

BEHAVIOUR SUPPORT POLICY



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Aim

Navigator College seeks to foster and develop an environment in which staff and students care for, support and respect each other by building and maintaining effective relationships. Navigator College is committed to establishing and maintaining a school environment which is based on Christian teachings about accepting others, forgiving those who hurt or wrong us and not judging or dismissing the worth of others.

Rationale

Navigator College, as a school with the interests of students at heart, requires a clear statement of expectations, standards, rules, rewards and consequences for its orderly and effective operation. God established authorities to maintain order and justice in communities and a school, as a community, promotes order and provides a structure in which living and learning can occur.

God also rules his people through the power of accepting love, given to us freely through Christ – the Gospel message of forgiveness. It is this message that changes people by declaring them right with God and awakening an answering relationship:

This is what love is: it is not that we have loved God, but that he loved us and sent his Son to be the means by which our sins are forgiven.

Dear friends, if this is how God loved us, then we should love one and another.

1 John 4: 10-11

Therefore God rules in love with both Law and Gospel, seeking to achieve social order and a clear framework through the Law, and personal transformations through the Gospel. As a school we recognise the need for good order and also the forgiving power of the Gospel as we work daily to transform the lives of the students in our care.

Navigator College also commits itself to promoting and encouraging a safe and supportive environment for all members of the school community.

The College will not tolerate victimization, bullying or harassment of any kind that may interfere with the process of personal development, or that creates harm to the various relationships within the College and wider community.

All members of the school community have an equal right:



- To feel safe and secure (and therefore all community members treat each other with kindness and courtesy).
- To be treated fairly by fellow students and staff (and therefore all community members, including parents and family members).
- To learn and grow towards their full potential (with the support and encouragement of all community members).
- To feel valued, accepted and cared for as unique individuals (and therefore all community members will listen to each other, encouraging self-expression and will accept each other as individuals with individual characteristics).
- To have their own property respected (and therefore all community members will respect and protect the property of others).

Objectives

Navigator College will:

- Promote and encourage a safe and supportive environment.
- Plan and implement strategies to manage inappropriate behaviour and reduce harassment throughout the school.
- Ensure that the staff are appropriately skilled in the use of Restorative Practices, including the implementation of associated consequences.
- Publish a copy of the Behaviour Support Policy in the student diary.
- Educate staff, students and parents about their responsibilities when dealing with Behaviour Support and Harassment issues.
- Develop appropriate Pastoral Care activities to raise awareness about Harassment.
- Recognise that the behaviour of the harasser is unacceptable and work to change behaviour of the harasser through counseling.
- Counsel both the person being harassed and the perpetrator.

Implementation

The management of classroom behaviour is essentially the responsibility of the teacher of that class. Support from other staff, Year Level Coordinators and Heads of School will be available when required to assist teachers and classes in establishing an effective and harmonious working environment.

The management of yard behaviour is essentially the responsibility of the teacher on duty. Support from other staff, Year Level Coordinators and Heads of School will be available when required to assist teachers with maintaining safety and order in the yard.

Along with the guidelines for Restorative Practices, there are four clear rules for all students at Navigator College:

- The Learning Rule
- The Safety Rule

- The Respect Rule
- The Communication Rule

In order to contribute to the harmonious and efficient operation of the College four values underpin the classroom environment. These are based on courtesy, common sense and consideration for others.

FOUNDATIONS FOR SUCCESS

To maintain the mission and vision of the college we believe our community requires structure, foundations for success.

- **Safety** - Our community has the right to feel safe in the school environment. All students, staff and visitor to the school must go about their business in a manner that does not impede the rights of others or to self in relation to safety.
- **Communication** - In our community all people have the right to speak but must do so appropriately. Additionally all people must respect the rights of communication by listening to others.
- **Learning** - Learning is the right of all students therefore, appropriate interaction and behaviour must be upheld by all to allow others the ability to learn.
- **Respect** - Our community respect all people, their individuality and the property of others.

This means:

- We allow others to learn and teachers to teach.
- We do not harm ourselves or others with our words or actions.
- We respect the property of the school and others.
- We move about the school in a safe and considerate manner.
- We present our school in a positive light.

These rules incorporate a series of expectations that promote order, learning and care for others. Appropriate behaviour will be encouraged through the use of intrinsic rewards so that students value the behaviour rather than the reward. Inappropriate behaviour will initiate the Restorative Practices process, which may include logical consequences to the inappropriate behaviour.

EXPECTATION: We allow others to learn and teachers to teach

Teachers have the right to teach and students have the right to learn in a secure, friendly and well prepared environment without distraction.

This means that we expect students to support teachers by listening, cooperating, bringing all appropriate equipment and arriving punctually to each lesson. It also means that everyone should be aware that students have different learning styles and abilities and that these should be respected to help all students develop their God given abilities.

EXPECTATION: We do not harm ourselves or others with our words or actions.

Students and staff have an expectation that they can feel safe and confident in a positive learning environment at Navigator College.

This means that members of the College community refrain from any forms of harassment or retaliation against another person and instead support each other and encourage others to be supportive. Students also take care of their own well-being through a healthy lifestyle and by maintaining positive relationships with others.

Student Responsibilities

Students are encouraged to take responsibility to manage appropriate behaviour choices and to deal with issues of harassment that are within the scope of student management.

EXPECTATION: We respect the property of the school and others.

Staff and students respect and care for College buildings, grounds, College property and the property of others.

This means that property should not be damaged or littered in any way, but instead should be cared for and appreciated. Similarly personal property is respected. A well presented College campus presents a positive image of the College to staff, students and visitors and is therefore to be encouraged.

EXPECTATION: We move about the school in a safe and considerate manner.

Staff and students show awareness of the needs of others as they move about the College grounds.

This means that running on hard surface areas, around blind corners and in playground areas may be dangerous. It also means that some parts of the College are declared out of bounds to students to maintain their safety.

EXPECTATION: We present our school in a positive light

Students and staff are expected to represent the College in a positive manner.

This means that staff and students dress neatly and appropriately for College activities. Students must follow the uniform requirements policy.

Free and open communication between parents, students and staff also maintains a positive, Christian, community environment.

RESTORATIVE PRACTICES

At Navigator College we seek to build a safe, caring and positive community. We use an approach called Restorative Practices that acknowledges that healthy relationships are essential for our lives, our learning and our community.

Restorative Practices encourage a profound fairness and a culture of listening across our community to bring healing and a sense of connection.

All staff and students are expected to be supportive of, and participate in Restorative Practices when they are involved in a conflict, complaint or issue of concern.

Core Beliefs of Restorative Practices

1. Conflict causes harm. Misbehaviours that bring disruptions to classrooms (and the hurtful behaviours that are often associated with conflict) are not in keeping with school expectations and result in harm to our school community.
2. "Fight or flight" are generally inappropriate responses to conflict. Conflict needs to be addressed by all parties, preferably face-to-face.
3. People involved in conflict, wrongdoing or misbehaviour need to be actively involved in the process of resolution. Imposed solutions or consequences can be less effective and less educative.
4. Using Restorative Practices is not a 'soft option'. Core values include respect, inclusion, accountability and commitment to relationships.
5. Students learn social and emotional skills they will use throughout their lives such as: active listening, facilitating dialogue, problem-solving, expressing emotion appropriately, developing personal awareness, empathy and taking responsibility.
6. Consequences, such as detention, community service or suspension, are still used in Restorative Practices for students to consider what they can do to make things right and to help people move on.

What does a Restorative Practices approach mean?

- It is a way of viewing conflict that focuses on the harm caused to people and relationships and the obligation to repair that harm.
- It is an approach to behaviour support and discipline that emphasises the importance of relationships.
- It is a way for students to develop better understanding of and empathy with others.
- It is creating opportunities for those involved in a conflict to work together to understand, clarify and resolve the incident and work towards repairing the harm caused.

We will use Restorative Practices to help if your child*:

- Is experiencing bullying
- Is having trouble settling in class
- Has broken a school expectation
- Has caused harm to someone, has a concern about, or is experiencing conflict, with a teacher or another student
- Feels he or she has been unfairly treated

**Please note: In issues relating to sexual harassment/abuse, the College Child Protection Policy will be followed.*

Restorative Practices acknowledges that each behaviour or harassment incident is unique, and therefore unique follow-up is required. This means that whilst the process of Restorative Practices will be similar for each incident, the outcomes (including consequences) may look different.

The general process of Restorative Practices is as follows (more detail can be found here):

- Promotion of positive relationships and behaviours
- 'Mini-Chat' - small (sometimes ad hoc) meeting between conflicting parties
- 'Mini-Conference' - Repeated low-level non-cooperation, breach of community expectation or breakdown of Mini-Chat agreement. May include removal of student to the 'Think Space' (MS/SS) or a buddy classroom (JS).
- 'Group Conference' - Continuing non-cooperation and/or breakdown of Mini-Conference agreement or significant breakdown of behaviour/expectations. For a student issue, this will usually involve Year Level Coordinator and/or parents, and may include removal from classes until a suitable agreement can be reached.
- Formal Conference - Significant breakdown of relationship with the College Community.

In severe, threatening or dangerous situations the following College process will be followed:

1. Student is immediately withdrawn from the class or playground/yard situation (if it occurs during a break).
2. The relevant Head of School is immediately informed and will oversee management of the incident with the teacher involved.
3. The relevant Year Level Coordinator should also be informed and involved as appropriate.
4. Parents/caregivers are immediately contacted and advised that the student is being sent home and that they will need to pick them up.
5. The Principal MUST be informed when any student is sent home.
6. There will be discussion between Senior Staff (including the relevant Head of School) and the parents to make clear that there will need to be a re-entry process. The student should not re-enter the classroom until the re-entry process has been completed.
7. The Principal is to be involved in the re-entry meeting.

HARASSMENT

Navigator College will not tolerate instances of harassment of any form.

Harassment is defined as any behaviour, words or actions, either covert or overt against another student that intimidates or threatens that student. It can also include harassment using text messages or internet based systems.

Harassment can be either a single instance or a sequence of unwelcome offensive comments or actions that causes embarrassment, pain or discomfort to another person.

Some examples of harassment include:

- Physical actions, e.g. pushing, hitting, spitting, damaging or interfering with the property of others, making rude gestures.
- Verbal actions, e.g. repeated put downs, calling names, ridiculing, threatening, making derogatory comments about another's intellectual capacity.
- Non-verbal behaviour, e.g. references to physical appearance, making rude or threatening signs or faces. This can be a subtle yet hurtful form of harassment.
- Extortion, e.g. demanding money, food or other belongings.
- Exclusion, e.g. hurting others by ignoring or isolating them or spreading rumours about them.
- Racial, cultural or disability discrimination.
- Electronic communication, e.g. via email, MSN, SMS, social networking websites.

Racial and Cultural harassment includes:

- Deliberate or repeated racist comments, gestures, or any other conduct which hurts people based on their nationality, country of origin, colour of skin, ancestry, faith systems or world view, or any other related beliefs or behaviour.

Sex-based harassment includes:

- Sexist harassment – behaviour which insists that gender stereotype be maintained and exercised in the school or workplace.
- Sexual harassment – sexually-orientated behaviour which is deliberate, uninvited, unwelcome and usually repeated and which is perceived by the recipient to be embarrassing, offensive, demeaning or compromising.
- Sexual Assault – behaviours which comprise a number of criminal offences such as indecent assault, aggravated sexual assault and rape.

Harassment of persons with disabilities or their associates:

- Harassment of persons with disabilities in educational institutions is unlawful under the section 37 and 38 in the Disability Discrimination Act (1992). The Disability Education Standards (2005, Part 8) defines harassment to clearly include any act that is likely to humiliate, offend, intimidate or distress a person with a disability or an associate of that person. It also applies to harassing a person about a relation, friend or associate with a disability.
- Being present and passively supportive when harassment is taking place.

Instances of harassment (of any kind) will be followed up using the Restorative Practices framework.

*** Please Note:**

Students who are in a breach of any rule (learning, safety, respect or communication) may be directed to attend a behavior room session which will disallow the student to be part of student Leadership for the following year.

Staff Responsibilities

Ensure that all issues of Misbehaviour and Harassment are appropriately addressed.

- Build the relationship with students
- Create a safe and secure environment
- Establish rules, routines and expectations
- Be positive role models in word and action at all times.
- Be familiar with the Behaviour Support and Anti-Harassment Policy and procedures.
- Be observant of signs and distress or suspected incident of harassment.
- Make effort to remove occasions for harassment by active patrolling during yard duty.
- Arrive at class on time and move promptly between lessons.
- Report suspected and reported incidents to their class teacher, senior member of staff or the Principal or Head of School.
- Ensure that all incidents are taken seriously, are addressed and followed through appropriately.
- Be familiar with, and implement the appropriate consequences to harassment according to the Behaviour Support Policy.
- Empower the person being harassed to take positive action.

Parent Responsibilities

To be supportive of their son/daughter with regard to Behaviour and Anti-Harassment.

This could include:

- To be familiar with the Behaviour Support/Anti-Harassment Policy and procedures.
- If their child is being harassed, to encourage their child to speak to their Teacher and to inform the school if the harassment continues.
- Working proactively with the school and child towards a successful resolution.
- If their child is a perpetrator of harassment, to be supportive of the action to reduce harassment.
- If the parent becomes aware of a situation of harassment, to support their son/daughter in the process for dealing with the situation and to refer to the school as appropriate.
- To support the structures put in place by the school.

Review Date and Specifications

This policy is subject to ongoing review due to the changing nature of behaviour management, but must be reviewed at least every three years.