

# Behaviour Management

## Policy Scope

This policy is for the management of ACC Southlands Ltd.

## Policy

The purpose of this policy is to clearly define the behaviour expectations for students and the procedures for resolving behavioural issues with procedural fairness. The school refers to this process as care management.

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### **Statement on Duty of Care**

Teaching staff have a responsibility to take reasonable care for the safety and welfare of students whilst students are involved in college activities. The duty is to take such measures as are reasonable in all the circumstances to protect students from risks of harm that reasonably ought to be foreseen. This requires not only protection from known hazards, but also protection from harm that could foreseeably arise and against which preventative measures can be taken.

In discharging their duty of care responsibilities, teaching staff must exercise their professional judgement to achieve a balance between ensuring that students do not face an unreasonable risk of harm and encouraging students' independence and maximising learning opportunities.

When non-teaching staff, volunteers and external providers agree to perform tasks that require them personally to care for students (in the absence of a member of the teaching staff), they will also be responsible to take such measures as are reasonable in all the circumstances to protect students from risks of harm that reasonably ought to be foreseen.

### **Statement on the Prohibition of Corporal Punishment**

1. Corporal punishment is not permitted in the school.
2. The school does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce Behaviour Management at the school.

### **Statement on Bullying, Cyber-Bullying, Discrimination & Harassment**

Our school does not tolerate bullying, discrimination, and harassment in any form.

Within the context of the Behaviour Management Policy, the purpose of this section on bullying & harassment is to clearly identify what constitutes bullying & harassment and to link these actions into the care management plan of the school.

This section relates to students and other members of the school community. Staff should refer to the [Workplace Discrimination & Harassment Policy](#).

The school treats allegations of bullying very seriously. The school does not view the following as bullying in the first instance:

1. single episodes of social rejection or dislike
2. single episode acts of nastiness or spite
3. random acts of aggression or intimidation
4. mutual arguments, disagreements or fights

Bullying is when someone or a group of people with more power repeatedly and intentionally causes hurt or harm to another person or group of people who feel helpless to respond. Bullying can continue over time, is often hidden from adults and will probably continue if no action is taken.

The key features of bullying are that it, causes hurt and distress, is repeated and involves the use of power in an unfair way.

Allegations of bullying & harassment are managed through the school's care management plan as outlined in this policy.

### **Physical Bullying**

Includes hitting, kicking, rude gestures, extortion, pushing and shoving, taking or damaging belongings i.e. any form of physical behaviour that hurts others or their property.

### **Verbal Bullying**

Name-calling, insulting, repeated teasing, racist remarks, threatening, sexual harassment and any other form of verbal behaviour designed to hurt another.

### **Social (Covert) Bullying**

Includes spreading lies, slander, rumours, playing nasty jokes, mimicking, excluding someone from the group, isolating someone and isolating others by preventing others from befriending them. Damaging a person's social reputation or social acceptance.

### **Psychological Bullying**

Includes threatening, manipulative and stalking behaviours.

### **Cyber-Bullying**

Cyber bullying is causing hurt via modern technologies such as the Internet and other forms of social media, and through the use of smartphones and other mobile devices.

### **Examples of Cyber-Bullying include but are not limited to:**

1. Sending hateful or threatening comments or pictures via any form of technology including but not limited to the Internet and Social Media.
2. Using modern technologies to engage in the social exclusion of someone.
3. Posting rude, explicit or embarrassing messages or pictures about someone on the Net.
4. Stealing someone's identity in order to harm them in some way.
5. Putting pressure on a person to send revealing or compromising pictures of themselves.
6. Covertly filming, recording or taking a picture of someone and posting the images on the Net to cause hurt.
7. 'Outing' and disseminating confidential information about someone.
8. 'Flaming' and multi-messaging to clog up a person's electronic system and to cause them distress.
9. Using aliases and pseudonyms in chat rooms and on social networking sites in order to harass and upset.
10. Engaging in cyber-stalking and the invading of privacy.

### **Sexting**

Another expression of cyber bullying is sexting. Sexting is taking sexually explicit photos and making them available for others to see via a carriage service such as mobile phone or computer. Sending explicit images of anyone, including yourself, is a crime if you are under the

age of 18 years. If the person in the picture is under 16 years, it can be a very serious crime resulting in charges of paedophilia.

## **Discrimination**

### **Direct discrimination**

Occurs when a person or group of people are treated in an unfair or less favourable way because of an attribute such as age, gender, race, religion, sexual orientation, disability, pregnancy, or marital status.

### **Indirect discrimination**

Occurs when a person or organisation imposes a requirement (a rule, policy, practice or procedure) that has an unequal or disproportionate effect on a particular group or groups. If the requirement is not reasonable in all the circumstances, it is likely to be indirect discrimination.

### **Harassment**

Harassment is any form of behaviour that is unwelcome, unsolicited, unreciprocated and usually (but not always) repeated. It is behaviour that is likely to offend, humiliate or intimidate. It can make it difficult for effective work to be done by the individual or groups targeted or affected by this behaviour. Sexual harassment is any unwanted, unwelcome or uninvited behaviour of a sexual nature that is likely to offend, humiliate or intimidate.

## Professional Expectations for Staff in Relation to Care Management

### Definition

All pastoral work within the school occurs within the framework of a Biblical ethos of care and a desire to restore broken or fractured relationships. Care Management is not confined to a list of responses chosen to address certain behaviours. It embodies counsel, follow-up and on-going encouragement. Staff need to be leading students to understand the importance of community and relationships and that what they do has an impact on the people and environment around them. The bottom line behind any consequence for a student's negative action or poor choice is to respond within the context of constructive pastoral relationships.

### Guidelines

Staff need to:

1. encourage positive relationships between themselves, students, and among the students
2. be consistent in how they treat students.
3. confront issues of unacceptable behaviour and apply appropriate consequences.
4. consider not just what students do, but why they do it.
5. be fair, firm, flexible and understanding.
6. giving students a sense of acceptance, to build and maintain their self-esteem.
7. be prepared to acknowledge failure or mistakes.
8. be in communication with all stakeholders as appropriate

In any given school context, staff need to encourage students to:

1. respect the rights of the teacher to teach
2. respect the right of each student to learn
3. be courteous, self-controlled and thoughtful towards others

### Procedures

Teachers should:

1. keep an on-going record of any incidents relating to unacceptable student behaviours that require specific management strategies.
2. seek the support of the Principal when experiencing difficulty.
3. submit an **Incident Report Form on Quickschools** for any matter that is referred to the Principal.
4. seek to use encouragement and praise with integrity for building and modelling positive relationships
5. give notification to the Principal of incidents that:
  - a. have been the subject of previous consequence
  - b. are significant, deliberate or negative actions
  - c. are unresolved at the class level
  - d. are of a complex, serious or extreme nature
  - e. value procedural fairness and natural justice when dealing with incidents or complaints.

### Levels of Unacceptable Behaviour

The purpose of this chart is to provide advice to staff when assessing student behaviour. This list is not exhaustive and staff should seek clarification from the Principal when there is a matter of concern that is not addressed in this chart.

Level 1	Level 2	Level 3	Level 4
Classroom Behaviour  Playground Behaviour	Non-Compliance with the Student Behaviour Expectations Agreement	Bullying  Cyber-bullying  Discrimination  Harassment	Level 4 incidents may require the students to be removed from campus immediately prior to the conducting of the investigation.  Significant harm or danger to themselves, staff, students or members of the school community.  Matters that could involve a breach of WA law.

## Suspension

### Definition

Suspension is a major consequence in the Behaviour Management Policy resulting in the temporary removal of a student from all school activities for a set period of time.

A suspension is considered after:

1. A student does not respond to remediation strategies put in place in the Care Management system for the purpose of resolving behavioural issues as defined in the 4 Levels of Care.
2. OR - A single Level 3 or Level 4 act where, after investigation and procedural fairness, it is found that a student has brought danger or adverse affects to themselves and/or to others.

### Types of Suspension

1. In-school suspension where a student is withdrawn from class but continues to learn under the supervision of a member of the Principal.
2. An out of school suspension is where a student is not permitted to be on campus for set amount of time. In these cases, the parent/guardian of the student must ensure that the student is under supervision while away from the school.

### Process for issuing a suspension where a student has a documented history of not responding to remediation strategies

1. This process occurs after the first interview with the parent/guardian as outlined in the 4 Levels of Care.
2. The Principal notifies the student and their parent/guardian that their pattern of behaviour will result in a suspension if further issues arise within the context of the 4 Levels of Care.
3. In the event that a student continues their pattern of behaviour after notification:
  - a. The Principal will conduct an investigation and advise the student who is under investigation and the parent/guardian of the investigation.
  - b. At this time, the student has the opportunity to provide additional evidence prior to the actual decision being made.
  - c. The Principal will advise the student of the outcome of the investigation including:
    - i. Whether or not it has been determined to issue a suspension
    - ii. The type of suspension
    - iii. The duration of the suspension
    - iv. The process for returning to school after the suspension has been served
  - d. The student and the parent/guardian will be informed of their opportunity to request an appeal to the suspension via the Complaints Policy.
  - e. The suspension will be documented:
    - i. In the student's file on Quickschools
    - ii. In the Attendance Roll

**Process for issuing a suspension where it is alleged that a student has committed a single Level 3 or Level 4 act that has brought danger to themselves and/or to others**

1. The Principal will investigate the alleged issue ensuring that:
  - a. All parties are heard
  - b. The student who is under investigation has the opportunity to provide their view of the story
  - c. The parent/guardian of the student who is under investigation has met with the Principal
2. The Principal will advise the student and parent/guardian of the outcome of the investigation including:
  - a. Whether or not it has been determined to issue a suspension
  - b. The type of suspension
  - c. The duration of the suspension
  - d. The process for returning to school after the suspension has been served
3. The student and the parent/guardian will be informed of their opportunity to request an appeal to the suspension via the Complaints Policy.
4. The suspension will be documented:
  - a. In the student's file on Quickschools
  - b. In the Attendance Roll as per the Common Code

**Returning to School**

The student will meet with a member of the Principal prior to returning to school activities.

**Withdrawal**

Definition: A parent/guardian chooses to voluntarily terminate a student's enrolment.

In a 'consequences' scenario this may occur when discussions with the Principal have occurred after patterns of repeated unacceptable behaviour. (Level 4) It allows a student to locate in an alternate school for a fresh start without a sense of 'expulsion' in their background..

Our school will seek to assist parents to relocate their child if this situation occurs. This process has also allowed for the Principal to offer the opportunity for the withdrawn student to return to our school if a 12 month good record can be earned at another school.

In matters where withdrawal is contemplated, the seriousness of the circumstances requires a special emphasis be given to procedural fairness. This may mean the offer of a support person to attend the formal interviews.

## **Expulsion**

### **Definition**

Expulsion is a major consequence in the Behaviour Management Policy resulting in the permanent removal of a student from the school.

An expulsion is considered after:

1. A student has been previously suspended and they continue their pattern of behaviour.
2. A single Level 4 act where, after investigation and procedural fairness, it is found that a student has brought danger to themselves and/or to others and/or could be in breach of the law.

### **Process for issuing an expulsion where a student has a documented history of not responding to remediation strategies**

1. The Principal notifies the student that their pattern of behaviour will result in an expulsion if further issues arise within the context of the 4 Levels of Care.
2. The Principal notifies the student and their parent/guardian that their pattern of behaviour will result in an expulsion if further issues arise within the context of the 4 Levels of Care.
3. In the event that a student continues their pattern of behaviour after notification:
  - a. The Principal will conduct an investigation and advise the student who is under investigation and the parent/guardian of the investigation.
  - b. At this time, the student has the opportunity to provide additional evidence prior to the actual decision being made.
  - c. The Principal will advise the student of the outcome of the investigation including:
    - i. Whether or not it has been determined to issue an expulsion from the school
  - d. The student and the parent/guardian will be informed of their opportunity to request an appeal to the suspension via the Complaints Policy.
4. The expulsion will be documented:
  - a. In the student's file on Quickschools

### **Process for issuing an expulsion where it is alleged that a student has committed a single Level 4 act that has brought danger to themselves and/or to others and/or could be in breach of the law.**

1. The Principal will investigate the alleged issue ensuring that:
  - a. All parties are heard
  - b. The student who is under investigation has the opportunity to provide their view of the story
  - c. The parent/guardian of the student who is under investigation has met with the Principal
2. The Principal will advise the student and parent/guardian of the outcome of the investigation including:
  - a. Whether or not it has been determined to issue an expulsion
3. The student and the parent/guardian will be informed of their opportunity to request an appeal to the expulsion via the Complaints Policy.
4. The expulsion will be documented:
  - a. In the student's file on Quickschools
5. If the incident could involve a breach of the law, the Principal will refer the matter to the WA Police

### **Statement on Exclusion**

Exclusion is the act of preventing a student's admission to a number of schools.

The school does not endorse or practice exclusion.

**Student Behaviour Expectations Agreement**

All students receive the Student Behaviour Expectations Agreement on enrolment.

**Policy Review**

On change of legislation or at the discretion of the School Board of ACC Southlands Ltd.

**Policy Version**

4.0

