



# SAINT SPYRIDON COLLEGE

Embrace learning, find wisdom.

## Behaviour Management Policy

### *Embrace Learning & Find Wisdom*

#### Introduction

Our school values a positive partnership between parents/ caregivers and the College. This partnership is further strengthened and nurtured when a positive relationship is fostered between students and the College as well as students and the home.

Whatever energy and effort is spent strengthening this partnership and actioning the school values not only strengthens a child's successful participation and education at Saint Spyridon College, but also their faith and trust in our Orthodox teachings.

This document describes the policy and procedures to ensure a safe, affirming school environment which promotes positive self-esteem and respect. We encourage all community members of Saint Spyridon College to respect and appreciate each other and work together for the benefit of our students.

#### Aims

Saint Spyridon College's behaviour management policy aims to:

- Provide a happy, positive learning environment.
- Help students reach their full potential.
- Provide a physically and emotionally safe environment.
- Encourage students to accept responsibility for their own behaviour - choose to behave appropriately.
- Ensure rules are applied consistently, fairly, consequentially and reviewed regularly.
- Enable teachers to teach in a purposeful and non-disruptive environment.

#### Rationale

We aim to provide a positive environment. The discipline provides consistent, logical, clear guidelines and consequences.

The support of parents/caregivers, teachers and students is needed to ensure the positive development of self-disciplined students.

The following principles underpin Saint Spyridon College's approach to managing student behaviour:

**Consistency:** All staff implement the policy. Staff follow the procedures fairly and equitably so that issues of fairness and equity are minimised.

**Process:** The students learn a behavioural framework. Students can see a logical progression and a relationship between their behaviour and the consequences.

**Counsel:** We offer a means for the student to address the situation and assimilate strategies that will help them overcome similar situations in the future.

**Responsibility:** Students are responsible for their behaviour. The first step in changing the behaviour is an understanding that if they choose the behaviour, they are also choosing the consequences of the behaviour.

**Communication:** True education involves a partnership between the school and home. It is vital that the student's behaviour, both positive and negative, be reported to parents.

**Relationships:** It is recognised that positive working relationships between the students, staff and parents/caregivers is essential for mutual respect in the school community.

### Responsibilities & Rights

<p>Students have the <b>RIGHT</b> to:</p> <ul style="list-style-type: none"> <li>- Learn in a purposeful and supportive environment.</li> <li>- Work and play in a safe, secure, friendly and clean environment.</li> <li>- Respect, courtesy and honesty.</li> <li>- Equal treatment.</li> <li>- Interact with others in an atmosphere free from harassment and bullying.</li> <li>- Express themselves.</li> </ul>	<p>Students have the <b>RESPONSIBILITY</b> to:</p> <ul style="list-style-type: none"> <li>- Display respectful, courteous and honest behaviour.</li> <li>- Ensure that their behaviour is not disruptive to the learning of others.</li> <li>- Ensure that the school environment is kept neat, tidy and secure.</li> <li>- Ensure that they are punctual, polite, prepared and display a positive manner.</li> <li>- Behave in a way that protects the safety and wellbeing of others.</li> <li>- Ensure their behaviour does not intimidate others.</li> </ul>
<p>Staff have the <b>RIGHT</b> to:</p> <ul style="list-style-type: none"> <li>- Respect, courtesy and honesty.</li> <li>- Teach in a safe, secure and clean environment.</li> <li>- Teach in a purposeful and non-disruptive environment.</li> <li>- Cooperation and support from parents in matters relating to their children's education.</li> <li>- To be the <b>FIRST</b> point of contact if there is an issue or concern with one of their students.</li> </ul>	<p>Staff have the <b>RESPONSIBILITY</b> to:</p> <ul style="list-style-type: none"> <li>- Model respectful, courteous and honest behaviour.</li> <li>- Ensure that the school environment is kept neat, tidy and secure.</li> <li>- Establish positive relationships with students.</li> <li>- Ensure good organisation and planning.</li> <li>- Report student progress to parents/caregivers.</li> <li>- Be vigilant about bullying and ensure all students are aware of the school's policy.</li> </ul>

<p>Parents have the RIGHT to:</p> <ul style="list-style-type: none"> <li>- Respect, courtesy and honesty.</li> <li>- Be informed of curriculum material, behaviour management procedures and decisions affecting their child's health and welfare.</li> <li>- Be informed of their child's progress.</li> <li>- Be heard in appropriate forum on matters related to their child.</li> <li>- Expect that bullying will be dealt with.</li> <li>- Cooperation and support from teachers in matters relating to their child's education.</li> </ul>	<p>Parents have the RESPONSIBILITY to:</p> <ul style="list-style-type: none"> <li>- Model respectful, courteous and honest behaviour.</li> <li>- Ensure that their child attends school and attends on time.</li> <li>- Support the school in implementing behaviour management strategies, particularly in relation to their own child.</li> <li>- Ensure that the physical and emotional condition of their child is at an optimum for effective learning.</li> <li>- Ensure that their child is provided with appropriate materials to make effective use of the learning environment.</li> <li>- Support the school in providing a meaningful and adequate education for their children.</li> <li>- Inform the school about bullying when appropriate</li> <li>- Ensure that they support the school dress code.</li> <li>- Ensure that they read and respond to communication from the school.</li> </ul>
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## School Values 2017

### **Respect**

- Respect for oneself, others and the College community.

### **Learning**

- Learn in a purposeful and supportive school environment.

### **Honesty**

- Honesty with oneself, others and God.

### **Safety**

- Contribute towards a safe learning environment for all.

### **Faith**

- Our Orthodox Christian faith provides our students with strength in facing challenges and their responsibilities in their love of God, interactions with others and their environment.

### **Responsibility**

- Responsibility towards one's family, teachers, and community, and maintaining all school values and expectations to reach educational goals and grow in faith.

## School Expectations

- 1) Respect the rights of others
- 2) Let others learn
- 3) Be prepared, on time and dressed in the appropriate uniform
- 4) Respect personal and school property
- 5) Act in a safe and caring manner
- 6) Be honest and truthful

## Step Process

The following is an outline of the steps that all teachers will take when inappropriate behaviour is being displayed.

### Step 1:

Student is given a warning identifying inappropriate behaviour and its effect(s).

### Step 2:

1. Student is sent to a time out space within the teacher's sight (length of time determined by teacher). During this time there is to be no contact with anyone other than the classroom teacher.
2. Teacher arranges a time with the student to discuss:
  - A. What happened?
  - B. Who has been affected by the behaviour?
  - C. What needs to happen to restore effective teaching and learning?

### Step 3:

1. Student is sent to the focus room.
2. Next available opportunity, the teacher completes an incident report and negotiates strategies with the student to restore effective teaching and learning.
3. Teacher sends incident report home (in diary and via email) to be signed and returned by the parent/ caregiver by the next day.
4. Completed incident report recorded in student file.
5. Teacher contacts parent/caregiver (i.e. diary note, email or phone call) to discuss the incident.
6. If a student receives an incident report they will also be excluded from extra-curricular activities (i.e. excursions and sports teams etc.) for that week.

Step 4:

1. Student returns to class and step procedure begins again.
2. If a student receives 3 incident reports, then a meeting will be called between the teacher, principal, parent/caregiver and student.
3. If a student receives a fourth incident report after this meeting, they will be immediately suspended and parent(s)/caregiver(s) will be required to collect their child immediately.

NB: If at any stage an incident jeopardises the safety and wellbeing of other students or staff members, this process will be fast tracked and the student will receive immediate suspension. This will be recorded in the student file.

In the event of an incident occurring in the school yard/oval, the same step system applies using a designated timeout area in the school yard with regard to step 2.

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