

Behaviour Management

1. Purpose

The Behaviour Policy describes the expectations for behaviour of students at Cornish College. All Cornish College staff are encouraged to model these behavioural standards and to teach children how to treat others, resolve conflict and contribute to a positive school environment. In such an environment, young people feel connected and safe and learning is maximised. The College believes that an educative approach will develop student behaviour in a positive and manner. The fundamental goal of the College's philosophy and practice is for students to learn to be responsible for themselves and their actions and to make genuine, positive contributions to their community.

The IB learner profile applies and all members of the community are encouraged to strive to be:

- Inquirers:* developing their natural curiosity and actively enjoying learning
- Knowledgeable:* exploring concepts, ideas and issues that have local and global significance
- Thinkers:* exercising initiative in applying thinking skills critically and creatively
- Communicators:* understanding and expressing ideas and information confidently and creatively and working effectively and willingly in collaboration with others
- Principled:* acting with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities; taking responsibility for their own actions and the consequences that accompany them
- Open-minded:* understanding personal cultures and personal histories and open to the perspectives, values and traditions of other individuals and communities
- Caring:* showing empathy, compassion and respect towards the needs and feelings of others; having a personal commitment to service and to making a positive difference to the lives of others and to the environment
- Risk-takers:* approaching unfamiliar situations with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies; being brave and articulate in defending beliefs
- Balanced:* understanding the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others
- Reflective:* giving thoughtful consideration to personal learning and experience and understanding their strengths and limitations

Restorative Practice is the preferred approach to address student behaviour issues because it reflects the importance the College places on relationships among students, and between teachers and students. This approach provides students with opportunities to develop self-discipline and positive behaviours in a caring, supportive environment.

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2. Scope

This policy applies to all members of the Cornish College community.

3. Key Responsibilities

Position/Roles	Responsibilities
Council	<ul style="list-style-type: none"> ensure that policies and strategies are in place to manage student behaviour
Executive	<ul style="list-style-type: none"> approve and maintain a policy to manage student behaviour ensure strategies are in place to manage unacceptable behaviour act in accordance with the College's Behaviour Management policy develop and implement strategies for both prevention and response to unacceptable behaviour ensure ongoing monitoring and evaluation of the College's policy to enable reflective practice and improvement provide staff with access to professional learning opportunities to assist with prevention and effective handling of incidents
All staff	<ul style="list-style-type: none"> ensure students are aware of the College's expectations regarding behaviour manage instances of unacceptable behaviour in line with the policy create and maintain a safe learning environment support the health and wellbeing of their students and colleagues
Students	<ul style="list-style-type: none"> act in accordance with the College's Behaviour Management policy and provide input to the policy's review show respect to all members of the College community not hinder or harm the learning of others
Parents and Carers	<ul style="list-style-type: none"> act in accordance with College policy support the College in maintaining a safe and respectful learning environment

4. Key Elements of the Policy

4.1 Guiding Principles

Every member of the Cornish College community has the right to participate in an educational environment that is safe, supportive and inclusive. Everyone is entitled to be treated with respect and dignity.

Unacceptable behaviour including bullying (or cyberbullying) will not be tolerated.

This policy is guided by the College's desire to:

- promote the physical, psychological, emotional and spiritual wellbeing of students
- teach children self discipline and an understanding of the consequences of their behaviour
- provide children with an understanding of the limits of acceptable behaviour, the reasons for these limits, and consistency in the management of their behaviour
- provide good role models for acceptable behaviour
- educate students towards self directed, cooperative and respectful behaviour
- promote, nurture and protect healthy relationships among members of the community
- enable students to be accountable for the real consequences of their actions
- encourage respect, healing and restoration both for those who are harmed, and for those who cause harm
- enable students to build personal responsibility by developing skills of reflection and empathy with others
- guide teachers in their responses to student behaviour
- ensure students and parents are informed about expectations of student behaviour

4.2 Specific Expectations of Students

4.2.1 General Conduct

When at school, travelling to and from the College, or participating in a school activity off campus, students are expected to contribute to a positive school culture by:

- relating constructively and not harassing or bullying others
- communicating respectfully and politely to all members of the school community and the general public, without intimidating, aggravating or annoying others (swearing, pushing, fighting, offensive gestures, etc are not tolerated)
- being an attentive and respectful audience at all times
- respecting individual and school property by using equipment and furniture for intended purposes, by not touching others' property and by reporting damage
- following directions from all College staff
- notifying the school in writing on or before the day of absence
- providing a medical certificate following a prolonged or repeated absence for a medical condition
- presenting with a clean and tidy appearance, in adherence to all uniform guidelines both within and outside school grounds
- complying with subject specific rules, especially where the use of equipment gives rise to safety concerns
- complying with College dress code

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4.2.2 Use of electronic devices

At all times, electronic devices are designed to support teaching and learning. Refer to ICT User Agreement and Policy.

4.2.3 Early Leavers

The law requires students to remain in the school grounds during College hours unless:

- they are attending a school excursion
- they have written permission from a parent/carer
- they have signed out at the office with parental permission
- they have gone home for medical reasons after discussion with parent or carer

Students will be collected from the office and signed out unless in ELC where signing out occurs in the ELC.

4.2.4 In the School Buildings

Students are expected to:

- behave sensibly and safely in the corridors and decked areas and allow others to move safely
- leave the classrooms and corridors promptly at breaks
- visit lockers during breaks before and after school, not between or during class time
- not eat or drink in the classrooms unless given permission by a staff member

4.2.5 In the Yard

Students are expected to:

- walk their bike/scooter/skateboard when in the school grounds
- play ball games within designated areas
- keep away from out of bounds areas e.g. staff car park, lake and creek
- treat the environment respectfully, safely and sustainably
- cooperate in maintaining a clean, tidy and healthy college environment by placing litter in appropriate bins and picking it up when asked to do so by staff
- not to encourage visitors to the school as anyone on the grounds without permission may be considered a trespasser
- stay within the school boundaries during the day unless they have written permission to leave

4.2.6 Co-curricular activities

Cornish College provides a comprehensive co-curricular program as an integral part of the broad educational offering. A wide variety of both optional and compulsory activities is offered. The same standards of behaviour apply to students' participation in all co-curricular activities.

4.2.7 Sport

Students participate in either Interschool sporting or House competitions as scheduled through the year. Students are required to participate in the sporting program to the best of their ability. Occasionally students may be excused from sporting activities in response to individual needs. In this case a note from home needs to be brought and students will be supervised until dismissal. If students are not selected for a team, they are placed in a suitable activity.

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4.2.8 Excursions, camps and trips

Before any excursion, camp or extended trip, the College will outline the expectations of the students. Student conduct on excursions, camps and trips is the same as expected at school.

4.2.9 In the classroom

Students are expected to help maintain a safe learning place by:

- avoiding conflict, reporting dangerous situations
- not bringing or using banned substances such as tobacco, alcohol or illicit drugs

Students are expected to maintain basic classroom cooperative behaviour by:

- asking questions or contributing to a discussion in a respectful manner
- attempting all work and not distracting others
- listening to teachers and the contributions of peers
- walking, not running whilst in the classroom and corridors
- being punctual to class and bringing the necessary books and/or equipment

4.3 Teachers' approach to behaviour management

4.3.1 General guidelines

Educating students on personal and social development and appropriate behaviours occurs as part of our curriculum. Teachers at Cornish College are encouraged to:

- use restorative questioning techniques when dealing with issues involving any Cornish College activity
- work collaboratively in pastoral teams to solve problems that arise and support colleagues in implementing the restorative approach with their classes
- support team leaders in the use of Restorative Practices
- participate in training to use a restorative approach to student behaviours (regular professional learning updates are encouraged)

Restorative conversations could occur in any of the following situations (classroom, corridor or playground):

- a student is late to a class or school
- a student interrupts during class or a formal occasion
- a student has not handed in work
- a student is in the corridor and behaving in an inappropriate manner
- in the playground, students are behaving in a manner that is not acceptable

Further restorative practice can occur if deemed necessary when:

- a student is continually disrupting a class
- a student is uncooperative or disrespectful to a teacher
- there is an ongoing conflict between a student and a teacher
- there is ongoing conflict between students
- there is bullying or harassment by a student of others
- in any instance of behaviour which harms others

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4.3.2 Responding to minor misbehaviours (classroom, corridor, playground)

These behaviours will be dealt with by the teacher. Year Level Coordinators, Heads of House and Team Leaders may be informed if the teacher is concerned. Teachers should inform their Team Leader of repeated behavioural issues. Teachers are encouraged to use the appropriate restorative strategy as a first response, where practical.

Restorative and other responses are:

- reminder of the rule/essential agreement
- restorative conversation/chat
- move seat
- brief time out to reflect/cool down if necessary
- small group/individual conference
- classroom conference (if behaviours affect a number of students)
- working lunchtime
- reflection sheet
- yard duty

This response should be used for short periods of time only. The student must remain within the view of a teacher and should be followed up with a restorative conversation.

When responding to incomplete work the following steps are recommended:

- (i) discuss with the student any issues preventing completion of work
- (ii) negotiate an agreed time for work completion
- (iii) if still incomplete, a working lunchtime, with the class teacher
- (iv) repeated minor misbehaviours, such as persistent incorrect uniform, lateness, incomplete work and non-cooperation should be referred to the relevant Form Teacher or Team leader for follow up. Teachers should be informed of the outcome.

4.3.3 Responding to repeated minor misbehaviours/major infringements:

This includes:

- failing to comply with a staff member's requests/instructions
- endangering the health and safety of others
- vandalising the property of others
- harassing or bullying others - repeated offences
- theft
- use or possession of drugs while under school supervision

The steps:

- ensure the safety of students and if necessary separate/isolate the students involved
- assistance from the counsellor may be provided if appropriate
- inform a Team leader
- participate in an appropriate restorative conference, or receive feedback about the process which ensued
- communicate with parents by letter and / or interview, in consultation with senior staff involved

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Options for responses - these will follow from the restorative conference and be expressed in the resulting agreement:

- completion of a student reflection
- apology by student and referral to Team Leader for a conference with Classroom Teacher
- referral to Team Leader or Deputy Principal
- parent home contact - copy to Team Leader
- parent interview
- complete a behaviour contract and parent contact
- referral to Counsellor or external agencies
- privileges lost (for example excursion/sport)
- replace/repair damage
- remove inappropriate property
- internal suspension and parent contact
- suspension and parent interview
- report to police and parent contact
- expulsion and parent interview

Note: Cornish College does not administer any form of corporal punishment.

Reports on a major incident will be prepared by the teacher, witnesses if necessary and the student/s who has been involved in a major infringement. These will be filed by the Team Leader. Major infringements or repeated misbehaviour of sufficient severity will be referred directly to the Principal, who, in consultation with the relevant Team Leader, will determine appropriate action.

Parents and students have recourse to procedures as outlined in the College's Concerns and Complaints Policy.

After a restorative conference, participants will be involved in a follow up chat or phone call/meeting. Any repetition, in a reasonable time frame will be treated as a more serious event.

A restorative conference will usually be convened by a Team Leader, Deputy Principal, or Principal.

4.3.4 Communication With Parents

At Cornish College we recognise that students' wellbeing is best met through a partnership between parents/guardians and the school. As such, parents will be informed of any behaviours of concern as deemed necessary by teachers, Team Leaders, Deputy Principal or the Principal. Using the Restorative Practices approach we recognise the importance of building relationships throughout the school community.

This involves staff, students, parents and the wider school community.

4.4 Restorative Practice

The centre piece of Cornish College's approach to the management of students' behaviour is Restorative Practice. This is a philosophy and a set of practices that aim to repair the harm and solve the problem rather than punishing the offender(s). At the heart of Restorative Practice is the Christian belief that reconciliation is integral to any personal growth. Allowing young people, when they have made an error of judgment, to rebuild and repair the damage to the relationship caused by their actions is central to this approach. This whole school approach builds on the important notion of connectedness in a school community. Connectedness in terms of building positive relationships is one of the most protective

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factors we can offer young people. When things go wrong the Restorative Practice processes provide the opportunity for disengaged students to reconnect with the school community.

4.4.1 Guidelines

Restorative Practice processes will assist students to learn from their mistakes, recognise their differences and to resolve problems with others.

All staff are responsible for creating and maintaining a positive climate in which children, staff and parents feel valued, secure and accepted.

Members of the Executive Team operate as key resources in implementing Restorative Practice.

A Restorative Practice approach necessitates the following:

- support for the victimised person
- preliminary investigation to clearly understand the issues before the process is implemented
- agreement that the goal is to solve the problem rather than interrogate, punish, blame or label individuals
- meet the perpetrator(s) individually to encourage acknowledgement of the situation and to develop a constructive response and a plan to change behaviour
- respectful facilitation by trained people
- follow up monitoring of the victimised person to ensure the agreement is being met

4.5 Consequences of Unacceptable Behaviour

Consequences of unacceptable behaviour will depend on the nature and the seriousness of the behaviour but may include any of the following:

- reprimand by the class teacher or Team Leader
- referral to the College Counsellor, Deputy Principal, Principal
- contacting parents
- Restorative Practice conversation
- withdrawal or exclusion
- student self-monitoring, daily report
- formal apology, written contract, restitution or community service
- in-school suspension
- issue of formal warning
- probationary enrolment
- termination of enrolment

4.5.1 Termination of Enrolment in the Case of Serious Offences

When it becomes clear that a student is not responding to the College's pastoral and student management processes, the Principal retains the right to terminate a student's enrolment at the College, after consultation with the Chair of College Council.

Should the parents of a student whose enrolment has been terminated wish to appeal the decision, they can do so in writing to the Chair of the College Council.

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Serious Offences

The following are regarded as serious both within the College, on College activities, or on excursions and trips:

- bullying
- harassment (physical or emotional)
- discrimination
- violence
- the supply or possession or consumption of alcohol or drugs
- being under the influence of alcohol or drugs whilst participating in College activity
- vandalism including any damage to College infrastructure and interference with the College's computer system
- serious breach of the College's ICT Acceptable Use Policy
- serious breach of the College's Social Media Policy

4.6 Out of College Behaviour

Clearly behaviour outside of the College, in a student's private time, is that individual's responsibility and a matter for them, their parents and the law, if appropriate. However, with student use of social media, there has been a blurring of the separation between school matters and out of school matters. Students and parents need to know that if the College becomes aware of behaviours occurring outside of the college that place a student 'at risk', the College has a Duty of Care which may necessitate a report in the first instance to 'Child First' or to Human Services. In cases of student behaviour outside of the College that has the potential to cause damage to the student or the College's reputation, the College will respond accordingly and this may involve any of the sanctions outlined in this document.

5. Review

This policy will be readily accessible to all staff, families and visitors, and ongoing feedback on this policy will be invited.

Management and staff will monitor and review the effectiveness of the Student Management Policy regularly. Updated information will be incorporated as needed.

6. References

- Bullying and Unacceptable Behaviour Policy
- Welfare and Pastoral Care Policy
- ICT User Agreement
- Social Media Policy
- Concerns and Complaints Policy