APPROPRIATE BEHAVIOUR POLICY

INTRODUCTION

Regent College ensures that all students receive positive guidance and encouragement towards acceptable behaviour and are given opportunities to interact and develop respectful and positive relationships with each other and with staff members and volunteers.

RATIONALE

Every student has the right to a learning environment that is free from bullying and intimidation and to feel safe and happy at school. They also have the right to be treated fairly and with dignity. Discipline is necessary to ensure the safety and welfare of all our students, teachers and staff and to provide a conducive learning environment. This Appropriate Behaviour Policy sets the framework through which Regent College manages student behaviour and also sets out permitted forms of behaviour management which conforms to the principles of procedural fairness and non-discrimination that is fair, consistent and proportionate.

In all situations, and in particular regarding to managing students' behaviour, Regent College explicitly forbids any form of child abuse, corporal punishment or other degrading punishment.

DEFINITIONS

Child Abuse

Four forms of child abuse are covered by WA law:

Physical abuse occurs when a child is severely and/or persistently hurt or injured by an adult or a child's caregiver.

Sexual abuse, in relation to a child, includes sexual behaviour in circumstances where:

- the child is the subject of bribery, coercion, a threat, exploitation or violence;
- the child has less power than another person involved in the behaviour; or
- there is a significant disparity in the developmental function or maturity of the child and another person involved in the behaviour.

Emotional abuse includes:

- psychological abuse; and
- being exposed to an act of family and domestic violence.

Neglect includes failure by a child's parents to provide, arrange or allow the provision of:

- adequate care for the child; or
- effective medical, therapeutic or remedial treatment for the child.

Corporal punishment

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: from UN Committee on the Rights of the Child, General Comment No. 8 (2006), paragraphs 11 and 15: CRC/C/GC/8, 2 March 2007.

Degrading punishment

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 (from UN Committee on the Rights of the Child, General Comment No. 8 (2006), paragraphs 11 and 16: CRC/C/GC/8, 2 March 2007).

Regent College explicitly forbids the use of any form of child abuse, corporal punishment or other degrading punishment. Any staff member who breaches this rule will be subject to disciplinary proceedings which may include dismissal.

Procedural Fairness

The Guide to the registration standards and other requirements for Non-Government Schools states that the rules of procedural fairness require:

a. a hearing appropriate to the circumstances
b. lack of bias
c. evidence to support a decision
d. inquiry into matters in dispute.

APPROPRIATE BEHAVIOUR POLICY

Regent College's Appropriate Behaviour Policy (ABP) sets explicit boundaries and spells out the consequences for behaviour, whether positive or negative. Students are strongly encouraged to take increasing ownership of their behaviour and to consider the impact of their actions on their own lives and the lives of others. The application of the policy will be firm, but flexible enough to recognise the developmental stage, social context or welfare needs of an individual student.

STRATEGIES TO PROMOTE GOOD BEHAVIOUR

Regent College seeks to develop a culture of positive behaviour by setting clear expectations of students and encouraging positive behaviour. Strategies for developing this culture include:

- clearly setting behaviour expectations;
- establishing specific teaching and learning programs;
- communicating expectations with the wider school community;
- acknowledging positive behaviours in a range of ways from informal verbal acknowledgement through to structured merit awards; and
- maintaining records with respect to student behaviour.

RULES, REWARDS AND CONSEQUENCES

The policy has three characteristics. These are the:

- Prevention of inappropriate behaviour;
- Rewarding of positive behaviour and;
- Acknowledgement and correction of inappropriate behaviour.

In this way, the policy addresses rules, rewards and consequences.

THE RULES (Prevention of Inappropriate Behaviour)

The rules should be:

- Implemented consistently and without bias;
- Clearly stated and understood by all students; and
- Apply to all students, whether with a teacher or assistant (incl. specialist or relief).

First Time Obedience

Staff at Regent College support 'First Time Obedience'. This means, encouraging students to respond appropriately to requests from staff in the first instance. First Time Obedience has benefits for both the teacher and student – healthier relationships and a productive learning environment. In response, staff will strive for consistency and fairness by explaining the reasons behind the rules. There should always be opportunity for 'right of reply'; that is, the student(s) should have opportunity to ask a clarifying question or respond.

THE REWARDS (Affirming Positive Behaviour)

Students will be rewarded for positive behaviour. The College recognises the differing developmental stages of students and rewards may include verbal praise, certificates, tokens or vouchers, for example. Food rewards are not acceptable. Assemblies will continue to acknowledge both the academic achievements and good behavioural standards of select students. Reward events may be organised for students in acknowledgement of consistent, appropriate behaviour and positive contribution to College life. The College will not commit to rewarding every act of good behaviour, as this is the expected standard and may have some students performing purely for reward.

THE CONSEQUENCES

Within the Appropriate Behaviour Policy, there are two components concerned with poor or inappropriate behaviour.

- Classroom Management System (CMS)
- 5 Step Process

The following pages outline the consequences for inappropriate behaviour.

The College has clear and firm boundaries in relation to inappropriate behaviour. At every point of implementing consequences, students will be given opportunity for changed behaviour and good choices. Teaching staff employ 'Restorative Justice' techniques in conflict resolution with the purpose of fostering healthy and stronger relationships.

Restorative QUESTIONS 1 (When Things Go Wrong)

1. What happened?
2. What were you thinking at the time?
3. What have you thought about since?
4. Who has been affected by what you have done? In what way?
5. What do you think you need to do to make things right?

Restorative QUESTIONS 2 (When Someone Has Been Hurt)

1. What did you think when you realised what had happened?
2. What impact has this incident had on you and others?
3. What has been the hardest thing for you?
4. What do you think needs to happen to make things right?

CLASSROOM MANAGEMENT SYSTEM

The Classroom Management System (CMS) operates on five levels. If a student fails to respond to standard classroom strategies, the following process is initiated.

Level One

A formal verbal instruction will be given to the student citing the inappropriate classroom behaviour. E.g. 'You have already been warned about your behaviour, student, please do not rock on your chair. You are now on Level 1.'

This is officially Level One, and the student will be informed of their level and their name recorded (the method of recording may vary between teachers and grades). The student will be encouraged to make a good choice about his or her behaviour, moving forward. At the teacher's discretion, a suitable 10-minute consequence will be issued at the next break (e.g.rubbish tidy).

Level Two

If inappropriate behaviour persists or worsens, the student's name will be recorded as Level Two. The student will be reminded about the rule that is being broken.

A student who receives Level Two is required to:

- (Year 1 or 2) Attend a 10-minute time-out in a peer class.
- (Year 3-6) Attend a 10-minute time-out in administration.

Level Three

If the inappropriate behaviour persists or worsens the student receives a mark next to his/her name – Level Three. The student is then directed to attend a lunchtime Rethink (20 minutes). (SEE CMS Terms and Conditions)

Level Four

If the inappropriate behaviour persists or worsens the student receives a mark next to his/her name – Level Four. The student is then directed to attend a ten minute 'time-out' in another primary classroom to further consider/reflect upon his / her behaviour. The student will return to their regular classroom and explain why their behaviour is inappropriate. Again, the student will be encouraged to make a good choice. If a student is required to complete a time-out, his/her parents may be informed,
and an interview may be requested.

Level Five (Step 1)

Upon returning to their regular classroom, if a student does not immediately improve his / her behaviour and requires further reminders and warnings, they will be advanced to Level 5 = 'Step 1'.

CMS Terms and Conditions

Inappropriate Behaviour may include (not limited to):

- Angry, aggressive communications (verbal or written)
- Unwanted attention / harassment
- Disruptive behaviour
- Any act of physical violence
- Disobedience to a reasonable request

CMS Advancement

If a student is regularly progressing to level two or three of the CMS, he or she may be advanced to, or along a 'Step' at the discretion of the classroom teacher.

Rethink

If a student in Years 1-6 (Years 1-2 at discretion of teacher) reaches Level 3 of the CMS, he or she automatically receives/attends lunchtime Rethink. A student attends lunchtime Rethink immediately after being excused for lunch play (ideally the same day). The session is supervised by the Deputy Principal or Principal and students are

required to Rethink their decisions, behaviours and discuss how they could have done things differently. Parents will need to sign the student work to acknowledge that they are aware their child has attended Rethink.

Letter of Concern

If a student attends 3 Rethinks within a term, a Letter of Concern will be mailed home to parents. This letter requests that parents discuss their child's behaviour with their teacher.

CMS – THE EARLY LEARNING YEARS (Kindergarten to Year 2)

The Appropriate Behaviour Policy applies to all students at Regent College; that is, there are Rules, Rewards and Consequences. However, the application of the Classroom Management System (CMS) includes age-appropriate adjustments for the early years.

Adjustments may include:

- Shorter periods of 'time-out'
- Classroom student swaps between Kindergarten and Pre-primary (possibly older grades)
- More immediate feedback to parents
- Student being sent home for prolonged inappropriate behaviour

FIVE STEP PROCESS

The design of the 5 Step process is to follow on from the CMS.

Once a student is engaged in the '5 Step' process, the Deputy Principal/Principal are notified, and the situation is considered to be serious. As a result, the consequences are more significant.

Step 1

A student is automatically placed on Step 1 when he or she progresses to Level Four of the CMS.

<u>The student will:</u>

1. Complete three consecutive lunch time Rethinks;
2. Be placed on a behaviour-monitoring sheet for a period of one week;
3. Meet with the Deputy or Principal to ensure he/she is meeting required daily goals.

<u>Parents/Guardians of the student will:</u>

1. Be contacted by his or her classroom teacher and encouraged to make an appointment to discuss their child's behaviour.

Step 2

If a student continues to engage in inappropriate behaviour on a second occasion, whether during the same lesson, day, week, term or semester, he or she will move through the same CMS, as for Step 1, and be advanced to Step 2.

<u>The student will:</u>

1. Complete three lunch time Rethinks;
2. Be placed on a behaviour-monitoring sheet for a period of two weeks.
3. Forfeit any involvement in excursions, social events, camps or reward days for the remainder of the current term.
4. Meet with the Deputy or Principal to ensure the student is meeting required daily goals.

<u>Parents/Guardians of the student will:</u>

1. Be required to meet with the classroom teacher and Deputy Principal to discuss their child's behaviour.

Step 3

A student is placed on Step 3 when he or she continues to engage in inappropriate behaviour as outlined for Step 2.

The student will:

1. Complete three lunch time Rethinks;
2. Be placed on a behaviour-monitoring sheet for a period of two weeks;
3. Forfeit any involvement in excursions, social events, camps or reward days for the remainder of the year.

Parents/Guardians of the student will:

1. Be required to meet with the classroom teacher and Deputy Principal to discuss their child's behaviour.

Step 4

A student is placed on Step 4 when he or she continues to engage in inappropriate behaviour as outlined for Step 2.

At this point the student will:

1. Be given a suspension of a time at the College's discretion and parents will be notified of their child's status being on a probationary enrolment.

Parents/Guardians of the student will:

Be required to meet with the classroom teacher and Deputy Principal or Principal to discuss the behavioural contract requirements surrounding their child's return to school.

Step 5

A student is placed on Step 5 when he or she continues to engage in inappropriate behaviour as outlined for Step 2.

The student who reaches Step 5 of the Appropriate Behaviour Policy has not sufficiently modified their behaviour and needs to recognise that persistent inappropriate behaviour has serious consequences. The matter will be referred to the College Principal, who will contact parents and consider terminating a student's enrolment in the College.

Step System Terms and Conditions

- The consequences of the 5 Step Process are cumulative across a student's enrolment in the College and do 'roll-over' from year to year.
- 'Steps' do not get automatically 'wiped' at the end of a term, semester or year.
- It is at the discretion of the College to make an assessment of a student's behavioural performance and consider whether to revoke a step or steps that a student may have progressed during his/her time as a student at Regent College.
- A family will be notified in writing if this decision is made.

Serious Offences

In the event of 'high level' inappropriate behaviour, a student may be advanced along a step (or steps) or even required to be collected from the College by a parent or guardian. Following the event, an appointment would be arranged with the Deputy Principal or College Principal. The consequences will be considered on a case-by-case basis.

RELATED POLICIES AND DOCUMENTS

Staff Code of Conduct
Student Code of Conduct
Parent Code of Conduct
Complaints Handling Policy