

Student Behaviour Policy



REVISION REQUIREMENTS

- Biennial Revision - next due May 2023
- Responsibility - School Principal
- Amendments to this version are annotated by the inclusion of a solid black line in the left margin
- *Note: In May 2019 the term 'bullying' was replaced with 'mean on purpose' and such amendments have not been annotated with a black line due to the number of entries and the generic nature of the amendment.*

INTERPRETATION

Within this document:

- words denoting a gender or genders include each other gender;
- words in the singular number include the plural and words in the plural number include the singular; and
- the word parent is taken to include parents, guardians, step-parents, grandparents, extended family, babysitters and any others while involved in activities or communication related to Quintilian School.

RESPONSIBILITIES FOR IMPLEMENTING THIS POLICY

The School Board is responsible for endorsing this Policy.

The Principal is responsible for maintaining its currency and relevance and ensuring all parents, staff, volunteers, and visitors, as are applicable, are aware of this policy.

OTHER POLICIES THAT APPLY TO THE STUDENT BEHAVIOUR POLICY

- Quintilian School Constitution
- Child Protection Policy
- Complaints Procedure Policy
- Parent Code of Conduct
- Board Code of Conduct
- Staff Code of Conduct

INTRODUCTION

Students have the greatest opportunity to learn when they are engaged in their learning in a safe and supportive environment. The management of student behaviour is a joint responsibility between staff, students and parents.

Students come to school with different levels of ability to cooperate effectively with other people as well as different understandings of what is responsible behaviour. We believe however that all students are able to learn how to increase their range of responsible choices. By taking a preventative and developmental approach to behaviour we are able to assist students to learn ways of satisfying their needs in appropriate and positive ways that increase rather than decrease their range of future opportunities.

At Quintilian School we expect behaviour from each child at Quintilian that at all times is:

- Safe;
- Socially acceptable;
- Ensuring the welfare of others;
- Appropriate for the “audience”; and
- A positive promotion for the school.

We seek to develop self-discipline and there is an expectation that the children will behave appropriately in and out of school. Intervention will only take place if this trust is broken

STUDENTS' RIGHTS AND RESPONSIBILITIES

Students have the right to:

- be shown respect, courtesy and honesty;
- be engaged in purposeful lessons in a supportive environment; and
- learn and play in a safe, friendly and clean environment .

Students have the responsibility to:

- Be respectful, courteous and honest ;
- Not disrupt others' learning;
- Help keep the school environment tidy, clean and secure;
- Be punctual, polite and friendly;
- Learn and play safely with others;
- Not use personal mobile electronic devices during school hours; and
- Follow school plans and procedures.

PARENT INVOLVEMENT

It is very important that parents are involved in this process. To this end the school will work in partnership with parents to mutually support the successful development of responsible behaviour in students.

Teachers will therefore:

- keep parents informed of their student's ability to choose responsible behaviour ; and
- inform parents of programs/curriculum content that support the learning of responsible behaviour.

Parents have a responsibility to:

- inform teachers of any events that occur in the student's life that may impact on their ability to choose responsible behaviours ; and
- support the school's Student Behaviour Policy.

CONTRAVENTION OF THESE EXPECTATIONS

Should any of the expectations of behaviour be contravened, the following steps are taken towards attempting to reach a positive resolution.

Occurrence	Action attempted
Isolated misbehaviour	Managed at teacher/student level
Misbehaviour continues	Managed at teacher/student /parent level. Involve the Cluster Leader as necessary
Persistent negative behaviour	Managed at teacher/student/parent/Deputy Principal level
No modification of behaviour attempted	Managed at teacher/student/parent/Principal/ external consultant level

SAMPLE CONSEQUENCES

The following are examples of consequences that may be applied for misbehaviour.

- apologise to those affected
- separation from other children
- removal from class
- miss recess or lunch
- sent to the Deputy Principal
- miss the next excursion or incursion
- separation from other children
- repair damage done or replace item
- sent to the Principal
- other, as determined by teacher, Deputy Principal and/or Principal

RESTORATIVE PRACTICE

In all incidents of inappropriate behaviour or conflict staff will be mindful of a 'restorative practice' approach therefore ensuring it is the behaviour, not the person, that is inappropriate. Opportunities will be given for relationships to be restored and positive interaction to occur.

PROCESS FOR DEALING WITH WILFUL MISBEHAVIOUR

This section will deal with the process for dealing with students who have demonstrated prolonged and/or wilful misconduct.

Wilful misbehaviour is defined as repetitive and/or serious intentional misconduct which has resulted in one or all of the following unacceptable behaviours;

- Wilfully hurting others.
- Wilfully destroying property.
- Overtly refusing to follow instructions.
- Engaging in disruptive behaviour that prevents classes from functioning normally.

As stated previously, isolated acts of misbehaviour are dealt with at the teacher/student level. If this does not resolve the problem the teacher will contact the parents for further discussion and intervention.

After three instances of wilful misbehaviour, attempts will be made to resolve the issues collaboratively between the teacher, student, Deputy, Principal and the parents.

If previous attempts to modify behaviour have proved unsuccessful, additional expertise may be called upon from external consultants, such as AISWA psychologists or child psychologists of the parent's choice.

The use of any form of child abuse, corporal punishment or other degrading punishment is explicitly forbidden at Quintilian School.

WITHDRAWAL FROM CLASS, BREAKS OR OTHER SCHOOL ACTIVITIES

Withdrawal of students from class, breaks or other school activities is a planned strategy that provides students with an opportunity to calm down, reflect on and learn from the incident, discuss support that may be required, and/or continue learning in a less stimulating environment.

Withdrawal from special events or activities will be at the discretion of the school. Students are expected to maintain appropriate levels of good behaviour in order to represent the school in such activities. The teacher will inform the parent as soon as possible, and ensure provision is made for the student to continue their learning program.

SUSPENSION

Suspension may be used when the breach of school discipline causes significant disruption to the student, other students or staff. It is for the purpose of allowing those involved to calm and recover, reflect and learn from the incident, evaluate existing behaviour support plans and/or seek advice, make adjustments to plans, and meet with parents/carers.

Department of Education procedures will be followed in the event of the decision to suspend.

The school reserves the right to discontinue the enrolment of a child whom the school does not have the resources to respond to effectively. It also reserves the right to discontinue the enrolment of a child who has been consistently infringing the expected standards of behaviour and therefore impacting on the safety and/or educational opportunities of other children and staff.

MEAN ON PURPOSE BEHAVIOUR (BULLYING)

Mean on purpose behaviour is viewed as unacceptable at Quintilian School. The school strives to create a safe, welcoming and violence-free environment. At Quintilian School it is also our aim to ensure that all members of the school community enjoy a sense of belonging and empowerment. Mean on purpose behaviour is predominantly prolonged and repeated instances of unwelcome attention generally “of a less powerful person by a more powerful person or group”.

FORMS OF MEAN ON PURPOSE BEHAVIOUR

Mean on purpose behaviour can come in many forms, but can include:

- Physical
 - deliberately punching, hitting, bumping (this includes repeated incidents that are viewed by the protagonists as “accidental”)
 - taking or damaging victim’s property
- Verbal or via electronic means
 - constant teasing
 - calling hurtful names
 - insults
 - racist or sexist comments
- Emotional
 - spreading rumours
 - mocking
 - excluding peers from groups
 - deliberately ignoring or avoiding
 - stalking
 - interference with, or damage to personal property

Some of the signs that may signal incidences of mean on purpose behaviour are:

- unwillingness to attend school.
- decline in academic performance.
- damaged clothing.
- loss of personal property.
- loss of confidence.
- uncharacteristic mood changes.
- withdrawal from social activities.

Some children are more likely to be the recipients of mean on purpose behaviour than others. Those children most at risk are likely to lack confidence and be less assertive than other children. It is important that children who are the recipients of this deliberate behaviour from others do not start believing that the behaviour directed at them is in any part their own fault. For many victims, the emotional scars can last a lifetime.

Common characteristics of those who undertake mean on purpose behaviour:

- they are often attention seekers
- they act towards others in this way because they think they are popular and have the support of others
- they do not accept responsibility for their behaviour
- they have a need to feel in control and dominate peers
- they will continue if the victim and observing peer group do not complain and if they believe they can avoid any consequences
- they often show no remorse for hurting another child
- they have higher than average aggressive behaviour patterns
- they may have parents who support (often unknowingly) their child's aggressive behaviour

If a student is subject to mean on purpose behaviour they should be encouraged to:

- tell the person to stop, stating clearly that the behaviour is unwelcome and offensive.
- seek advice and assistance from a teacher.
- talk to parents, for they also have a role in solving the problem.

Bystanders are encouraged to take whichever of the following actions they feel comfortable with:

- intervene.
- remove themselves from the scene to remove the audience.
- seek assistance.

Children are entitled to feel confident that any incident will be resolved satisfactorily.

Responding to mean on purpose behaviour at Quintilian School:

- Staff are expected to:
 - model appropriate behaviour at all times
 - respond to all reported and observed incidents of suspected mean on purpose behaviour
 - listen to parents and students in the event that they report incidents of mean on purpose behaviour and take the matter seriously
 - ensure that they are on duty in the appropriate areas and monitor the students and their behaviour
 - monitor device usage at school.
- Parents are encouraged to:
 - model appropriate behaviour at all times
 - seek information from the teacher before relying on their child's version of events
 - speak to the classroom teacher if they are aware, or if they suspect, that their child is being bullied
 - support the school's position that any form of mean on purpose behaviour is unacceptable
 - continue liaising with the teachers until the situation improves or is resolved

Parents are often the first people who will be told by a child that they are experiencing mean on purpose behaviour. It is important that parents discuss the situation with the classroom teacher if they feel that this behaviour may be occurring. It is often the case that teachers, peers and other parents are unaware that any mean on purpose behaviour is taking place. The school strongly suggests that parents do not contact the other families, but allow the school to handle the situation.

Mean on purpose behaviours can vary enormously in their extent and intent and, as a consequence, each needs to be dealt with on an individual basis. In the initial instance any staff member observing such behaviour or receiving a report from a parent that suggests mean on purpose behaviour will:

- take the report (or incident) seriously
- take time to explore the situation and consider any pre- determining factors

- determine the appropriate action

PROCEDURES IN PLACE TO COMBAT MEAN ON PURPOSE BEHAVIOUR

At Quintilian School steps are taken both to prevent mean on purpose behaviour from occurring and in response to reported incidents of this behaviour.

The school has a safe, welcoming, violence free environment that promotes:

- positive behaviour that is acknowledged, rewarded and modelled by all members of the school community;
- discipline strategies that are fair, clear and child-centred; and
- a sense of belonging and empowerment of all members of the school community.

The curriculum offered at Quintilian School provides opportunities for students to:

- talk openly about mean on purpose behaviour and understand the nature of this behaviour, how it affects us and what we can do about it;
- understand personal safety issues and the principles of protective behaviours;
- be taught skills that will assist in the development of self-confidence and enhanced self-esteem, empowering students to take responsibility for themselves; and
- be offered values that will increase the ability of students to understand, respect and care for others.

The staff are trained in the URStrong Program, Friendly Schools Plus programme and by Protective Behaviours WA for Friendly Kids/Friendly Classrooms. Each week the school will have a focus topic from URStrong. Teachers can programme a shorter or longer amount of time on the topic as they deem necessary for their class. Other programmes may be used where appropriate.

In responding to both observed and reported incidents of mean on purpose behaviour the school will take into account the following:

- the nature of the incident
- harm caused to victim and the school community
- personal factors of individuals involved
- involvement of parents
- underlying causes
- repeated occurrence
- level of support for victim required
- consequences for the perpetrator

Repetitive mean on purpose behaviour will be viewed as "continuing misbehaviour" within this Policy. This behaviour is managed at a teacher/student/parent level. In addition, the following action may be taken:

- advising or conferring with the deputy principal and principal; and
- reassuring and supporting the recipient.

Subsequent or severe reports of mean on purpose behaviour will be viewed as wilful misbehaviour:

- the parents of all parties will be informed and their assistance sought; and
- a written outline of consequences that will be implemented in the event of further incidences may be provided.

The below table outlines any changes or updates to this document.

Revised By	Date	Comments	Version
Dean Roberts/Tamra Lindsey	July 2021	Update plural to singular & amend the next review date	1.1