



Atwell College Behaviour Policy

Atwell College provides high quality teaching and learning experiences that empower our students to thrive, be successful lifelong learners and resilient, prosocial citizens.

Our Values

At Atwell College, we value:

- **Consideration:** We value acceptance, tolerance and inclusivity towards others, and concern for the rights and welfare of others.
- **Aspiration:** We value high standards and achieving at our highest potential.
- **Respect:** We value self-respect, respect for others and respect for the environment.
- **Responsibility:** We value social and civic responsibility.
- **Self-Motivation:** We value pursuit of knowledge and striving to achieve our highest potential.

Policy Rationale

Atwell College has developed this behaviour policy to ensure a safe, orderly, supportive, and caring learning environment for all students. It aims to ensure that we all support students' well-being, self-regulation, and self-respect to navigate the challenges of adolescence to develop as resilient and prosocial citizens.

The aim of this behaviour policy is to provide a positive teaching and learning environment based on consistent high expectations and high care and that protects, supports, and maintains order for all students, staff, parents, and visitors. The primary objective is to provide our students with experiences that teach appropriate, successful strategies to become successful lifelong learners and resilient, prosocial citizens. Atwell College actively encourages students to strive to be self-motivated and self-disciplined, while conducting themselves in a pro-social manner that respects the civil rights of others and enables participation and enjoyment in the high-quality education provided.

Definitions

"Behaviour" is defined in the Atwell College Behaviour Policy as a student's learned actions that contribute to a student's growth and development and the school's good order and management. In general terms, behaviour is the way in which a person acts or responds to a particular situation or stimulus. This may be in response to internal factors such as thoughts and feelings, or external factors such as the physical environment or other people. This means that getting to know students and how they respond to the school environment is an important part of how we understand individual behaviour and influence positive outcomes at school.

"Behaviour support" refers to the interventions and support provided to students by the school. Atwell College has adopted a positive behaviour support focus, which means we view behaviour errors as an opportunity to support, correct and teach more appropriate behavioural choices. It also means we acknowledge and celebrate positive behaviours and engagement to encourage and

reinforce these choices. This focus has been influenced by the following principles derived from research in individual and behavioural psychology:

- behaviour is learned – and can therefore be taught and positive change facilitated.
- behaviour is purposeful – it meets a need or serves a purpose (i.e., has function), and can therefore be understood and catered for.
- behaviour is communicative – it is the student’s best way to communicate unmet needs (within the resources available to him/her).
- behaviour is contextual – it is influenced by the context in which it occurs (including developmental, cultural, and environmental contexts), and can therefore be modified by manipulating variables in the immediate environment.

Students learn through interactions from an early age and may try a range of behaviours to get a desired response or to meet their needs. Behaviours which achieve the student’s goals are likely to continue and may become characteristic ways of behaving. For these reasons, when behavioural errors occur, we are obliged and committed to work with the student and their family. We also strive to provide effective pastoral care, and social and emotional support that meets individual student needs.

Continuum of Student Behaviour

Student behaviour can be considered on a continuum from expected or productive through to unexpected or unproductive.

Expected or productive behaviours are those that are reasonable or can be anticipated in a particular situation. This accounts for most student behaviour.

Unexpected or unproductive student behaviours are often distinguished as either disruptive or challenging. *Disruptive behaviour* is behaviour that hinders or stops a teacher from teaching, or other students from learning. *Challenging behaviour* is defined as behaviour that threatens the safety of staff or students; or disruptive behaviours that are persistent in nature and not modified using generic behaviour management strategies. Disruptive and challenging behaviours can be distinguished by intensity, including the severity, frequency, duration and durability of the behaviour, and the degree of risk the behaviour presents to the student (self) or others.

Atwell College uses a tiered response system to plan and implement strategies and approaches to support development of expected, prosocial behaviour for all students, and to support and manage unproductive behaviours, including disruptive and challenging behaviour with more targeted and intensive support for groups and individuals according to level of need.

Tiers of Support

Atwell College implements a three-tiered system of support for students centred on social behaviour. We collect and monitor behaviour data with the purpose of encouraging positive student behaviour choices in the college and responding to behaviour errors at each tier.

Tier 1 responses are universal, preventative, and proactive school-wide management strategies designed to meet the needs of all students in all school settings. Universal strategies include a common philosophy, purpose, and language across the school community; systems, processes and strategies for clarifying, teaching, encouraging, monitoring and correcting expected behaviours; and teaching and learning environments to ensure success for all students. These strategies address the needs of approximately 80% of our students.

Tier 2 practices and systems provide targeted support for students who are not successful with Tier 1 supports alone. The focus is on supporting students who are at risk for developing more serious problem behaviours before they start, by addressing specific skills deficits identified. Tier 2 supports are often provided to groups of students with similar needs. Examples include interventions such as social skills groups to support and teach better ways of coping and targeted academic support programs to strengthen learning skills. Tier 2 supports help students develop the skills needed to benefit from universal school programs.

Tier 3 interventions and supports provide intensive and individualised support to students for whom Tier 1 and Tier 2 supports are not sufficient to address their individual needs and lead to successful outcomes. Comprehensive assessments of individual needs (including function based behavioural assessments) and behaviour support planning are a feature of this tier and are used to understand and support challenging behaviours.

Responding to Behaviour Errors

Behaviour is never treated discretely from historical factors, individual capacity, or context. These factors are considered when analysing and responding to behaviour errors, as well as the impact of the behaviour upon others. Atwell College strives to reflect societal expectations in explicitly teaching young people what is desirable and expected behaviour.

When students demonstrate behaviours that are not aligned with college expectations, we aim to use a restorative approach to explicitly remind them of the expected behaviours, restore good order and repair relationships. Sometimes students need adult support to self-manage and self-regulate. Atwell College uses strategies to assist our students to employ a mindset that is calm and productive. We use *Zones of Regulation* to build social and emotional skills that assist students to recognise physical signs of escalation and implement strategies to prevent further escalation.

As part of responding to behaviour errors, college staff will investigate and document what occurred. Every reasonable effort will be made to establish facts. Our CCTV footage may be accessed as part of this process. Where deemed necessary, parents/carers will be engaged to collaboratively resolve issues and proactively mitigate any potential for escalation.

The focus of our response to behaviour errors is to support, correct and teach. Consequences for behaviours that are in breach of our code of conduct are thus:

- natural – what naturally follows the behaviour.
- logical – related to the behaviour.
- proportionate – to the behaviour.
- achievable – doable within a school setting and timeframe.
- presented calmly without anger or blame.
- discussed in advance when possible.
- delivered when the student is calm and can happen at a later time.
- focused on certainty of behavioural correction, not severity of the consequence.

Where behaviour errors infringe on the rights of others, a restorative focus is adopted to encourage prosocial behaviours.

Positive Relationships

Getting to know our students and how they respond to the school environment is an important part of how we understand individual behaviour and influence positive outcomes at Atwell College. Our teachers effectively guide a student through their interactions and communications within their learning environment. The most valuable tool that teachers have in supporting students is our knowledge and understanding of student needs, interests, strengths, and challenges. We believe that when teachers take the time to learn about and get to know their students, they build a culture of mutual trust and respect.

High-quality Teaching

Given the importance of high-quality teaching in fostering positive student behaviours, including engagement, Atwell College is committed to ensuring our staff understand and use evidence-based, high-impact teaching and learning strategies. Teachers at Atwell College strive to deliver consistent, high-quality teaching and learning opportunities in every classroom, every day. Teachers use instructional strategies that make the learning process relevant and engaging. Based on contemporary research about expectations and achievement, teachers also hold high expectations of their students and encourage them to hold and maintain high personal standards. We believe that when students are actively engaged in learning and believe in their capacity to achieve highly, they are more likely to demonstrate positive, prosocial behaviours to others within the college community.

Classroom Learning Environments

Using an ecological approach, the classroom may be viewed as an ecology consisting of connected and intertwined personalities, activities, procedures, and occurrences, all of which may impact upon behaviour.

Low level behaviours in classrooms (Tier 1 & 2) can create a significant amount of disruption and distraction and even emotional distress for students and staff. While most students will respond appropriately to positive behaviour support and classroom management strategies, some students can struggle to consistently interact in positive ways and maintain focus on tasks. This can be exacerbated by a range of social, emotional, cognitive, physical, and interpersonal factors.

A calm, organised, predictable school environment promotes a sense of safety in which learning and development can thrive. For these reasons, at Atwell College we focus upon maintaining a high-quality learning environment in our classrooms, including:

- Predictability – students need to know what to expect
- Consistency – when to expect it
- Safety – consistent contact with safe, reliable adults
- Boundaries – need to feel safe and held firm
- Relationships – trusting, respectful and reliable relationships
- Adults as guides – emotionally competent adults help students make sense of the world
- Supportive – implementation of strategies to help co-regulate and/or regulate
- Assistance – to identify and express emotions pro-socially
- Clear expectations – co-create classroom expectations to build ownership, consistency, fairness, and trust
- Belief – build a sense of belonging that shows belief that all students can achieve.

Parental Support

Parents/carers within our community are important partners in supporting the college to provide a safe, orderly, and positive environment. There is strong evidence that family-school engagement is associated with significant improvements in student learning, attendance, motivation, self-regulatory behaviour, social skills, retention, and graduation. The college strives to create a culture of welcoming inclusion, wherein collaborative relationships with parents/carers based are constructed on mutual trust and respect and shared responsibility for the education and wellbeing of our students.

Staff responsibilities

The following are staff responsibilities within the behaviour policy:

- *All staff* have responsibility in ensuring that positive student behaviour is encouraged in a mutually supportive and cooperative manner. All staff model behaviours expected from students.
- *Classroom teachers* have responsibility for managing student behaviour in their classroom and during designated duty and other supervision times. They may be called upon to assist other staff members in managing student behaviour, consult with their Head of Learning Area (HOLA) or Teacher-in-Charge (TIC) and parents regarding students who are exhibiting persistent, low-level disruptive behaviour and to discuss appropriate management strategies.
- *HOLAs and TICs* are responsible for the overall management of student behaviour in their learning area, assisting their staff in managing student behaviour and liaising with the school administration and Student Services in situations that require responses to breaches of school discipline.
- The *Student Services team* aims to create a supportive learning environment by attending to students' individual and collective emotional and social needs. The Student Services team is responsible for providing teaching staff with information about students which may affect or influence learning outcomes and behaviour. They also assist teachers with the development of support and/or intervention plans for students.
- *Deputy Principals* assist the Principal in the leadership, management, and administration of the Behaviour Management Policy. The Deputy Principal - Student Services has overall responsibility for coordinating and implementing the behaviour management of students in particular year groups and may delegate this role to Student Services Coordinators where appropriate. The Deputy Principal – Student Services is authorised to suspend a student from attending school when the principal is unable to do so.
- The *Principal* organises the school to ensure that the Behaviour Management Policy operates within the requirements of the Education Act and the Regulations and Policies of the Department of Education. The Principal makes final decisions regarding suspensions and exclusion of students.

Code of Conduct

The code of conduct applies to all students when:

- travelling to and from the college
- on college grounds
- using college property
- participating in extra-curricular activities.
- participating in off-site, college sponsored activities.
- engaging in an activity which will have an impact on the college climate or reputation, including representation of the college within the community.

Whole School Expectations

The following student expectations apply at the whole school level to maintain a safe and supportive school environment:

- follow all reasonable instructions given by staff.
- treat all members of the school community with respect and courtesy.
- be inclusive of others.
- walk in an orderly manner about the campus and keep left in the corridors and stairwells.
- chewing gum is not permitted.
- do not bring laser pointers, skateboards and similar, electronic music or gaming devices (or similar), all types of aerosol cans (including deodorants, paints) to school.
- dispose of litter in bins and comply when asked by staff to assist picking up rubbish.
- do not to engage in intimate physical contact with other members of the school community.
- students on the oval/basketball courts during break times must be actively involved in games and must not consume food or drink.
- treat school property and the property of others with care and respect.
- act in a manner which does not endanger the health and safety of others.
- mobile phones are to be 'off and away' at all times whilst on school grounds, as per the college mobile phone policy.
- wear the correct uniform items and enclosed footwear.
- maintain high standards of academic conduct; cheating and plagiarism are not permitted.

Classroom Expectations

All students are expected to comply with the following behaviour expectations in classrooms:

- follow all instructions given by the teacher.
- complete set work to the best of their ability.
- observe all special safety and behaviour rules that apply in a particular classroom, workshop, studio, laboratory, gymnasium, or any other area of the school where instruction occurs.
- be punctual in arriving to class.
- be prepared for class by bringing appropriate stationery, books, equipment and clothing.
- act in a manner which does not disrupt the teaching and learning of others.
- food is not to be consumed during classes.
- students may generally bring clear water bottles to class (but not computer laboratories) and are expected to follow teachers' expectations and instructions regarding use.
- remain in the classroom unless directed by the teacher and issued a pass.

Consequences for Breaches of the Code of Conduct

Students who are in breach of this code of conduct may face the following consequences:

- buddy referral.
- lunch, recess or after school detention subject to the teacher making reasonable alternative arrangements for the student's needs.
- withdrawal.
- suspension; and/or
- loss of good standing may be applied.

Serious Behavioural Breaches and Consequences

Serious behavioural breaches or repeated breaches of the code of conduct may result in more significant consequences consistent with Departmental of Education guidelines. Any severe breach of the college behaviour policy is likely to result in a suspension of up to 10 days, loss of good standing, and alternate break-time arrangements within the college. Police intervention may be requested. An exclusion recommendation may also be made.

The following categories of behaviour are serious behavioural breaches of the college behaviour policy:

- ongoing refusal to follow reasonable staff instructions.
- physical aggression towards staff or students.
- fighting, inciting others to fight, and / or videoing a fight.
- abuse, threats, harassment or intimidation of staff or students.
- clear intentional misuse of school network (e-breaches).
- possession, use or supply of substances with restricted sale.
- possession, use or supply of illegal substance(s) or objects.
- damage to, or theft of property.
- intoxication and / or bringing of drugs and / or alcohol to school.
- weapons or replica weapons brought to school.
- vandalism of college property.
- bringing the college into disrepute; and
- dangerous acts that place the health and safety of others at risk.

This policy is to read in conjunction with the Minister of Education's Statement *'Let's Take a Stand Together'* and the following Atwell College documents:

- Atwell College Good Standing Policy
- Atwell College Uniform Policy
- Atwell College Mobile Phone Policy