.

Conversely, parents/carers are encouraged to contact the College if there are significant changes in a student's family structure, health issues or general concerns at home. This gives the staff the opportunity to help parents plan for their student's needs.

9 BEHAVIOUR MANAGEMENT PROCEDURES

Fairbridge College's behaviour management focuses on:

- maximising engagement and communication;
- developing acceptable standards of behaviour;
- encouraging students to take responsibility for their behaviour; and,
- role modelling communication and conflict resolution methods.

Fairbridge College believes that a whole school approach, grounded in positive psychology and trauma informed practice, is critical to success. All of the staff undergo regular training and professional learning to ensure that management of student behaviour is consistent.

Behaviour management at Fairbridge College is proactive in nature, aiming to meet students' needs, and encouraging them to be reflective and more independent. In this regard, students are given opportunities to develop appropriate behaviours, practice self-regulation and build resiliency through interactions with teachers and other staff and through the curriculum.

The behaviour management strategies employed by Fairbridge College endeavor to meet the individual needs of each of its students. Given that Fairbridge College enrolls students that may have a variety of emotional and behavioural exceptionalities, care is taken to reduce conflict while maintaining a firm sense of structure and routine.

Staff at Fairbridge College employ the following behavioural strategies/interventions, depending on the severity of the breach of discipline:

- brain breaks;
- co-regulation activities
- proximity praise and reward;

- rule reminder warnings (three strike rule);
- withdrawal from planned activity;
- “making up time” (i.e. detention during breaks);
- sending home;
- behaviour plans;
- behaviour contracts;
- modified timetables,
- suspension; and
- cancellation of enrolment.

9.1 POSITIVE BEHAVIOUR RECOGNITION

Positive behaviour is acknowledged in the following ways:

- public recognition during community meetings;
- student notes;
- phone calls home by TAG teachers;
- classroom displays of student work; or,
- individual classroom teacher accolades.

9.2 GENERAL CLASSROOM MISBEHAVIOUR

General class misbehaviour should be dealt with by the classroom teacher and followed-up in the daily debriefing. Every effort should be made to keep the student at school, in class and engaged in the learning process.

9.3 SEVERE DISRUPTIONS

Fairbridge College will not tolerate fighting, willfully inflicting physical harm, refusing to comply with lawful instructions, insolence, verbal abuse or the willful destruction of property. In these instances, students are to be sent home immediately (after a phone call home) and the appropriate consequence will be discussed and decided at the daily debriefing. All of this information is recorded in student notes so there is an adequate record of the incident, the decisions made and the actions to be taken in the future. If no one is contactable, the student is held in a safe space until contact can be made.

9.4 BULLYING AND HARRASSMENT

All members of the Fairbridge community share a responsibility to work to prevent bullying behaviour and, where bullying does occur, focusing on early intervention and student wellbeing. Procedures for managing ongoing or serious bullying will include sanctions for students displaying behaviours that include misuse of power to threaten, intimidate or harm on more than one occasion which may involve verbal, physical, relational and psychological forms of bullying.

Refer to the Anti-Bullying Policy for more information.

9.5 OUT-OF-BOUNDS

Fairbridge College recognizes the risks associated with being situated within shared facilities. In order to maintain an appropriate level of care for our students, it is extremely important that we have a clear and transparent behavior management strategy for students who are found out-of-bounds.

If a student is found in an out-of-bound area, the following consequences will apply:

First Incident	Second Incident	Third Incident
Students will be given a verbal warning, a strike and a phone call home.	Students will be given a verbal warning, a second strike and a phone call home	Students will have the appropriate intervention.

If, after a suspension the behaviour persists, the students will be required to sign a behavior contract. After this, a modified timetable and/or additional days suspension will be considered as consequences. The parents/carers will be an integral part of this decision-making process.

9.6 LEAVING THE COLLEGE WITHOUT PERMISSION

Students are not permitted to leave the College without the permission of the parent/carer and without notifying the TAG teacher. If this should occur, the parent/carer is notified as soon as possible after the student is discovered to be missing. A member of staff will be placed in charge of looking for the students both within the College boundaries and around the immediate area. Every effort is made to recover the student or ascertain their whereabouts in a timely fashion. As per the Student Welfare Policy, the College is unable to take responsibility for the safety of the student's should they decide to leave the College grounds without permission.

9.7 SMOKING AND SUBSTANCE ABUSE

There is a separate policy for smoking and substance abuse.

9.8 POSSESSION OF A WEAPON

The safety of everyone at Fairbridge College is the key priority in all matters related to weapons. The staff should inform the Campus Principal immediately if they suspect a student is carrying a weapon.

The Campus Principal will endeavor to immediately confiscate the weapon and lock it away. It may not be handed back to a student under any circumstances; rather, the Campus Principal will organise with a parent/carer to collect the items or hand them to Police.

The student's frame of mind related to anger and self-harm should be assessed and support agencies may be contacted to ensure the student has follow up to the incident.

10 SUSPENSIONS & EXCLUSIONS

The suspension of a student can occur when it is considered that the student has committed a breach of College discipline. In the event of a suspension, the Campus Principal or delegate will:

- inform student and their parent (unless the student is an adult student or independent minor) of the reason for the proposed suspension and the intended duration of the suspension; and,
- provide the student and their parent (unless the student is an adult student or an independent minor) a reasonable opportunity to respond. If the parent cannot be contacted by phone then a letter will be sent home with opportunity to respond.

Fairbridge College can recommend that exclusion be made as a consequence of student behaviour that breaches College discipline when the student's behaviour:

- has threatened the safety of any person on the College premises or participating in an educational program of the College;
- is likely to cause or result in damage to College or personal property; or
- has significantly disrupted the education instruction of other students.

The behaviour that leads to a recommendation for exclusion can be either a serious isolated incident, or a persistent pattern of behaviour that has not changed despite intervention.

Upon the decision of exclusion, the Campus Principal will:

- notify the student and a parent of the student that the recommendation has been made for the exclusion; and
- provide the parent with reasons why the recommendation has been made (See Appendix)

11 FAIR PROCESS

At a minimum, procedural fairness in implementing this Behaviour Management Policy requires that:

- there is a clear relationship between the rules and the allegation against the student;
- the response (consequence) is proportionate to the student's conduct;
- the student is informed about the nature of the complaint or alleged breach in such a way that he or she is capable of understanding it clearly;
- disputed matters are fully investigated;
- the student is given a reasonable opportunity to respond to the allegations or complaint;
- both the investigator and the decision-maker/adjudicator (who may be the same person) are free from bias and from the perception of bias;
- the decision-maker acts reasonably and consistently with College policy; and,
- the process and outcome are apparently free from discrimination on prohibited grounds.

12 INCLUSIVITY

Fairbridge College utilises, values and celebrates the knowledge, abilities, skills and ideas of all people irrespective of race, religion, ethnicity, gender, sexual orientation, educational level, marital status, socio-economic background, age, disability or family responsibility. We promote inclusivity by providing training to teachers and other staff which raises awareness of celebrating diversity and being free from discrimination and harassment.

The Fairbridge College community recognises that Aboriginal and Torres Strait Islander People are experiencing many ongoing barriers and are one of the most disadvantaged groups in Australia. We will build on the existing strengths of Aboriginal and Torres Strait Islander families and communities to deliver respectful, culturally appropriate, effective programs to these young people.

13 INDUCTION

This policy is communicated to parents/carers and students during the initial enrolment interview with the Campus Principal as well as during our induction programme. It is available in print form by request to the office.

This policy is also continually reinforced through meetings with parents and conversations with students. The Code of Conduct and expectations for behavior are communicated and modeled in advisory groups and during community meetings.

14 COMPLAINTS

Any complaints resulting from the implementation of the Behaviour Management Policy will follow the procedure outlines in the Disputes and Complaints Policy.

APPENDIX

FAIRBRIDGE

Fairbridge College
Fairbridge Village
P O Box 173, Pinjarra WA 6208
Phone:
Email:

LETTER OF CONCERN

Student:	Date:
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Dear Parent/Guardian,

We wish to inform you that your child has displayed behaviour in class or on the grounds that breached our College's Code of Conduct.

The specific areas of concern have been ticked below.

- ◇ Failure to follow teacher instructions
- ◇ Interfering with the learning of other students and disrupting the class
- ◇ Abusive behaviour and language to the staff and other students
- ◇ Misuse of College equipment and furnishings
- ◇ Other

Comment:

Teacher:

Principal