

Behaviour Management Policy

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1. Overview

Port School is strongly committed to enabling students to fulfil their potential by providing an environment which:

- Fosters self-worth.
- Encourages the pursuit of high personal standards.
- Supports academic excellence and enquiry.
- Promotes social and civic responsibility.
- Maintains cultural harmony.
- Develops self-regulation, resilience and personal responsibility.

This Behaviour Management Policy includes strategies to:

- Maintain a positive school environment.
- Promote effort.
- Encourage positive behaviours and personal best.
- Have students take personal responsibility for their actions.
- Respond in a timely manner to negative behaviours.

This Policy complies with the Education Act (1999) and relevant Department of Education Regulations and Policies.

2. Rationale

Port School is committed to ensuring a learning environment that is safe, nurturing and inclusive, one that fosters confidence, the achievement of one's personal best, respect for self and others, minimises the impact of disruptive behaviour while actively teaching positive behaviour.

3. Aim

The aim of this policy is to provide a fair and consistent approach to behaviour management, that acknowledges individual difference and needs of each child and to ensure the expectations, responsibilities and consequences of behaviour are clear to students, parents and staff.

4. Port School Values

In collaboration with school community, Port identified four values that underpin the operations and guiding principles of the School.

Empowerment To enable each other to experience thoughts and feelings as valid and important.

Diversity To welcome, nurture and promote each other's differences.

Growth To keep the educational development and wellbeing of people at the centre of what we do.

Community To provide a safe and secure environment that promotes contribution, ownership and mutual respect.

Port School explicitly forbids any form of child abuse, corporal punishment or other degrading punishment (as defined on pages 9 & 10).

5. Principles

The following guiding principles apply to all School community members:

- I choose to be a member of Port School.
- I am here to learn and succeed.
- I am responsible for my actions.
- I come here with a clear mind and healthy body.
- I contribute to a safe, respectful and co-operative community.



6. Staff Responsibilities

6.1 Teamwork

Staff have a responsibility to ensure that behaviour management at Port School occurs in a mutually supportive and cooperative manner.

Staff have a responsibility to:

- Follow the Port School Code of Conduct.
- Uphold Port School Values at all times.
- Adhere to the School's Behaviour Management Policy and procedure and their role in the process.
- Provide clear and consistent information to parents and students about the Behaviour Management Policy and associated procedures and protocols.
- Provide parents with on-going up-to-date communication when responding to their child's misbehaviour.
- Consistently provide a positive classroom environment that builds and promotes respectful relationships and models the School's Values.
- Model appropriate behaviours.
- Consistently and regularly teach behavioural expectations.

6.2 Student Mentors

The Student Mentor is the first port of contact for students. The role of the Student Mentor is to advocate on behalf of the student, linking them to the support networks such as Student Support Services in the School. Their role is to manage student attendance, follow up on absences, develop attendance plans as needed and liaise with parents. Developing a positive relationship with parents is a key responsibility of this role. Student Mentor may be called on to develop, implement, monitor and review behaviour support plans with Classroom Teachers and Managers.

Mentors responsibilities also include:

- Reporting, planning and data management.
- SEQTA notes which include recording parent contact and student's behaviour both positive and disciplinary.
- Formal Pastoral Care reporting (biannually).
- Development and review of Student Goal setting (biannually).
- Forward and background, IEP planning (biannually).
- Monitor academic performance ongoing.
- Contact parents regarding student behaviour, both positive and disciplinary.
- Participate in discipline review panels as required.
- Develop and implement behaviour support plans as required in collaboration with teachers.

6.3 Student Support Staff

Support Staff are responsible for managing student behaviour in the classroom, in collaboration with the Classroom Teacher, during designated duty and other supervision times. They may be called upon to assist other staff members in managing student behaviour, consult with their managers concerning students who are exhibiting persistent, low-level disruptive behaviour and to discuss appropriate management strategies. Including:

- Collaborate in the development, implementation and review behaviour and attendance support plans.
- Participation in discipline review panel as required.

6.4 Classroom Teachers

Classroom Teachers are responsible for managing student behaviour in their classroom, during designated duty and other supervision times. They may be called upon to assist other staff members in managing student behaviour, consult with Mentors, Managers and Support Staff concerning students who are exhibiting persistent, low-level disruptive behaviour and to discuss, develop and implement appropriate management strategies, including:



- Collaborate development, implementation and review of behaviour support and attendance plans.
- Participation on discipline review panel as required.

6.5 Managers

Managers are responsible for the overall management of student behaviour in their management area, assisting Support Staff in managing student behaviour and liaising with the school administration in situations that require school consequences and responses, including:

- Collaborate in the development, implementation and review of behaviour support and attendance plans.
- Participation on discipline review panel as required.

6.6 Student Support Services

The Student Support Services Team aims to create a supportive learning environment, by attending to students' individual and collective emotional and social needs. The Student Support Services team is responsible for providing teaching staff with information about students that may affect or influence learning outcomes and behaviour. Their responsibilities include:

- Student medical/dental issues.
- Psychological support and counselling.
- Agency referral and ongoing contact.
- NDIS applications.
- Risk management and student safety plans.
- Legal and juvenile justice issues.
- Conflict resolution.
- Establishing student identity.
- Inclusive education applications.
- Student independent living status applications.
- Participation on discipline review panel as required.
- Collaboration in the development, implementation and review of behaviour support and attendance plans.

6.7 Deputy Principal

The role of the Deputy Principal is to assist the Principal in the leadership, management and administration of the Behaviour Management Policy.

6.8 Principal

The Principal is required to organise the School to ensure that the Behaviour Management Policy operates within the requirements of the Education Act. The Principal makes final decisions regarding suspensions and exclusion of students in consultation with the review panel.

The Principal has a responsibility to:

- Follow the Port School Code of Conduct.
- Uphold Port School Values.
- Consult, develop and implement a Behaviour Management Policy and Procedure.
- Communicate the expectation for all parties.
- Review the policy and procedure and support ongoing implementation.

6.9 Review Panel

The role of the review panel is to investigate a student's behaviour, the intervention plans and other school-based strategies that have been implemented in an attempt to change student behaviour but have failed. The student will be asked to reflect on these strategies and a "where do we go from here to change behaviour" discussion will take place.

Members of the review panel may include parents, the Student Mentor and at least one member from the administration team.

7. Student Responsibilities

Students have a responsibility to:

- Follow the Port School Student Code of Conduct and understand the standards and expectations of their conduct and behaviour.
- Understand the consequences if the standards outlined in the Student Code of Conduct are not met.
- Always uphold and demonstrate Port School Values.
- Engage in student review processes as required.

8. Parent Responsibilities

Port School values its partnership with the parents and cares of its students. The early involvement of parents in the consultation and behaviour planning process maximises the opportunity to modify student behaviour. Staff will contact parents regarding serious behavioural or attendance issues, to develop appropriate strategies in partnership with them. Initial contact is made by phone and, when necessary, a conference at School is arranged.

Conversely, the School encourages parents to make contact if there are significant changes in a student's family structure, health issues or general concerns at home. This gives the staff the opportunity to help parents plan for their student's needs.

Parents have a responsibility to:

- Follow the Port School Parent Code of Conduct.
- Be aware of and support the Port School Student Code of Conduct.
- Support the School's Behaviour Management Policy and participate in intervention and behaviour support and attendance plans.
- Assist in maintaining a positive school culture that fosters caring and respectful relationships.
- Communicate with the School about issues and concerns.
- Provide information to the School if circumstances change for their child.
- Communicate with the School about attendance and lateness immediately.
- Participate in student goal setting and IEP meetings biannually.
- Attend parent interviews and participate in review panels as required.

9. Classroom Policy

Classroom policy is consistent with whole School policy. However, variations arise out of the individual circumstances and rooms and learning areas. Inappropriate class behaviour is managed by the Classroom Teacher and followed-up in Kids' Talk. Every effort is made to keep the student in school and engaged in the learning process.

9.1 All students are expected to comply with the following behaviour expectations in class:

- Follow all instructions given by the teacher.
- Complete set work to the best of their ability;
- Treat others in the classroom with respect and courtesy.
- Observe all special safety and behaviour rules that apply in the classroom, workshop, kitchen, gymnasium, fitness gym or any other area of the School where instruction occurs.
- Comply with punctuality requirements.
- Be prepared for class and wearing appropriate clothing as required.
- Act in a manner that does not disrupt the teaching and learning of others.
- Act in a manner that does not endanger the health and safety of others.
- Treat school property and the property of others with care and respect.

9.2 Consequences

Students who are in breach of this policy may face the following consequences:

- In-school suspension.
- Class withdrawal.
- Sent home.
- Parent contact/parent interview.
- Lunch or recess detention, subject to the teacher making reasonable alternative arrangements for the student's lunch, drink, and toilet needs.
- After-school detention.
- An opportunity to restore or repair.
- Serious or repeated acts may result in referral to the school review panel where other consequences may apply.

10. Port Mobile Classroom

The primary objective of students participating in the Mobile Classroom is to re-engage the student in the onsite school programme. The Mobile Classroom is the same as any other Port classroom and therefore students are expected to comply with behaviour expectations outlined in the Behaviour Management Policy and the Student Code of Conduct. The Mobile Classroom has a set of site-specific rules as outlined in the Mobile Classroom Contract.

11. Port Outreach Program (POP)

The primary objective of students participating in the POP is to re-engage the student in the onsite school programme. The POP is another Port classroom and therefore students are expected to comply with the behaviour expectations outlined in the Behaviour Management Policy and Student Code of Conduct.

12. Campus Policy

This section of policy relates to expectations that apply to the whole School, in order to maintain a safe and supportive school environment:

- Students will follow all instructions given by staff.
- Laser pointers, skateboards and similar, electronic music or gaming devices, or similar are not to be brought to School.
- All students are expected to dispose of litter in bins and comply when asked by staff to pick up rubbish.
- Students are not to engage in inappropriate intimate physical contact with other members of the school community.

13. Major Breaches of the Behaviour Policy

Examples of some of the most inappropriate and unacceptable actions and behaviours, which will not be tolerated within the Port School Community include:

- Swearing at a staff member.
- Physical or verbal abuse of students or staff.
- Sexual harassment or intimidation of students or staff.
- Bringing the School or staff members into disrepute.
- Theft, misuse or wilful damage to School property or another person's property.
- Any form of bullying including cyberbullying of students or staff.
- Being under the influence or using drugs/alcohol on the school campus, on school excursions, when engaging in school related activities or representing the School.
- Misuse of social media (eg. sexting or sharing of inappropriate images, cyberbullying, slander campaigns, filming or inciting fights, bringing the School's name into negative light, posting drug or crime-related material on public forums etc.).
- Receiving, taking or sending inappropriate, offensive or explicit text messages, photos or videos.

In these instances, students are to be sent home immediately (after a phone call home) and the appropriate consequence will be discussed and decided through arbitration at a panel. All this information is entered into the database so there is an adequate record of the incident, the decisions made and actions to be taken in the future and the opportunity to review.

14. Bullying and Harassment

The School does not tolerate bullying or harassment, or any kind and all staff are firmly committed to putting an end to such acts. Any victim of bullying will be supported. Students are encouraged to tell staff, in the first instance, if they felt bullied or harassed. If a student reports an incident of bullying or harassment to a parent or carer, Port requests they inform the School so appropriate action can be taken.

What is Bullying?

- Repetitive behaviour – prolonged over time.
- Involves an imbalance of power.
- May be verbal, physical, emotional or psychological.

Bullying takes many forms but can be best categorised under the several headings (see definitions page 9 & 10).

15. Behaviour Strategy

The behaviour management strategies employed by Port Staff generally vary according to the individual student. This variation arises as the School endeavours to meet the individual needs of each student. Given that Port enrolls students who may have a variety of emotional and behavioural exceptionalities, care must be taken to reduce conflict while maintaining a firm sense of structure and routine.

Port staff employs all but not exclusively the following behavioural strategies:

- Personal development opportunities.
- Extrinsic rewards and Token economy.
- Attendance incentives and rewards.
- Scholarships, awards and public recognition.
- Using Proximity and the opportunity to self-correct.
- Positive feedback and praise.
- Actively teaching and modelling expected behaviour.
- Rule reminder and correctional prompts.
- Loss of privileges.
- Opportunity to restore.
- Conflict resolution.
- Isolation in class.
- Behaviour support plans and attendance support plans.
- Detention during breaks.
- Sent home.
- Suspension/in-school suspension.
- Review Panel conference.
- Exclusion.

16. Leaving School without Permission

Students are not permitted to leave School without the permission of the parent and/or Principal. If a student leaves the School without permission, the student must return to School with a parent interview with the Principal.

17. Exclusions

Exclusions can be enforced after three written letters have been sent home to parents, along with three meetings with parents and other support agencies. (see Appendix 1). Students may also be excluded after major breaches of the Code of Conduct, at the discretion of the Principal and the Review Panel.

18. Written Communication Regarding Student Behaviour

There are three instances that prompt sending a written notification of breach of behaviour or conduct letter to parents:

- Suspensions for more than one day.
- Issues of repeated negative/anti-social behaviour with no sign of improvement.
- Drastic decline in behaviour.
- Extreme behaviour that creates a risk to students and staff.

19. Procedures and Process for Implementation of Behaviour Support Policy

19.1 SEQTA: Tracking Student Behaviour

All student behaviour and attendance are centrally recorded in the student information database, SEQTA. This data is continually reviewed and, where necessary, parents will be invited to attend a conference to address concerns. SEQTA enables staff to identify trends in student behaviour and track the improvement or deterioration of student behaviour and record correspondence regarding student behaviour.

19.2 Kids' Talk

At the end of each school day, staff members convene for a brief meeting to discuss individual student behaviours and/or general concerns regarding particular students. Teachers are expected to manage most behaviour in the classroom and briefly report any concerns to the general staff during this meeting. They are also responsible for documenting any behaviour modifications or actions in SEQTA and informing the appropriate individuals (e.g. Student Mentor, parent or Principal).

If there are consistent behaviour problems with a student or classroom interventions are unsuccessful, a student may be discussed via a case conference scenario. The SBAR model will be adapted to examine the individual's current Situation and Background. The key staff involved with the student will then discuss an Assessment, Response and Action plan. This is also a time for staff to reflect on how they may better engage with a student and consider how their actions may have impacted the situation.

For all staff to abide by best practice, a reflective process must be integrated into our approach with students. A student-centred model will not only benefit Port students but also Port staff members in their own professional development.

19.3 Positive Behaviour Recognition

Positive behaviour is acknowledged in the following ways:

- Public recognition at Parliament through the "Fab Feats" award and Port Dollar Scheme.
- Mentor notes as recorded in SEQTA.
- Phone home by Student Mentors.
- Recognition by administration of positive behaviour.
- Access to camps and special extracurricular activities e.g. Malaysia, RYPEN, Leeuwin.

19.4 Parliament

An important feature of Port's Pastoral Care is Parliament. Once a week, the whole School meets to acknowledge and reward student achievement, introduce new members of the community and discuss any issues that arise that week. Both students and staff are encouraged to participate, and every effort is taken so that all voices are heard.



20. Dress Code

Port School does not have a uniform, although it does have a Dress Code that students must follow. The minimum requirement for appropriate school clothing is:

- Tops
 - Must be at least equivalent in coverage to a T-shirt.
 - No midriff showing, no bare back and shoulders, no cleavage, no skin-tight/gym clothing (except during PE or gym class) and no display of offensive material/logos.
- Bottoms
 - Must reach student fingers with student arms at side of body.
 - Pants must cover underwear, no gym, bike shorts, leotards, leggings unless worn as an undergarment or during PE or gym class, students must meet dress code both before and after sport activities.
- Shoes
 - Joggers or similar closed-in footwear.
 - No slides or thongs.

21. Mobile Phones and Personal Electronic Devices

In accordance with State Government legislation, mobile phones and devices are not to be used during school hours. Phones need to be turned off and kept out of sight.

22. Attendance Policy

Attendance and participation in Port School programmes is a necessary component for educational success. All staff are committed to the ethos of a CARE school and rigorously work toward maintaining and sustaining student engagement in the curriculum.

Student Mentors have the primary responsibility for tracking and monitoring and responding to student attendance.

23. Communication

This policy is communicated to parents and students during the initial enrolment interview with the Principal and the subsequent interview with the Student Mentor. It is available on the school website and a copy may also be requested from the main office.

This policy is continually reinforced through meetings with parents and conversations with students. The Student Code of Conduct and expectations for behaviour are communicated and continually modelled throughout the School and during weekly Parliament meetings.

24. Definitions

Parent

For the purpose of this policy, the term 'parent' includes parents, guardians and carers.

Child abuse

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

Sexual abuse occurs when a child is exposed to, or involved in sexual activity that is inappropriate to the child's age and development level, and includes sexual behaviour in circumstances where:

- The child is the subject of bribery, coercion, threat, violence or exploitation.
- The child has less power than another person involved in the behaviour.
- 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.
- Being exposed to an act of family and domestic violence.

Neglect is when children do not receive adequate food or shelter, medical treatment, supervision, care or nurturance to such an extent that their development is damaged, or they are injured. Neglect may be acute, episodic or chronic.

- Adequate care for the child.
- 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; it 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.

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.

What is Bullying?

- Repetitive behaviour – over prolonged period of time.
- Involves an imbalance of power.
- May be verbal, physical, emotional or psychological.

Bullying takes many forms, but can be best categorised under the following headings:

Emotional Bullying includes:

- Being excluded from group conversations and activities.
- Making up or spreading rumours to facilitate dislike for someone.
- Being ignored repeatedly.
- Purposeful misleading or being lied to.
- Making stories up to get others into trouble.

Physical Bullying includes:

- Hitting, kicking, pinching, pushing, bumping, shoving, scratching, slapping, biting, punching or tripping someone repeatedly.
- Unwanted physical or sexual touching.
- Throwing objects with the intent to injure or annoy.

Threatening/Psychological Bullying includes:

- Stalking, threats or implied threats.
- Dirty looks.
- Manipulation – pressuring others to do things they don't want to do.
- Intimidation – forcing students to do demeaning or embarrassing acts.
- Extortion – forcing someone to give you money or material items.

Verbal Bullying includes:

- Constant teasing in a sarcastic and offensive manner.
- Name-calling and offensive nicknames.
- Swearing to unsettle or upset others.
- Homophobic comments to cause distress.
- Racist or sexist comments.

Property Abuse includes:

- Stealing money repeatedly.
- Interfering with someone's belongings.
- Damaging other personal items.
- Repeatedly hiding someone's possessions.

Cyberbullying

Is the use of technology to bully a person or group with the intent to hurt them socially, psychologically or even physically. Cyberbullying can occur in many ways including:

- Abusive texts and emails.
- Hurtful messages, images or videos.
- Imitating others online.
- Excluding others online.
- Humiliating others online.
- Nasty online gossip and chat.

Harassment

This is behaviour that targets an individual or group due to their identity, race, culture or ethnic origin; religion; physical characteristics; gender; sexual orientation; marital, parenting or economic status; age; ability or disability and that offends, humiliates, intimidates or creates a hostile environment.

Harassment may be an ongoing pattern of behaviour or may be a single act. It may be directed randomly or towards the same person/s. It may be intentional or unintentional as words or actions that may offend, and distress one person may be genuinely regarded by the person doing them as minor or harmless.

Sexual Harassment

This means any unwelcome sexual advances or requests for sexual favours, or any conduct related to sex, which interfere with the student's educational performance or creates an intimidating, hostile or offensive environment.

Sexual Intimidation

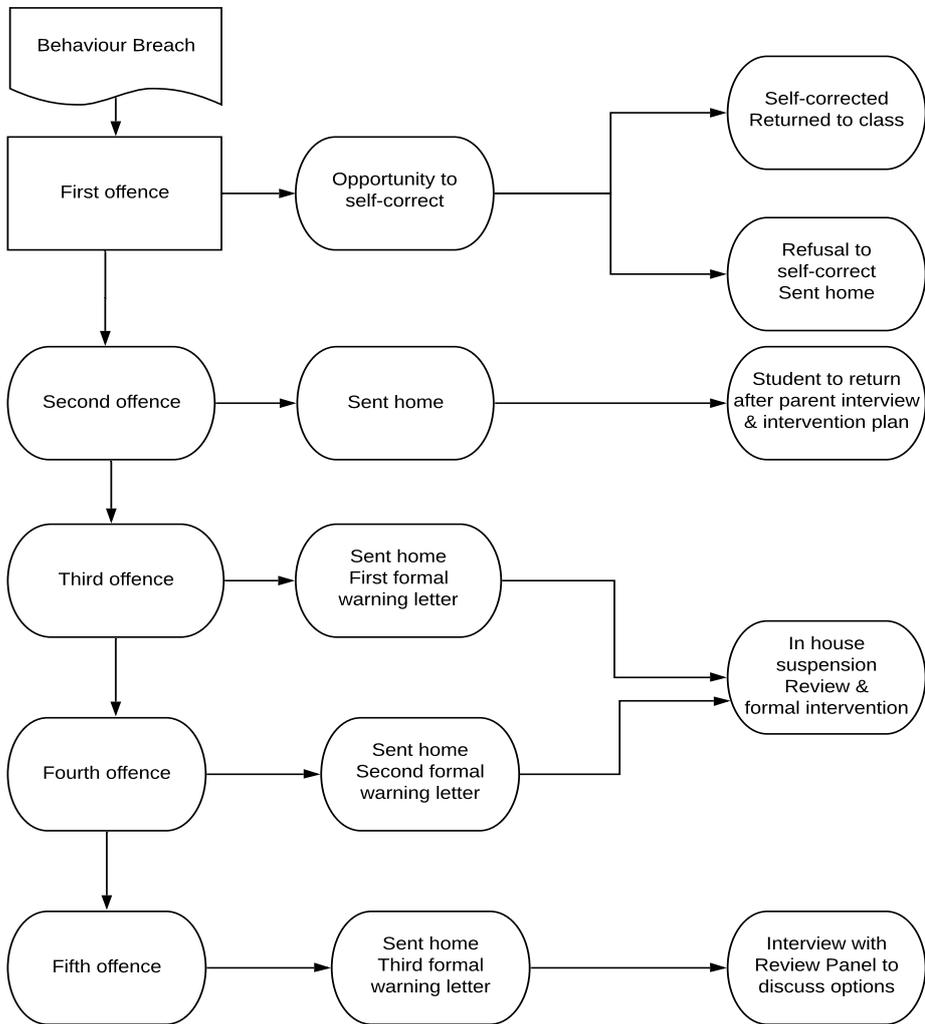
This means any behaviour, verbal or non-verbal, which has the effect of subjecting either sex to humiliation, embarrassment or discomfort, because of their gender.

What sort of thing might be included in these behaviours?

- Verbal – offensive or critical comments, jokes, slurs.
- Physical – actions such as unnecessary touching.
- Visual – elements such as offensive posters, cards, cartoons, graffiti, drawings, looks or gestures.

Any student who feels that they have been sexually harassed or intimidated should report it to the Principal, immediately.

Behaviour Management Procedure





Appendix 2



Port School
62 Wheeler Road, Hamilton Hill WA 6163
PO Box 368 Hamilton Hill WA 6963

Tel: 9335 6323
Email: admin@portschool.wa.edu.au

Letter of Concern

Student:	Date:
Student Mentor:	

Dear Parent/Guardian/Carer,

We wish to inform you that your child has displayed behaviour in class or on the School campus that has breached our School's Code of Conduct.

The specific area/s of concern is/are:

Comment:

Student Mentor:

Principal: