



Clarence Valley
ANGLICAN SCHOOL

Behaviour Support Policy

INTRODUCTION

Clarence Valley Anglican School's Student Behaviour Support Plan teaches students to behave in ways which increase academic success and which strengthen students' relationships with their teachers and peers. Modern school classrooms should be calm, safe, pleasant and purposeful; students flourish in the presence of teachers who set clear and consistent limits to student behaviour and who provide positive directional focus, encouragement and recognition of behaviours which support student learning.

Clarence Valley Anglican School's program of student behaviour support has been implemented to ensure the highest possible standards of:

- Student learning
- Behaviour towards others
- Student self-esteem, student appearance and general school tone.

Our program is based on the following guiding principles:

- The purpose of discipline is not to control but to educate.
- Positive, clear and consistent expectations are the keys to successful classrooms that maximise student learning and relationships with teachers and peers.
- Teacher behaviour affects and influences student behaviour.
- Recognition and appropriate reward of positive behaviour is a powerful motivator of students.
- Students respond well to structures that clearly define acceptable and unacceptable behaviour.
- Each student is entitled to procedural fairness.
- It is not the policy of Clarence Valley Anglican School to exclude a student from other Schools.

Clarence Valley Anglican School expressly forbids the use of Corporal Punishment for the enforcement of discipline of the students by staff of the School.

Clarence Valley Anglican School does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the School.

Education Act 1990 No: 8 – Definition of Corporal Punishment

Corporal punishment of a student means the application of physical force in order to punish or correct the student, but does not include the application of force only to prevent personal injury to, or damage to or the destruction of property of, any person (including the student).

GUIDELINES – RIGHTS AND RESPONSIBILITIES

Students have the right to learn and to be treated as individuals. Rights also require responsibility and, therefore students in the School will be encouraged to understand there are choices and consequences for inappropriate and unacceptable and recognition for acceptable and appropriate behaviour.

Each one of us has the right to be a member of CVAS. Our general rights include:

- To be spoken to respectfully and treated fairly.
- To work, play and learn in a happy and safe environment.
- To own personal property, and use School property, equally.
- To represent the School community to the best of our ability.

Therefore, staff and students each have the responsibilities in acknowledging and safeguarding the rights of others in our School community.

Students Rights

- To learn in an environment that is orderly, peaceful, safe, non-threatening and conducive to learning.
- To have caring, well-prepared teachers who instruct effectively and who provide positive feedback when expectations are met.
- To be informed of classroom and playground expectations and consequences when those rules are broken.
- To trust teachers to maintain confidentiality pertaining to student behaviour.

Policy Link: **Anti-Bullying and Harassment Policy**

Student Responsibilities

- It is the responsibility of each student to uphold the values of our school by following the Student Code of Conduct.

Teacher Rights

Teachers at CVAS have rights and responsibilities in order to cater for the student's needs and to maintain the values and aims of the school. Therefore, teachers have the right:

- To expect behaviour from students that contributes to the student's growth while also meeting their needs.
- To teach in a climate that is free from distractions.
- To ask and seek help and support from administration and parents/guardians.

Teacher Responsibilities

- To provide a quality learning program for all students under their care.
- To ensure that students follow safety procedures.
- To ensure that the classroom is left tidy after use.
- To ensure that students are treated with respect and dignity.
- To explain the Behaviour Support Policy and procedures, and ensure that they and their students comply with it.
- To implement the Behaviour Support Policy to ensure that all students can exercise their right to learn.
- To ensure that they provide appropriate duty of care at all school-based activities.

GUIDELINES – BEHAVIOUR SUPPORT PROGRAM

1. ACKNOWLEDGMENT OF POSITIVE BEHAVIOURS

- All staff are responsible for the clear and equitable management and expression of the School's Positive Behaviour program.

It is our aim to encourage all students to co-operate with the happy and effective running of the school by affirming them as partners in this process, both in learning and playing situations.

Assemblies will be used as an opportunity to acknowledge individual achievement and in building the team and community ethos of the School.

Examples of student's work will be displayed in class and around the School.

Staff should praise and offer recognition of students who follow playground rules. Many opportunities are present to recognise and encourage students who comply with our requirements. An alert, proactive teacher on duty can make a major difference to playground demeanour.

Subtle recognition of correct uniform and consistent reminders by alert, proactive staff will encourage significant improvement in student appearance.

- Rewards may include:
 - Praise
 - Positive notes and telephone calls/emails home
 - Specific privileges
 - Certificates

- **Secondary ACE Merit Award Program**

This is based on positive signatures being awarded to students in the following categories:

A: Academic – anything to do with academic achievement/attainment (e.g. excellence in a project)

C: Community – this can incorporate House activities, camps, excursions, House sport, community service, helping staff, representing the School (e.g. debating, co-curricular involvement)

E: Effort – any student who has a great approach and makes an improved effort or consistent effort.

There are five levels of achievement:

1. ACE Award
2. Bronze Award
3. Silver Award
4. Gold Award
5. Principal's Award

2. BEHAVIOUR SUPPORT

2.1 GENERAL POLICIES

- Students are required to abide by the School's Rules and to follow the direction of teachers and other people with authority delegated by the School.
- Where a student disregards rules, disobeys instructions or otherwise engages in conduct which causes or may cause harm, inconvenience or embarrassment to the School, staff members or other students, the student may be subject to disciplinary action.
- The disciplinary procedures undertaken by the School will vary according to the seriousness of the alleged offence. When advised of the allegation, the student and possibly the parents or caregiver, will be informed of the procedural steps to be followed in dealing with the matter. In relation to all matters to be investigated, students will be informed of the nature of the allegation and given an opportunity to respond to the allegations. Principles of procedural fairness will apply.
- The penalties imposed will vary according to the behaviour and the prior record of the student. At the lower end of the scale, a reprimand or detention may be appropriate. At the upper end of the scale, the behaviour could result in suspension or expulsion.
- The Head of Junior School or Head of Senior School will reach a preliminary decision in relation to the allegation and any penalty to be imposed and advise the student (and parent/s) of that view. The student (and parent/s) will be advised that if they wish this preliminary decision to be reviewed they may make application for a review process. The Principal will then either reconfirm the preliminary decision as final or amend the preliminary decision based on the additional information provided.

2.2 PRINCIPLES OF PROCEDURAL FAIRNESS

1. The right to be heard which includes:

- To know why the action is happening
- To know the way in which the issues will be determined
- To know the allegations in the matter and any other information which will be taken into account
- The right of the person against whom the allegations have been made to respond to the allegations.

2. The right of a person to an impartial decision that includes:

- To impartiality in the investigation and decision making phases
- To an absence of bias by the decision maker.

2.3 BEHAVIOUR SUPPORT PROGRAM

Behaviours are classified and managed under the following guidelines:

LEVEL ZERO

All students commence the school year on **LEVEL ZERO**. Students are expected to be hard-working, responsible members of the school community who respect the rights of others. Students are expected to follow all School rules and demonstrate the following behaviours and traits:

- School spirit and community mindedness
- Effort and application towards their studies
- Arrive to class on time with all materials, ready to work diligently
- Be considerate for the learning of other students
- Sportsmanship, leadership and initiative
- To speak in a polite and respectful manner at all times
- Thoughtfulness and co-operation
- Friendship, care and compassion towards others
- Wear the School uniform correctly and tidily
- Show respect for the School's environment, facilities and resources

There are three levels of consequences for students who do not meet the stated expectations. At each level, reflection and restitution on the part of the student is an important part of this support program.

LEVEL ONE

This level is for minor incidents or matters and is dealt with by the Classroom or Tutor teacher.

Possible consequences at this level are:

- Notifying parents
- Brief problem solving discussion with students
- One-to-one discussion between students and teacher
- Signatures in the Student Diary, notes in the diary to parent
- Time out/withdrawal in classroom
- Lunch time detention or clean up
- Confiscating restricted items
- Setting of additional work
- Withdrawal of privileges
- Notification of student behaviour to Stage Coordinator or Head of Junior School or Head of Senior School

LEVEL TWO

This level is for repeated or more serious incidents or matters and is dealt with by the Stage Coordinator, Subject Coordinator or similar middle-management staff.

Possible consequences at this level are:

- Parent notification in the diary, telephone or by formal letter
- Parent interview with student
- Setting of additional work
- Student monitoring cards applied
- Lunch detention
- After school detention
- Isolation of Student
- Withdrawal of privilege
- Participation in a restorative process

LEVEL THREE

This level of for continual infringements, or for unlawful or serious misconduct, and are dealt with by the Head of Junior School, Head of Senior School or Principal.

At this level there needs to be the opportunity for an individual behaviour support plan to be developed to support the student as previous consequences at other levels have not worked. Possible consequences at this level are:

- Parent interview
- Behaviour Monitoring Card or Behaviour contract applied
- After school detention
- Support services may be involved
- Police referral
- Participation in a restorative process
- Isolation from student body
- Suspension (In consultation with the Principal)
- Expulsion (Principal only)

2.4 SUSPENSION AND EXPULSION OF STUDENTS

Suspension and expulsion are strategies within the School's Behaviour Support Program. It highlights the parents' or carers' responsibility for taking an active role, in partnership with the School, to modify the inappropriate behaviour of their child. The School will work with parent(s) or carer(s) with a view to assisting a suspended student to re-join the School community as quickly as possible.

Suspension Procedures

For student behaviours outlined in the Behaviour Support Program that have warranted such consideration:

1. The Head of Junior School, Head of Senior School or Principal will interview the student and give a recommendation to the Principal. Principles will ensure that the student is given explicit information about the nature of the allegation(s) and is given the opportunity to consider and respond to the allegation(s).
2. At the discretion of the Head of Junior School and Principal, or Head of Senior School and Principal, or the Principal, the duration of suspension will be set. These will range from one (1) day internal suspensions to five (5) day external suspension, or a combination of these.
3. The Head of Junior School, Head of Senior School or Principal will contact the student's parent(s) to inform them of the suspension decision. This will be both verbal and in writing.
4. For students who are suspended externally for two (2) or more days, an interview will be scheduled with the Principal on the student's return to School to discuss the conditions and expectations of the student's enrolment.

Expulsion Procedures

When considering the expulsion of a student for misbehaviour, the Principal will:

1. Ensure all appropriate student welfare and discipline strategies have been implemented and documented.
2. Arrange a formal disciplinary interview with the student (and observer/parent) and will ensure that the student is given explicit information about the allegations(s) and the student is given the opportunity to consider and respond to the allegations(s).

Having reached a decision to expel a student from the School, the Principal will inform the student and the parent(s) or carer(s) verbally and in writing.