

# COMET BAY COLLEGE

## BEHAVIOUR MANAGEMENT PLAN



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# SECTION ONE

## RATIONALE

Comet Bay College is a co-educational and multicultural community. Our students, parents and staff come from diverse socio-economic and cultural backgrounds and hold a range of values and attitudes.

To enable our college community to work harmoniously and to manage the complex issues arising from its diversity, we have agreed upon a set of core values that reflect our common needs and aspirations.

Through our shared commitment to these values, we have created a common meeting ground where our mutual obligations can be negotiated and accepted and conflicts can be resolved and reconciled in the best interests of our students.

All staff, students and parents have a commitment to the shared values. At CBC our Behaviour Management Plan defines these mutual obligations and clarifies the behaviours and processes through which these are expected to be protected and maintained.

## OUR AIM

The College aims to provide our students and staff with a learning and working environment that is welcoming, supportive and safe.

Through working in partnership with parents and community groups the College will strive to assist students achieve the best possible educational and developmental outcomes – in particular, a healthy sense of personal worth balanced with a strong sense of social responsibility.

To accomplish this, our college behaviour management plan will promote positive respectful relationships by:

- clearly communicating the Code of Conduct to all members of the college community;
- observing the principles of procedural fairness, and
- being responsive to individual needs and cultural sensitivities.

## OUR CORE VALUES

Our values influence our behaviour and give purpose to our lives. Regardless of our diverse cultures and backgrounds, at Comet Bay College we all value:

- **A pursuit of knowledge and a commitment to achievement of potential;**
- **Self-acceptance and respect of self;**
- **Respect and concern for others and their rights;**
- **Social and civic responsibility; and**
- **Environmental responsibility.**

## OUR CODE OF CONDUCT

COLLEGE RULES	EXAMPLES
Students follow all instructions from a College staff member	To follow the instruction the first time it is given
Students will follow all College procedures	Wear appropriate footwear No throwing of objects Must be in class unless you have a written pass Mobile phones/Ipods are not to be seen on College grounds
Students will be courteous and respectful to others	No swearing or offensive language Speak respectfully No inappropriate public displays of affection No calling out. Be prepared and punctual Movement in class only as instructed Zero tolerance to bullying and harassment Do not interfere with others property/computers
Students will keep the College environment clean	No chewing gum Zero tolerance to graffiti No eating of food in classroom All rubbish in bins
Students will do their best and encourage others to do the same	Work to personal best Praise the efforts of others No put-downs

## COLLEGE RULES

1. **Students to follow all teachers instructions to ensure an orderly environment and all college procedures**
  
2. **To protect our right to courtesy and respect:**
  - Good manners are required at all times as a member of the College community.  
*This includes speaking politely to others and avoiding bad language; removing hats when inside building, moving around the college in an orderly and considerate manner.*
  
  - All students will wear College dress.  
*All uniform items must be purchased from the College uniform shop.*
  
3. **To protect our right to work without being disturbed:**
  - Behaviour that interrupts the learning of others will not be tolerated.  
*This includes interfering with other people's work, yelling out in class, intruding into other people's classes or any other breach of classroom rules.*
  
  - Students are to be punctual to class.
  
  - Students are not to move around the classroom without their teacher's permission.
  
  - Students are to come to class prepared to work, eg *with pens, paper, books.*

COLLEGE RULES (continued)

4. To protect our right to feel safe at college:

- Zero tolerance to physical aggression.  
*This includes any action designed to hurt another person, eg punching, hitting, kicking, pushing, spitting, use of missiles or weapons.*
- Verbal assault will not be tolerated.  
*This includes any form of language designed to wound or distress another person, eg swearing, threatening, taunting, gossiping.*
- Zero tolerance to bullying. (Refer to Bullying & Harassment Policy on page 34)  
*Types of bullying include racial and sexual harassment and any other form of verbal or physical intimidation.*
- Zero tolerance to theft.  
*Students wishing to borrow another person's property must first ask for permission.*

5. To protect our right to a safe environment

- It is strictly prohibited to bring any form of weapon (eg knives, laser pens) controlled substance (*tobacco, alcohol*), illegal substance (*drugs, solvents*) or any associated items (*bullets, matches, lighters, bongs, aerosol cans,*) onto college premises.
- Students are not permitted to be in possession of any drugs including prescribed medication (*other than asthma inhalers*). All medication must be used as per student medical action plans.
- Students are not to bring the following items onto college premises:
- *Correction fluid, rubber bands, aerosol cans, chewing gum, cool drinks, energy drinks, bags of lollies, marker pens.*
- **or any other item that in the Principal's professional judgement may be put to inappropriate use.**
- Throwing missiles of any description is prohibited, e.g. *rocks, pens, paper pellets, sticks, food*
- Students must move around the college in a careful and considerate manner. Running is not permitted in corridors, stairwells or walkways
- Keep left on stairwells
- Students are not to communicate with or encourage unauthorized persons on college premises.
- Students are not to leave the college grounds without permission.
- Students must not cross public roads in college hours without a teacher's supervision.
- Students out of class during lessons must carry a written pass from a teacher
- All visitors authorised to be on college premises must sign in at the Front Reception and wear the identification badge provided.
- Students are not permitted in classrooms without staff supervision

## COLLEGE RULES (continued)

- It is a legal requirement that students in practical areas must:
  - Wear closed footwear as per College dress code
  - Have long hair tied back or covered securely
  - Remove jewellery and loose clothing when using potentially hazardous equipment, *eg stoves, turning machines*
  - Wear safety glasses when required to do so by teachers
  - Comply with all other health and safety rules as required by teachers

For reasons of hygiene, students are required to bring a sports uniform for all sport and physical education activities.

- Students are strongly discouraged from bringing valuable personal items to college, *eg large sums of money, jewellery, mobile phones, Ipods* The college cannot take responsibility for any theft or loss of such items. Students bringing these items to the college at their own risk.
- Students will leave their bicycles/scooters at the racks provided and must be locked securely. The college cannot take responsibility for any theft or damage to student bicycles.
- Motor vehicles need to be authorised and parked in the designated area
- Skateboards are not permitted on College premises.

### 6. Clean environment

- Food and drink must be consumed in designated areas and all litter must be placed in bins.
- No graffiti, etching, drawing on College property
- All College members will keep the college environment clean.
- No chewing gum
- Leave classroom in a neat and tidy condition (eg chairs stacked, tables straight and rubbish gone)

### 7. To protect our right to be proud of our achievements:

- “Put downs” will not be tolerated.
- All members of the College community are expected to support and encourage each other
- The College community will ensure that achievement is recognised, eg letters of merit, awards, references, displays of work, newsletter acknowledgements etc.
- In the wider community, students and staff are expected to behave in a manner that brings credit to the College.

### 8. Follow College Use of Technology policy

- Follow appropriate use and non-use times
- Refer to Laptop Usage Policy and Mobile Phone/Technological Devices Policy.

## OUR EXPECTATIONS OF OTHERS

EXPECTATIONS OF COLLEGE STAFF	EXPECTATIONS OF PARENTS
<p>It is expected that all teachers will:</p> <ul style="list-style-type: none"> <li>• model the behaviour that is expected from students</li> <li>• prepare engaging lessons that are appropriate to the needs of their students</li> <li>• explain and enforce College Code of Conduct/College Rules with their students to develop and maintain a positive working and learning environment</li> <li>• notify parents/guardians promptly of issues affecting their child</li> <li>• maintain full attendance records and submit variation sheets.</li> <li>• Follow all College policies and procedures</li> </ul>	<p>It is expected that parents and caregivers will:</p> <ul style="list-style-type: none"> <li>• work in partnership with the college for the benefit of their child</li> <li>• actively encourage and support their child's education including maintaining attendance at 90% or greater</li> <li>• initiate contact with the college to discuss issues and concerns relating to their child</li> <li>• respond to contact from the college about their child</li> <li>• behave in a positive, respectful way when dealing with College staff.</li> </ul>

## LEARNING AREA RULES

Each Learning Area may have additional rules. These rules will clearly explain what is expected of students in specific learning situations. In practical areas such as Science, Art, Home Economics, Design & Technology and Computing, safety rules and rules for the use of valuable and/or hazardous equipment will be clearly displayed on the wall of each learning area.

## SUPPORTING OUR STUDENT'S PERSONAL AND SOCIAL DEVELOPMENT

The college acknowledges that the most important influence upon our students is their family. We are committed to working in partnership with parents and strongly encourage them to become actively involved in our college community.

In addition to establishing and maintaining regular contact with the college's staff, parents (and community members) can become active in the life of the college through participation in:

- ◆ The College Council
- ◆ Parents & Citizens Association (P&C)
- ◆ Mentors

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College staff will maintain regular contact with parents to keep them informed about their child's progress and to work together on strategies for meeting the students special needs. This may include case conferences, parents "shadowing" their child, and referral to other helping agencies. Additional support for indigenous students and their families may be provided by an AIEO.

Through the formal curriculum, students are informed about and encouraged to explore ways of managing the wide range of social issues that impact upon their own lives and upon their community. This provides students with the opportunity to take responsibility for their own health and well-being by understanding the consequences of their choices.

**In particular, students are encouraged to develop the skills and understandings that will enable them to behave appropriately in a wide range of social situations. Good manners are emphasised and students made aware of the need to be sensitive and responsive to the standards and values of the different social and cultural groups that make up our community.**

Learning Areas establish consistent behavioural expectations and maintain close communication to provide students with a high standard of pastoral care.

In Year 10 the college will establish orientation pathways to provide students with the specific skills and knowledge they will need to make a successful transition to Senior College or Vocational programs. All Year 10 students and their parents will be required to participate in a career education counselling process to assist them in their decision-making.

In addition, we offer students a range of special programs specifically designed to develop leadership and responsibility. These include:

- ◆ The Student Leadership Team
- ◆ Peer Support
- ◆ Inclusion on several College Committees (eg Health etc)
- ◆ Our College Our World program
- ◆ Sports Leadership Program
- ◆ extra-curricular sporting activities which focus specifically on leadership and teamwork.
- ◆ various camps and excursions

Throughout the year students will be strongly encouraged to demonstrate their personal and social skills through participating in events and activities which aim to support the development of a positive self image for young people and encourage their aspirations, eg fund-raising for a range of charitable purposes, community environmental projects and sports carnivals.

## SECTION TWO

### PROCESSES AND PROCEDURES FOR MANAGING STUDENT BEHAVIOUR

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# Behaviour Management Support Flow Chart

Class teachers are professionally supported by:

- Colleagues;
- Deans of Learning Area
- Dean of Student Services;
- Administration.

All will provide advice and support in developing behaviour management strategies.

## Stage 1 (pg 10 – 12)

Positive Classroom Strategies

**Explained, Clarified** classroom rules/rewards/consequences

Preparation

Build Positive Relationships

Create a Cohesive classroom

Rules displayed in the classroom



## Stage 2 (pg 13 – 14)

Consequences (Low Key techniques, Squaring Off, Buddy, Detention, Community Service, parent contact)

Maintain records and if behaviour continues record on SIS

Informal resolution meetings with students

Phone call/email parent/use the Letter of Concern

If the behaviour continues or the student is sent to buddy a second time a Resolution Agreement

(consequences for break of contract need to be written on the contract) will need to be developed.



## Stage 3 (pg 15)

Referral to Dean of Learning Area

Withdrawal from Learning Area

Contact of parents

Resolution with student, teacher, parent and DOLA.



## Stage 4 (pg 16)

Referral to Student Services

Further Learning area/withdrawal or in college suspension

Parent Contact

Resolution with student, teacher, parent and Student Services

Case Management and development of IBMP



## Stage 5 (pg 17)

Referral to Associate Principal

Parent Contact

Out of College Suspension

Resolution with student, teacher, parent and Associate Principal

Formal Contract



## Stage 6

Parent contact

Referral through Principal to District Office

Exclusion Panel

Updated 27/01/12

**Resolution**  
Resolution is reached when a review of the situation has occurred and a negotiated plan is adopted to support the learning process.



## STAGE ONE - POSITIVE CLASSROOM MANAGEMENT

Initially, the management of student behaviour is the **fundamental responsibility of the Learning Area teacher**. To support teachers there is a comprehensive network of services and programs that can be accessed through the Dean of Learning Area, Dean of Student Services and the College Administration.

When concerns arise, **all staff are encouraged to consult with colleagues**. The support and advice available from the wide range of professionals at this college may enable many potential problems to be avoided or lead to the more effective management of existing problems. Should it become necessary to refer students to other members of staff, teachers are expected to follow up and, if required, to collaborate in any action which may be taken.

A positive learning classroom environment is essential in order to create and maintain a cooperative and caring atmosphere in the college. The following is a guide to assist teachers:

### A. The Classroom Rules

- Familiarise students with the College Code of Conduct
- Ensure that every student knows the classroom rules
- Explain the Code of Conduct and the rationale behind each rule.
- Remind students of the rules in an informal way e.g. display in classroom.

### B. Adequate Preparation

- Arrive to class on time to greet the students.
- Establish control of class before entering the room
- Ensure you have all necessary resources at hand (and that they work!).

### C. Create an Engaging Classroom

- Ensure lessons reflect the Principles of Teaching and Learning.
- Using Instructional Strategies and tactics (eg Think, Pair, Share and placemat) to develop a safe environment which will encourage students to safely participate in a supportive environment.
- Ensure that structures within the lesson encourage individual accountability

### D. Build Positive Relationships

- Always be courteous and expect courtesy in return.
- Reinforce positive, respectful relationships.
- Consistently apply the rules in the College Code of Conduct (be "firm, but fair")
- Learn and use the names of your students as soon as possible.
- Develop a rapport ('win over') outside as well as inside the classroom.
- Be aware of and cater for the individual needs and ability levels (familiarise with TALAs)

### E. Knowing Students

- Learn the names of your students as soon as possible (a seating plan may help; most student photos available on SIS).
- Develop a rapport ('win over') outside as well as inside the classroom.
- Be an active participant in College Community activities and events e.g. Good Standing and other college based activities.
- Be considerate of student strengths and weaknesses, eg. not directing questions at a student who becomes anxious when receiving the focus of the whole class.
- Demonstrate personal interest and use active listening.

#### **F. Create a Cohesive Classroom Group**

Encourage a caring and supportive environment. The College has a zero tolerance approach to **bullying/harassment**.

Facilitate and maintain a collaborative, cooperative environment e.g. Think Pair Share.

Provide and maintain an inclusive, supportive learning environment where students have a sense of belonging to group as a whole (a 'friendly' classroom).

Engage your students; allow them to take on responsibility.

#### **G. Communication/Effective Listening**

Practice positive, respectful communication.

Practice active, effective listening as what is said may be misinterpreted – always seek feedback from the student to ensure your message was clearly understood.

Similarly, what students say may be misinterpreted – be sensitive to the value of your intuition in developing and maintaining positive, respectful relationships.

Deal with the problem not the student and avoid personalising issues e.g. talk about the misbehaviour not the person involved

#### **F. Praise and Encouragement**

Look for opportunities to praise and encourage the more challenging students (always try to recognise someone doing something right)

Greet students at the door and try to begin lessons with positive, respectful communication.

Regularly practice the encouragement of students and praise work and behaviour (display work; send to principal for recognition; articles for the college newsletter, Letters of Commendation, contact with parents through e-mails and phone calls, etc)

Feedback is an important part of the learning process - practice positive and constructive feedback and encourage learning from errors as an important part of the learning process.

#### **G. Mutual Respect**

Model positive, respectful relationships with students.

Use your peers, Deans of Learning Areas, Dean of Student Services, and the College Administration to establish and embed a positive classroom environment and maximise student potential.

Finally, Parent/Guardian support is essential. Communicate regularly with home to help reinforce the positives and implement change.

## Strategies to help you create a positive classroom environment

Ten steps to create a positive classroom environment:

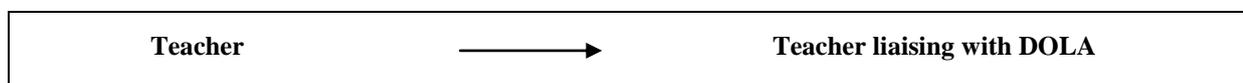
1. **CONSISTENCY IS THE BEST POLICY.** Mean what you say and follow it through.
2. **EXPECT THE BEST FROM STUDENTS** Even though it may be harder with the challenging students; persist with belief in their value and their capability to attain it.
3. **MAKE THE IMPLICIT EXPLICIT.** Define the specific behaviours that you will accept in the classroom and if you involve the students in formulating them, they may follow them more.
4. **REWARDS YES! CONSEQUENCE NO!** Consequences outnumber rewards 10:1. They draw attention to the undesired behaviours. So look at bringing more reward and attention to the desired.
5. **GIVE CHOICES AND CONSEQUENCES.** Give the students choices on how to behave and appropriate consequences for the choice, eg choose to work quietly or to sit on your own.
6. **IF YOU MUST GIVE A CONSEQUENCE, REMOVE PRIVILEGES.** Which means the teacher, must already have privileges operating in the class.
7. **KNOW EACH STUDENT WELL.** Know what is rewarding and what a relevant consequence is for each individual.
8. **USE COLLEGEWORK AS A REWARD.** Too often it is used as a consequence when we want them to use and enjoy it.
9. **TREAT STUDENTS WITH RESPECT.** They will respond with the feelings that you give to them.

## Stage Two – Classroom Resolution

Comet Bay College recognises the importance of the classroom teacher's role in dealing with students. At stage two it is the teacher's responsibility to ensure they have maintained behaviour management processes both in and outside of the classroom, before referring the student on to higher stages. For further information on any of these BUMPS please refer to *CLASSROOM MANAGEMENT: A Thinking and Caring Approach* by Smilanich and Bennett

### Summary of Classroom Management Bumps

	Bump 1 Low Key Response	Bump 2 Squaring Off	Bump 3 Either/or Choices	Bump 4 Consequence	Bump 5
How to respond to the bump	<ol style="list-style-type: none"> <li>1. Win students over               <ul style="list-style-type: none"> <li>○ meet students at the door</li> <li>○ Show interest</li> <li>○ Be polite</li> </ul> </li> <li>2. Use Signal to begin.</li> <li>3. Proximity - move about the room while teaching</li> <li>4. Be on alert. Stop things before they go too far.</li> <li>5. Deal with the problem not the student</li> <li>6. Transitions – who, what, when</li> <li>7. Deal with allies first</li> <li>8. When asking questions, signal the type of response you want</li> <li>9. Use minimal or non-verbal               <ul style="list-style-type: none"> <li>○ Student's name</li> <li>○ Gesture</li> <li>○ The "look"</li> <li>○ Pause</li> </ul> </li> <li>10. Planned ignore</li> </ol>	<ol style="list-style-type: none"> <li>1. Pause or stop</li> <li>2. Turn body square</li> <li>3. Intensify eye contact</li> <li>4. Use minimal verbal response</li> <li>5. Complete interaction with a "thank you"</li> </ol>	<ol style="list-style-type: none"> <li>1. Stop</li> <li>2. Pause</li> <li>3. Intensify eye contact</li> <li>4. Give an either/or statement               <ul style="list-style-type: none"> <li>○ Use firm, neutral, calm voice</li> <li>○ Restore social order</li> <li>○ Give a choice which student sees as related to the misbehaviour</li> <li>○ As immediate as possible</li> <li>○ Keep statement free of moral judgement</li> <li>○ Deal only with the present</li> </ul> </li> <li>5. Ask for a student response</li> <li>6. Listen for student's answer</li> <li>7. Complete interaction with a "Thank you"</li> </ol>	Follow through on Bump 3  "You have made your choice. Please _____"  "Thank you"	<ol style="list-style-type: none"> <li>1. Recognise the move to power</li> <li>2. Respond by:               <ul style="list-style-type: none"> <li>○ Ignoring it</li> <li>○ Short Circuit it</li> <li>○ Describe the situation</li> <li>○ Language of attribution</li> <li>○ Provide a new choice</li> <li>○ <b>Ask them to leave (to buddy) or use the card system (if severe enough)</b></li> </ul> </li> </ol> <p style="text-align: center;"><b>(refer page 14)</b></p>
Teacher's Actions	<b>Maintain the flow of the lesson</b> <ul style="list-style-type: none"> <li>○ Note on SIS</li> </ul>	<b>Maintain the flow of the lesson</b>	<b>Maintain the flow of the lesson</b> At teacher discretion: <ul style="list-style-type: none"> <li>○ Note on SIS</li> <li>○ Contact parent</li> <li>○ Notify DOLA and discuss strategies</li> </ul>	<b>Student may be isolated in class</b> At teacher discretion: <ul style="list-style-type: none"> <li>○ Ensure student has work to continue with</li> <li>○ Note on SIS</li> <li>○ Contact parent</li> <li>○ Notify DOLA and discuss strategies</li> </ul>	<b>Student isolated/or sent to buddy</b> <ul style="list-style-type: none"> <li>○ Ensure student has work to continue with</li> <li>○ Note on SIS</li> <li>○ Contact parent</li> <li>○ Notify DOLA and discuss strategies</li> </ul>



**Note:** While students may enter at any bump, teachers must ensure their response to misbehaviour matches the level of defiance from the student. **Remember Less is More**

### **Possible consequences for use by the classroom teacher**

These are not in any order and it is the responsibility to evaluate the level of behaviour and choose which consequence to implement;

- Low Key response (eg min or non verbal, use of name etc)
- Private Dialogue
- Move students seat in class (e.g. closer to teacher)
- Isolation in class
- Contact parent (via phone or email)
- Detention (recess/lunch)
- Community Service
- Parent Interview
- Seating Plan
- Loss of privilege
- Informal Contract

When the above classroom consequences have failed:

### **Temporary removal from classroom**

- All students not within the classroom e.g. put outside, are still required to be supervised by their classroom teacher as part of their duty of care. This strategy is to be only used as a cooling off period for no more than five minutes.
- Buddy Class
- Teachers must organise within L.A. their buddy options
- Students to be sent with buddy slip (Identified students will need constant supervision and will need to be collected as informed by Student Services)
- Students must have work to complete
- Students sent to Buddy must be noted on the Daily Variation Sheet and be entered into SIS.
- After each lesson is a fresh start.
- Students sent to Buddy on a second occasion will require a **Classroom Resolution Contract** (green).
- Students cannot be sent to Buddy for the original behaviour for more than one period without approval from the DOLA

### **Yellow Card:** To be used when behaviour DOES NOT affect the safety of others

- Yellow card to be sent LA Office requesting the support of any teaching colleague to collect a student to be escorted to Buddy/Withdrawal for the remainder of the period.
- All events of this nature must be recorded on SIS and a copy given to the DOLA. Also such events warrant the creation of a LA Contract.

### **Priority One/Red Card:** To be used only in extreme circumstances when the behaviour threatens the physical safety of others in the vicinity

- Red card to be sent via a responsible student to the Administration or Student Services requesting support. In all cases a Critical Incident report will need to be completed immediately

## STAGE 3

### DEAN OF LEARNING AREA

The role of the DOLA is to:

- develop and implement a Behaviour Management Plan (in conjunction with this policy) for the Learning Community.
- Visit classes and give staff feedback and assist in the development of a repertoire of strategies with assistance of the Associate Deans.
- Build teacher capacity empowering them to manage issues within the class themselves.
- facilitate the withdrawal of the student to allow time for resolution to occur.
- liaise with classroom teachers by :-
  - providing support or advice focusing on appropriate consequences for choice.
  - mediating a resolution to student - teacher conflict (Learning Area Contract).
  - providing assistance in the monitoring of student behaviour
- refer student to appropriate support staff for issues affecting a student's behaviour.
- implement in college withdrawal as deemed necessary depending of severity of situation.
- contact parents as necessary.

If Classroom Resolution contract is broken, or if no resolution is reached, forward to Student Services (Stage 4) with all relevant information.

## STAGE 4

### DEAN OF STUDENT SERVICES

The role of the Dean of Student Services is to:

- promote and coordinate a whole college positive culture, where appropriate implement rewards.
- advise and counsel students on matters related to behavioural problems in the classroom.
- facilitate the withdrawal of the student ( after discussion with the parent may include in college suspension) to allow time for resolution to be reached.
- build staff capacity through modeling and providing professional learning opportunities and:-
  - providing support or advice focusing on appropriate consequences for choices.
  - mediating a resolution to student - teacher conflict and involving the parents.
  - providing assistance in the monitoring of student behaviour (using Behaviour card pg 36 with achievable targets).
- liaise with other support staff and parents regarding the progress of the students.
- Development of Individual Behaviour Management Plan through the process of case management

**If Individual Behaviour Management Plan fails or if no resolution is reached forward to Associate Principal (Stage 5) with all relevant information.**

## STAGE 5

### ASSOCIATE PRINCIPAL

The role of the Associate Principal is to:

- counsel students on the consequences by the choice made of unacceptable behaviour.
- provide support, advice to Staff and Parents.
- facilitate the withdrawal of the student (which may include suspension) to allow for resolution to be reached.
- liaise with classroom teachers by :-
  - providing support or advice focusing on appropriate consequences for choices.
  - mediating a resolution to student - teacher conflict and involving the parents.
  - providing assistance in the monitoring of student behaviour (using Behaviour card pg 49 with achievable targets).
- Development of Formal Contracts

## MANAGING STUDENT BEHAVIOUR

Throughout these processes, the college is committed **to**:

- ❑ developing positive respectful relationships;
- ❑ the principles of natural justice;
- ❑ being responsive to individual needs and cultural sensitivities, and
- ❑ working in partnership with parents to support the personal, social and academic development of our students.
- ❑ Following the DET Behaviour Management in Colleges Policy

## RESOLUTION PROCESS FOR ALL STUDENTS

Student and teacher meet to resolve the problem and this may involve teacher/parent contact or intervention by the DOLA. Unless major safety issues are involved, the student continues to attend class during the resolution process.

If the student does not cooperate in the resolution process, they have chosen for the DOLA to arrange for a learning area withdrawal to provide another opportunity for resolution.

If resolution is still unsuccessful, the student continues learning area withdrawal while a case conference with parents is organised and/or the issue is referred to Student Services.

### **If no satisfactory resolution is achieved consequences may include:**

- ❑ detention at recess breaks or after college (refer **Section Two**, Policy re detaining students)
- ❑ community service at recess breaks
- ❑ withdrawal from non-essential excursions/activities *eg sporting teams* (refer Good Standing)
- ❑ subject withdrawal for up to 5 consecutive occasions organised by the DOLA,
- ❑ and/or referral to other agencies or educational programs. Parents will be consulted re withdrawal from normal classes and students on withdrawal will continue their educational program under supervision.
- ❑ Where safety is an issue, the student may be prohibited from entering a practical area making further participation in a subject impossible. Parents will be consulted re a change of subject.
- ❑ Where a student has been identified as at risk due to academic, attendance, behavioural or general wellbeing factors, the College may apply for additional resources to support the student.

**In severe or repeated cases the College may negotiate suspension as a consequence. The College Council has endorsed immediate suspension for the following offences which threaten the safety of people at the college or at college events and activities. The Council has endorsed imposing a period of up to 10 days suspension for these offences at the principal's discretion:**

- Illegal substance offence
- Physical assault or intimidation of other students
- Physical assault or intimidation of staff
- Substance misuse
- Verbal abuse or harassment of staff
- Verbal abuse or harassment of students
- Violation of college Code of Conduct, behaviour management plan, classroom or college rules
- Willful offence against property

Upon return from any suspension the student and a parent must participate in a case conference to ensure that the behavioural issues are resolved. Teachers may participate if relevant. The student is then entitled to return to all classes.

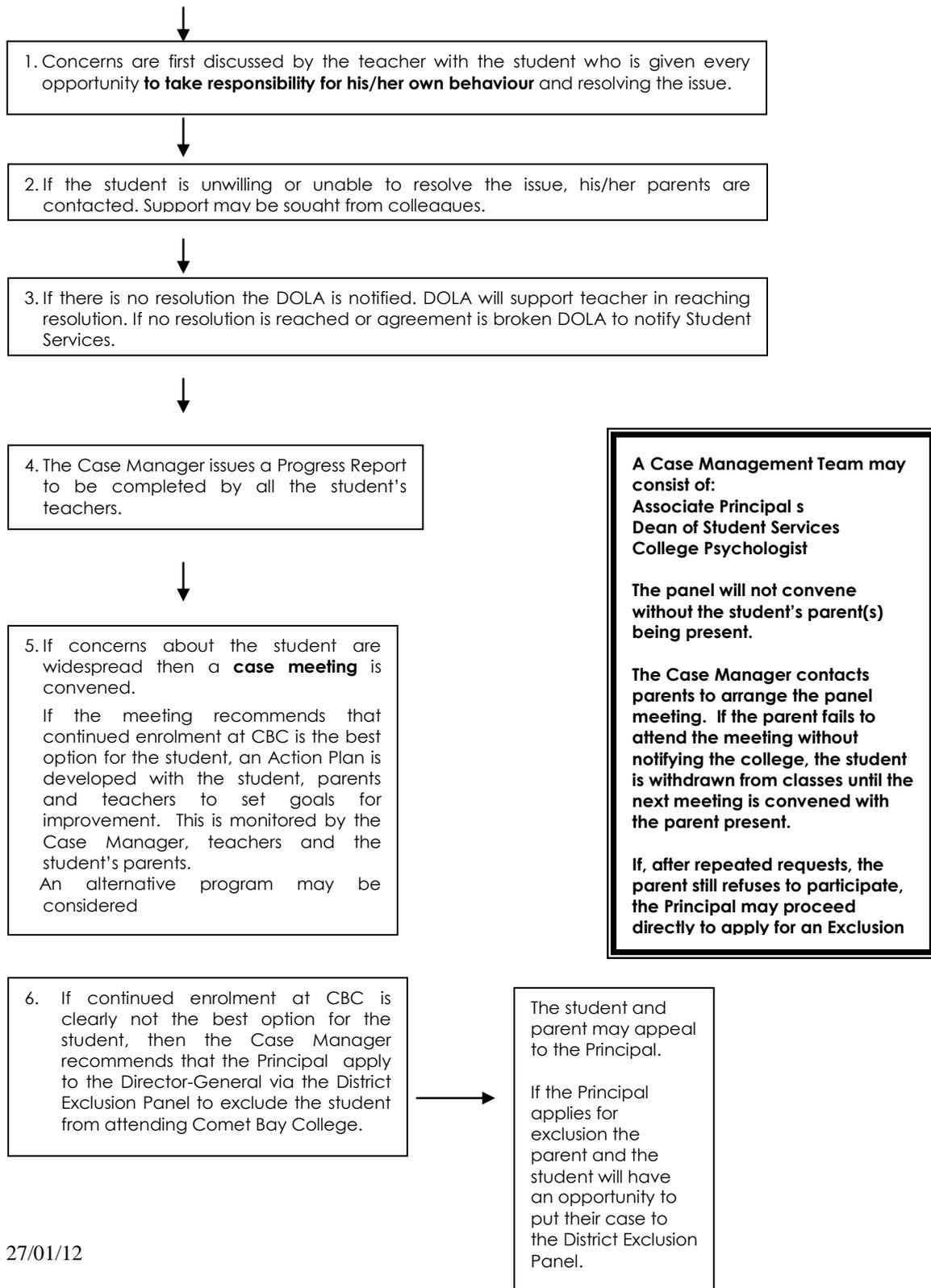
However, if behavioural issues, particularly relating to safety, are still unresolved the student may be withdrawn from classes until further negotiation and/or counselling can take place.

In extreme cases the Principal may apply for an exclusion order against the student.

## MANAGING STUDENT BEHAVIOUR

### THE CASE MANAGEMENT PROCESS

All students and their parents/caregivers are fully informed of the college's expectations. Concerns about a student's REPEATED SERIOUS MISCONDUCT is addressed as follows:



## MANAGING CRITICAL INCIDENTS IN CLASS (Priority One/Red Card)

1. The moment you sense there may be a critical incident send your Priority One/Red Card (**with a teacher or responsible student to the Administration/Student Services Office**) do not wait for something to happen.
2. If you feel confident about doing so without personal risk, attempt to defuse the situation:
  - try to distract the students concerned by letting them know you are there and watching
  - instruct other students to move off and discourage any onlookers who are trying to “stir things up”.
  - If all else fails and it is a single student remove yourself and the students from the room.
3. Although you do have the right to use “reasonable force” to protect yourself and students, it is very difficult on the spur of the moment, particularly in the heat of battle, to assess what is “reasonable”.
4. Therefore, visualise yourself in a range of situations and decide how you will act, i.e. prepare yourself as best you can for what could happen.
5. Experienced staff can be helpful, as they have already been in a range of difficult situations, so ask for their advice.
6. If the worst does happen and a violent incident occurs IT IS STRONGLY RECOMMENDED THAT YOU DO NOT PUT YOURSELF AT RISK. Duty of care is satisfied if you:
  - have sent for help (**if there is no one to go for help or no one will go for help, stay with the students – at the very least you are a witness to what happens**)
  - have instructed the student/s concerned to STOP whatever it is she/he/they are doing
  - as soon as possible afterwards, provide Student Services with a printed copy of your entry on SIS of what occurred (**no emotive language or value judgements, just a statement of facts with the names of any witnesses**). This could be used in court so please ensure accuracy.

## MANAGING OUT OF CLASS INCIDENTS

All teachers are expected to support the college's Code of Conduct and deal with out of class incidents.

It is important that a teacher is seen to follow up on incidents in the yard or the students will feel they can get away with things. Use photos on SIS or in the Student Services to identify students you do not know.

Most incidents can be resolved on the spot but when support is needed the first person to refer to is the Rover

For major incidents referral must be accompanied by a printed copy of the SIS entry

Out of Class incidents that **may** need to be referred:

- fighting
- continued or severe harassment
- wilful disobedience
- dangerous behaviour,

Referral must be accompanied by a printed copy of the SIS entry and the completed student incident (pink) form.

All out of class incidents that cause concern are to be entered on SIS and where necessary reported to Student Services via a printed copy for further action.

Where appropriate feedback will be given to the referring person (student and staff).

## STAFF POST INCIDENT REVIEW AND REFLECTION

It is well documented that major incidents either in the class or yard, which may include a “power struggle’ between you and a student, can lead to an emotional reaction.

It is suggested then that after you have followed through with the appropriate consequence/paperwork that you spend some time debriefing or reflecting on the situation.

This may include (depending on your preferred method);

- Spending a period of time quietly reflecting to yourself about the incident.
- Discussion about the issue with a peer or Dean, Student Services or Associate Principal.
- Completion of the reflection sheet (in Appendix B of this document)

If you feel that you need further support or counselling make sure you discuss this with your Dean and also use the service that is available to all education staff

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## MANAGING BREACHES OF COLLEGE DISCIPLINE

### CONSEQUENCES

#### DETENTION

Under no circumstances is a teacher to detain any student alone. Arrangements must be made with colleagues to ensure that an appropriately public area can be used for any individual detention.

Teachers intending to detain students must ensure it is the appropriate strategy, *eg that a whole class is not being detained because of the actions of a few students.*

#### Detention after college hours

A student can be detained after college as a consequence for a student's behaviour.

Detention in this context will apply to individuals or small groups of students; it is not the same as staff taking time at the end of the day to complete the educational program with their class.

Students who travel on college buses are not to be detained after college unless alternative transport arrangements have been made with the parent. If in doubt about a particular student's position, allow the student to leave and then follow up the matter later.

The class teacher is to ensure that the:

- ❑ parents and/ or care givers have been contacted to inform them of the reasons for, and the duration of, the detention;
- ❑ an arrangement is in place to get the student home after the detention; and
- ❑ this arrangement has been agreed to by the parents and/ or care givers.

Teachers intending to detain students after college hours for more than 30 minutes must receive authorisation from the Principal (*or a Associate Principal in the Principal's absence*).

The Principal will ensure that parents have been notified and approve of this strategy. The Principal must maintain a record of such authorised detentions.

The College holds a formal after school detention for uniform breaches, lateness to school and truancy which is coordinated through Student Services.

#### Detention at recess and lunch times

Any student to be detained at recess or lunch time must be given at least five minutes for personal refreshment and preparation for class before or after the detention takes place. Please ensure the student is given a detention slip.

*(see College Education Regulations 2000, Reg.42)*

**MANAGING STUDENT BEHAVIOUR  
CONSEQUENCES**

**WITHDRAWAL OF STUDENTS FROM SUBJECT/S AND OTHER COLLEGE  
ACTIVITIES**

The withdrawal of students from college activities serves to:

- provide students exhibiting disruptive behaviour with the opportunity to cool down, and reflect on their own behaviour;
- ensure duty of care provisions for other students and staff;
- allow the teacher and the other students the opportunity to teach and learn without interference; and
- provide an opportunity to negotiate and plan behaviour management strategies.

**PROCEDURES FOR IMPLEMENTING WITHDRAWAL**

After consultation, the DOLA may facilitate:

- subject withdrawal;
- in college withdrawal;
- identified college activities or programs.

This withdrawal is distinct from buddy in a class situation that forms part of a teacher's class behaviour management plan.

A student cannot be withdrawn from any class or classes for more than 5 consecutive occasions.

In circumstances, usually relating to safety issues, where it is not possible for the student to continue in a subject, the Dean of Student Services and the Associate Principal will consult the student's parents whose written approval must be obtained for any proposed change of subject.

Decisions about the location, supervision arrangements and the duration of withdrawal will take into account:

- the developmental status of the student;
- the potential emotional impact of such withdrawal on the student; and
- provisions for the student to continue with their work in the subject

The DOLA will ensure that students are supervised, with safety and security requirements being met at all times.

## MANAGING STUDENT BEHAVIOUR CONSEQUENCES

### SUSPENSION

Suspension is reserved for serious or persistent breaches of the college's code of conduct. Suspension reduces the opportunity for escalation of the student's behaviour, provides a period of respite between the incident and the resolution process, and enables the college community to operate safely. Suspension provides an opportunity for the student, parents, and college staff to reflect on the incident and behaviour enabling a considered, positive resolution and re-entry plan.

#### GENERAL PROCEDURES

The college is committed to working in partnership with students and parents to resolve issues related to student behaviour. Where possible, any intention to suspend the student will be negotiated with parents to try and identify an alternative strategy. However in the case of a serious breach of College discipline that threatens the safety of the college community, the Principal will suspend the student immediately (**see p.20**).

As soon as practicable, the student and parents will then be given an opportunity to respond to the issue and request reconsideration of the suspension

A student can be given permission by the Principal to be on college property for specific activities or programs during a period of suspension (*see below*).

A student entering college property without specific permission will be in breach of suspension conditions and will be escorted from the college grounds. In such cases, when the student returns to college at the conclusion of the current suspension, consultation with the parents and student will take place to discuss possible consequences for the breach of suspension conditions. An additional period of suspension can be imposed.

Persistent breaches or gross misbehaviour could lead to a recommendation for exclusion.

Periods of suspension will not be imposed consecutively. A period of suspension will terminate at the end of the college term in which it was imposed.

Further consultation with parents will take place when a student has been suspended for a total of ten or more days in one college year in order to review the behaviour management plan for the student and the educational program being provided.

Information regarding the suspension will to be entered into the college's management information system. All required information will be accessed by the Regional Office.

Information will be passed to the police if the suspension involves a critical matter.

#### EDUCATION PROVISION FOR SUSPENDED STUDENTS

Any student who is suspended from college for three or more consecutive college days will be provided with education instruction during the period of suspension. This does not require the student to be supervised by college staff during the period of suspension unless the student has specific permission to be on college property.

The student will be provided with education instruction that will include some or all of the following:

- information and materials that would enable them to continue to develop the knowledge and skills that are central to their education program;
- information and materials that would enable them to complete tasks and prepare for assessments;
- activities that require reflection about behaviour and/or the incident that resulted in suspension and any behavioural changes required when the student returns to college.

Parents will be informed of the education instruction made available and will be encouraged to ensure that the student completes this work and submits it to teachers. Parents may make arrangements for ongoing return and renewal of work can be made through the Dean of Student Services.

Updated 27/01/12

If the college has provided opportunities for course requirements to be completed and the student has not done so the usual consequences will apply as per the college's Assessment Policy.

### POST SUSPENSION PROCEDURES

1. Following a period of suspension, the student and parents/caregiver (s) will be required to attend a meeting with a Dean of Student Services/Associate Principal to:
  - a) Review the suspension incident. *Discussion will focus on the effects of the incident; the breach of college's code of behaviour; the affect on the student's education; and, any unresolved problems or concerns;*
  - b) examine requirements for the students' re-entry to normal class;
  - c) resolve with teacher(s) or other involved;
  - d) consider any behaviour change strategies.

**The convenor of this meeting will provide a brief summary of the outcomes to those members of staff directly involved with the student**

The College reserves the right to not allow re-entry if a re-entry meeting has not been attended by a parent/guardian.

2. If there are repeated suspensions a Case Conference may be called for the purpose of:
  - a) reviewing student's educational and behavioural programs
  - b) examining college recommendations for an Individual Behaviour Management Plan (IBMP).
    - conditions which a student must fulfil in order to be re-admitted to classes
    - Educational program to be completed by a student while on the IBMP.
    - Nature and extent of the procedures used to monitor the educational program and
    - Behaviour management strategies to be implemented on a student's re-admittance to classes.
3. Members of the Case Conference may include:
  - Principal or nominee (Associate Principal)
  - Dean of Student Service
  - Staff Representative(s) who will usually be the teacher(s) involved with the student.
  - District Student Services Team members as appropriate
  - The student and parents
  - Other agencies

Parents and students will be informed of their right to have support from a community representative who is mutually acceptable to the college. In some instances, the college may seek to involve a community representative to assist in the resolution of any concerns.

4. Educational program options to be considered by the Case Conference include:
  - Non- attendance in a certain subject area (or areas)
  - Late start/early dismissal
  - Restricted access within the college
  - Modified/more appropriate curriculum
5. Conditions to be imposed on a student as a requirement of a IBP may include:
  - a) Drug counselling
  - b) Police lectures
  - c) Restitution
  - d) Psychological testing/assessment
  - e) Personal development courses
  - f) Referral to appropriate support agencies and
  - g) Referral to other educational program options

### **INDIVIDUAL BEHAVIOUR MANAGEMENT PLANS (IBMP)**

Plans will be developed for students identified as being 'at risk' because of difficult to manage behaviour.

Student Services will facilitate the development of structural support processes and include a case manager who will act on behalf of all subject teachers. The emphasis will be on a behaviour management plan not counselling (although it may include linking with the college psychologist, A.I.E.O, nurse, Chaplain, parent and administration). **The aim of a behaviour management plan is to teach the student to manage his/her own behaviour and to focus on particular behaviour skills.** This plan needs to be:

- Simple
- Owned by all parties
- Referring to the Code of Conduct
- Specific, clear and achievable
- Addressing the positive outcomes as well as the negative outcomes
- Supportive in emphasis, not merely punitive

#### **Student refusal**

Unless the student is willing to work with the case manager, the plan will be ineffective. Students will be made aware of the "consequential chain" within the college /and the college's suspension policy for repeated misbehaviour.

### **FORMAL CONTRACT**

When the Individual Behaviour Management Plan is unsuccessful and the student is a major disruption to the learning of others a Formal Contract will be developed by the Associate Principal in consultation with Student Services. A new Case Conference will then be called and the contract will be explained to the Parent and student.

## EXCLUSION ORDERS FOR ALL STUDENTS

Exclusion orders for students can take the following forms:

- exclusion from normal attendance at the college but with a requirement to attend the college for specific purposes or programs;
- complete exclusion from attending the college;
- direction to attend a specified college or educational program;
- direction regarding the form of education instruction that is to be provided; or
- a combination of two or more of the above conditions.

### GENERAL PROCEDURES

The principal can recommend that an exclusion order be made as a consequence of student behaviour that breaches college discipline in the following ways:

- has threatened the safety of any person on the college premises or participating in an educational program of the college; or
- is likely to cause or result in damage to college or personal property; or
- has significantly disrupted the education instruction of other students.

The behaviour that leads to a recommendation for an exclusion order can be either a serious isolated incident, or a persistent pattern of behaviour that has not changed despite college intervention.

Following a decision made by the Director-General about a recommendation for an exclusion order it is expected that college and District Education Office staff will provide parents and the student with assistance to comply with the order made.

#### INVESTIGATION OF BEHAVIOUR OR INCIDENT

Prior to making a recommendation for an exclusion order the behaviour/incident must be investigated. The resulting documentation needs to include the following information:

- a record of the student's account of the behaviour/incident;
- records of the accounts of relevant staff and students; and
- in the case of an incident, records of the accounts of witnesses nominated by the student.

It is crucial that the developmental status of the students involved, the immediate situation, surrounding events and potential contributing factors are taken into account as college staff gather information. Recommendations for exclusion need to be based on careful consideration of objective evidence.

The student and parents must be notified of precisely why a recommendation for an exclusion order is being considered and be given every opportunity to show why the recommendation should not proceed. The parents and the student must be encouraged to provide information that they consider relevant to the situation.

# SECTION THREE

## STRATEGIES FOR MANAGING STUDENT BEHAVIOUR

page 29	Monitoring Student Behaviour – information sources
page 30	Professional Expectations of Colleagues
page 31	Trouble Shooting Checklist for Classroom Teachers
page 32	Principles of Teaching, Learning and Assessment

## MONITORING STUDENT BEHAVIOUR

### Learn about your students

Teachers are encouraged to learn about the needs and aspirations of their students. To provide comprehensive information about students, the college maintains the SIS computer database recording student **Attendance, Conduct and Academic Progress**.

Dean of Inclusive Education will monitor each **Year 8 cohort's Year 7 WALNA** results. These are used together with Primary reports to identify **Students At Educational Risk** due to low levels of literacy/numeracy.

Additional confidential information on students is held by the College Community Nurse and the College Psychologist. Together with SIS data, this information is used to identify **Students At Educational Risk** due to poor attendance, disability, or family/social factors.

Enrolment forms, copies of Semester Reports, Progress Reports, Incident reports, certificates and various other documents are held in the **Student Records** in the Reception.

## RESPONSIBILITIES FOR MONITORING STUDENT BEHAVIOUR

Teachers are legally responsible for managing their students' behaviour. Each teacher maintains their own records of student behaviour and are to also record this information into SIS as per the BMP.

Teachers need to ensure that they follow the Behaviour Management Support Flow Chart (pg 9) using the Student Behaviour and Resolution Form (green) and all attached paper work. The DOLA will keep a record of all such referrals.

The DOLA may temporarily refer the student to a designated withdrawal area from the Learning Area and records this referral on the student's SIS Behaviour Profile.

The Dean of Student Services may temporarily refer the student to a designated withdrawal area from all subjects and records this referral on the student's SIS Behaviour Profile as a withdrawal.

## MANAGEMENT INFORMATION SYSTEM (MIS)

Administration has overall responsibility for maintaining the college's SIS and regularly reviews all data and collates reports for staff review and reflection. This information informs the college decision-making process.

## PROFESSIONAL EXPECTATIONS OF COLLEAGUES

Teachers create a supportive working and learning environment for their colleagues and students by establishing and maintaining consistent routines. Through these routines, teachers model good working practices and consideration for others to their students.

### Please ensure that

1. You arrive to your classes, to your recess duty area and to supervision duties on time
2. You provide a late note if you have detained a student from going to a colleague's class.
3. You do not allow students to wander aimlessly during instructional time including for drink or toilet breaks
4. You do not allow students to enter a learning area unsupervised
5. The noise level in your learning area does not interfere with the work in neighbouring areas
6. You do not leave your students unsupervised
7. You do not release your students early
8. You apply college and learning area rules consistently to support your colleagues

### Please ensure that when you leave an area:

1. the desks and chairs are in a neat and tidy position
2. the floor is clear of paper and other rubbish
3. the teacher's desk is clear
4. the whiteboard is clean

### Do not tolerate the following student activities in learning areas

1. eating
2. spitting
3. writing on desks and chairs
4. removing or loosening screws from furniture
5. swinging back on chairs
6. wearing hats/beanies (*legitimate religious garb excepted*)

### At the end of the day and before a break, please check that:

1. windows and doors are locked
2. lights, fans and heaters are turned off
3. your area is clear of litter

**UNDER NO CIRCUMSTANCES ARE STUDENTS TO BE GIVEN COLLEGE KEYS.**

## TROUBLE SHOOTING CHECKLIST FOR TEACHERS

This is a useful guide for self-evaluation.

### Did I have problems because?

- I arrived late?
- I didn't take the time to settle my students before they entered the classroom (*line up, no pushing, etc*)?
- my first contact with my students was negative (*did I remember to try to find someone doing something right*) ?
- I had to leave my students unsupervised to get equipment I forgot?
- the equipment was faulty as I hadn't checked it out beforehand and I had no alternative plans?
- I let problem students remain in unsuitable groupings/seating positions?
- I gave no thought to the physical setting out of the area - the arrangement of desks etc relative to the work I wanted done (*eg it's hard to do group work sitting in rows*)
- I did not take the time to link today's work with the previous lesson/activity to give students a meaningful context?
- I did not get the attention of every student before giving instructions, homework, etc?
- I did not give clear directions/instructions?
- I did not suit the lesson to the time of day and/or my students' learning needs (*ie it was too difficult/easy*)?
- I berated the whole class for the offence of one (or a few) students?
- I sat down and marked instead of actively supervising and helping my students?
- I gave too much attention to individuals to the exclusion of the rest of the group?
- I did not provide a variety of voice pattern, etc?
- I did not insist upon receiving homework on the due date?
- I hadn't prepared extension work for students who finished too early?
- I tried to give homework as my students were packing up or leaving the room? (*end the session 5 – 10 minutes early to ensure that students understand what the homework is and that they WRITE IT IN THEIR DIARIES*)

## THE PRINCIPLES OF TEACHING, LEARNING AND ASSESSMENT

### OPPORTUNITY TO LEARN

Learning experiences should enable students to observe and practise the actual processes, products, skills and values which are expected of them

Opportunity to engage/ to observe processes/ to encounter quality products/ explicit teaching.

### ACTION AND REFLECTION

Learning experiences should be meaningful and encourage both action and reflection on the part of the learner.

Higher order thinking/ Deep Understanding/ Substantive Conversation/Meta-language/  
Interconnectedness /Metacognition

### MOTIVATION AND PURPOSE

Learning experiences should be motivating and their purpose clear to the student.

Engagement / Motivation/ Explicit/ Purposeful Learning /Student Control

### INCLUSIVITY AND DIFFERENCE

Learning experiences should respect and accommodate differences between learners.

Respecting and Acknowledging Backgrounds / Depth of Learning/ Cultural Knowledge / Inclusive / Flexibility  
/ Broad contexts

### INDEPENDENCE AND COLLABORATION

Learning experiences should encourage students to learn both independently and from and with others.

Individual and Group skills / Global Learning / Autonomy / Flexible / Student Accountability

### SUPPORTIVE ENVIRONMENT

The college and classroom setting should be safe and conducive to effective learning.

Social Support. / Risk taking / Engagement. / Explicit Criteria. / Self-Regulation. / Group Identity / Respecting  
Difference and Diversity / Resources

## ASSESSMENT

### VALID

Assessment should provide valid information on the actual ideas, processes, products and values expected of the students.

### EDUCATIVE

Assessment should make a positive contribution to student learning.

### EXPLICIT

Assessment criteria should be explicit so that the basis for judgements is clear and public.

### FAIR

Assessment should be demonstrably fair to all students and not discriminate on grounds that are irrelevant to the achievement of the outcome.

### COMPREHENSIVE

Judgements on student progress should be based on multiple kinds of sources of evidence.

Updated 27/01/12

# APPENDIX A

## KEY COLLEGE POLICIES RELATED TO MANAGING STUDENT BEHAVIOUR

page 34	Bullying and Harassment
page 41	Dress Code
page 42	Drugs (includes Smoking, Medications)

These policies are also contained in the Staff Information Handbook together with all other college policies.

## **COMET BAY COLLEGE POLICY**

### **BULLYING AND HARASSMENT**

#### **Rationale**

All members of the college community have the right to be respected and to enjoy a safe and supportive environment.

#### **Overview :**

Violence, harassment and bullying are wilful conscious desires to hurt, threaten or frighten. These acts can be physical and / or verbal in nature and can include property damage, assault, racial and sexual harassment, rude gestures, spreading rumours, "putting down" someone, intimidation and extortion. It must be recognised that harassment and violence, harassment and bullying are on going in nature and that bullies are reinforced by another's pain, fear and humiliation. Some students are both victim and bully.

Violence, harassment and bullying affect everyone not just the bullies and victims. They affect other children who may witness violence and aggression and the distress of the victim. These behaviours damage the atmosphere of a class and the climate of the college. Violence, harassment and bullying, both verbal and physical, will not be tolerated in this college. It is everyone's responsibility to prevent these behaviours happening in order to develop a college-wide ethos of cooperation.

The college will react firmly and promptly to all identified threats and acts of violence, harassment and bullying. There are a range of sanctions against these behaviours available depending on the seriousness of the situation. Some of these include discussions with parents and students together, referral to senior staff for further action, withdrawal of favoured activities, isolation from other students at college during lunch time, counselling and mediation with bullies/victims, and suspension from college.

The college will support students who are being bullied at the college, class and individual levels by a wide range of strategies including detailed records, contacting parents, enforcement of rules, problem solving and conflict resolution processes, appropriate modelling, curriculum, and supervision, safe areas, counselling, mediation, discussion, and role-play. Records will be obtained of students with a history of violence, their behaviours will be monitored closely with appropriate parental contact and sanctions. Staff will be informed.

Everyone will be involved in preventing violence, harassment and bullying, including parents, teachers and students. Support includes being aware of bullying actions through discussion and anti-bully days, refraining from bullying behaviours ourselves, reporting bullies, warning off offenders, encouraging bullied students, mediating, and by contacting and gaining support of parents.

## Policy Details

The college will support students who are being bullied at the college, class and individual levels.

### 1. College Level

- the college will maintain an anti-bullying ethos by valuing and supporting people and modelling anti-bullying behaviours in relationships between teachers and students.
- be actively concerned about violence, harassment and bullying for students travelling to and from college.
- use SIS procedures for recording incidents of violence, harassment and bullying in a consistent way that allows for monitoring of such behaviour and reporting of suspensions to District Office.
- survey perceptions of bullying behaviour to develop a profile of the extent of the problem.
- providing good supervision during breaks and intervening quickly in bullying situations.
- providing a special 'safe' year 8 area during break to avoid bullying of younger students.
- discuss appropriate standards of behaviour and college rules with all students.
- use Student Support Services where necessary to help the perpetrator and victim.
- involve the police and other agencies such as Family and Children Services as necessary.
- let the college community know that violence, harassment and bullying are unacceptable ways for solving disputes.
- provision of curriculum that addresses the issues of violence, harassment and bullying by training students in peaceful methods of conflict resolution.
- provision of a Code of Conduct to all students, community and staff members which outlines acceptable and unacceptable behaviours.

### 2. Class Level

- develop programs to assist aggressors and bullies to work cooperatively with others rather than in a confrontational way.
- create classroom rules targeted at bullying behaviour such as: We will not bully other students. We will help students who are bullied. We will try to include students who are left out.
- utilise class discussion, games, activities and role-playing to raise awareness about the impact of bullying, for dealing with bullying behaviours, for 'neutral' students to counteract bullies, to stop passive approval of bullying and to stop bullying
- reinforce appropriate behaviour, such as defending bullied students and standing up to aggressors.
- follow through with logical consequences for undesirable behaviours.
- hold class meetings to collaboratively problem solve issues affecting the group.
- use cooperative learning strategies to promote cooperation rather than competition between students and to encourage students to be more accepting and positive towards each other.

### 3. Individual Level

The focus at the individual level is changing the behaviour or situation of individual students identified as bullies or victims. Strategies may include:

- discussing violence, harassment and violence, harassment and bullying in role play situations.
- placing bullies in victim's position in role play.
- improving the self esteem of victims through social skills and assertion programs.
- addressing the underlying issues through discussion, and where necessary, referral to other agencies.

- take violence, harassment and bullying seriously and find out the facts of any incident.

This will involve:-

- meeting those concerned individually - both bully and victim must write down an explanation of the event(s).
- using parental and peer group pressure to actively discourage violence, harassment and bullying.
- breaking up bully groups and gangs where necessary and providing alternative constructive activities through Teams such as sports activities.
- immediate ongoing parental contact.
- helping victims develop assertive skills and positive strategies to combat violence, harassment and bullying.
- maintaining separate year areas.

### **Pastoral Advice**

It is everyone's responsibility to prevent violence, harassment and bullying. Here are some suggestions to facilitate a safe positive college environment.

#### **Teachers**

- be **on time** for duty and **actively supervise** while on duty (this includes entering the toilets in your area).
- be **on time**.
- do not tolerate any form of violence, harassment and bullying.
- be a good role model.
- develop mediation skills to deal with violence, harassment and bullying.
- avoid modelling violence, harassment and bullying behaviours to bullies. Use discipline strategies which are fair, firm and non-violent.
- be careful to avoid mis-use of power, but, instead use influence.
- identify bullies / victims and refer them to Dean of Student Services or the Associate Principal.
- deal with violence, harassment and bullying and associated safety issues as part of the curriculum. Include communication and problem solving skills such as negotiation, mediation, conflict resolution and assertiveness.
- ensure positive behaviour is acknowledged and rewarded.
- encourage students to understand, respect and care for others.

#### **Parents**

- set an example. Be firm but not aggressive in setting consistent behaviour limits and be positive in the things you say and do.
- it is always a good idea to listen and take an active interest in your child's social life and chat about friends and their activities in and out of college. As well as keeping up to date with your child's friendships, you may well learn of disagreements or difficulties.
- encourage your child to accept and tolerate differences in others.
- watch for signs of distress in your children. There could be an unwillingness to attend college, onset of headaches, and stomach aches. Bicycles or equipment may go missing, or there may be requests for extra pocket money, damaged clothing or books, or bruising. There are many reasons why your child may be unsettled at college. Violence, harassment and bullying are always possibilities.
- If you suspect your child is being harassed or bullied, inform the college immediately and request an interview with the Associate Principal or member of staff who can deal with your concern.

The college will assist in devising strategies to provide your child with support both inside and outside the college.

- if you suspect that your child is a bully, contact the college immediately and arrange a discussion with the principal or member of staff who can deal with your concern. The college can assist in devising strategies to change the violence, harassment and bullying behaviour.
- keep a written record of all violence, harassment and bullying incidents including details such as who, what, when, where etc.
- in the cases of physical violence do not encourage your child to hit back. It could make matters worse. Encourage your child to recruit friends. A child who has friends is less likely to be bullied or harassed.
- build your child's self confidence by recognising and affirming his/her positive qualities. Value them for who they are. Don't shoot down their dreams.  
role play assertiveness skills with your child. eg. I don't like you ... because ....

### **Students With A History of Violence**

The college recognizes its duty of care to protect its students from violence. It will seek to meet this responsibility by the following means

- obtaining information about students with a history of ADD/ADHD, aggressiveness or violence by contacting previous colleges.
- learning about behaviours which activate violent behaviour and informing teachers.
- suggesting to teachers strategies for avoiding confrontation such as removal from peers, obtaining help, wait time, or time out in order to avoid triggering violent confrontations.
- making staff aware of relevant cultural or other background information.
- making students aware of behavioural expectations and ways in which they must modify their behaviours to meet college standards. Clarify and stress the logical consequences for misbehaviour.

### **Students:**

#### **If you are being bullied:-**

- try not to show that you are upset as this increases violence, harassment and bullying behaviour. However, this is difficult.
- walk away quickly and confidently from a group of bullies - even if you don't feel that way inside.
- try being assertive - speak firmly.
- get your friends together and say "**no**" to the bully.
- if you are different in any way, be proud of it - it's good to be an individual.
- avoid being alone in places where violence, harassment and bullying happens.
- discuss the problem with a member of the college staff as soon as possible.

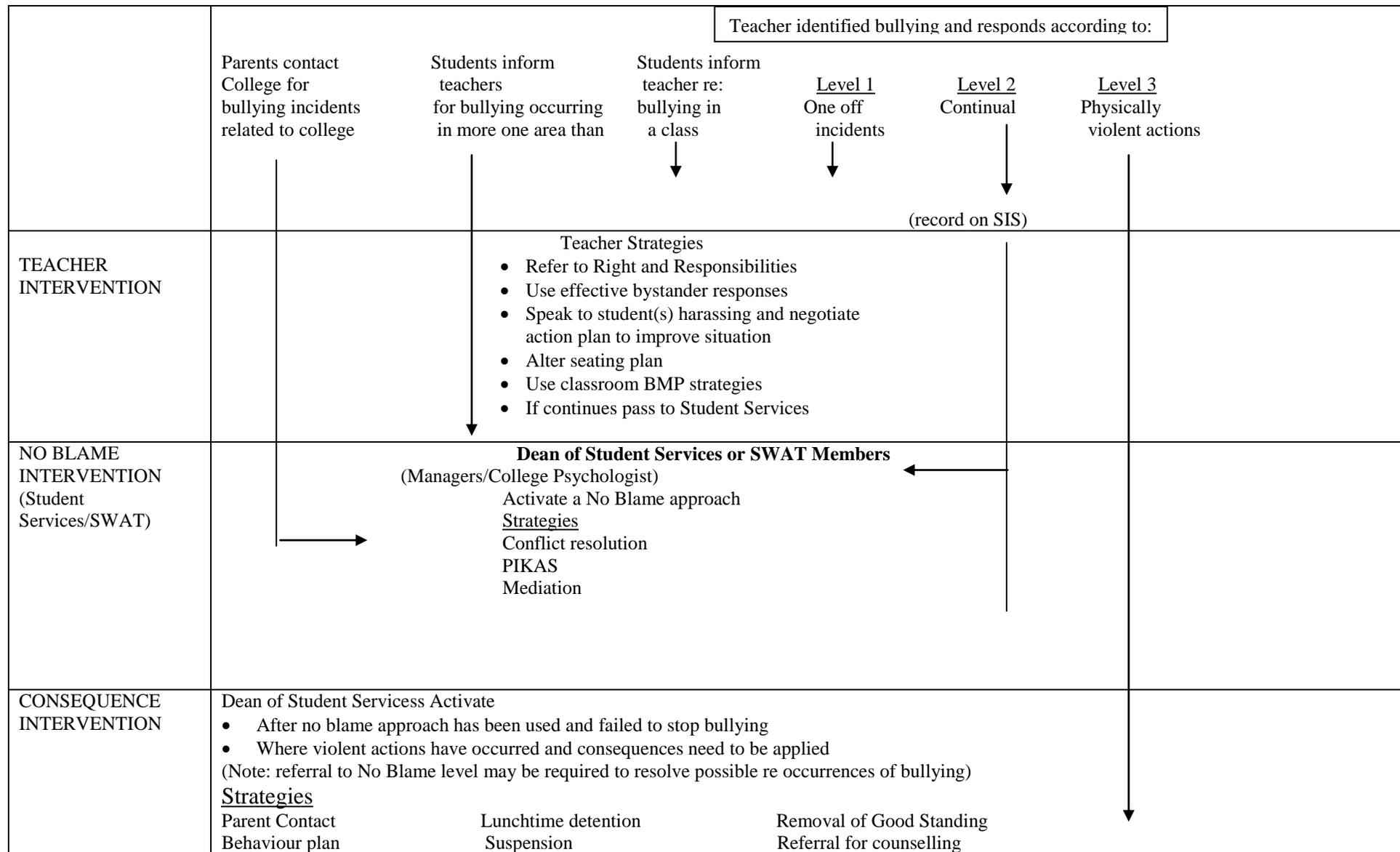
#### **Ways you can help stop violence, harassment and bullying:-**

- don't stand by and watch - get help.
- show that you and your friends disapprove.
- give sympathy and support to students who may be threatened, harassed or bullied.
- be careful about teasing or personal remarks - imagine how you might feel.
- if you know of serious violence, harassment and bullying, tell a trusted member of staff. The victim may be too scared or lonely to tell.

### **We all can:**

- respect ourselves and others.
- respect the rights of others.
- work to create a pleasant college environment for everyone.
- learn to tolerate and accept individual differences.  
support the college policy on violence, harassment and bullying.

## REFERRAL AND MANAGEMENT OF BULLYING INCIDENTS AT COMET BAY COLLEGE



# NO - BLAME BULLYING APPROACH

## 1 Interview Victim

Obtain from them:

- I. a statement, piece of writing, poem, tape recording etc. which says how the actions of the bully/ies are affecting them and what they would like to have happen.
  - II. the names of the bully/ies.
  - III. the names of a couple of friends.
  - IV. the names of a few hangers-on who gave non-involved support to the violence, harassment and bullying taking place.
- Reassure victim that your actions won't result in violence, harassment and bullying increasing -but just the opposite.
  - Tell victim that you will review progress with them in approximately 1 week.

## 2 Interview group

- Interview group (separately from victim) outlined in 1(I) -1(III) above, tell them that they have been called together because a student is experiencing difficulty and that they have been identified as people who can assist. Stress that they are not in trouble and that no one is going to be punished.
- Read the victim's statement.
- Ask each of the group in turn (start with friends) what they could do (needs to be practical) to help make life more pleasant for the victim. Keep a record of these. Reinforce the ideas of the individuals and thank them for their concern and promised effort.
- Tell them you plan to meet with them again in approximately 1 week and review the results of their efforts.

## 3 A week later

- Interview the victim. Has life changed?
- Who has been helpful?
- Note names of group mentioned who have responded positively.
- Interview group. Ask each in turn to report on their actions to assist the victim.
- Reinforce students who have done right thing.
- If victim reports cessation of violence, harassment and bullying, thank the group and mention the results of their actions.
- Reinforce their positive role by saying they may know of other students they could also similarly help.

## 4 Dismiss group - Monitor victim.

*Note: If violence, harassment and bullying does not cease, identify student/s involved and deal with in discipline process. Inform them of this at the follow-up conference above.*

# COMET BAY COLLEGE

## BULLYING REFERRAL RECORD

Student Name: \_\_\_\_\_ Parent: \_\_\_\_\_

House: \_\_\_\_\_ Year: \_\_\_\_\_ Telephone: \_\_\_\_\_

- First Incident for Student
- Second Incident for Student
- Third Incident for Student
- Other No: \_\_\_\_\_
- College Issue
- Out of College Issue
- Same Student(s)
- Other Student(s)
- Ongoing incident between students
- Ongoing primary college issue
- Classroom
- College Grounds

DATE: \_\_\_\_\_ TIME: \_\_\_\_\_ LOCATION: \_\_\_\_\_

### DETAILS OF INCIDENT TO BE RECORDED ON A STUDENT INCIDENT REPORT AND ATTACHED.

#### ACTION TAKEN:

- Referred to Dean of Student Services
- Mediation Meeting (attach copies of any agreements)
- Referred to Associate Principal
- Referred to College Psychologist
- Referred to College Nurse
- Team Teachers Notified

#### SANCTIONS IMPOSED

- Recess / Lunch Detention
- Designation of Specific Areas
- Class change
- Behaviour Contract
- Loss of Good Standing
- Internal Suspension
- Suspension
- Case Conference
- Other: \_\_\_\_\_

Parent Notified:    **Yes**                      **No**                      Date: \_\_\_\_\_ Time: \_\_\_\_\_

<b>COMMENTS</b>     
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# COLLEGE DRESS CODE

The College Council has endorsed a Dress Code for all students attending Comet Bay College. We believe that a College Dress Code:

- Enhances the public image of the College;
- Assists in building college spirit;
- Ensures students are safely dressed for specific college activities;
- Enables teachers to quickly identify our own students from intruders on college premises;
- Enables teachers to quickly identify our own students on excursions;
- Encourages equity among students;
- Prepares students for work as most work places have dress codes; and
- Is economical for parents.

**All students and parents signed to comply with the College Dress Code upon enrolment.**

Students must comply with the dress code to be eligible to participate in excursions, camps and extra-curricular activities.

## **All students are expected to wear:**

**Girls:** The white or blue button through blouse with either the navy blue fashion skirt or fashion pants or skorts or navy blue shorts.

**Boys:** The white or blue button through shirt with either the navy blue cargo shorts or long pants or the navy blue shorts.

**Both:** Covered in shoes and if a T-shirt is worn under the shirt it needs to be **plain white**. All clothing is to be worn smartly and modestly.

**Colder Weather:** Students may wear the navy blue lined track suit top and/or the track pants.

For Physical Education and sporting events students are to wear the light blue polo sports shirt or a House polo shirt.

In addition, the college has a set of blazers and ties that will be loaned to students who are representing the college on special occasions.

The college dress code will be reviewed each year after feedback from students and parents.

# COMET BAY COLLEGE POLICY

## DRUGS

### 1. Rationale

Drug use is a fact of life in contemporary society. Many people consume drugs for medicinal or recreational purposes. Comet Bay College aims to create an environment where students are educated about drugs and drug issues, where unnecessary drug use is discouraged, and where sanctioned drug use takes place in controlled circumstances. The college discourages any drug use which is detrimental to the health and well being of students and which is not sanctioned by parents or medical authorities.

### 2. Education Policy

Comet Bay College will ensure that all students receive a comprehensive education about drug issues. Students will be informed about drugs and related issues so they may develop an understanding of the implications of drug use and realise that they possess the ability to minimise the possibility of harm for themselves, others, and the wider community. Parents will be encouraged to participate.

To achieve this, drug related issues are addressed through the curriculum at each year level:

<b><u>Year 8</u></b>	drugs in general, smoking, assertiveness, decision making, self-esteem, and classification of drugs.
<b><u>Year 9</u></b>	peer pressure, decision making, self-esteem, drug offers and how to respond, harm minimization, alcohol and cannabis.
<b><u>Year 10</u></b>	road-toll related issues due to drug use, alternatives to drugs, analgesics, caffeine, illegal and legal drugs, decision making, self-esteem, and the classification of drugs.

### 3. Sanctioned Drug Use Policy

#### (a) Prescribed or medicinal drug use

Students who need to use prescribed or medicinal drugs within college jurisdiction must have written approval of a parent/guardian and register this with the College Nurse. The Nurse will inform appropriate staff. Staff must supervise any approved drug use by students.

#### (b) Alcohol

any use of alcohol on college premises is subject to the laws and regulations regarding the serving and consumption of alcohol.

#### (c) Caffeine

Caffeine based drinks are not to be brought to college under any circumstances and will be confiscated if seen. This includes all forms of energy drinks.

### 4. Unsanctioned Drug Use

Save for the circumstances of 3(a) above, students are not permitted, when under the college's jurisdiction, to use, or to be under the influence of any drug or substance. The following substances are prohibited:

#### 4. (a) Tobacco

The college is a smoke-free establishment and students are not permitted to possess or use tobacco products or a related implement, e.g. lighters/matches etc.

#### 4.(b) Alcohol

Students are not permitted to possess or consume alcohol on college grounds.

#### 4.(c) Inhalants

Students are not permitted to inhale or otherwise ingest a solvent or other industrial products.

#### 4.(d) Prohibited drugs

- (i) Students are not permitted to possess, consume, or supply a prohibited drug. The possession, supply, or use of an illegal drug is an offence against the law. In the

case of a student being found in possession of, or under the influence of an illegal drug, their parents will be informed and the police will be notified.

- (b) Should a student find a needle or syringe on college grounds, they must not touch it or allow any other person to touch it. They must alert a member of staff who will arrange for it to be disposed of in accordance with safe handling procedures.

## **5. Consequences of breaches of policy**

The response of the college to a drug-related offence will take into account the nature and circumstance of the offence, and the record of the student. The physical, mental and emotional health and well being of students is the priority. Responses available to the college include:

- ♦ informing and consulting parents
- ♦ providing counselling
- ♦ loss of privileges
- ♦ suspension from college
- ♦ referral to an external agency
- ♦ notification of police
- ♦ application for exclusion from college

## **6. Management of student believed to be affected by a drug**

In the event of a student appearing to be under the influence of drug, he/she will be withdrawn from classes and the college administration will seek medical advice. The college will attempt to notify parents/guardians before any referral to medical agencies is made, or as soon as is possible.

## **7. Due process**

In the event of information coming to the attention of college staff relating to suspected or apparent use or possession of prohibited drugs, the police will be notified to carry out an investigation.

## **8. Notification of Police**

In the event of the notification of police due to a suspected or apparent drug offence, the college will ensure that any student under such investigation will receive due and adequate representation in the event of a police interview. Parents will be notified immediately and should they be unable to unwilling to be present at the police interview, a staff member will support the student.

## **9. Media Enquiries**

All enquiries from any external persons or agency, including medical, must be referred immediately to the college administration who will notify the Regional Executive Directors.

## APPENDIX B

### PRO FORMA RELATED TO MANAGING STUDENT BEHAVIOUR

Green	Student Behaviour and Resolution
White	Buddy Class Reflection Sheet
White	Student Services Contract
Gold	Behaviour Card
Pink	Student Incident Report
Purple	Staff Incident Form
White	Individual Behavior Management Plan
White	Formal Contract



## Student Behaviour and Resolution



Student Name: \_\_\_\_\_ Year Group: \_\_\_\_\_

Teacher: \_\_\_\_\_

### **Part A: Classroom resolution contract**

(To be completed by the classroom teacher in consultation with the student)

Date: \_\_\_\_\_ Subject: \_\_\_\_\_

Nature of problem:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

#### **Student Behaviour focus**

I agree to .....

- |   |  |
|---|--|
| <input type="checkbox"/> Follow teachers instructions | <input type="checkbox"/> Stay in seat        |
| <input type="checkbox"/> Complete class work          | <input type="checkbox"/> Be on time to class |
| <input type="checkbox"/> Other _____                  |  |

If I break this agreement the consequences are:

- |  |   |
|--|---|
| <input type="checkbox"/> Buddy room (withdrawal) | <input type="checkbox"/> Parent Contact |
| <input type="checkbox"/> Referral to Dean        | <input type="checkbox"/> Other _____    |

#### **Behaviour Monitoring**

(Teacher to complete)

Rating compared to student behaviours focus 1 – excellent 2 – good 3 – poor 4 – substandard

Lesson	1	2	3	4	5	6	7	8
Date								
Rating								
Signature								

#### **Parent Contact record:**

- |                                     |             |             |             |             |
|-------------------------------------|-------------|-------------|-------------|-------------|
| <input type="checkbox"/> Phone call | Date: _____ | Date: _____ | Date: _____ | Date: _____ |
| <input type="checkbox"/> LoC        | Date: _____ | Date: _____ | Date: _____ | Date: _____ |

Further consequences required

- |                          |       |             |
|--------------------------|-------|-------------|
| <input type="checkbox"/> | _____ | Date: _____ |
| <input type="checkbox"/> | _____ | Date: _____ |
| <input type="checkbox"/> | _____ | Date: _____ |





## Buddy Reflection Sheet



Name: \_\_\_\_\_ Year: \_\_\_\_\_

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

**What happened?**

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**What were you thinking at the time?**

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**What have you thought since?**

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**Who has been affected by your actions? How?**

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**What do you need to do to make things right?**

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**What do you need to achieve your personal best?**

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**What is stopping you from achieving your personal best?**

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**What can your teacher do to help you?**

**Self Evaluation:**

<b>I turn up to class on time</b>	<b>Y</b>	<b>S</b>	<b>N</b>
<b>I come to class fully prepared</b>	<b>Y</b>	<b>S</b>	<b>N</b>
<b>I sit in my allocate seat</b>	<b>Y</b>	<b>S</b>	<b>N</b>
<b>I start work straight away</b>	<b>Y</b>	<b>S</b>	<b>N</b>
<b>I know what is expected of me in my teacher's class</b>	<b>Y</b>	<b>S</b>	<b>N</b>
<b>I follow my teacher's instructions straight away</b>	<b>Y</b>	<b>S</b>	<b>N</b>
<b>I try to argue with my teacher when they try to send me out</b>	<b>Y</b>	<b>S</b>	<b>N</b>

**On returning to class, I will try to:**

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**Student Signature**

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**Teacher Signature**



# STUDENT SERVICES CONTRACT



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## TO BE COMPLETED BY STUDENT SERVICES MANAGER IN CONSULTATION WITH THE STUDENT

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**NAME:** \_\_\_\_\_ **YEAR:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**Nature Of Problem:** \_\_\_\_\_

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**I AGREE TO**

---

---

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**If I Break this Agreement the Consequences are** \_\_\_\_\_

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**OR**

**I realise that if I continue to misbehave, I may be withdrawn from class or referred to a Deputy Principal.**

**Student Signature:** \_\_\_\_\_

**Teacher Signature:** \_\_\_\_\_

**Dean of Student Services Signature:** \_\_\_\_\_

## Comet Bay College Student Behaviour Report

Name: \_\_\_\_\_

Year: \_\_\_\_\_

The student needs to be rated on the targets written below during each lesson. On the scale below please circle each of the numbers that correlates with the target achieved

Target behaviours: **1**  
**2**  
**3**

	Session 1	Session 2	Session 3	Session 4	Session 5	Parent Signature	Dean of Student Services
Monday	1	1	1	1	1		
	2	2	2	2	2		
	3	3	3	3	3		
Tuesday	1	1	1	1	1		
	2	2	2	2	2		
	3	3	3	3	3		
Wednesday	1	1	1	1	1		
	2	2	2	2	2		
	3	3	3	3	3		
Thursday	1	1	1	1	1		
	2	2	2	2	2		
	3	3	3	3	3		
Friday	1	1	1	1	1		
	2	2	2	2	2		
	3	3	3	3	3		

**STUDENT INCIDENT REPORT**

My name is:			Complainant	
			Defendant	
			Witness	
Date:	Time of incident:			
Location of incident				
Others involved:				
Description of incident:			Type of incident	
			Bullying	
			Conflict	
			Theft	
			Verbal abuse	
			Physical abuse	
			Substance abuse	
			Property	
			Other	
Initial College response:			Type of response	
			Reprimand	
			Detention	
			Withdrawal	
			Parent contact	
			Suspension	
			Mediation	
			Case conference	
			Referral	
Resolution:				
Satisfactorily resolved - Complainants signature:				Date:





# INDIVIDUAL BEHAVIOUR MANAGEMENT PLAN COMET BAY COLLEGE

**Name:**

**Date:**

**Aim:**

**Issues/Concerns**

**Define Initial Target Behaviours** (Define in observable terms)

**Strategies**

**Positive Consequences**

**Negative Consequences**

**Severe Clause**

**Rebuilding Relationships**

**Review Date:**

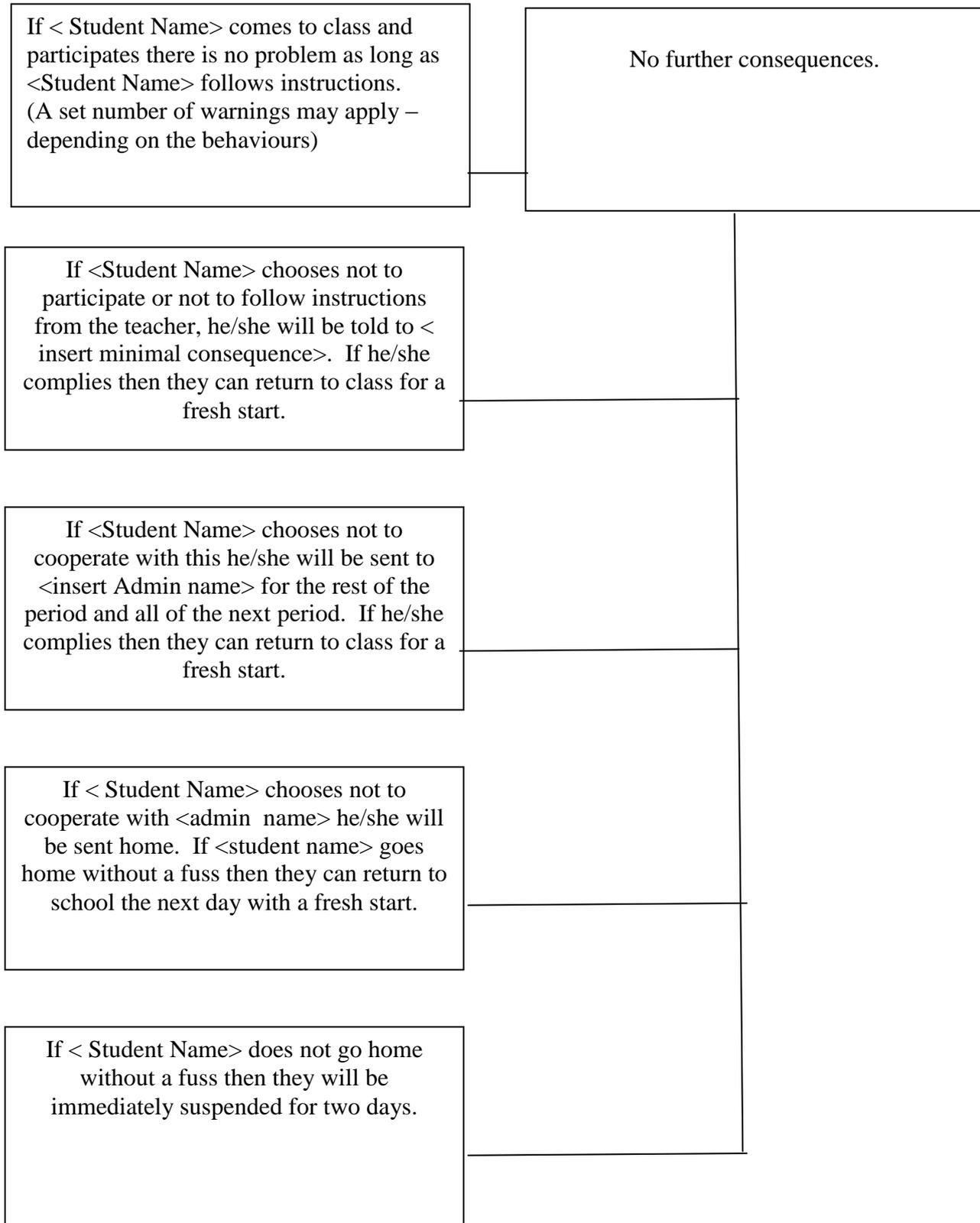
**Parent:** \_\_\_\_\_

**Student:** \_\_\_\_\_

**Dean of Student Services:** \_\_\_\_\_

## Comet Bay College Formal Contract

All other normal school rules continue to apply. The contract is designed to encourage <Student Name> to make good choices and to prevent escalation, reducing the impact on the learning of others.



# Critical Incident Reflection Sheet

<p>What occurred in the incident?</p>
<p>What steps did I take to intervene?</p>
<p>What changes could I make to my approach to the situation?</p>

If you feel further assistance would be beneficial feel free to contact your Dean or Prime on 94928900