



Positive Behaviour Policy

PBP2020-2.2

Purpose:	The purpose of this policy is to ensure the rights of students and staff at Arcadia College to work in an environment free from disruptions, abuse or threat and within which they can reach their potential as staff and learners.	
Scope:	This policy applies to behaviour within the college grounds and classroom, when representing the college in public and on camps and college excursions	
Status:	Approved	Supersedes: Behaviour Management Policy
Authorised by:	CEO	Approval Date: 25 th March 2019
References:	Australian Education Regulations 2013 (Cth) National Safe Schools Framework Anti-Bullying Policy Alcohol, Tobacco and Illicit Drugs Policy	
Reviewed:	2 Years	Next Review: 25 th March 2021
Responsibility:	Principal	Point of Contact: Deputy Principal

Policy Philosophy

Arcadia College works on a proactive philosophy rather than reactive. Therefore staff, students and parents are encouraged to anticipate potential problems and work towards solving them in the least intrusive manner. The development of our “sense of belonging” culture works best in a positive and proactive environment.

Students who need support to address behavioural concerns will enter into a “Student Support Plan” with a parent/care giver and any other support mechanisms that need to be put in place, such as counselling.

Students with continual behavioural concerns will enter into a “Contract” and/or “Bounce Plan” to address and these behaviours. This is done with the staff member/student/parent/carer (if available).

The Behaviour Management Strategy involves a whole college approach. At the staff level, the essential factors are summed up in the three C’s:

- Cooperation with colleagues and students
- Communication with all concerned
- Consistency by all staff members throughout the College

Each staff member has a responsibility to ensure that they play a part in effective implementation and operation of the strategy/process by:

- Carefully reading the strategy/process document
- Working as part of a team, rather than in isolation

It must be understood that:

- Students and staff have the right to work to potential, free from disruptions, abuse or threat.
- For effective teaching and facilitating, it is essential that a positive relationship exists between staff and students and a positive classroom environment be maintained.
- Students must be fully aware of standards of behaviour expected, and the consequence of not adhering to expectations.

- Consistent application of expectations and consequences is required. This is OK to me, as long as we all try to be consistent
- Individuals must accept responsibility for their own behaviour and for correcting their misbehaviour.

It is expected that, in most instances, individual staff members will take responsibility for their own behaviour management. Referral of a student to Deputy Principal. This should only occur after a staff member has put a contract in place with the student.

Consequences

An important tenet of the college's behaviour management policy is to teach young people that actions have consequences and that both appropriate and inappropriate behaviour is a choice made by them. Students are expected to accept the consequences of choosing particular behaviour.

The consequences need to be:

- relative to rights
- relate to the behaviour concerned
- reasonable
- respectful of the dignity of the individual; and
- have degrees of seriousness built in.

The effectiveness of a consequence is in the **certainty** that it will occur as an immediate or deferred consequence. Consequences and follow up need to be followed through by the staff member who approached the student about the behaviour, and, where appropriate, reported to the student's Teacher or Youth Worker, depending on the nature and seriousness of the behaviour.

Examples of logical consequences:

- If you fail to put belongings away - the materials will be put in storage temporarily.
- If you vandalise - you must make restitution: clean up the mess or pay towards repair.
- If you harass another student - you apologise and lose the right to participate in the activity in progress.

Specific Behaviour

Physical Assault - including fighting and bullying

Management:

- Staff to assess the misbehaviour by considering the context, peer response, intensity, intention to hurt, self-awareness, effects on others, etc.
- Stop activity causing concern
- Support if necessary
- Give/obtain medical assistance if required
- Ensure separation of those involved
- Serious incidents which involve physical or mental harm to students must be reported to the Deputy Principal

Consequences:

- Isolation (e.g. in class, in another class, office)
- Separation
- 'Time Out'
- Referral to Deputy Principal

- Contact with parents
- Mediation
- Contract/Bounce Plan put in place

Inappropriate Interpersonal Behaviour - Including swearing, threatening, verbal teasing, answering back, insolence, discourtesy, passive resistance, refusals...

Management:

- Teacher/ Youth Worker to assess the misbehaviour by considering the context, peer response, intensity, intention to hurt, self-awareness, effects on others, etc.
- Stop activity causing concern
- Ensure separation of those involved
- Support if necessary

Other consequences might include

- Isolation (e.g. in class, in another class, office)
- Separation
- Detention
- 'Time Out'
- Loss of Liberty/privileges
- Contact with parents
- Mediation
- Contract/Bounce Plan put in place

Property Issues - including school and personal property

- Destruction e.g. ripping another person's books, kicking or breaking school property, vandalism.
- Defacement e.g. graffiti
- Breakages e.g. damage caused by impulsive or improper behaviour, lack of care
- Stealing e.g. of money, food, equipment

The above behaviour assumes intent to destroy or spoil personal or college property.

Management:

- If a minor incident occurs teachers will decide on the consequences and put them into effect.
- For major incidents, the behaviour should be referred to the Deputy Principal

Consequences:

- Replacement
- Repair
- Repay
- Clean up
- Legal action
- Contact with parents
- Mediation
- Contract/Bounce Plan put in place

The offender should take responsibility to make amends for the behaviour, including written apologies where possible.

Drug use - The use of alcohol by all students is banned on college premises. The use of any illegal substances is also banned on college premises. Use of any of these substances is considered a major offence and any incident must be reported to the Principal/Deputy Principal **immediately**. Smoking tobacco by all students is banned on college premises. Students must leave the college premises to smoke tobacco in designated areas.

Approaches to Behaviour Management

Rights and Responsibilities

*All members of the Arcadia College family have the same rights as each other;
Dignity, Respect and Quality of Care.*

As a member of Arcadia College, you can expect;

- To be respected, treated equally and have an equal opportunity to learn and grow.
- A safe, harmonious, positive and productive environment to come to each day.
- Support and resources of the highest quality to assist you on your journey.
- The freedom, respect and dignity to talk freely on issues without judgement or discrimination and with the respect of full attention being given to you.
- A safe environment in class or online that is free from abuse, vilification, personal attack and unwanted attention.
- A place of healthy life options including physical fitness, healthy diet choices and wellbeing.
- To feel safe on all group outings or excursions and whilst travelling with Arcadia College
- The support of the entire Arcadia College and your community

To aid your Arcadia College rights and responsibilities you are expected to:

- Respect all other Arcadia College members, including visitors, with an expectation for all to respect yourself, respect each other and respect our place.
- Ensure a safe environment is maintained by respecting all other's property including personal belongings of others, Arcadia equipment, computers and any form of transport including the Arcadia bus.
- Personally, notify your Youth Worker if you are unable to attend and provide a medical certificate if your attendance is for three consecutive days or consistently irregular.
- Not delay your fellow Arcadia College students by being late of a morning or returning from breaks.
- Ensure others feel safe and show no signs of aggression, intimidation, violence, swearing or bullying.
- Give attention and respect to others by listening and valuing alternate opinions that may differ to your own.
- All Arcadia College members are to ensure that all are treated equally and without discrimination.
- Knives or sharp implements are not to be brought to Arcadia College and all Arcadia staff reserve the right to inspect any item brought by a person into the Arcadia environment. Illegal items will be confiscated.
- Illegal drugs, alcohol or smoking products are prohibited from the Arcadia environment and are not to be brought to Arcadia, if found they will be confiscated and the police will be called.
- Valuables, including I Pods, mobile phones etc. are not to be brought to class and do so at the owner's risk.
- Emergency contact is to be made via the Head Office: (07) 5655 1800.
- To continue our environment of great attitudes and positive directions.
- To adhere to all WH&S policies, procedures and instructions.
- To adhere to the communities' standards whilst out of class including normal road rules and regulations and council safety standards.

- Ensure an environment with zero bullying and report any incidents you may witness within the school.
- Parents and support carers are expected to show full support of the Arcadia College family now they are also members and to encourage, support and respect their child

Arcadia College follows the Nurtured Heart Approach (NHA) which is described as a social emotional strategy that instils greatness and transforms negative behaviours into positive behaviours, increases interrelatedness and connectivity among family members, school staff and students and builds “inner wealth” more commonly known as character strengths and virtues.

The 3 Stands of NHA

1. Absolutely No!

I refuse to energize negativity. I will not accidentally reward negativity with my energy, connection, or relationship.

2. Absolutely Yes!

I will relentlessly create and energize positivity and success. I’m going to energize and nurture first-hand experiences of appreciation, recognition and acknowledgement.

3. Absolutely Clear!

I will set and enforce clear limits and clear consequences in an un-energised way.
I will always provide a true consequence.

(Howard Glasser 1994)

An integral part of engendering and maintaining a cooperative and caring atmosphere in the college is creating a positive classroom environment. The following is a guide to assist staff with the effective implementation of this fundamental management strategy.

1. The Classroom Expectations

Ensure that every student knows the classroom expectations. Encourage student identification with these expectations by explaining student involvement in the creation process and the rationale behind each expectation. Periodically remind students of the expectations in an informal way. Students will also create an expectations agreement with support from staff for their own Studio.

2. Adequate Preparation/ Professional Development

Be prepared. Make a prompt start to lessons. Consider variety, interests and motivation. Provide lessons suited to students' needs and abilities. Avail yourself of opportunities around you to enhance your own professional development and that of others.

3. Build Positive Relationships

Give students 'the time of day', (smile, say hello), both inside and outside the Studio.
Always be courteous and expect courtesy in return. Be genuine and caring. Reinforce positive/acceptable behaviour where possible. Be firm, but fair. Be consistent.

4. Knowing Students

Learn the names of your students as soon as possible. Develop rapport outside, as well as inside the Studio (college excursions, duty, carnivals etc.). Be aware of what a specific student is capable of. This includes verbal and written abilities as well as specific skills. Be aware of students' weaknesses and dislikes, e.g. directing questions at a student who becomes anxious when receiving the focus of the whole studio.

5. Create a Cohesive Studio Group

Encourage a cooperative 'team effort'. Endeavour to keep the environment 'warm'; all students require a sense of belonging to the group as a whole. Involve your students.

6. Communication/Effective Listening

Be a good listener. Be friendly and consistent. Listen carefully - as much as you talk. Give the students your individual attention. Show interest in what they have to say. Tune into student experiences. Share a little of yourself and your experiences where appropriate. Be empathetic.

7. Praise and Encouragement

Make it deliberate practice to encourage students and praise work and behaviour, both as individuals and as a group (display work). Identify mistakes non-critically. Avoid embarrassing the student. Encourage the students to learn from their errors by ensuring that your criticism is constructive. Try to make the first contact with the studio each lesson a positive one. Praise students' efforts in areas outside your teaching subject.

8. Mutual Respect

Treat students with respect and earn respect in return. This can be conveyed through one's tone of voice and speaking in context.

Procedures that should be a habit for every Teacher/Youth Worker

1. Establish clear procedures for routine happenings, for example:
 - resource distribution
 - answering questions
 - group work
2. Speak confidently and clearly.
3. Maintain written records in TASS with issues that may arise and the action taken.
4. Keep all students busy all of the time.
5. Involve all students in the lesson.
6. Vary your questioning techniques.
7. Avoid too much talking from yourself and the students
8. Move around the Studio
9. Demonstrate your 'whole room awareness' at all times.
10. Be conscious of the flow of the lesson and the effect of any interruption.
11. Recapitulate frequently.
12. Be prepared to modify your planned lesson on the basis of feedback.
13. Use the whiteboard/technology.
14. Communicate with parents regularly
15. Allow latecomers to arrive quietly - there is no need to stop teaching for them, find out later the reason for their late arrival.
16. Recognise "greatness" in all students daily

Least Intrusive to Most Intrusive Steps to Maintain Discipline

Avoid jumping in too heavily for minor offences. The following are graduated from the *least* intrusive to the *most* intrusive.

1. Tactical Ignoring of Behaviour

Decide how long to ignore and what action you will take if it does not work. Never ignore rude or arrogant calling out, swearing, defiance or aggression.

2. Non-verbal Messages

- eye contact for off-task students
- facial messages - smile, stare, wink
- confident, positive classroom movement
- gesture - hand up, touching desk.

3. Casual Statement or Question

e.g. 'How's it going?' 'Where are you up to?'

4. Simple Directions (repeat if necessary)

Use of the person's name may be enough, e.g. 'Put the pen down thanks', 'Keep the noise down please.'

5. Rule Restatement/Rule Reminders

Don't get caught in futile discussions. Instead, say, e.g. "I appreciate how some of you are showing respect by raising your hand".

6. Questions and Feedback

e.g. 'What are you doing?' Then (if necessary) followed by, 'What should you be doing?' Followed by (if necessary), 'You should be doing -----.'

7. Distractions and Diversions

Teachers can often anticipate a disruption or problem and distract or direct the students. They can do this by:

- inviting some assistance
- asking a question
- giving them a task
- moving closer
- inviting another student to work with him or her
- asking the student to move.

8. Defusing

Appropriate humour can sometimes take the heat out of a situation.

9. Deflection

Acknowledge the student's frustration/anxiety. Refer the student to appropriate behaviour.

10. Taking the Student Aside

It may be necessary, if the student is upset, to give him/her a cooling off period before resuming work. Ensure that the student knows what he/she should be doing before you ask him/her to return to the classroom environment.

11. Clear Command

Make clear, direct commands to students, especially in dangerous situations, e.g. 'Put that acid bottle down now. Move over there and wait.' Then further talk and follow-up action.

12. Assertive Message/Statement

Sometimes 'I' messages have impact. e.g. 'I am not very happy with the amount of work being done.'

13. Simple Choice

Empty threats are pointless. This should be preceded by other approaches, e.g. 'Michelle, Denise, I will give you a simple choice. Either sit together and start working quietly on the task, or if you keep talking loudly I will have to move you.'

14. Isolating Students within the Room

Students are given a clear choice - settle down to work quietly or move. This is a form of a logical consequence.

15. Withdrawal

The student has chosen not to work within the expectations of the classroom. The student cannot return to the classroom until he/she has 'worked it out'. See Deputy Principal.