



## Responsible Behaviour Policy



Title of Policy/Procedure	<b>Responsible Behaviour Policy</b>
Endorsed by	<b>College Principal</b>
Responsibility	<b>Dean of Students, Deans of Primary</b>
Creation Date (if known)	<b>July 2015</b>
Reviewed date	<b>December 2016</b>
Next review date	<b>December 2017</b>
To whom issued	<b>College Teaching Staff</b>

## **Rationale**

Lake Joondalup Baptist College is committed to providing a safe and supportive environment for managing student behaviour and for creating safe, orderly, productive and successful learning spaces. This policy and code of behaviour is based on the following shared principles:

- Lake Joondalup Baptist College operates within the context of the wider society and has responsibility to prepare young people for successful participation in society
- All individuals and groups should be treated with respect at all times
- Behaviours have consequences which increase or reduce immediate and future choices
- Individuals must accept responsibility for their own behaviour according to their developmental ability.

## **Aims**

The Responsible Behaviour Policy and Code of Behaviour aim to ensure a safe and supportive environment for learning and behaviour that reinforces College values. The policy and code outline the responsibilities of staff, students and parents to promote appropriate and positive conduct and to prevent or minimise non-compliant and aggressive behaviours. The range of responses to inappropriate behaviours is documented as part of the Code of Behaviour.

## **Implementation**

The Pastoral Care Team and Heads of Learning have oversight of the implementation of the Responsible Behaviour Policy and Code of Behaviour. The Deans of Primary, Dean of Students and Principal have specific responsibilities for ensuring that the document is:

- regularly reviewed, in consultation with the Deans of Primary, Dean of Students and the Heads of House
- accessible to the College community and parents are aware of the College's decision-making procedures open to them if they wish to make a complaint.

## **Responsibilities of teaching staff:**

- Develop and foster positive relationships with students and families
- Communicate and interact effectively with students and engage in cooperative problem solving relationships to address issues faced by the learning area
- Participate in developing, implementing and reviewing the school's procedures for managing student behaviour
- Establish, maintain, make explicit and model the College expectations relating to student behaviour
- Respond positively to responsible student behaviour and apply consequences if student behaviour interferes with teaching and learning and the safe school environment.

## **Responsibilities of Parents and Legal Guardians:**

When parents enroll a student at the College, parents or legal guardians accept responsibility to:

- Ensure that the student attends school and that school staff are notified of absences
- Keep the College informed of health issues, concerns about behaviour or other matters of relevance
- Comply with Department of Education Acts and College policies.

## **Introduction**

Lake Joondalup Baptist College students have the right to receive a quality education and to be provided with a safe, caring and supportive environment for learning.

At LJBC we want to create a learning environment that:

- Provides an opportunity for all students to reach their learning potential
- Ensures the safety of students and staff
- Promotes student and staff wellbeing
- Fosters confidence, responsibility and self-discipline
- Assists students who may exhibit challenging behaviours to accept responsibility for themselves and their actions
- Provides a social framework allowing every student to learn and succeed
- Cultivates integrity and mutual respect.

## **Student Code of Behaviour**

In order to be able to provide each student with the opportunity to reach their potential, students should expect to:

- Be able to learn without distraction or interference from others
- Work in a safe environment
- Feel safe from harassment, bullying and discrimination
- Be shown respect by their peers and teachers
- Be empowered to take responsibility for their own behaviour and progress.

*'Love does no harm to its neighbour' Romans 13:10*

## **Our Wings College Values**

**Kindness, Respect and Fairness** are the foundation for building positive relationships and promoting responsible behaviour.

### **Kindness**

*The act of going out of your way to be nice to someone or show a person you care. If you see someone who looks upset or down, just simply smile and say hello to them, maybe strike up a conversation.*

### **Respect**

*Having positive regard for yourself and treating others with consideration and regard. Respect another person's right to hold views and express these. Be aware of others and their cultures, accept diversity, be included and include others.*

### **Fairness**

*When we treat others as we would like to be treated and we provide everyone with opportunities to succeed, we are showing fairness.*

## Behaviour is an Educative Process

At Lake Joondalup Baptist College we regard student behaviour as an educative process with a focus on restorative principles and practices.

### Corporal punishment

"Corporal punishment" is defined as any deliberate action taken with the intention of causing physical and/or emotional pain or discomfort. Corporal punishment is **not permitted** in any form at Lake Joondalup Baptist College, **nor** is any other degrading or abusive action or punishment acceptable.

### Naming and shaming

*We never name and shame.* Writing the name of a student on the board and placing ticks by the name, or sending emails with student photographs to staff is contrary to the College's guiding principles for supporting behavior for learning.

We expect students to:

(a) Foster a positive learning environment by:

- Treating all members of the College community with respect and courtesy
- Being tolerant and considerate of others and respecting their rights and property
- Following instructions
- Being punctual and regular in attendance
- Making use of the educational opportunities offered by the College and working to the best of their ability.

(b) Promote a positive College image and climate:

- Behaving in a manner that reflects the College values and behaviour standards in all College related activities, at school and in the community
- Wearing the agreed College uniform
- Not possessing or using cigarettes, alcohol, illicit drugs on school premises or during College related activities
- Not possessing weapons/firearms and or other dangerous prohibited items on College premises or during College related activities
- Not promoting or being involved in inappropriate activities on College premises or in public spaces, including vandalism and other anti-social behaviours
- Remaining on College grounds unless given express permission by parent/school to do so
- Using school equipment in an appropriate manner at school and at home, and being financially responsible if they fail to do so.

(c) Maintain a safe and clean school environment by:

- Ensuring own safety and the safety of others
- Contributing to a litter free school environment
- Recycling where appropriate
- Protecting the College's natural environment (green zones).

## **Responsibilities of Teachers**

- Ensure the consistent implementation of the Responsible Behaviour Policy throughout the school
- Encourage and promote high expectations about learning achievement and acceptable patterns of behaviour in all students
- Work in partnership with parents/legal guardians to enhance the learning outcomes and support the wellbeing and conduct of the child
- Respond to colleagues and parents in a professional manner

In particular, teachers are expected to:

- Structure the teaching program to facilitate learning and encourage students to achieve their personal best
- Cater for the developmental, social and emotional needs of individual students and use a range of teaching methods
- Provide formal and informal feedback on student learning to students and parents or legal guardians, and review teaching programs in the light of student learning outcomes.

Develop classroom management strategies which:

- Involve negotiation
- Support the participation of all students
- Value differences in gender and the cultural and linguistic backgrounds of students
- Acknowledge positive learning and social behaviours
- Deal effectively with sexual harassment, racism and bullying
- Take into account the impact of physical and intellectual disability, trauma and disadvantage in relation to the learning process
- Establish and maintain safe and supportive learning environments.

## **Responsibilities of Parents**

- Support the implementation of the Responsible Behaviour Policy throughout the College
- Ensure their child attends school regularly, is punctual and dressed in the appropriate College uniform.

## **Responses to Inappropriate Behaviour**

Lake Joondalup Baptist College expects responsible behaviour from all students. We encourage students to exercise self-discipline, respect for the rights of others and to take responsibility for their own actions. When behaviour is inappropriate we are guided by the core concepts of restorative practices. Consequences are therefore applied with the following in mind:

- are appropriate in terms of the level of severity
- are consistent in application
- are mindful of special circumstances
- address any harm done (restitution where appropriate)
- facilitate the restoration of positive relationships between offender and offended.

In applying consequences for unacceptable student behaviour, the individual circumstances and actions of the student and the needs and rights of the College community will be considered. Access to alternative programs and input from other agencies may be necessary for students who repeatedly behave inappropriately.

### Primary Students Response Chart

When children make poor behaviour choices, it is important that there are clear and consistent consequences. Staff use the Primary Behaviour Management Plan and procedures.

	<b>Behaviours</b>	<b>Consequence/Action</b>
<b>Level 1</b> <b>Dealt with at time and place</b>	<p>Out of bounds/playing in the toilets/ not responding to bells/running around buildings/leaving area without permission</p> <ul style="list-style-type: none"> <li>• Unsafe play – running on concrete, climbing objects, etc</li> <li>• Low level non-compliance</li> <li>• Minor disagreements</li> <li>• Deliberately annoying others/ disrupting games</li> <li>• Not wearing hat during outdoor play</li> <li>• Littering</li> <li>• Wasting time/tardiness</li> <li>• Unsatisfactory completion of task (refer to classroom behaviour consequence steps – verbal warning, time out in buddy class)</li> </ul>	<p><b>Teacher</b></p> <ul style="list-style-type: none"> <li>• Verbal Warning</li> <li>• Walk with teacher (point out boundaries, rules, etc/sit on seat</li> <li>• Find another game/play space</li> <li>• Expected Behaviour retaught &amp; rehearsed</li> <li>• Modelling correct behaviour</li> <li>• Use conflict resolution strategies with students involved</li> <li>• Verbal reminder/redirection</li> <li>• Time out at area where behaviour occurred for 5 to 10 minutes</li> </ul> <p><b>Teacher's professional judgement</b></p>
<b>Level 2</b> <b>All Level 2 Incidents are recorded on TA</b>	<p><b>Repeated Level 1 infractions</b></p> <ul style="list-style-type: none"> <li>• Swearing (indirect), confronting others, teasing, aggressive behaviour</li> <li>• Pushing, tackling, fighting games (pretending to fight)</li> <li>• Inciting violence</li> <li>• Mistreating property/equipment/flora/structures – minor</li> <li>• Throwing/kicking other people's property</li> <li>• Walking away from a teacher or failure to respond, being impolite</li> <li>• Racist/sexist comments and harassment (incidental – offensive, without realising the full connotations)</li> <li>• Disrupting the class lessons (see classroom behaviour consequences steps – verbal warning, time out in buddy class, see Deans of Primary at Office)</li> </ul>	<p><b>Teacher</b></p> <ul style="list-style-type: none"> <li>• Time out – at area where behaviour occurred (reflection time)</li> <li>• Expected Behaviour retaught &amp; rehearsed (Role Playing, etc)</li> <li>• Put things right/Restorative Practices (Apology: written, verbal, creative – artwork, song, etc)</li> <li>• Data collection – record incidents and assess if there is a pattern</li> <li>• Send student to Deans of Primary (interview to collect data)</li> <li>• Contact parents</li> <li>• Record incident on TA</li> </ul> <p><b>Teacher's professional judgement</b></p>

<p><b>Level 3</b>  <b>All level 3 Incidents are referred to Deans of Primary and recorded on TA</b></p>	<p><b>Repeated Level 2 breaches</b></p> <ul style="list-style-type: none"> <li>• Fighting/violence</li> <li>• <b>Bullying</b>/intimidation/repeated threats/purposeful racism/sexism</li> <li>• Verbal abuse</li> <li>• Swearing (directed at others - staff/students)</li> <li>• Serious theft</li> <li>• Vandalism/graffiti on school or other's property</li> <li>• Behaviour causing injury to another</li> <li>• Inappropriate sexualised behaviours</li> <li>• Serious breaches of College policy (code of Behaviour/IT Agreement/etc)</li> <li>• Biting</li> <li>• Spitting (directed)</li> <li>• Major disruption of the class lessons - see Deans of Primary immediately</li> </ul>	<p><b>Deans of Primary</b></p> <ul style="list-style-type: none"> <li>• Refer incident to Deans of Primary (Interview to collect data)</li> <li>• Withdraw from playground/peers to office (Time out)</li> <li>• Loss of privileges</li> <li>• Contact parent/s</li> <li>• Put things right/Restorative Practices (Apology: written, verbal, creative – artwork, song, etc)</li> <li>• BIP – Behaviour Improvement Process- support staff (Primary Chaplain, College Counsellor, Support staff)</li> <li>• Behaviour Support Plan</li> <li>• School suspension/exclusion</li> <li>• Record on TA</li> </ul> <p><b>Deans of Primary Discretion</b></p>
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## Secondary Students Response Chart

Some possible responses by staff, including teachers, Connect teachers, Heads of Learning and Heads of House to inappropriate behaviours are listed below. It should be made clear that the following responses are not necessarily sequential and that the level of response will be determined by the nature of the inappropriate behaviour.

Issue	Consequence/Action	Who	SEQTA TA Entry
Low level in class behaviour <ul style="list-style-type: none"> <li>Unsatisfactory completion of task</li> <li>Low level non-compliance</li> <li>Minor disagreements</li> <li>Deliberately annoying others/ disrupting games</li> <li>homework incomplete</li> <li>Inappropriate use of electronic device</li> </ul>	<ul style="list-style-type: none"> <li>Warn student</li> <li>Change seating plan</li> <li>Keep in for part of recess/lunch</li> <li>Yard/Rubbish Duty</li> <li>Remove the distraction</li> </ul>	Classroom/Connect teacher	For repeated low level offence outlining issue
<ul style="list-style-type: none"> <li>Repeated classroom learning breaches</li> </ul>	Loss of privileges Refer to HOLA Parents to be informed	Teaching staff in consultation with the Head of Learning	Yes
<ul style="list-style-type: none"> <li>Continued pattern of poor choice of behavior after warning</li> <li>Unsafe behavior</li> </ul>	Learning Area Class Withdrawal Contact parents	All teaching staff in consultation with the Head of Learning	Yes
Out of class incident impacting community or environment <ul style="list-style-type: none"> <li>Throwing food at lunchtime</li> </ul>	In school Community Service and warning of consequences for future incidents	Low level; Yard duty on the spot Radio in to House Centre	Behaviour entry
Not meeting uniform standards	Uniform – resolve if possible If unresolvable, send to House Centre for uniform pass	Classroom/Connect teacher All teaching staff	Uniform entry
<ul style="list-style-type: none"> <li>Unexplained absence</li> <li>Non completion of work</li> <li>Work not at an appropriate level</li> <li>Persistent lateness</li> <li>Poor work ethic</li> </ul>	Notice of Concern: email home and cc HOLA/HOH	All teaching staff & Attendance staff	Academic and Communication
<ul style="list-style-type: none"> <li>Truancy</li> <li>Repeated uniform issues</li> <li>Pattern of out of class behaviour</li> <li>Vandalism/graffiti on school or other's property</li> </ul>	After School Detention/ Community Service Conditional enrolment after series of interventions	Heads of Learning Heads of House Dean of Students	Yes
Repeated pattern after intervention	In School Suspension	Dean of Students	Yes
<ul style="list-style-type: none"> <li>Interfered with the rights of others</li> <li>Threatened safety/wellbeing of others</li> <li>Acted illegally</li> <li>Threatened harmony of College</li> <li>Violence toward others</li> </ul>	Off Campus Suspension Conditional enrolment after series of interventions	Dean of Students Principal	Yes

<ul style="list-style-type: none"> <li>• Acted illegally</li> <li>• Violence or aggression toward others</li> <li>• Bringing illicit substances onto the College site</li> </ul>	Withdrawal of enrolment Expulsion	Dean of Students Principal	Yes
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### **Responsibilities of the College Management Team**

- Ensure the consistent implementation of the Responsible Behaviour Policy throughout the school
- Enable students to be involved in the management of their behaviour
- Support and enable parents/legal guardians and teachers to form relationships within which student behaviour may be managed positively
- Ensure that the school's response to gender, cultural differences, family circumstances or disabilities does not reduce students' learning opportunities
- Maximise students' opportunities to experience intellectual, social and physical success
- Teach and model decision making in groups and ensure structures are in place for student voice
- Provide opportunities for staff training and development in relation to appropriate behaviour management
- Involve regional support services and other agencies, when appropriate, to support staff and families in managing student behaviour effectively
- Use system level consequences and interagency support programs with students who do not respond to class and school consequences.

### **Related Policies and supporting documents**

- Attendance Policy
- Responsible Relationship Policy
- Child Protection Policy
- Child Protection Procedures
- Duty of Care Policy
- Yard Duty Instructions
- Emergency and Critical Incident Policy
- Emergency and Critical Incident procedures
- Enrolment Policy
- Mobile Phone Policy
- Learning Technologies Agreement in Student Planner
- Primary Behaviour Management Plan