



**BEHAVIOUR
DEVELOPMENT AND
MANAGEMENT
PROCESS**

SECTION ONE

RATIONALE

- Comet Bay College is a co-educational and a 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.
- Comet Bay College is committed through the business plan to the development of a positive, safe and inclusive learning environment.
- Therefore a comprehensive and college wide approach towards developing positive student behaviour is essential.
- This involves the implementation of research based initiative and best practice.
- Teachers will develop and implement proactive and de-escalating classroom management strategies and skills.
- 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

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

At Comet Bay College, positive behavioural decision making is considered a skill that should be overtly taught and developed throughout the student population via effective teaching practice.

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:

- Explicitly teaching the five college expectations to all members of the college community;
- Observing the principles of procedural fairness.
- Enhancing staff capacity to lead students in developing positive behavioural decision making.
- Developing staff capacity to respond to and de-escalate inappropriate behavioural choices using CMS strategies.
- 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.**

COLLEGE RULES

COLLEGE RULES	“YES” EXAMPLES	“NO” EXAMPLES
Follow the instructions of all staff	<ul style="list-style-type: none"> • Follow the instruction immediately and politely. • If you wish to question the teacher about an instruction, do so after class or at a more appropriate time. • Comply with instruction, but if aggrieved seek help from relevant Associate Dean in SS. 	<ul style="list-style-type: none"> • Non compliance • Arguing with teacher. • Taking too long to follow the instruction. • Asking a teacher “why” they should have to follow an instruction. • Swearing/being disrespectful in relation to instruction.
Follow all college procedures	<ul style="list-style-type: none"> • Wear clothing that complies with uniform policy. • Choose safe behaviours whilst on college grounds • Remain in class unless you have a written pass • Switch mobile phones and music devices off when entering school grounds and keep hidden from view during the school day. • Comply with all health and safety procedures. (These will be different in different areas). 	<ul style="list-style-type: none"> • Wearing sports top outside of sport/ except Friday • Wearing sport shorts outside of sport • Wearing any non-uniform. • Using a mobile phone on school grounds for any reason whatsoever. • Wandering school grounds without a note. • Getting out of seat without teacher’s permission. • Actions which are deemed inappropriate/dangerous to self/others.
Be courteous and respectful to others	<ul style="list-style-type: none"> • Behave in a manner that allows other to learn and be safe. • Choose polite and respectful language • Give full attention to the teacher or designated speaker during lessons or assembly. • Be prepared and punctual • Report bullying and harassment. • Use property as directed by the owner. 	<ul style="list-style-type: none"> • Loud, disruptive or disorderly behaviour. • Put downs, insults. • Inappropriate language. • Any language that aims to hurt another person. • Talking over the top of teacher or designated speaker. • Any behaviour that risks the safety of others. • Verbal or physical assault. • Vandalism. • Theft. • Bringing any unsafe or illegal object or substance to school. • Bringing/using drugs or alcohol. (Other than medication) • Bystanding (watching and not reporting bullying)
Keep the College environment clean	<ul style="list-style-type: none"> • Leave chewing gum at home. • Write and draw on paper rather than on walls or college property. • Utilise rubbish bins. • Eat food outside of the classroom. • Students actively clean up the area they are in. 	<ul style="list-style-type: none"> • Chewing/eating in class. • Graffiti/vandalism. • Littering. • Failing to assist duty staff.

Do your best and encourage others to do the same	<ul style="list-style-type: none">• Work to personal best.• Praise the efforts of others.• Choose comments that boost rather than lower the self-esteem of others.• Respect the right of others to learn.	<ul style="list-style-type: none">• Putting in less than your best effort.• Disrupting the learning of others.• Put downs or insults.
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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"> model the behaviour that is expected from students prepare engaging lessons that are appropriate to the needs of their students explain and enforce College Rules with their students to develop and maintain a positive working and learning environment notify parents/guardians promptly of issues/attendance affecting their child maintain full attendance records and submit variation sheets. Follow all College policies and procedures 	<p>It is expected that parents and caregivers will:</p> <ul style="list-style-type: none"> work in partnership with the college for the benefit of their child support/reinforce the College rules and policies ensure their child has correct equipment/uniform actively encourage and support their child’s education including maintaining attendance at 90% or greater initiate contact with the college to discuss issues and concerns relating to their child respond to contact from the college about their child behave in a positive, respectful way when dealing with College staff.

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, Physical Education, 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)

**COMET BAY COLLEGE
BEHAVIOUR MANAGEMENT PLAN**

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 student's special needs. This may include case conferences and referral to other support 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
- ◆ Inclusion on several College Committees (e.g. Health etc.)
- ◆ Youth Development 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, e.g. fund-raising for a range of charitable purposes, community environmental projects and sports carnivals.

Positive Behaviour Support (PBS)

Comet Bay College is a PBS school which means we are striving to develop a college wide culture where expected behaviours are:

1. Defined in the positive sense.
2. Explicitly and strategically taught.
3. Reinforced.

PBS strategies are research based and related to good teaching practice. They involve;

- The development of a positive language framework in addressing student behaviour.
- The development of college wide teaching strategy and resources for explicitly teaching expected behaviours.
- DOES NOT REPLACE PUNITIVE MEASURES!!!! Rather, it compliments them.

What does PBS look like in the classroom?

- **Tell** the students what is expected, (“What to do!” not “What not to do”)
- **Show** them what the skill looks like.
- **YES and NO examples**
- **Practise** the skills through role plays and in the ‘teachable moments’.
- **This should occur regularly!! Every lesson!!!**

What PBS looks like at CBC!!

Following Instructions in English

College Rule: Follow the instructions of all staff

We follow the instructions of all staff within English, immediately and politely.

We show this by:

- arriving to the classroom on time, keeping it clean and tidy.
- bringing pens, file, paper and any other items needed for class.
- trying our best and completing work as instructed by the teacher.
- using respectful language when talking to the teacher & classmates.

What PBS does not look like at CBC!!!





ViVO and PBS

PBS means proactively fostering positive behavioural decision making by reinforcing students who make good choices!!!

- Vivo is the method at Comet Bay College for rewarding and reinforcing students who meet college expectations.
- **Teachers are required** to award students with electronic points called Vivos. Vivos will be awarded for meeting specific targets, which are linked to the five school rules:
- Every student has an account which monitors their points and can be checked by logging on to their account through the vivoedge.com website or the Vivo App (for Android and iPhones).
- Once logged in, students can cash in their Vivos for rewards which are provided through the on-line Vivo shop.
- **Year 7 to 9** students will be provided with **weekly** tuition and access to their accounts during **REACH** class.
- **Year 11 and 12** students will be provided with **fortnightly** tuition and access to their accounts during **FOCUS** class.
- **Year 10** students will receive **weekly** tuition and access to their accounts through **HASS** class.

Each staff member has an account a specific amount of Vivos allocated for use every week. Staff can choose to use the browser for the program or download the app and each are simple and efficient. Please refer to the handout for further information. (to be given at beginning of 2016).

Important!!!!

Students need to earn a nominal amount of Vivos every five weeks in order to maintain Good Standing!!!

Good Standing

- Students will need to maintain Good Standing Status to be eligible for any non-curricular activities, including the school ball (moved to Friday, Week 8, Term 3).
- Good standing status is dependent upon;
 - (a) 90% or higher attendance rate (unless there are extenuating circumstances – ie significant medical issue etc)
 - (b) No current suspensions on record.
 - (c) A nominal amount (TBC) of ViVo points cumulatively earned (reviewed every five weeks.)
- Students losing good standing can re-apply for good standing from their relevant Associate Dean of SS after a period of 8 weeks. Good standing may be then returned following completion of a two week monitor card plus the achievement of any specific behavioural/attendance targets set by the AD.
- IMPORTANT!!! Students will be dependent on teachers (YOU!) awarding ViVos for them to maintain Good Standing.
- For this to work – All teachers will need to constantly teach students expected behaviour and actively reinforce those meeting them with ViVos.
- We will all need to use our PBS strategies- positively phrased expectations, refer to our posters/videos and promotions.
- Year 7, 8 and 9 students will receive tuition in ViVo account access/management each week through REACH.
- Senior School students will receive tuition in ViVo account access/management each fortnight through FOCUS.
- There will be a reward lunch/incursion at the end of Terms 2 and 3 for students with Good Standing.

Comet Bay College: Classroom Behaviour Development and Management Process

Pro-Active & Low Key Responses

Explicitly teach your class expectations EACH LESSON!!

- (Use PBS resources, posters & videos)

Reinforce these by **awarding VIVO's**

Develop Rapport – make connections, demonstrate interest in student as a person, use humour etc.

Proximity, pause and “The Look”,
Verbal cues and use of name,
Hand signals, (3,2,1)
Planned ignore,
Deal with problem, not the student

Five steps

1. Pause/stop
2. Turn towards student
3. Intensify eye contact
4. Minimal verbal request to change behaviour. **Be specific about the behaviour you want to be able to observe.** E.g. “Whisper volume please John!!!”
5. Finish with a thank you

Choice and Consequence

- Stop, square off, make eye contact
- **Provide student with a reasonable choice!!!!:**
e.g. *“Please choose to use a whisper volume or you are choosing to be moved in class/ given detention or yard duty/ withdrawal”*

The above language is important – student must feel they are responsible for choosing their own action and consequence.

- Ask for an answer
- Listen to the answer
- Finish with a thank you.

Buddy Class

If the student behaviour persists then inform the student that they have made their choice and follow through with the agreed consequence..

If the choice of consequence was to move to buddy class, provide student with completed buddy slip, classwork to complete and have a student escort them to the buddy class.

Enter record of behaviour in SIS and contact parent via phone or email

Contact or send yellow card to LA Dean or LA Associate Dean if the student is non-compliant.

Classroom Contract

Students who;

- Are withdrawn on more than 3 occasions in a single term or
- if the behaviour is serious enough to warrant it

may be put on a classroom contract (green slip) or Associate Dean in conjunction with the Teacher.

A classroom contract is used as a 2 week good behaviour bond. If the student meets the behaviour expectations for 2 weeks then they come off the contract and start fresh. If they fail to meet the expectations they are referred to the Dean.

Teacher needs to put details of behaviour on SIS and contact parents via email or phone.

Is it a SERIOUS Behavioural Incident??
Is there imminent danger of risk/ harm?

Yes?

(i.e. physical threat/ assault/ weapons/ injury/ harm etc/disclosure of harm/suicide/abuse or sexually explicit images)

- **Send priority RED card to Student support. Someone will come to collect the student.**
- **Refer to your LA Dean ASAP who will liaise with SS**
- **Place details on SIS (for behaviour)**

No?

(i.e. swearing, verbal abuse, etc.)

- **Send student to buddy class or yellow card to nearest office (if you need to remove student)**
- **Refer to LA Dean ASAP**
- **Place details on SIS**
- **Dean will liaise with Student Support**

Student Support

- Commence Student Support restorative task (student and teacher)
- Make parent contact
- Resolution as determined by restorative task with student, teacher, parent and Student Support
- Case Management meeting and development of IBMP (if applicable)
- Formal Contract (if applicable)
- Out of LA withdrawal or in-college suspension
- Liaise with Associate Principal for out of College suspension (if warranted)
- Re-entry meeting, restorative task sheet and resolution with student, teacher, parent.
- Student comes back into class and begins again with clearly defined behaviour expectations.

Referral to Dean of Learning Area

Students who break their classroom contract will be referred to the Dean or Associate Dean of the Learning Area.

- Contact Parents
- Resolution with student
- Expectations of classroom behaviour to be reiterated.
- Student put on a Learning Area contract (other side of the green slip) by the Dean or Associate Dean in conjunction with the Teacher.
- Details of contract and behaviour put on SIS

If they fail to meet the expectations then the Dean will refer and liaise with Student Support.

If students are non-compliant with instructions from Deans/Associate Deans of Learning Areas, they will be referred to Student Support.

Behaviour Management Support Flow Chart

Stage 1 (pg 10 – 12)

Positive Classroom Strategies

Explained, Clarified College/classroom rules/rewards/consequences

Build Positive Relationships

Create a Cohesive classroom

Plan and conduct engaging lessons

College Rules displayed in the classroom

Proactive classroom management strategies

(Proximity, with-it-ness, hand-signals, humour etc)



Stage 2 (pg 13 – 14)

Re-direction and re-explanation of expected behaviour.

CMS Bump 1 (Squaring Off, Use of name etc)

Provision of choice and consequence

Apply consequence (detention/yard duty/isolation within class)

Send to buddy class for repeated or more significant behavioural issues/refer to Dean

Maintain records and if behaviour continues record on SIS i.e. sent to buddy or higher/refer to Dean

Informal resolution meetings with students

Phone call/email parent/use the Letter of Concern

Referral to Dean of Learning Area



Stage 3 (pg 15)

Referral to Dean of Learning Area

Escalated consequence- increased detention/yard duty or resolution task

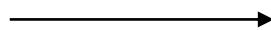
Short term withdrawal from class – commence Learning Area contract with DOLA

Contact of parents

Resolution with student, teacher, parent and DOLA.

Re-clarification of class expectations with DOLA and teacher

Re-entry to class on Learning Area contract



Stage 4 (pg 16)

Learning Area Dean refers to Associate Dean of Student Support

Out of Learning Area withdrawal or in-college suspension

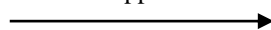
Commence Student Support restorative task (student and teacher)

Parent Contact

Resolution as determined by restorative task with student, teacher, parent and Student Support

Case Management and development of IBMP (if applicable)

Formal Contract (if applicable)



Stage 5 (pg 17)

Associate Dean of Student Support and Learning Area to liaise with Dean of Student Support/

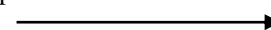
Associate Principal

Parent Contact

Out of College Suspension

Re-entry meeting, restorative task sheet and resolution with student, teacher, parent.

Formal Contract



Stage 6

Parent contact

Referral through Principal to District Office

Exclusion Panel

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

Severe Clause: Behaviours with Mandated Suspensions will be reported to Learning Area Dean by the member of staff as soon as possible.

Learning Area Dean to liaise with Associate Dean/Dean of Student Support as soon as possible.

If a consensus is not reached between DOLA and Associate Dean/Dean of Student Support both to seek decision from relevant Associate Principal together.

Higher order behaviours that may require a suspension – such as assault, verbal abuse, substance misuse, needs to be report to your LA Dean as soon as possible. Details should be placed on SIS as soon as practicable. If you form a belief that there has been sexual abuse of a child under 18 you need to complete a Mandatory Report and notify the Principal. Any sexually explicit images of a child under 18 should be considered child pornography and reported to police. Liaise with your L A Dean

STAGE ONE – POSITIVE CLASSROOM MANAGEMENT

It is the responsibility of the classroom teacher to manage students.

If problems arise consult your Dean of Learning area and/or CMS accredited staff to gain further help in resolving issues in the classroom.

A. The Classroom Rules

Teach the students the 5 expectations and how the students can meet these in your class.

Explain the 5 expectations and the rationale behind each rule.

Display expectations in your classroom.

B. Adequate Preparation

Arrive to class on time to greet the students. This will improve student behaviour.

Greet students and build rapport as they enter the room.

Ensure you have all necessary resources at hand (and that they work!).

Plan lessons and if needed differentiate to cater for the interests and capacity of your students.

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 model respectful communication.

Reinforce positive, respectful relationships.

Consistently apply the College rules.

Learn and use the names of your students as soon as possible.

Develop a rapport ('win over') by positively interacting with students outside as well as inside the classroom (hi Johnny how's the footy at the weekend)?

Be aware of and cater for the individual needs and ability levels documented plans.

E. Knowing Students

Learn the names of your students as soon as possible (a seating plan may help; most student photos available on SIS).

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, e.g. 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/model 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 expectation not being met not the person involved

F. Praise and Encouragement

Utilise Vivos in line with the PBS strategy to target the expectations of the College.

Look for opportunities to praise and encourage the more challenging students (always try to recognise someone doing something right, catch them demonstrating expected behaviours).

Regularly practice the encouragement of students and praise work and behaviour (display work; articles for the college newsletter, letters of Commendation, contact with parents through e-mails and phone calls, awarding of Vivos, 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, showcase what it sounds and looks like.

H. Communication

Communicate both negative and positive issues with parents/guardians.

Enter details of behaviours requiring withdrawal or more significant action onto SIS.

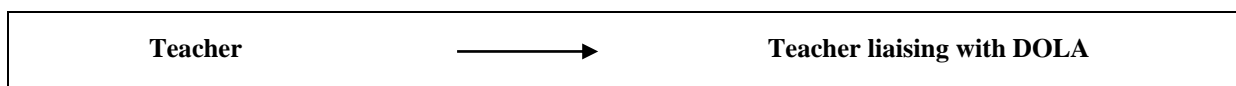
Notify Dean of Learning area as soon as practicable regarding behaviours which may lead to a suspension.

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



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**

**COMET BAY COLLEGE
BEHAVIOUR MANAGEMENT PLAN**

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;

Restorative task/process – opportunity to apologise – set goal for following lesson

Low Key response (e.g. min or non-verbal, provision of choice, use of name etc.)

Private Dialogue (give student the opportunity to save face)

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

Notification to LA Dean first section of Behaviour Resolution sheet

Notification to LA Dean (as soon possible) of severe instances of behaviour

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 (RMP/IBMP) will need constant supervision and will need to be collected as informed by Student Support)

Students must have work to complete

Students sent to Buddy must be noted and be entered into SIS.

Each lesson is a fresh start following explanation of expected behaviors.

Students sent to Buddy on a second occasion will require a Classroom Resolution Contract.

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 Support requesting support. In all cases a report will need to be completed immediately on SIS& emailed to DOLA & Student Support & Associate Principal of respective years.

Higher order behaviours that may require a suspension – such as assault, verbal abuse, substance misuse, needs to be report to your LA dean as soon as possible. Details should be placed on SIS as soon as practicable.

If you form a belief that there has been sexual abuse of a child under 18 you need to complete a Mandatory Report and notify the Principal.

Any sexually explicit images of a child under 18 should be considered child pornography and reported to police. Liaise with your L A Dean.

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 Area.

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.

Support classroom teachers by :

- Liaise with relevant Associate Dean of SS for higher order concerns
- Providing support or advice focusing on appropriate consequences for choice.
- Mediating a resolution to student - teacher conflict development of a Learning Area Contract.
- providing assistance in the monitoring of student behaviour

Implement in college withdrawal as deemed necessary depending of severity of situation. This would occur under the following circumstances – Successive buddy withdrawals, repeated non-compliance, significant rude or disrespectful conduct.

Contact parents as necessary.

If no resolution or LA contract breached –liaise with relevant associate Dean of Student Support.

Liaise with relevant Associate Dean of Student Support – when notified of high order behaviour incidents such as assault, verbal abuse, substance misuse are reported from their staff.

If you form a belief that there has been sexual abuse of a child under 18 you need to complete a Mandatory Report and notify the Principal.

Any sexually explicit images of a child under 18 should be considered child pornography and reported to police. Liaise with relevant Associate Dean of Student Support.

STAGE 4

Associate Dean of Student Support

The role of the Associate Dean of Student Support is to:

- Promote and coordinate/ capacity building initiatives to reflect a whole college positive culture.
- Liaise with LA Dean/Associate Principal regarding severe/repeated behavioural instances.
- Liaise with LA Dean regarding high order behaviors' to facilitate - in or out of school suspension.
- Conduct re-entry meetings for suspended students.
- Mediating a resolution to student - teacher conflict and involving the parents.
- Monitoring of student behaviour both individually and cohort.
- 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.
- Coordinate internal/external support for identified students.
- Coordinate internal withdrawal with LA Deans

If LA Dean and Associate Dean of SS cannot reach a consensus for internal/external consequences, then refer to Associate Principal together to formulate an agreed outcome.

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:

- Provide support, advice to Staff and Parents.
- Liaise with Associate Deans of SS and LA Deans in regard to suspensions and exclusions
- Advisory role in the formulation of re-entry process and management plans for students demonstrating repeated high order behaviours.
- Approve suspensions relevant to their year responsibilities.
- Provide guidance and input for formulation of school policies.
- Formal Contract will be developed by the Associate Principal in consultation with Student Support

MANAGING OUT OF CLASS INCIDENTS

All teachers are expected to support the College's Rules and manage out of class behaviour.

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 Student Support to identify students you do not know.

Most incidents can be resolved on the spot but when support is needed refer to Student Support – there may not be an immediate resolution to the incident, but follow up will occur.

For major incidents notify Student Support immediately and follow up with an entry in SIS



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

- Physical assault of students
 - Physical assault of staff
 - Verbal abuse or intimidation of staff – minimum
 - Verbally inappropriate reference to staff instruction
-
- Illegal substance or illegal weapon offence
 - Illegal substance misuse
 - Intimidation of students
 - Wilful offence against property
 - Referral must be accompanied by a SIS entry as soon as possible.



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



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

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.

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 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.

To help our community and maintain high standards at CBC there are specific behaviours with mandated consequences. Incidents involving these behaviours must be brought to the LA Dean as soon as possible to be actioned upon.

Mandated suspensions are given for the following incidents but are not limited to the following as the Principal may impose a suspension period of a maximum of ten days per incident.

- Physical assault of students – minimum 3 days
- Physical assault of staff – minimum 5 days
- Verbal abuse or intimidation of staff – minimum 2 days
- Verbally inappropriate reference to staff instruction – minimum 1 day

Other behaviours incurring a suspension period include but are not limited to:

- Illegal substance or illegal weapon offence
- Illegal substance misuse
- Intimidation of students
- Wilful offence against property

- Violation of College Code of Conduct, Behaviour Management Plan, Classroom or College rules

Year 12 CBC Ball

- Any student suspended will not be eligible to attend the Year 12 Ball in that year.
- Attendance at the Year 12 Ball is determined at the discretion of the Principal/delegate.

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 on-going return and renewal of work can be made through the Dean/Associate of Student Support.

**COMET BAY COLLEGE
BEHAVIOUR MANAGEMENT PLAN**

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/Associate of Student Support/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; complete a re-entry document; the effect 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.
 - e) Restorative document completed and signed off by interested parties.

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 expects that a re-entry meeting is attended by a parent/guardian as part of a positive resolution.

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)
 - Associate/Dean of Student Support
 - Staff Representative(s) who will usually be the teacher(s) involved with the student.
 - Student Support 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 may 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 IBMP 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 Support will facilitate the development of structural support processes and include Associate Dean of Student Support 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 Associate Dean, 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 Support. 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.