**POSITIVE Student Behaviour Policy**

## Purpose

Perth College aims to create a safe and supportive learning environment where students are empowered to make good choices, exercise self-discipline and uphold the School’s values of being capable, courageous and caring. In promotion of these values, Perth College students are encouraged to contribute to the community with integrity, respect and compassion. This forms the basis of the Positive Student Behaviour Management Policy. Students are treated with courtesy, respect and tolerance. They are known, appreciated and affirmed by the staff. They respond positively and value the relationships that have been formed in a nurturing environment.

All students have the right to be safe and feel safe in their school community. With this right comes the responsibility to be socially responsible and be accountable for actions that put the safety and wellbeing of others at risk. Behaviour is a reflection of a student's need and as such, we focus on what is resulting in these behaviours and support students to resolve the problems causing them. As such, negative behaviour is an indication of a student in need.

Perth College explicitly forbids the use of any form of child abuse, corporal punishment or other degrading punishment.

**Scope**

This policy applies to all students.

**Associated Policies and Procedures**

Learning Powered by Technology Code of Conduct

Acceptable Use Agreement (JS)

Mobile Communication Policy

Positive Peer Relationships Policy

Student Uniform Policy

Student Network Access Policy

Student Code of Conduct

**Relevant Legislation or Authority**

Criminal Code Act Compilation Act 1913

Disability Discrimination Act 1992

School Education Act 1999

School Education Regulations 2000

**Review**

This policy will be reviewed on an annual basis.

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| **Date Approved** | 2004 |
| **Date for Review** | October 2023 |
| **Policy Owner** | Director of Wellbeing (Years 7 to 12), Director of Junior School |
| **Authorisation** | Leadership Team |
| **Amendment History** | |
| **Date** | **Amendment** |
| October 2022 | Reference Trauma Informed Practice. Adjust language to reflect positive engagement. [Director of Junior School] |
| July 2022 | Rename title to Positive Student Behaviour Policy; update ownership to Director of Wellbeing and Director of Junior School; update titles to include Heads of Student Wellbeing; inclusion of a statement to indicate the School reserves the right to speak with a student without parental presence; inclusion of a statement to indicate consideration and reasonable adjustments will be made in addressing and supporting students with additional needs and/or disabilities; removal of reference to ‘House’ demerit points and accumulation of points towards the House shield each year; update of consequences for accumulation of infringement/demerit points; formatting amendments [Director of Wellbeing] |
| December 2020 | Annual Review. Update to Procedures [Head of Senior School]. |
| May 2020 | Purpose modified [Head of Senior School]. |
| January 2020 | Procedures updated to reflect the approved revised version located in the 2020 Staff Handbook [Head of Senior School]. |
| May 2019 | Minor amendments to reflect change of titles  [Head of Senior School]  Minor tweaks to wording for clarity  [Head of Junior School] |
| June 2018 | Inclusion of a statement around the non-use of any form of child abuse, corporal punishment or other degrading punishment.  [Vice Principal] |
| January 2018 | Some elements of policy moved to be included in procedures.  [Head of Senior School] |
| 2012 | Policy changed name from Discipline Policy to Student Behaviour Management Policy. |

**POSITIVE Student Behaviour PROCEDURES**

**Behaviour EXPECTATIONS**

Perth College believes that the school must be a place where:

* Every person feels safe and valued.
* All students can develop into responsible and successful citizens.
* The individual’s needs for belonging and empowerment are met.
* All students can enjoy success and strive for excellence.
* All students are acknowledged, accepted and celebrated.
* Students actively participate in the learning process.
* All members of the school community demonstrate respect for each other, others’ property and the name of Perth College.
* All students accept responsibility for their own behaviour.
* Students have a voice.
* Students are supported to engage in the Restorative Practices approach to conflict resolution.

The goals of the Positive Student Behaviour Policy include:

* Students become responsible, respectful and reliable young adults.
* There is a caring, nurturing relationship between students and staff.
* Behaviour standards and boundaries are well understood.
* Response to student behaviour is according to procedural fairness.
* Consequences are just, fair and predictable.
* Discipline procedures are positive, systematic and restorative.
* Communication and support is provided to both students and families.
* Mistakes are viewed as learning experiences and an opportunity for reflection and personal growth.

Restorative justice underpins the Positive Student Behaviour Policy. This is a philosophy and a theory of justice that emphasises bringing together everyone affected by an issue to address their needs and responsibilities, and to heal the harm to relationships as much as possible. The program is based on respect, responsibility, relationship-building, and relationship-repairing, focusing on mediation and agreement rather than punishment. One of the more appropriate actions is to empower students to “make things right” and to decide on their own consequences for their actions. This may be an apology, mentoring or coaching younger students, or completing community service. By such means, students will understand that although teachers may at times have to address student behaviour, that students are in fact cared for and respected.

Each staff member is responsible for maintaining positive behaviour within their own classroom and should refer to the *Student Code of Conduct*when setting guidelines for their classes. Staff in the Junior School work with students to create a charter that reflects how the students want to feel in their classes and revisit the charter to ensure the learning community is living the charter.

Heads of Year, Heads of Department, Heads of Student Wellbeing and Heads of Learning and Teaching are all excellent sources of advice and strategies for classroom management and addressing individual students. All staff members are expected to support the implementation of the *Positive Student Behaviour Management Procedures, Student Uniform Policy, Student Code of Conduct, Learning Powered by Technology Code of Conduct, Acceptable Use Agreement* and *Network Access Policy* by continually reinforcing the expectations for student behaviour both in and outside of the classroom.

Active supervision of yard duty areas, setting high expectations for students in the classroom, around the School grounds and at School events, on excursions, trips and tours all contribute to a positive Perth College community and reputation.

**Positive Behaviour Engagement**

In the Junior School, the classroom teacher is responsible for the individual wellbeing of the students in their class, supported by the Junior School Leadership Team, which includes Head of Student Wellbeing, Head of Learning and Teaching, Leadership Coordinator and Early Years’ Coordinator. Junior School staff model and teach empathy, appreciating how one’s actions are affecting others, resolving disagreements without conflict, taking another person’s perspective, and honesty.

In the Senior School, the Kaya teacher is responsible for the welfare, wellbeing and needs of individual students in their Kaya class, actively supported by their Head of Year. A key responsibility of the Head of Year is the wellbeing and morale of the students within the year group, working with Kaya teachers to ensure a high level of pastoral care, positive behaviour, punctuality and a high standard of uniform.

Inappropriate behaviour by students should be dealt with directly by the staff concerned, however, a staff member will be supported when strategies employed are not resulting in the required positive change to behaviour.

The School reserves the right to address behavioural situations with students without a parent present. Consideration and reasonable adjustments with consideration of a Trauma Informed approach will be implemented in addressing and supporting students with additional needs and/or disabilities.

When a student expresses challenging behaviour, staff should first reflect, consider and investigate the possible reasons for such behaviour. Investing time in dialogue with the student will often result in the conflict being resolved and a valuable relationship formed. It is important to create situations where the student can recover, be forgiven and be fully accepted again following behavioural incidents.

Detailed documentation and communication with the student’s Classroom Teacher, Kaya Teacher, Head of Year, Heads of Student Wellbeing, or the Health and Wellbeing Service Team will assist to gain useful insight into the student involved.

Emotional agility, growth and understanding is fostered when a student is encouraged and supported to move through a problem, where possible allowing the moment to pass and resolve in real time.

**GUIDELINES IN SUPPORTING POSITIVE BEHAVIOUR – JUNIOR SCHOOL**

Concerns identified with a student’s wellbeing or behaviour should be raised with the family where support and strategies are discussed in partnership. Ongoing concerns are to be reported to the Junior School Student Support Team with guidance provided as necessary. Serious concerns that require immediate support are to be communicated to the Head of Student Wellbeing (Pre-Kindergarten to Year 6), in consultation with the Director of Junior School.

Circumstances may require a level of confidentiality and there may be a delay before staff can be advised of any concerns. In the instance where student wellbeing/behaviour incidents must be communicated between staff, it is an expectation that these updates are communicated professionally and without prejudice.

**Classroom Teacher**

Classroom teachers are skilled in supporting students through challenges. When supporting students, teachers will:

* Respond in a calm and respectful manner.
* Provide appropriate support through co-regulation or strategies/opportunities for self-regulation.
* Speak with the student/s concerned.
* Facilitate conflict resolution or mediation if required.
* Employ appropriate consequence in consultation with Positive Behaviour Engagement Framework.
* Phone call to parents to update or request a meeting.
* Document on SPACE.
* Refer to the Junior School Student Support Team if ongoing or Head of Student Wellbeing (Pre-Kindergarten to Year 6) if serious.

**Head of Student Wellbeing (Pre-Kindergarten to Year 6)**

If student wellbeing or behaviour is ongoing or serious in nature, the classroom teacher will liaise with the Head of Student Wellbeing (Pre-Kindergarten to Year 6). This will result in one or more of the following actions:

* Speak with the student/s concerned.
* Contact parents to arrange a meeting, which may include the presence of the classroom/specialist teacher.
* May require the student to complete a reflection and/or staff member to complete an incident report.
* Employ appropriate consequence in consultation with Positive Behaviour Engagement Framework.
* Liaise with the Student Support Team to explore further support for the student/s.
* Consult with Director of Junior School.
* Record outcomes on SPACE.

**Communication with Parents**

Phone calls are the preferred method of communicating wellbeing or behaviour concerns with parents. Email may be another option; however, is not as effective as a phone call where the circumstances and support provided can be fully explained. Parents of all students impacted should be informed of the nature, progress and outcomes of situations that involve their child. Personal information of other students, including consequences are not to be discussed with parents. Contact with parents should be documented on SPACE.

**Consequences**

Consequences may be required when the student’s behaviour impacts the safety or wellbeing of another Perth College community member. The determination of such consequences will be made in consultation with the Positive Behaviour Engagement Framework.

**Support for Students Impacted**

In the event that other students’ safety or wellbeing are impacted by a student’s actions, the classroom teacher will:

* Listen to and document the student’s concerns.
* Provide appropriate support or strategies for moving forward.
* Speak with the student concerned.
* Facilitate conflict resolution or mediation.
* Phone call to parents to update or request a meeting.
* Document on SPACE.
* Follow up with/monitor the student to support their wellbeing as required.
* Refer to the Junior School Student Support Team, including Head of Student Wellbeing or Head of Learning and Teaching if further support options are required.
* Liaise with the Director of Junior School should the incident be of extreme concern or ongoing.

**GUIDELINES IN MANAGING BEHAVIOUR – SENIOR SCHOOL**Concerns about a student’s wellbeing and behaviour should be shared with the appropriate person, dependant on the behaviour issue identified. Classroom based issues should be reported initially to the Head of Department, social and emotional wellbeing issues should be reported initially to the Kaya teacher or Head of Year. More serious wellbeing and/or behavioural issues should be reported to the Head of Year or Head of Student Wellbeing (7 to 12).

Circumstances may require a level of confidentiality and there may be a delay before staff can be advised about any concerns or problems. It is important to manage issues respectfully and confidentially. Student wellbeing and/or behaviour issues must not be topics of conversation for staff.

**Classroom Teacher**

The classroom teacher should feel confident to deal with minor classroom behaviour issues and have at their disposal a number of management strategies from which to choose. If the staff member feels they require support, they should refer the student in the first instance to their Head of Department. In managing inappropriate behaviour, the Classroom Teacher may choose to:

* speak with the student.
* make contact with the parents via phone or email.
* use the demerit and reflection system for student behaviour infringements.
* refer to their Head of Department if the behaviour is of an ongoing or more serious nature.

**Head of Department**

In managing inappropriate behaviour, Heads of Department may choose to:

* speak with the student.
* advise the staff member to contact parents via phone or email.
* make contact with the parents via phone or email.
* use the demerit and reflection system for student behaviour infringements.
* if the behaviour is continued, they may move the student from their class to another class for a period of time as a ‘time out’ or ‘cooling down’ strategy.
* refer to the relevant Head of Year if the behaviour is of an ongoing or more serious nature.

**Head of Year**

This role, whilst supporting wellbeing, also plays a part in managing more serious student behaviour management. When a student is referred by a Head of Department, the Head of Year may choose one or more of the following actions:

* speak with the student.
* make contact with the parents via phone or email.
* use the demerit and reflection system for student behaviour infringements.
* liaise with the Head of Student Wellbeing (Years 7 to 12) Head of Learning and Teaching (Years 7 to 12), Head of Boarding, Health and Wellbeing Services Team, Classroom Teacher and Kaya Teacher to explore possible positive programs and support for the student.
* discussion of student at Wellbeing Leadership Team Pastoral Conversations meeting.
* supervise a lunchtime reflection or refer to the Head of Student Wellbeing (Years 7 to 12) for an after-school reflection.
* record the student’s behaviour in SPACE

**Head of Student Wellbeing (Years 7 to 12)**

If the student’s behaviour does not improve, the Head of Year may refer the student to the Head of Student Wellbeing (Years 7 to 12). This will result in one or more of the following actions:

* speak with the student.
* contact parent to arrange a meeting time.
* may require the student and/or staff member to complete an incident report.
* use the demerit and detention system to issue a student behaviour infringement.
* letter of concern being sent home and recorded in SPACE.
* liaise with the Head of Learning and Teaching, Heads of Year, Head of Boarding and/or School Psychologists to explore possible positive programs and support for the student.
* discussion of student at Wellbeing Leadership Team Pastoral Conversations meeting.
* after school reflection.
* suspension (in‐school or home) following consultation with the Director of Wellbeing or Principal.
* escalate the student’s behaviour to the Director of Wellbeing or Principal in the case of situations of extreme concern.
* record the student’s behaviour and outcome in SPACE.
* record formal documentation sent from the School to the students’ parents on the student’s file.

**Communication with Parents**

Perth College parents are generally very responsive to phone calls from the School. Email may be another option, however, is not as effective as a phone call where the circumstances can be fully explained. Parents should be informed of the nature, progress and outcomes of situations that involve their child. Contact with parents should be logged in SPACE.

**CONSEQUENCES**

Consequences are an important part of life and there will be consequences when students choose not to take responsibility for their actions and behaviours as members of the Perth College community.

**Demerit Points**

Demerits are given by teachers and accumulated by the student for failure to self-manage the ‘little’ but important matters that can often be overlooked. Demerits accrued are an indication of a student not upholding Perth College expectations and will be applied for the following breaches:

* Uniform infringement
* Jewellery infringement
* Makeup infringement
* Inappropriate mobile phone use

Students are required to rectify a uniform infringement identified immediately where practicable and if this is not possible, by the next school day. Mobile phones are to be confiscated and delivered to the HUB for safe keeping.

Classroom teachers should record demerits at the commencement of class just after completing attendance through SPACE. When an infringement is noted the teacher should advise the student that a demerit will be recorded. The appropriate form is completed on SPACE. No further discussion or action in class with the student is required.

Duty teachers can also issue student infringements. Duty teachers are required to inform the student that a demerit will be recorded. They should record the infringement on SPACE at the end of their duty or at the next available opportunity.

Demerit points will be monitored by the Head of Year. At certain points along the line of accumulated demerits, action is taken.

* Following three infringements/demerits: the Kaya teacher will speak with the student about their repeated behaviour and will send an email informing parents to seek their support with the repeated behaviour.
* Following five infringements/demerits: a letter is sent home from the Head of Year and the student will complete a lunchtime reflection. If the behaviour is regarding ongoing inappropriate mobile phone use, the student will be required to surrender their phone to the HUB at the beginning of each day for the remainder of the term.
* Following a subsequent three infringement/demerits: the student will receive an in-school one-day suspension or be denied the opportunity to attend an excursion or other privilege. The Head of Student Wellbeing will request a parent meeting to discuss strategies to assist changes in the students’ behaviour.

**Suspension**

For serious offences (behaviour that in considered high or of extreme concern), students could receive:

* Suspension (in-school).
* Suspension (out of school).

A suspension will be issued by either the Head of Student Wellbeing (Years 7 to 12) and/or the Director of Student Wellbeing (Years 7 to 12) in consultation with the Principal.

**Exclusion from the School**

For very serious offences (behaviour that is considered of extreme concern), students could be excluded from the School. This may be the final sanction or used in extreme cases where a student’s behaviour has meant that their continued enrolment at the school is not viable. Exclusion will be issued by the Principal in consultation with relevant staff, the student and the students’ parents.

**Other consequences for breaches of behaviour**

* Referral to outside agencies.
* Formal apology.
* Counselling.
* Student reflection.
* Removal of privileges.
* Participation in restorative activities and/or programs.

**Positive Behaviour Engagement Framework – Guidelines for Junior School Staff**

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| LEVEL OF CONCERN | SAMPLE BEHAVIOURS | RESPONDERS | CONSEQUENCES |
| **Minor Concern** | * Disruptive or socially inappropriate behaviour * Unkind or Mean on Purpose language/behaviour (name calling, teasing, rumour spreading) * Excluding body-language * Failure to follow requests * Use of mobile phone/technology without permission * Littering * Destruction of property | Any teacher  Classroom teacher | * Discussion between student and responding teacher to clarify school expectations and values. * Employ strategies to support positive behaviour. * Facilitate peer mediation using Restorative Practices. * Determine appropriate action in consultation with student e.g. move to different work-space, apologise to persons effected, submit phone, pick up rubbish, repair damage. * Inform parents. |
| **Moderate Concern** | * Inappropriate language * Intentional rudeness, disrespect * Intimidating body-language * Concerning use of technology * Repeat use of mobile phone/technology without permission * Persistent disruptive or socially inappropriate behaviour * Intentional destruction of the property of others | Any teacher  Classroom teacher | * Discussion between student and responding teacher to clarify school expectations and values. * Employ strategies to support positive behaviour. * Facilitate peer mediation using Restorative Practices. * Meet with parents. * Determine appropriate action in consultation with student e.g. confiscate phone, apologise to persons effected, lunchtime reflection, repair damage. * Follow up with Head of Student Wellbeing or Head of Learning and Teachig (Pre-Kindergarten to Year 6), investigate possible emotional, learning or medical needs and support classroom teacher with appropriate strategies. |

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| LEVEL OF CONCERN | SAMPLE BEHAVIOURS | RESPONDERS | CONSEQUENCES |
| **High Concern** | * Persistent inappropriate language, insolence, rudeness or disrespect to others * Inappropriate use of technology or social media * Truancy * Teasing, taunting or malicious behaviour * Physical or emotional harm * Comments or degrading language relating to race, physical/intellectual ability or sexuality | Any teacher  Classroom teacher  Head of Student Wellbeing (Pre-Kindergarten to Year 6)  Head of Learning and Teaching (Pre-Kindergarten to Year 6)  Director of Junior School | * Discussion between student and responding teacher to clarify school expectations and values * Parents contacted, parent meeting * Take appropriate action e.g. lunchtime reflection, apology, loss of privileges, community service or other * Follow up with Head of Student Wellbeing (Pre-Kindergarten to Year 6), investigate possible emotional, learning or medical needs and support classroom teacher with appropriate strategies. * Intervention by Head of Student Wellbeing or Head of Learning and Teaching * Referral to Junior School Student Support Team * Possible referral to external agencies |
| **Extreme Concern** | * Bullying or intimidating another student * Persistent, intentional comments or degrading language or behaviour relating to race, physical/intellectual ability or sexuality * Persistent inappropriate comments or behaviour * Intentional theft * Drugs or alcohol * Serious social media breaches * Assault | Any teacher  Classroom teacher  Head of Student Wellbeing (Pre-Kindergarten to Year 6)  Head of Learning and Teaching (Pre-Kindergarten to Year 6)  Director of Junior School  Vice Principal  Principal | * Discussion between student and responding teacher to clarify school expectations and values * Intervention by Head of Student Wellbeing, Director of Junior School or Principal * Parents contacted, parent meeting * Take appropriate action e.g. suspension, possible exclusion or referral to police * Possible referral to Psychologist * Possible referral to external agencies |

**Positive Behaviour Management Framework – Senior School**

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| LEVEL OF CONCERN | SAMPLE BEHAVIOURS | RESPONDERS | CONSEQUENCES |
| **Minor Concern** | * Uniform infringement * Use of mobile phone without permission * Late to class, Kaya, Chapel, assembly, House meetings * Disruptive or inappropriate talking in class * Lack of organisation, effort or participation * Incomplete homework * Littering | Any teacher  Classroom teacher  Kaya teacher | * Discussion between student and responding teacher to clarify school expectations and values * Take appropriate action e.g. move student, confiscate phone, jewellery etc and take to the Hub * Apply demerit point * Inform Kaya teacher |
| **Moderate Concern** | * Repeat uniform infringement * Repeat use of mobile phone without permission * Inappropriate language * Failure to follow instructions * Insolence, rudeness, disrespect * Inappropriate use of technology * Persistent lateness to class, Kaya , Chapel, assembly, House meetings * Persistent disruptive behaviour | Any teacher  Classroom teacher  Kaya teacher  Head of Year  Head of Department | * Discussion between student and responding teacher to clarify school expectations and values * Suggest strategies to address behaviour * Inform Kaya teacher, Head of Year, Head of Department (for classroom incidents) and Head of Boarding (boarding student) * Take appropriate action e.g. confiscate phone, jewellery etc and take to the Hub, lunchtime reflection for lateness, contact parents * Apply demerit point * Kaya teacher or Head of Year to follow up with student, investigate possible emotional, learning or medical issues and support with appropriate strategies |

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| LEVEL OF CONCERN | SAMPLE BEHAVIOURS | RESPONDERS | CONSEQUENCES |
| **High Concern** | * More than 8 demerit points accumulated over a term * Persistent inappropriate language, insolence, rudeness or disrespect to others * Inappropriate use of technology or social media * Truancy * Plagiarism, cheating or collusion * Teasing, taunting or malicious behaviour * Fighting * Inappropriate comments or behaviour * Racist comments or language | Any teacher  Classroom teacher  Kaya teacher  Head of Department  Head of Year  Head of Student Wellbeing  Director of Learning and Teaching  Director of Wellbeing | * Discussion between student and responding teacher to clarify school expectations and values * Intervention by Head of Year, Head of Department, Head of Student Wellbeing or Head of Learning and Teaching * Parents contacted, parent meeting * Take appropriate action e.g. lunchtime reflection, marks penalty, reflective essay, apology, in-school suspension, out of school suspension, loss of privileges, community service or other * Kaya teacher or Head of Year to follow up with student, investigate possible emotional / learning / medical issues and support with appropriate strategies * Possible referral to Counsellor or Psychologist * Possible referral to external agencies |
| **Extreme Concern** | * Bullying or intimidating another student * Persistent, intentional racist comments, language or behaviour * Persistent inappropriate comments or behaviour * Theft * Drugs or alcohol * Serious social media breaches * Assault | Any teacher  Classroom teacher  Kaya teacher  Head of Year  Head of Student Wellbeing  Director of Wellbeing  Principal | * Discussion between student and responding teacher to clarify school expectations and values * Intervention by Head of Student Wellbeing, Director of Wellbeing or Principal * Parents contacted, parent meeting * Take appropriate action e.g. suspension, possible exclusion or referral to police * Head of Year or Head of Student Wellbeing follow up with student, investigate possible emotional, learning or medical issues and support with appropriate strategies * Possible referral to Counsellor or Psychologist * Possible referral to external agencies |

**Student Code of CONDUCT**

The Perth College Student Code of Conduct has been based on the School’s Vision, Purpose and Values; the School expects all students to represent its values by demonstrating that they are:

* Capable
* Courageous
* Caring

**A Perth College student has certain rights and responsibilities.**

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| **Rights**  I have the right to: | **Responsibilities**  I have the responsibility to: |
| * feel valued, safe and comfortable at school * be treated with dignity and respect * be able to express myself and hold an opinion | * be positive and make responsible, thoughtful choices * care for others, and treat everyone with dignity and respect * behave in an inclusive, non-threatening manner, refraining from hurtful behaviours * let others express themselves and value their opinion, even though they may be different from my own |
| * be provided with a range of learning experiences in a well-managed, technology rich environment where expectations are made clear * achieve my best in all aspects of Perth College life * work in a positive learning environment * receive timely, constructive feedback from teachers | * work conscientiously and support others to learn * set goals and work towards my personal best * have the courage to take on new challenges * use technology in an appropriate and thoughtful manner * be punctual and complete work tasks on time to the best of my ability |
| * a safe place to keep my property * be in a clean, pleasant environment | * respect the property of others * actively maintain a clean and pleasant environment |
| * feel proud to be a Perth College student | * honour the values of Perth College * be an excellent ambassador for the school * wear the uniform with pride |