



STUDENT BEHAVIOUR POLICY AND PROCEDURES

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STUDENT BEHAVIOUR POLICY

Overview

NESA requires the school to have policies relating to discipline of students attending the school that are based on principles of procedural fairness and that do not permit corporal punishment of students. At Esslemont College we prefer to refer to “Discipline” in light of “positive behaviour guidelines” to ensure the safety and welfare of all our students, teachers, and staff and to provide a conducive learning environment.

Policy

Every student has the right to a learning environment 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. This policy sets the framework through which Esslemont College manages student discipline. Our School seeks to develop a culture of positive behaviours by setting expectations of students and encouraging positive behaviour as described in this document.

It is our policy that we prohibit Corporal Punishment. We do not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents to enforce discipline at Esslemont College. The use of any corporal punishment by a staff member is strictly prohibited.

Procedural Fairness

Students have a right to procedural fairness in dealings that involve their interests. Esslemont College is committed to ensuring procedural fairness when disciplining a student. This includes disciplinary decisions. The principles of procedural fairness include the right of students to:

- know what the rules are and what behaviour is expected of them.
- have decisions determined by a reasonable and unbiased person.
- be informed of, and have an opportunity to respond to, any allegations against them.
- be heard before a decision is made.
- have a decision reviewed (but not to delay an immediate punishment).

Students are expected to abide by the rules of the school, and the directions of teachers and staff.

Esslemont College Values and Principles

By building foundations, we can empower young people to see a more positive future which they believe they can help create. The following values and principles reflect these core priorities of the School in relation to student behaviour:

- virtues and good moral choices permeate all aspects of the school's safe learning environment ethos.
- the discipline policy is founded in justice and reflects the virtues and the capacity to make good moral choices.
- provide opportunities for members of the school community to cultivate empathy—the capacity to understand and share the feelings of others.
- understand that equality and equity are practiced within the school community related to gender, those with special needs, cultural background, language, socio-economic gaps and access to technology and other resources.
- the school identifies areas of “need” to be concerned with and in order to develop a whole school approach to the exigencies & requirements of individuals, classrooms and the community.
- ensure values and concepts such as equity, cultural knowledge and understanding are implemented through employment of staff from diverse cultural backgrounds including the indigenous community.
- empower students to be responsible for their own actions through a process of study, reflection, planning and action.
- implement a culture of positive reinforcement, recognition and celebration of behaviour, academic achievement, and progress in the classroom / school.
- practice restorative justice.
- incorporate virtues and good moral choices throughout the curriculum.
- a class culture, to include classroom boundaries and expectations as well as relevant and fair consequences, will be clearly set out and adhered to through consultation between the teacher and students.

Positive Behavioural Interventions & Supports

In our efforts to establish a safe, welcoming, and purposeful learning environment, we aim to implement a program of Positive Behavioural Interventions & Supports (PBIS). PBIS actively encourages students to achieve their academic potential while also behaving with good character.

At our school, the focus is on teaching and encouraging appropriate behaviour in all areas of the School, concentrating on the instruction of the School's expectations of kindness, responsibility, participation, and safety. Students who are safe, respectful learners act appropriately so they maximize their learning opportunities and do not detract or interfere with the learning opportunities of their classmates.

Students are actively involved in learning what our expectations mean and look like in all areas of our School through activities, explicit lessons, demonstrations, and role-playing.

Positive Behaviour Schools

PBIS Schools emphasize a school-wide system of supports that include strategies for defining, teaching, and supporting appropriate behaviour. The goal is to design the most effective learning community possible with the best outcomes for all students. Attention is focused on creating and sustaining school-wide, classroom, and individual systems of support. PBIS teaches behavioural expectations and acknowledges students for following them. The goal is to establish a climate in which appropriate behaviour is the norm.

Classroom Management

The key to a positive and effective learning environment is sound classroom management that addresses all aspects of the classroom. Establishing routines for the class helps children understand what is expected and helps maintain an orderly and functioning classroom. These routines are revisited frequently by the teachers each year, so all students understand the routines and are able to perform them. Areas that may be addressed include getting the teacher's attention, using the toilet, sharpening a pencil, speaking to each other appropriately, sharing and any other routine that takes place on a daily basis.

Class agreements, in the form of a class culture, will be developed each year in collaboration with the students and reflect the age and stage of development of the class. Consequences are agreed upon in consultation with the students.

The consequences used by teachers when a student fails to abide by classroom agreements are unique to each teacher and class, whilst still adhering to the overarching expectations of the school. Although it is impossible to anticipate all possible situations, general plans will be in place for dealing with any behaviours that detract from the learning environment and these will be used consistently. This will be the first step in dealing with inappropriate behaviours that are considered to be small.

What if the routines and procedures are not effective?

Routines and procedures are implemented to address behaviour in a proactive manner. At times this may not be enough or effective. When all attempts to deal with a behaviour using the class agreements have been ineffective and the behaviour is still of a minor nature, that is Ripple 1, teachers will implement consequences as agreed to with the class. Consistently repeating offenses may be escalated to consequences for Ripple 2 and Ripple 3.

Ripples 1, 2, 3

Student misconduct at Esslemont College is categorised into 3 different levels under the heading of Ripples 1, 2 and 3. We acknowledge that one-off behaviours can be cumulative. To determine the severity of an incident please refer the staff to follow clearly outlined steps that are overseen by our Behaviours that fall in the Ripple 1 or 2 category will be managed and recorded by the teacher who is also responsible for determining the appropriate consequence. Behaviours that fall into Ripple 2 may also include a member of the Leadership Team (currently the Principal) who will also keep independent records. Incidents that require more immediate solutions and/or the attention of the Principal come under Ripple 3. The Principal will speak with the student and contact the parent if needed and determine an appropriate consequence. A variety of factors are considered while processing a major report, therefore, the consequences that arise will vary from student to student. The Principal will keep a record of any incidents.

Important

In order to create an environment conducive to learning we must remember that discipline procedures are not the answer to problematic behaviour but rather serve as a consequence– it is the positive relationships we build as a learning community between students, families and staff that make a difference. Esslemont College staff strive to create a positive environment by making connections with our students and families. Children learn best in the context of positive relationships and a safe, comfortable atmosphere. Our teachers will explain appropriate behaviour and consequences throughout the year. They detail why it is important and encourage all students to be kind, responsible and safe learners. By teaching students the necessary social skills for future success, we set our students on a course to be lifelong learners and successful citizens.

APPENDIX 1

BEHAVIOUR MANAGEMENT FLOW CHART

Ripple 1 Managed by the teacher; three or more incidents of a student not following the class agreements or school rules

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Ripple 2 Initially managed by the teacher and in collaboration with the Principal or their delegate. The Principal or their delegate will focus questions to the students from the “What’s the Problem” document and appropriate consequences followed. The teachers record the behaviour in their log. Parents may be contacted depending on the situation.

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Ripple 3 The Principal or their delegate manages the situation at this level. Parents contacted regarding the incident along with appropriate consequences for the student in line with the Esslemont College Discipline Policy.

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A school-based behaviour plan may be implemented

Related Documents

- Anti-Bullying Policy
- Complaints Policy and Procedures
- Discrimination, Harassment and Bullying Statement
- Discipline Policy
- Suspension and Expulsion Policy and Procedures