BEHAVIOUR MANAGEMENT AND PROCEDURES POLICY

1. **OVERALL AIMS**

A good school provides an ordered and civilised environment for all the people who are part of its community. Fundamental to this is an attitude of respect for oneself and for others. This attitude will manifest itself in courteous, tolerant and respectful behaviour and in the care of the physical environment. For these aims to be met a positive School environment is required.

1.1 **Definition of a Positive School Environment**

The positive School environment is one where:

(a) all members of the school community feel safe and valued;

(b) social and academic learning outcomes are maximised for all through quality practices in the areas of curriculum, interpersonal relationships and School organisation;

(c) School practices which involve a planned continuum from the positive or preventative actions to the responsive actions for specific individuals and groups;

(d) non-violent, non-coercive and non-discriminatory language and practices are defined, modelled and reinforced by all members of the School community; and

(e) suspension and exclusion procedures are considered only when all other approaches have been exhausted or rejected.

The philosophy of a positive School environment should be embedded within our School culture. It should also be reflected in a code of behaviour based on a set of principles that are understood, accepted and practiced by all members of the School community.

2. **POLICY STATEMENT**

Aims

2.1 St Paul's School is committed to providing a School environment which maximises the educational opportunities and outcomes for all students to ensure that:

(a) learning and teaching reflect the principles of equity, effectiveness, responsiveness, participation and accountability;

(b) the behaviour of all School members is socially responsible; and

(c) the School continuously reflects on educational practices and works towards improving services within the School.

2.2 This Policy aims to establish the principles and framework for a positive School environment. Strategies and suggested practices for managing behaviour, to promote effective learning and teaching are discussed in relevant sections.

2.3 This Policy is intended to reflect the underlying New Testament ideals of discipline and be applicable to the Years 1 - 12 nature of the School.

Social Justice

2.4 Social justice is the process of ensuring that educational outcomes for all students are maximised, taking full account of factors such as their location, gender, sexual identity, socioeconomic circumstances, ability, cultural background, or any disability they may have.

2.5 Social justice involves identifying and eliminating barriers which hinder students' participation and achievement. At St Paul's School our curriculum, interpersonal relationships and School practices will accommodate, within the bounds of resources available to the School, the diverse experiences of students in a pluralistic society.

2.6 By providing a safe and supportive environment where non-violent, non-coercive and non-discriminatory language and behaviour are fostered, and where expectations for all students are high, St Paul's School can reduce the educational impact of forms of disadvantage.

Responsibilities

2.7 The St Paul's School community must model and practice fair, equitable, non-discriminatory language and behaviours and use safe and legal procedures.

2.8 Our School community is responsible for:

(a) providing a positive School environment through planned activities and programs;

(b) developing a plan for effectively managing behaviour within the supportive School environment; and

(c) regularly monitoring and reviewing the plan and its implementation, and measuring specified outcomes.

3. **PRINCIPLES**

3.1 The successful management of behaviour in a positive School environment at St Paul's School should incorporate the following principles.

Equity

3.2 The provision of an inclusive curriculum is an integral component of the positive School environment. This involves recognising that curriculum design and delivery can exclude some groups through stereotyping, inappropriate expectations, racism and sexism, negative classroom interactions or failure to address barriers to participation and achievement.

3.3 In a positive School environment specific educational issues are addressed to ensure equity for the following "target groups":-

(a) female as well as male students
(b) gifted and talented students
(c) socio-economically disadvantaged students
(d) students from a non-English speaking background
(e) students with disabilities or learning difficulties that can be appropriately resourced at the School
(f) students who may be at risk because of other social or personal circumstances.

Effectiveness

3.4 The quality of St Paul's School's curriculum, interpersonal relationships and organisation directly influences behaviours, opportunities and learning outcomes for students.

3.5 Effectively managing behaviours requires a range of provisions from positive preventative action for all students through to intensive intervention for anti-social disruptive, alienated or troubled individuals or groups.

3.6 School effectiveness research suggests common characteristics of successful schools. These include:

(a)   published agreed goals;
(b)   clear patterns of communication;
(c)   democratic decision making;
(d)   comprehensive student records;
(e)   parent and community involvement;
(f)   judicious use of resources;
(g)   students and teachers working to improve the School environment;
(h)   high expectations for student and teacher performance;
(i)   goal focussed curriculum;
(j)   effective leadership; and
(k)   support for teachers' professional development.

3.7 Such schools have maximum positive involvement of all members and low levels of irresponsible behaviour.

Responsiveness

3.8 St Paul's School code of behaviour should reflect the values of the local community within the context of a wider democratic, multicultural society.

3.9 A positive School environment is responsive to the diverse needs of its students, encourages participation and positive contribution, and minimises negative behaviours.

3.10 In a positive School environment teachers are professionally supported and are more able to help all students learn.

Participation

3.11 The School community must be involved in developing the guiding principles for the School's operation, including an agreed code of behaviour. Participation will increase shared understanding of, and commitment to implementing the code.

3.12 Participants include School administrators, teachers, students, parents and members of the wider School community.

Accountability

3.13 St Paul's School is accountable to its community for:
(a)   upholding the values of an education in the Anglican tradition;
(b)   Maximising educational opportunities outcomes;
(c)   Modelling and fostering socially responsible behaviours; and
(d)   Employing fair and just practices which comply with relevant legislation.

4. IMPLEMENTATION

Provision of a Positive School Environment

4.1 The community of St Paul's School must provide a positive School environment which is characterised by non-violent, non-coercive and non-discriminatory practices and by quality:
(a)   commitment to identified goals;
(b)   community participation;
(c)   curriculum;
(d)   interpersonal relationships;

(e)   leadership;

(f)   organisation;

(g)   physical development;

(h)   teaching and learning strategies; and

(i)   use of learning time.

4.2 St Paul's School must collaboratively plan and review processes and structures to:

(a)   identify and address particular aspects of those characteristics which help or hinder the School's development of a positive environment;

(b)   analyse and respond to the diverse characteristics and circumstances of students through curriculum, interpersonal relationships and School organisation;

(c)   analyse and respond to specific problems such as truancy, harassment, bullying, vandalism, violence and suspected abuse or neglect through curriculum, interpersonal relationships and social organisation;

(d)   ensure that all members of the SCHOOL community have opportunities to:-

(j)   enhance their knowledge of legislation; and

(ii)   develop skills and attitudes which will assist in the development and enhancement of a positive School environment.

(e)   deploy human, financial and material resources to respond to the School community's identified needs and priorities.

Development of the Behaviour Management Plan

4.3 St Paul's School is to develop and implement procedures for a whole-school approach to managing behaviour in a positive School environment, involving all groups in the School community.

4.4 The plan must reflect the shared values and expectations which will guide the School's approach to managing behaviour and maintaining the School's positive School environment.

4.5 The plan will:

(a)   clearly articulate an agreed code of behaviour based on the democratic values of respect, equality and concern for the welfare, rights and dignity of all members of the School community.

(b)   delineate procedures for applying fair and non-violent consequences for infringement of the code, ranging from the least intrusive sanctions to the most stringent step of exclusion which is only considered when all other approaches have been exhausted or rejected;

(c)   outline the roles, rights and responsibilities of all School community members;

(d)   outline procedures for documenting and managing instances of truancy, harassment, violence, suspected abuse or neglect and drug-related matters, in compliance with relevant legislation;

(e)   be published and be available to all members of the School community.

Monitoring and Review

4.6 St Paul's School will review the plan for managing behaviour and maintaining a positive School environment as part of the collaborative School development and review process.

4.7 The levels of truancy, absenteeism, violence, harassment, suspensions and exclusions should be monitored and documented, while taking particular note of gender and target groups mentioned in this document.

5.   SUSPENSION AND EXCLUSION

5.1 The School may suspend students from School if they infringe behavioural expectations outlined in Section 5.2. Students may be isolated at School or at home and in more serious situations a recommendation may be made for students to be permanently removed from the School. In each case parents will be contacted by appropriate personnel and a letter outlining the reasons for the student's exclusion or suspension produced.

5.2 The following table represents behaviours on which a suspension or recommendation for exclusions may be based.

Suspension and Recommendation for Exclusion Behaviours
Disobedient Behaviour - Persistent or wilful refusal to comply with instructions/rules/school policies and plans - Disruptive behaviour in class and out of class (refusal to co-operate with behavioural management plans or program instruction)
Antisocial Behaviour - Unacceptable moral behaviour-involving self (exposure/abuse), involving other persons (soliciting, consorting), exhibiting offensive material (pornographic, debasing or degrading material) - Sexual harassment - Racial harassment - Inciting others to behave in a negative, disobedient or riotous manner.
Verbal Behaviour - Verbal harassment (use of obscene/offensive/insolent language or gestures) - Verbal threats (abuse, intimidation, bullying)
Physical Behaviours - Physical harassment (interference, abuse, intimidation, rough handling) - Physical violence/assault - hitting, kicking, punching, throwing objects at others - against adults (teachers, aides, parents, visitors etc) or students. - Physical violence - sexual assault
Dangerous/Unlawful Behaviour - Dangerous behaviour - involving motor vehicles, bombs, weapons etc. - Unlawful behaviour (theft, robbery, break and enter, hoax calls) - Attempted rape, rape - Wilful damage/vandalism - Smoking cigarettes/possession/distributing - Drugs - prescription drugs (e.g. amphetamines), dealing/selling.distributing/possession of large quantities - Drugs - hard (e.g. Cocaine/Speed/LSD) use/dealing/selling/distributing and possession - Drugs - soft (e.g. Hashish, Marijuana) use and/or possession (small quantities); possession of implements. - Drugs - alcohol use/dealing/selling/distributing and/or possession - Substance and/or glue sniffing
Absence/Truancy Behaviour - Truancy - Missing classes
Other - Inappropriate haircut or hair colouring