



7-12 Behaviour Support Policy

Scope

The Mark Oliphant College's Behaviour Support Policy has been developed through a thorough consultation process with staff, students and parents and reflects the values and beliefs of our School Community. It aligns with the current DfE guidelines in relation suspension, exclusion and expulsion of students' policy and procedure. It also has been designed to recognise the developmental levels of students and their developing ability to self-regulate.

The Behaviour Support Policy aims to facilitate positive and productive relationships between staff and students, and students and their peers. It upholds the standards of behaviour as outlined in the School's Code of Conduct and aligns with current DfE Guidelines.

Rationale

The maintenance of an effective learning environment is the responsibility of all members of the School Community - teachers, support staff, students and parents. A number of purposes underpin our Behaviour Support processes.

These are:

- To acknowledge that all members of the School Community have the right to a safe caring, orderly learning environment in which the rights of everyone are respected, supported and protected.
- Recognition that with rights comes responsibilities.
- Provide visible, fair and equitable behavioural responses that foster confidence and trust
- To ensure that students develop an acceptance of responsibility for their own behaviour appropriate to their stage of development.
- To protect and enhance the self-esteem of individuals within the School Community so that positive working relationships are developed and maintained.
- To develop a close liaison between teachers and support staff, students and their families in order to establish expectations and consequences related to student behaviour.
- Individual student support will be provided to ensure engagement with learning through a quality differentiated curriculum.
- Opportunities are maximised for re-establishment of the relationship between the two key individuals in the learning process i.e. teacher and student.
- Acknowledge that all behaviour stems from a need on the individual student's behalf and that this need will be identified through meetings throughout the process.
- Acknowledge that every student possesses different needs and requires different support.

Key Operational Points of Our Behaviour Support Process

- Central to our process is the **Code of Conduct** (see page 3). These are behaviours that as a whole College we have agreed are important in ensuring that effective teaching and learning occurs. The Code serves to provide consistency in expectations of all members of the school community and guide our behaviour processes.
- Students will be provided with a range of **"in-class" levels of response** by subject/class teachers which may include: rule reminders, time-out in/outside the classroom, community service, detention or other logical consequences for inappropriate behaviour prior to being withdrawn.



- Parents will be contacted by the teacher for a Focus Room referral.
- Students once referred formally to the Focus Room will remain on this process for the term. Any further behaviour that contravenes our Code will result in the student moving to the next stage of the process.
- **Restorative conversations with identified staff will occur when a student is referred to the Focus Room.** These conversations serve to strengthen the relationship between student and staff as well as identify support that may be required. They need not be lengthy but discussions and agreements will occur as to what needs to change in order for improved behaviour. This is considered a two-way process and it is acknowledged that behaviours and practices of the staff member may also need to be modified for productive learning to occur. **Parent attendance at these initial meetings is optional. A record of this meeting will be recorded on Daymap.**
- As part of the school's philosophy of providing opportunities for students to take responsibility for their own behaviours, **parents/ caregivers will only be contacted by the school via a SMS or email for the first stage of the process i.e. Teacher in class consequence applied or detention.**
- **Internal and external suspension** provides the school with the time necessary to develop further support structures in partnership with parents to re-engage the student. A reconnection process involving parents, Head of School, Teacher(s) (if classroom based) Year Level Coordinator, Wellbeing Leader, and possibly, interagency representatives may occur at this stage of the process. **Parents are expected to attend re-entry meetings following the student being internally or externally suspended. Re-entry back into learning will not occur until this meeting has occurred.**
- If at any stage students or parents are not satisfied with the process, they can use the **school's grievance procedure** which can be found on the school's website.






A Quick Guide to Behaviour





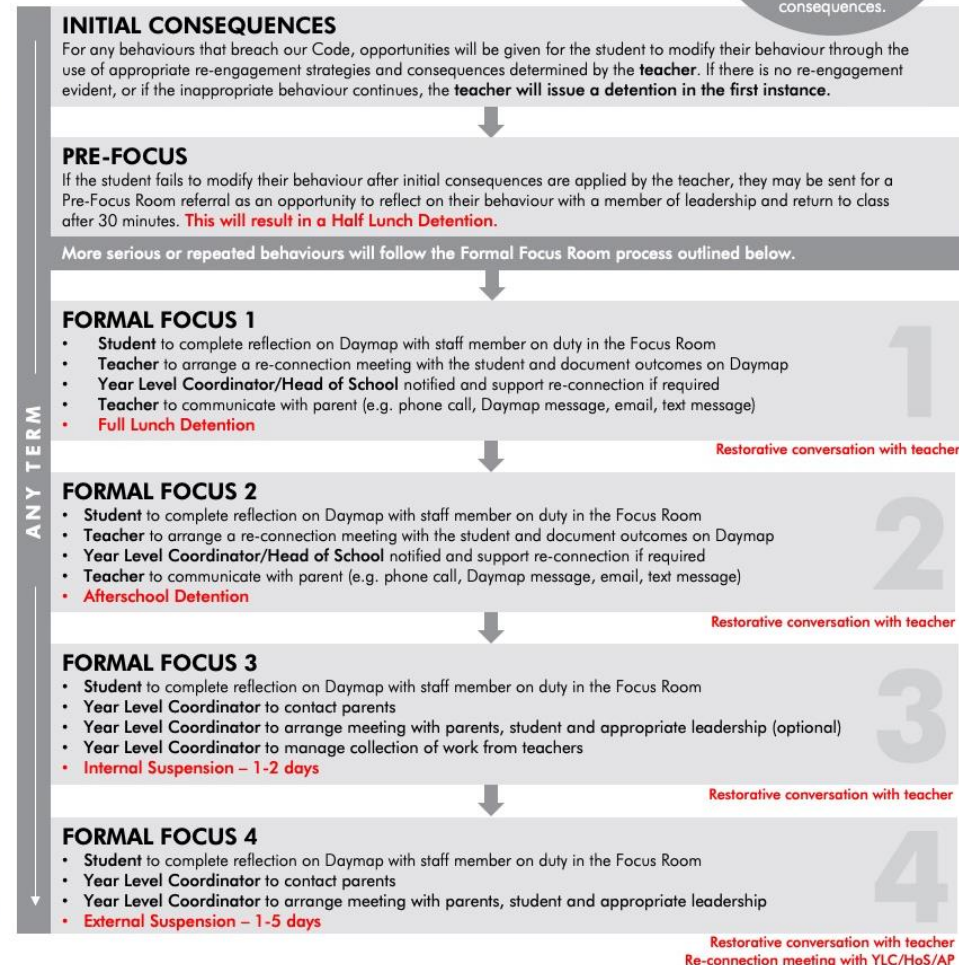
BEHAVIOUR SUPPORT PROCESSES 7-12

OUR VALUES	EXPECTATIONS
Be Safe 	<ul style="list-style-type: none"> Make safe choices in all situations Move around the College in a sensible and orderly manner
Be Responsible 	<ul style="list-style-type: none"> Taking responsibility for our own learning by: <ul style="list-style-type: none"> Arriving at lessons on time and being prepared to work productively Having mobile phones turned off or on silent and not visible Having the required equipment for each class Attempting all tasks to the best of your ability and not giving up
Be Respectful 	<ul style="list-style-type: none"> Respecting others and their rights to teach and learn Using appropriate listening skills Following teacher directions Using respectful behaviour and language towards, peers, teachers, support staff and visitors Acknowledging, respecting and tolerating each other's differences and views Not accepting bullying, harassment or racism from or towards others

Mark Oliphant College recognises that students have a variety of individual circumstances that may contribute to them not exhibiting responsible behaviours whilst they are at school.

As such, processes for inappropriate behaviour will be based on individuals with the view to supporting each student's learning. However, in most cases, the following steps will apply if students do not demonstrate the appropriate level of responsibility:

Refusal to follow any reasonable request from a teacher, or failure to attend the Focus Room, re-connection meeting or detention without an appropriate explanation will result in an escalation of consequences.





Individualised Behaviour Support

Staff at Mark Oliphant College take into account students' individual circumstances such as their behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements when responding to inappropriate behaviour or applying a disciplinary consequence.

In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to students will differ. This reflects the principle of equality, where every student is given the support they need to be successful. This also means that not everyone will be treated the same, because treating everyone the same is not fair. For example, some students need additional support to interpret or understand an expectation. Others may benefit from more opportunities to practise a required skill or behaviour. For a small number of students, the use of certain disciplinary consequences may be considered inappropriate or ineffective due to complex trauma or family circumstances. These are all factors that our teachers and Leadership team consider with each individual student in both the instruction of behaviour and the response to behaviour.

However, the College acknowledges that there will be certain instances where students may progress through the process in an expedient fashion, possibly being suspended within a short duration of time. If this occurs:

- The student will be suspended for a period of 1 to 5 days. This will be administered by the relevant Year Level Coordinator, Head of School or Assistant Principal and approved by the Principal or delegate.
- A reconnection meeting will be conducted involving the teachers who referred the student (if relevant), together with parents, Head of School, Wellbeing Leader and Year Level Coordinator as required.
- An Individualised Behaviour Support Plan, taking into account One Plan (if applicable) requirements may be developed which may include modified timelines for each stage of the process. The Behaviour Support Plan will NOT alter the expectations in relation to the College's Code of Conduct.

Any alterations for a student in terms of behavioural expectations will be communicated to all relevant teachers by the relevant leadership member.

Student Grievance Procedure

It is an expectation that all students take responsibility for their learning and behaviour. There may be times, however, where students believe that they have been removed from the learning environment for reasons they may disagree with. At any stage of the behaviour support process students may lodge a grievance if they believe that they have been unfairly treated. This will not negate the current consequence that is being applied i.e. they will still be required to attend the Focus Room. If a student wishes to lodge a grievance at any stage of the process, the grievance will be heard prior to any sanction being applied. Students will remain in the Focus Room until this meeting occurs.

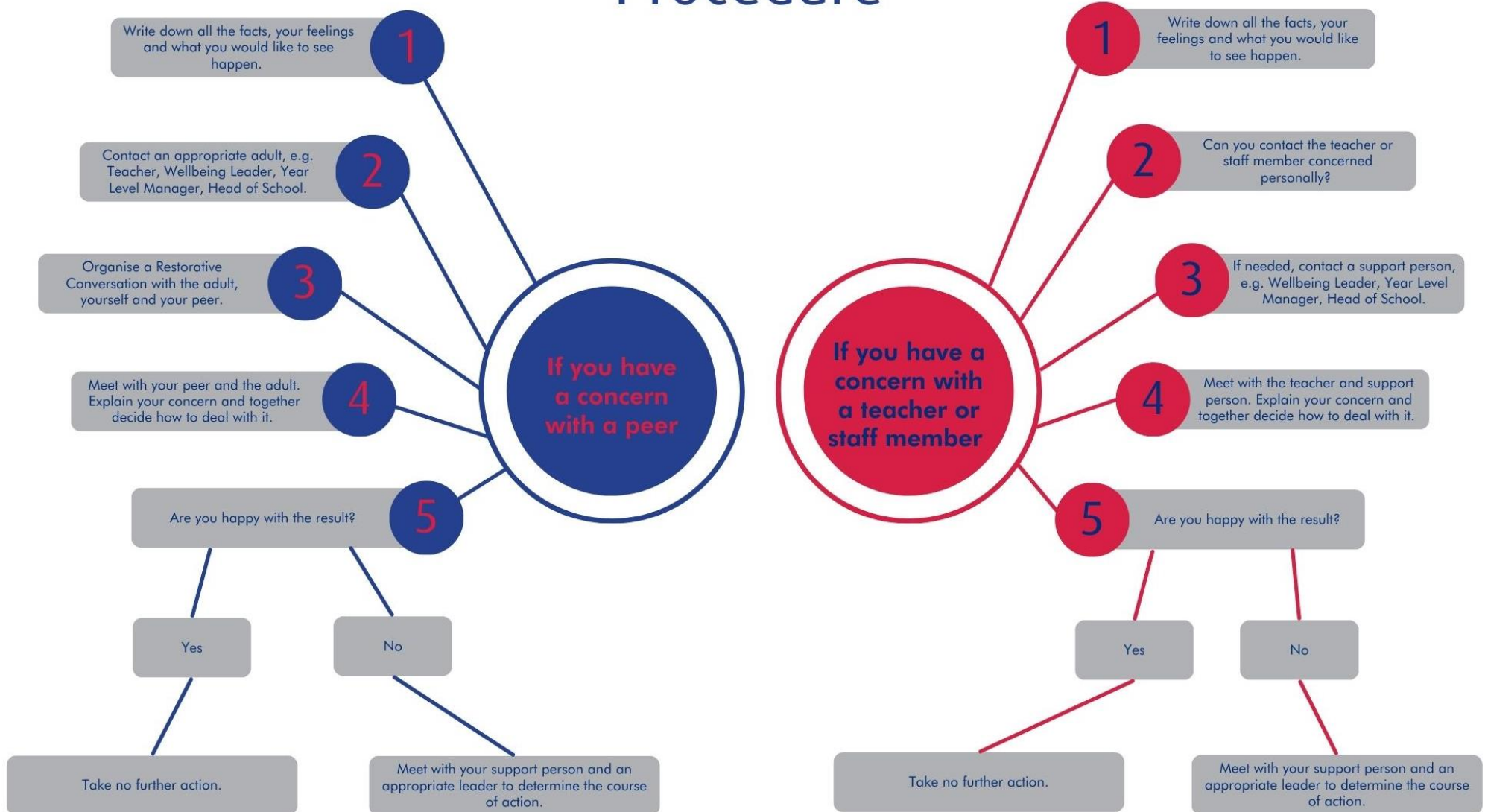
If a student intends to lodge a grievance the following process will apply:

- Student will indicate if they wish to lodge a grievance to the leadership on duty in the Focus Room upon arrival, who will then notify the relevant Year Level Coordinator.
- Year Level Coordinator will initially use the Teacher responsibilities and the Behaviour Incident Report completed by the teacher to ascertain the legitimacy of the student's grievance.

A grievance will NOT be upheld if there are claims other students were involved or doing the same thing (accepting responsibility for their behaviour).



Student Grievance Procedure





Responsibilities

In implementing this policy, teachers are particularly responsible for:

- Promoting and acknowledging responsible behaviour
- Providing reasonable access to students for individual help both during and outside of class times
- Being fair and consistent when working with students
- Dealing with issues in a timely manner
- Maintaining confidentiality and privacy
- Speaking to students in a respectful manner
- Providing stimulating learning experiences which bring about positive learning outcomes for all students
- Negotiating consistent class expectations and enforcing consequences for unacceptable behaviour
- Using teaching practices that cater for different learning styles
- Monitoring student attendance and participation in their subject
- Promoting and role modelling the College's Code of Conduct
- Utilising differentiated responses to problem behaviour which may include:
 - Pre-correction (e.g. "Remember, walk quietly to your seat")
 - Non-verbal and visual cues (e.g. posters, hand gestures)
 - Whole class practising of routines
 - Ratio of 5 positive to 1 negative commentary or feedback to class
 - Corrective feedback (e.g. "Hand up when you want to ask a question")
 - Rule reminders (e.g. "When the bell goes, stay seated until I dismiss you")
 - Explicit behavioural instructions (e.g. "Pick up your pencil")
 - Proximity control
 - Tactical ignoring of inappropriate behaviour (not student)
 - Revised seating plan and relocation of student/s
 - Individual positive reinforcement for appropriate behaviour
 - Reminders of the Code of Conduct Expectations
 - Redirection
 - Low voice and tone for individual instructions
 - Give 30 second 'take-up' time for student/s to process instruction/s
 - Reduce verbal language
 - Break down tasks into smaller chunks
 - Provide positive choice of task order (e.g. "Which one do you want to start with?")
 - Prompt student to take a break or time away in class
 - Model appropriate language, problem solving and verbalise thinking process (e.g. "I'm not sure what is the next step, who can help me?")
 - Provide demonstration of expected behaviour
 - Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
 - Private discussion with student about expected behaviour
 - Reprimand for inappropriate behaviour



- Warning of more serious consequences (e.g. Focus Room referral)
- Detention

Students are particularly responsible for:

- Actively participating in their own learning
- Treating students and staff courteously regardless of gender, age, ethnicity, social background, disability, religious beliefs and customs
- Making themselves aware of the school's procedures for complaints and grievances and use these procedures appropriately
- Being prompt to all lessons and paying attention to the information provided
- Respecting the rights of others to hold and express a range of viewpoints
- Accepting responsibility for their own behaviour and actions – relative to their level of maturity
- Developing and observing class and school expectations
- Using resources such as computers with consideration for the fair access of others
- Expressing views with due consideration of the feelings of others
- Ensuring that the learning of other individuals is respected
- Being well prepared for classes by having all necessary equipment and required homework and/or reading completed
- Ensuring that all property is respected
- Respecting the rights of teachers to manage their time and balance competing responsibilities with other students
- Knowing and enacting the School's Code of Conduct in their behaviour

Parents are particularly responsible for:

- Promoting responsible behaviour
- Making themselves aware of the school's procedures for complaints and grievances and use these procedures appropriately
- Supporting the school by respecting the right of the school to apply appropriate consequences to their child for inappropriate behaviour
- Working with others in the school community to assist their child's learning
- Ensuring their child/children attend punctually on each school day
- Encouraging their child/children to follow the College's Code of Conduct
- Supporting their child/children in having appropriate uniform, equipment and materials