

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 Practices 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.

2. Scope

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

3. Key Responsibilities

Position/Roles	Responsibilities
Board	<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 maintain a register of all suspensions and termination of enrolments through the use of our school management tool
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
- notify the school in writing on or before the day of absence

- provide 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

4.2.2 **Use of electronic devices**

At all times, electronic devices are designed to support teaching and learning. Refer to the ICT Use Policy, Social Media Policy and the Student ICT User Agreements.

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 and designated areas 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.

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
- not bringing in weapons

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
- following the directions of teachers

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 Heads of Schools and Academic Care Leaders in the use of Restorative Practices
- participate in training to use a restorative approach to student behaviours (Regular professional learning updates are encouraged).

Appropriate responses and consequences are determined on a case-by-case basis and considering:

- Behaviour
- Educational needs
- Disability or additional learning needs.
- Age, sex, sexuality
- Nationality, cultural background
- Residential and social circumstances

The purpose of any response and consequences for negative behaviour is to reinforce positive, pro-social behaviour, repair the harm that is caused and make all plausible attempts for the negative behaviour to cease.

4.3.2 Responding to minor misbehaviours

(classroom, outside of classroom, corridor, playground)

These behaviours will be dealt with by the class or yard duty teacher. Academic Care Leaders and Heads of School may be informed if the teacher is concerned and parents are contacted. Documentation will include anecdotal records. Teachers should inform their Academic Care Leader and/ or Head of School of repeated behavioural issues. Teachers are encouraged to use the appropriate restorative strategy as a first response, where practical.

Restorative conversations could occur in any of the following situations (classroom, out of classroom or playground): Examples of minor behaviours include:

- 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 or study area and behaving in an inappropriate manner
- in the playground, or outside of the classroom students are behaving in a manner that is not acceptable
- a student is continually disrupting a class or learning activity
- 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

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

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 Teachers, Academic Care Leader or Head of School for follow up. Teachers should be informed of the outcome.

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.

4.3.3 **Responding to repeated minor or moderate misbehaviours:**

These behaviours may be dealt with by the teacher, Academic Care Leader, Head of School or a combination of appropriate staff. Parents will be contacted. Teachers should inform their Academic Care Leader and/ or Head of School of any repeated behavioural issues. Documentation will include records of communication with parents and students, incident reports (if necessary) and notes from any restorative conversations.

Examples of Moderate behaviours include:

- Intentional disruption of learning
- Uncooperative/ disrespectful behaviour to a teacher
- Harmful behaviour (others or self)
- Intentionally disrespecting the classroom environment and equipment
- Not attending scheduled classes
- Excluding or being intentionally unkind to others
- School departure without permission
- Intentional inappropriate physical behaviour
- Misuse of ICT or social media

- Academic dishonesty

In addition to the Restorative and other responses listed above there may also be:

- classroom conference (if behaviour affects a number of students)
- reflection sheet or activity
- behaviour contract (or review)
- loss of privileges

4.3.4 Responding to major infringements:

These behaviours may be dealt with by the teacher, Academic Care Leader, Head of School, Deputy Principal, Principal or a combination of appropriate staff. Parents will be contacted. Documentation will include records of communication with parents and students, incident reports (if necessary), reports from staff or witnesses as necessary and formal meeting notes.

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 on the Pastoral Care system. Major infringements or repeated misbehaviour of sufficient severity will be referred directly to the Principal, who, in consultation with the relevant Head of School will determine appropriate action.

Examples of major infringements include:

- 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
- supply, use or possession of drugs while under school supervision
- bringing the school into disrepute
- violence
- breach of VCE Authentication
- serious breach of ICT or social media policy

The steps:

- ensure the safety of students and if necessary separate/isolate the students involved
There may be occasions when the behaviour of a student is at a point where they are unwilling or unable to regulate their behaviour and the rest of the class may be withdrawn to another learning space instead.
- assistance from the school psychologist may be provided if appropriate
- inform Academic Care Leader and/or Head of School
- 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 Head of School for a conference with Classroom Teacher
- referral to Head of School or Deputy Principal
- parent home contact -copy to Head of School and Academic Care 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
- termination of enrolment and parent interview

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

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 Head of School, Deputy Principal, or Principal.

4.3.5 Restraint or Seclusion of Students (Restrictive interventions)

The Victorian Registration Standards (sch 4 cl 12) require that the College must ensure that the care, safety and welfare of all students attending the College is in accordance with any applicable State and Commonwealth laws, and that all staff are advised of their obligations under those laws. This includes having policies and procedures for when it may be necessary to use "restrictive interventions" to protect the safety of a student and members of the College community.

Definitions of Restraint and Seclusion

The Department of Education defines restraint to mean the use of physical force to prevent, restrict or subdue movement of a student's body or part of their body. Students are not free to move away when they are being restrained.

While the VRQA Guidelines to the Minimum Standards and Requirements for School Registration requires policies and procedures for "restrictive interventions", this policy uses the term "restraint" as "restrictive interventions" and practices is a term used in the disability context and only registered disability service providers that have the approval of the Secretary, Department of Health and Human Services can use restrictive interventions.

In some limited circumstances, restraint may also include restraining a student from imminent dangerous behaviours by secluding them in an area where such action is immediately required to protect the safety of the student or any other person.

Seclusion is the solitary confinement of a student in a room or area (e.g. a garden) from which their exit is prevented by a barrier or another person. When used by a staff member in immediate response to behaviours of concern, seclusion may also include situations where a student is left alone in a room or area and reasonably believes they cannot leave that room or area even if they would physically be able to, i.e. it is not locked. The College will ensure that any student in seclusion confinement will be able to respond to an evacuation alarm.

At Cornish College, aggressive or threatening behaviour towards another member of the community, whether that be staff, students or parents is unacceptable.

There are times though when a student may exhibit anger or threatening behavior. In such circumstances, personal safety is of paramount importance, whilst maintaining duty of care.

The following guidelines are to be followed if confronted with aggressive or threatening behaviour.

a) Ensure the student is safe.

- isolate them from any danger (keeping yourself safe)
- if possible create safe physical boundaries to contain.

b) Call for assistance

- calmly phone, enlist a student or staff member to get help
- call 000 if necessary

c) Isolate the situation

- calmly ensure other students are removed from the area by an adult

d) Call for specialist assistance (but minimise those directly involved) - always seek assistance from your Manager/Head of School as quickly as possible

- Head of School (or Principal/Deputy Principal)
- Psychologist
- Health Centre Coordinator
- Learning Support Team
- Maintenance (e.g. to arrange to block entry, meet emergency personnel, etc.)

e) Keep calm

- limit your movements, low, soft voice, slow actions (adopt a neutral stance)
- if appropriate, reassure and give information (e.g. I am here to support you)
- if the student is on the move, observe from a safe distance
- if appropriate, give self-help strategies (e.g. sit down, breathing)

f) Record what is said or done and what you did - not the actions of others

- it can be useful to ask an assistant to record or time actions / what is said

g) Debriefing

- initial debrief (for recording)
- secondary debrief for your well-being and collegial support
- be aware of the importance of being discreet

General Principles

Do not attempt to restrain a student (risk of injury to student, yourself, and will likely escalate the situation)

Never approach a student who has a weapon (phone 000)

Restraint and seclusion must only be used as a last resort in an emergency where there is an imminent threat of physical harm or danger to the student or others

Talking quietly and slowly about what is happening is calming e.g. " We are just going inside to a quiet space"

Try to get them to a familiar place or space.

4.3.6 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, Academic Care Leaders, Heads of School, 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 student's behaviour is Restorative Practice which 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 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, Academic Care Leader or Head of School
- referral to the College Psychologist, 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 Suspension Procedures

The Principal, Deputy Principal, Head of School, Academic Care Leaders must ensure that suspension is appropriate to the student's:

- Behaviour for which the student is being suspended
- Educational Needs
- Disability and Additional learning needs
- Age
- Race, Colour and Nationality
- Sexuality
- Residential and Social circumstances

Other considerations:

- Safety of students and staff
- Child Protection issues
- Procedural fairness has been followed

Before a student can be suspended, the Principal must ensure that:

- The student has had the opportunity to be heard

- Any information or documentation provided by the student or their relevant person has been taken into account in making the decision regarding suspension
- Other forms of action to address the behavior for which the student is being suspended have been considered.

Examples of behavior: Bullying, Physical or Emotional Harassment, Serious Breach of ICT or Social Media Policy, Discrimination or Violence.

4.5.2 **Serious Offences**

The following are regarded as serious offence both within the College, on College activities, excursions, trips or when travelling to and from the College:

- 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
- the supply or possession of weapons
- committing or attempting to commit theft of property
- vandalism including any damage to College infrastructure and interference with the College's computer system or network
- serious breach of the College's ICT Acceptable Use Policy or Social Media Policy
- a student behaves in an unproductive manner that interferes with the wellbeing, safety or educational opportunities of any student.

4.5.3 **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 behaviour management processes and specifically in relation to students committing a serious offence, the Principal retains the right to terminate a student's enrolment at the College.

4.5.4 **Procedural Fairness**

It is College policy that our procedures for the suspension or termination of enrolment of a student are based on the principles of procedural fairness.

Where a decision is being considered to suspend or terminate the enrolment of a student, the Principal will:

- write to the student, and the student's parents/carers stating:
 - the reasons that the student is under consideration for being suspended or enrolment terminated
 - the relevant rules, policies, standards of behaviour alleged to be breached
 - the relevant allegations said to warrant suspension or termination of enrolment
- allow the student and/or the student's parents/carers to give a response, either in writing or verbally
- allow the student to have a support person of the student's choosing
- arrange a meeting with the student, and the student's parents/carers

- arrange for an interpreter, if one is required
- meet with the student and the student's parents/carers and/or support person
- ensure that such a meeting is recorded in writing.

4.5.5 **Considerations in suspending or terminating an enrolment**

The Principal, after following the procedures set out in this policy, will make a decision about the facts of the allegations against the student.

The Principal will then decide whether to suspend or terminate the enrolment of a student based on the following considerations:

- the safety of all students, staff and visitors
- the seriousness of the student's acts
- the response or remorse of the student, if applicable
- the pastoral care and welfare of the student
- the student's prospects for rehabilitation.

4.5.6 **Notification of Decision**

The decision made under this policy will be communicated in writing to the student and the student's parents/carers. The Principal will also attempt to communicate this decision verbally.

The student, and the student's parents/carers must abide by the terms and conditions of the decision.

4.5.7 **Appeals**

A student may seek a review of a decision made under this policy. All appeals must be made in writing, setting out the grounds of appeal

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 Board.

An appeal from a decision to **suspend** a student must be made to the Principal.

An appeal from a decision to **terminate the enrolment** of a student must be made to the Chair of the Board.

4.5.8 **Register of Suspensions and Termination of Enrolment**

The College keeps a register of suspensions and termination of enrolments at the College Principal's office in print or electronic form.

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 and 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.

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5 Review

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

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

6 References and Related College Policies

- Bullying and Unacceptable Behaviour Policy
- Academic Care Policy
- ICT Use Policy
- ICT Student User Agreement
- Social Media Policy
- Concerns and Complaints policy