



POSITIVE BEHAVIOUR MANAGEMENT POLICY

1. PURPOSE

The purpose of this policy is to detail the strategies for behaviour management using positive relationships at St Andrew's Anglican College (the College).

2. SCOPE

The Policy applies to all students whilst:

- on College grounds
- in College uniform
- representing the College
- on any occasion when the staff of the College have responsibility for an individual student or group of students
- the student's actions contribute directly to the disciplining of another student or group of students
- The student's actions bring the College into disrepute

3. RATIONALE

At St Andrew's Anglican College, we expect all students to behave in an appropriate and acceptable manner. We believe that the quality of student's learning and the quality of life in the College will be enhanced and enriched through the promotion and maintenance of positive behaviour.

We aim to establish a caring and supportive environment where all members of the College community feel secure, respected and valued. The development of personal qualities and social skills, and the fostering of socially acceptable behaviour, are an integral aspect of the College curriculum.

We expect students to take responsibility for their own actions, be aware of the needs and rights of others and so increasingly display self-discipline in all aspects of College life. Clear guidelines, communicated with students and consistently enforced by all staff, add greatly to the effective maintenance of a College culture, which leads to healthier interpersonal relations among members of the school community and more effective learning.

4. RESTORATIVE PRACTICE

Restorative Practice is a process that actively encourages students to speak about their actions, consider their effects on others and help decide the best way of repairing any harm done to relationships. It provides a range of approaches to reduce harm and to fix 'damage' to relationships caused by incidents.

The College is committed to creating quality relationships through The Principles of Restorative Practice that:

- Develop an awareness in students about the effects of their behaviour on others
- Avoid scolding and lecturing students
- Actively involves students in discussing the reasons and effects of their actions on others
- Addresses behaviour whilst still maintaining a student's dignity
- Views poor behaviour as an opportunity to learn through problem solving and focusing on the future
- Provide students with a range of future options for behaviour
- Form the basis of classroom management practices at the College

4.1 Overarching Principles

- Everyone has a right to be happy and safe at school
- All teachers have a right to teach
- All students have a right to learn
- All adults working with children must model and teach expected behaviour
- Mutual respect must be shown by all members of the College Community

4.2 Aims

To promote positive behaviour at the College we seek at all times to:

- Ensure consistency and care in our interactions with children
- Be fair, and be seen to be fair
- Treat all with respect
- Communicate clear expectations
- Provide planned activities which motivate and challenge all to learn academically and socially
- Create in and around the College a calm and well-organised learning environment
- Develop tolerance and understanding in children, based upon a shared understanding of the College Community Agreement
- Consistently praise positive behaviour and respond to poor behaviour
- Inform and involve children in decisions made about our College
- Recognise the positive contributions of individual children to the College and local community
- Work in partnership with parents actively promoting standards of positive behaviour

4.3 Use of Restorative Practice

A restorative approach to behaviour management will require all staff working with our students to be aware of the principles of Restorative Practice, and the ability to apply them to resolving situations in their classes, corridors, and elsewhere in the College community. The principles and use of Restorative Practice will be a regular feature in the College's Continuing Professional Development program both at the beginning of the College year and where appropriate at other times.

4.4 Restorative Conference

The main features of the approach used in a Restorative Conference include:

- They focus on harm and actively seek ways of repairing that harm
- They help create dialogue and communication
- They are fair, open and honest: treating all participants with respect
- Within a safe environment, they will allow all participants to engage, learn and gain a shared understanding
- This should lead to accepting responsibility, reparation, reintegration, restoration and behavioural (cultural) change
- They offer a structured intervention by trained neutral facilitators to help participants to understand each other, find resolutions to issues causing conflict and repair harm. The process always takes place in a safe environment that allows all taking part to engage with the process
- Participants are given the opportunity to openly state their views, listen to others and acknowledge their views.

4.5 The Restorative Questions

- What happened?
- What were you feeling / thinking at the time?
- What do you think / feel about it now?
- Who has been affected by what has happened?
- In what way have they been affected?
- What impact has this incident had on you and on others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

The questions are neutral and non-judgemental, they are about the behaviour of the student who has caused harm and its effect upon others, and they are open questions which require an answer. They take everyone from the past (what happened) to the future (repairing harm) and require people to reflect on who has been affected. They are likely to help the student who has caused harm develop some empathy for those affected.

4.6 How to Use the Restorative Questions

The Restorative Approach model can be applied in a number of ways, ranging from informal conversations in corridors and classes to formal conferences with the wrong doer and the harmed including working with whole classes.

- **Restorative Informal discussion**
Informal chat using restorative questions, this does not include formal referral, preparation, contract or debrief but should/may include a follow-up. Individual member of staff takes initiative and leads process.

- **Impromptu Conference**

Informal conference that might not include formal preparation but should/may include a contract and a follow up. Individual member of staff takes initiative and leads process with students involved.

- **Formal Conference or Parenting Conference**

Requires formal pre-conference preparation, formal referral, an agreement and a formal setting, a debrief after the conference and appropriate follow up conversations. Referral for support can be made to the pastoral team for the students concerned.

5. HOME AND SCHOOL LINKS

We aim to develop an effective partnership between the College and home and believe that we are most effective when we work together to support student learning.

Students benefit from knowing that both their parents and teachers share the same expectations, value learning and share a concern for their development and progress. Through on-going dialogue, teachers inform parents of student's positive effort, attitudes and behaviour and similarly inform them of incidents and concerns.

Parents contribute to their children's progress through open communication with their child's teachers, by offering support to their child at home, by talking over the challenges that their children meet, and by reinforcing the messages being given at school.

6. CONSEQUENCES

6.1. Lunchtime Reflections

In the Secondary School, 30-minute Lunchtime Reflections are held on school days. It is not possible to be prescriptive about all behaviour that warrant a Lunchtime Reflection as it often depends on the circumstances in which it occurred.

In the Primary School, Lunchtime Reflections are held on school days. It is not possible to be prescriptive about all behaviour that warrant a Lunchtime Reflection as it often depends on the circumstances in which it occurred. Primary School lunch reflection times are:

Prep:	5 minutes
Year 1 – 3:	10 minutes
Year 4 – 6:	20 minutes

Lunchtime Reflections are only used as one of a range of options with the College's primary focus on implementing a restorative approach to behaviour management. Repetitive and unwarranted use of Lunchtime Reflections are counterproductive in building a positive College environment.

6.2. After School Reflections

After School Reflections may be issued by Heads of Year or Deans of Students. In the Primary school, this is managed by the Dean of Students or the Deputy Head of Primary. They may be appropriate for breaches of College expectations or persistent problems where Lunchtime Reflections have not had the desired effect. After School Reflections will be served on a day designated by the College from 3:15pm to 4:15pm.

6.3. Internal Suspensions

An Internal Suspension is at the discretion of the Deans of Students/Deputy Head of Primary in partnership with the appropriate Head of School. It is a consequence of either one major incident, or a series of incidents.

The principle of Internal Suspension for behavioural reasons is the removal of a student for the benefits of the College community, and for the student to have time and space to reflect on their actions.

Parents and teachers will be informed at the earliest possible opportunity when a student is given an Internal Suspension. The College will ensure that parents are informed in writing when a student has been issued with an internal suspension.

During the Internal Suspension the student does not have permission to attend any College event or co-curricular activity. Exemptions to this may be considered on a case by case basis at the discretion of the Dean of Students and Director of Sport. The student is supervised at school in an administration area and will have their breaks outside the school's scheduled times. The student continues to have access to Canvas/Seesaw (Primary) to complete their schoolwork and may also be provided with instructions via email from their class teachers.

On the morning of the student's return to school a Re-entry Interview will be pre-arranged with the parents, student and relevant Head of Year and/or Dean of Students. In the Primary School, this is through the Dean of Students and/or the Head of Primary and/or the Deputy Head of Primary. The student must show a commitment to improved behaviour and desire to be enrolled in the College with the support and cooperation of their parents.

6.4. External Suspensions

External Suspension, the removal of a student from the College premises, is at the discretion of the Deans of Students/Deputy Head of Primary in partnership with the appropriate Head of School and Principal. All information gained about the child will be considered prior to and for determining if an external suspension is implemented. An external suspension will be considered if there is a continued repeat of internal suspensions.

The principle of an External Suspension is that a student has violated the College to the degree that the privilege of being part of that community is suspended for a period of time. Suspension may be needed to allow time for a situation to diffuse, to send a message that certain behaviour has been particularly offensive or to allow time for a full investigation of a circumstance to be completed.

Parents and teachers will be informed at the earliest possible opportunity when a student is given an External Suspension. The College will ensure that parents are informed in writing when a student has been issued with an External Suspension.

During the External Suspension the student does not have permission to attend any College event or co-curricular activity. Exemptions to this may be considered on a case by case basis at the discretion of the Dean of Students and Director of Sport. The student continues to have access to Canvas to complete their schoolwork and may also be provided with instructions via email from their class teachers.

When the circumstances have been established and a decision made, it is important that both the student and parents clearly understand the reason for the External Suspension and subsequent

consequences. The length of a suspension depends upon the circumstances and the implications of the student's actions on the College community. If a student has been suspended previously it would be expected that any subsequent suspension would be longer.

It must be clearly understood that External Suspensions are regarded with due seriousness and are essentially a response of last resort. Students and parents should not expect the process of External Suspension to be ongoing. Without significant positive change and effort in a student's behaviour their enrolment would be withdrawn.

On the morning of the student's return to school a Re-entry Interview will be pre-arranged with the parents, student and relevant Dean of Students and/or Head of School and Principal. In the Primary School, this is through the Dean of Students and/or the Head of Primary and/or the Deputy Head of Primary. The student must show a commitment to improved behaviour and desire to be enrolled in the College with the support and cooperation of their parents. At the Principal's discretion the student may be placed on an Indefinite External Suspension.

A student may have their position at the College reviewed by the Principal as the result of a serious breach of the College Community Agreement, criminal act or failure to maintain the provisions of enrolment.

The College has a zero-tolerance stance with regards to illicit substances and alcohol, violence and threatening behaviours, and inappropriate sexual behaviour. Involvement in these behaviours can lead to removal from the College in the first instance.

7. ROLES AND RESPONSIBILITIES

All adults at St Andrew's Anglican College have a shared responsibility for teaching and modelling behaviour that is congruent with the College's values. College Staff must:

- Model positive behaviour through their social interactions
- Teach behaviour and make expectations clear
- Create a caring and supportive working environment in which the students are able to learn
- Treat students with respect
- Communicate effectively with parents
- Value and reward individual achievement
- Correct and redirect lunchtime behaviour and any difficulties which arise
- Engage the students in learning

8. MANAGING BEHAVIOUR IN THE SECONDARY SCHOOL CLASSROOM

Teachers are asked to use a Restorative Approach with students in the Secondary School classroom. Over the course of a lesson the following system will be followed:

- For an initial classroom/curriculum incident of disruptive or inappropriate behaviour the teacher will counsel the student appropriately. This stage is a warning. The teacher is encouraged to maintain a good tone and send a clear message.
- For a second classroom/curriculum incident of disruptive or inappropriate behaviour the incident is documented in TASS. It may be appropriate for the teacher to facilitate an impromptu restorative conference with the student during recess or lunch. At this stage a teacher may choose to adjust the seating arrangements, provide an opportunity for time out by separating a student from peers in order to calm a situation or to break the cycle of behaviour, or other actions appropriate to classroom management.
- For any further classroom/curriculum incidents of disruptive behaviour, the student behaviour will be referred to the Head of Faculty and Head of Year notified by email. A further note is made in TASS and parents are contacted by the classroom teacher.
- Rarely, it may be necessary to seek support from a member of the Pastoral Care team if a student's behaviour is unacceptable or affecting the learning of the rest of the class. This is viewed as a serious incident that needs reporting.
- The Deans of Students/Heads of Year will act on all behaviour and welfare issues in partnership with the teacher. Restorative Conferences may be held with the student, teacher and Deans of Students/Heads of Year. If appropriate, a lunchtime reflection will be issued. Parents are notified.

9. MANAGING BEHAVIOUR IN THE PRIMARY SCHOOL CLASSROOM

Teachers are asked to use a warning system with students in the Primary School classroom. Over the course of the day the following system will be followed (refer Flowchart - Appendix One):

- For an initial classroom/curriculum incident of disruptive or inappropriate behaviour the teacher will counsel the student appropriately. This stage is a warning and a verbal redirection. The teacher is encouraged to maintain a good tone and send a clear message.
- For a second classroom/curriculum incident of disruptive or inappropriate behaviour, it will be acknowledged by the staff member who will then implement appropriate strategies to manage the incident. This could include a further redirection, recourse of behaviour or an impromptu restorative conference with the student at recess or lunch.
- For a third classroom/curriculum incident of disruptive or inappropriate behaviour, it will result in the staff member taking additional actions to manage the behaviour of the student. The student may be moved to another desk, or isolated within the classroom to break the cycle of behaviour. Supervision is to be maintained by the classroom teacher. A restorative discussion between student and teacher should take place at the next appropriate time.
- It is sometimes appropriate for a third incident to result in a recess or lunch-time time out to reflect on their behaviour.

- For any further incidents of disruptive or inappropriate behaviour, the student behaviour will be reported to the Dean of Students or the Deputy Head of Primary who will make contact with the student’s parents for discussion. This could result in a restorative conference. Members of the Pastoral Care team will follow Procedures for Managing Student Incidents (Appendix 2)
- Dean of Students and/or the Deputy Head of Primary will determine if the student completes a Student Reflection Sheet during one of these time-out sessions, which will be stored on the student’s file.
- If there are three or more days of unacceptable behaviour during a two-week period, a Behaviour Management Card will be issued to the student. This will be stored on the student’s file.
- The Deputy Head of Primary or Dean of Students will maintain communication (phone call or email) with the family for such breaches of behaviour as well as any Formal Restorative Conference.
- The Head of Primary will make contact with the family for repetitive and/or serious breaches of behaviour to discuss and implement any further actions.
- To manage repeated inappropriate behaviour in the classroom and for inappropriate behaviours which occurs outside of the classroom, staff are to refer to the Primary School Behaviour Management Procedures document.

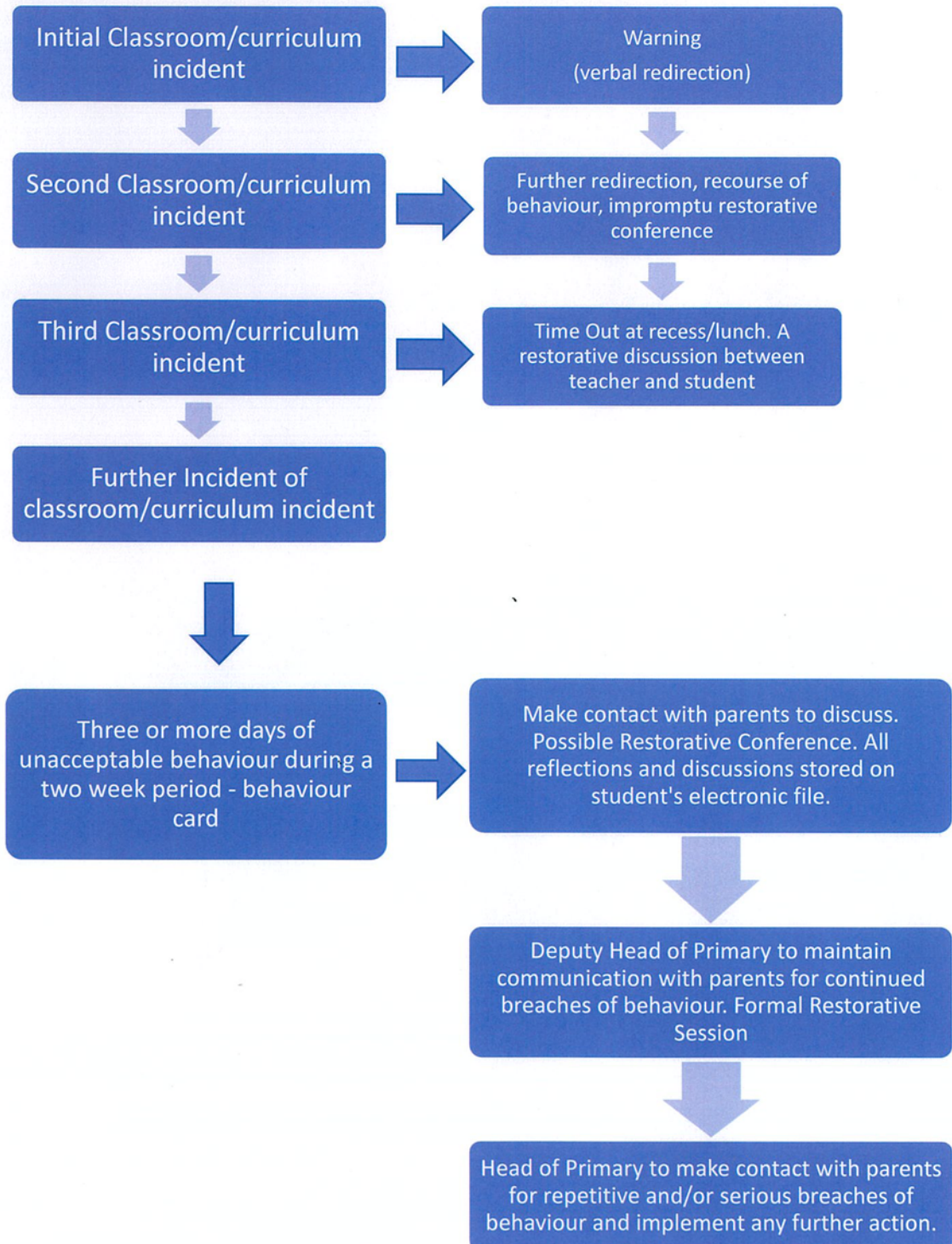
10. RELATED DOCUMENTS

- Code of Conduct
- Bullying Prevention & Management Policy
- Primary School Behaviour Management Procedures
- Student Uniform Policy
- Alcohol Tobacco and Illegal Substances Policy
- Digital Technology Policy
- Mobile Phone and Personal Device Policy
- Community Agreement
- Procedures for Managing Student Incidents (Appendix 2)

DOCUMENT CONTROL	
Title	Positive Behaviour Management Policy
Author	Various
Policy Owner	Deputy Principal
Review Frequency	Every Three Years.
Last Review Date	09/01/2024
Next Review Date	31/01/2027
Category	Professional Practice

APPENDIX ONE

MANAGING BEHAVIOUR IN THE PRIMARY SCHOOL CLASSROOM FLOW CHART



APPENDIX TWO
Procedures for Managing Student Incidents

Student Support

Recording and Decision Making

Parent/Carer Engagement

Interview all students involved including student/s harmed, student/s responsible for harm and bystanders.

Where appropriate, a student may be offered support by a peer, or if appropriate, a teacher. Significant incidents should involve 2 staff members to conduct interview and record notes.

Document incident. Notes should be written objectively and recorded on TASS. Consistent copies should be included in the Notes section of all students involved, including bystanders. Mentor teacher notified.

All parents of students interviewed should be contacted, including bystanders, in a timely manner.

HoY – phone contact to parents of student/s harmed and student/s responsible, with email follow up.

Student/s harmed should be asked: "What do you need to feel safe?"

Student/s responsible for harm should be asked: "What support do you need to help make positive behaviour choices?"

Assess harm caused and likelihood of further harm, using:

- SAAC PAC Risk Assessment form *or*
- ASC D.A.R. form if incident is significant in nature or likely to involve reports to Child Safety or Police

Use this as a tool to inform next steps in decision making and further actions.

Further actions, including student support plan, to be communicated to parents of student/s harmed and student/s responsible for harm.

After school reflection sessions and suspensions are to be communicated via email with an attached letter on College letterhead. This is also recorded on TASS.

Student/s responses should inform a formal or informal Support Plan.

This plan *could* include:

- Movement around campus
- College psychologist sessions
- Consideration of student groupings
- Key supportive staff
- Considerations around camps and excursions
- Behaviour/engagement monitoring card

PLUS the option (where appropriate) for a Restorative Conference.

Consequences and harm repair could include:

- Fix damage
- Lunch reflection
- After-school reflection
- Internal suspension
- External suspension
- Indefinite suspension
- Restorative Conference

** as per the Positive Behaviour Management Policy*

Review and update TASS notes. Inform Head of School and Principal as appropriate.

Re-entry meetings to be conducted with HoY and Dean of Students with students and parents/carers following suspensions.

Where appropriate, families may be offered the opportunity to engage in a Restorative Conference.

Restorative conference

Informal: HoY and students involved

Formal: A combination of HoY, DoS, College Psychologist, Mentor teacher, students and parents/carers

Document and record to relevant students TASS Notes, and email summary to parents involved.