

BEHAVIOUR MANAGEMENT POLICY

1. Rationale

Kinross College's mission statement emphasises,

"...the provision of a quality education to ensure that students develop academically, socially and personally to become contributing members of the community."

The establishment of positive relationships between staff and student is of paramount importance if a sense of pride and commitment is to be developed and maintained at Kinross College. Successful relationships foster positive self-concepts and attitudes, which lead to successful performance.

Relationships based on trust, respect and a demonstrated caring approach by the school staff, can make a real difference to the attitudes and behaviour of students.

At Kinross College the Behaviour Management Policy embodies the mission statement and represents a total school approach towards the achievement of a friendly, safe and pleasant environment at Kinross College in which students and staff can strive for excellence in their educational pursuits. *The aim of this policy is to create an environment in which students are able to learn with little or no disruption from others and are encouraged to be responsible for their own behaviour.*

Effective student management is essential for the promotion and maintenance of order in school. At Kinross College, student behaviour is managed with respect and dignity in a way which promotes learning. With this in mind, a charter of rights, responsibilities and rules to promote effective teaching and successful learning has been developed.

2. Rights and responsibilities within our college community

All members of the school community have the **right** to:

- be treated with courtesy and respect
- work in and enjoy a safe, secure and clean environment
- teach and learn without disruption
- achieve their educational potential
- have their property respected
- be proud of their achievements

All members of the school community have the **responsibility** to:

- show respect and courtesy to others
- keep our environment safe, secure and clean
- ensure that there is no disruption to another person's teaching-learning environment
- develop their potential and to assist others in doing the same
- respect student, staff and school property
- ensure that their actions do not discredit the school

3. School rules

These rules are for the purpose of defining boundaries of student behaviour and reflect the rights and responsibilities of the College's community.

Designated student access areas:

- Students are only permitted in designated areas of the school. Some areas are out of bounds to students.
- Students are only allowed in learning areas when a staff member is present or written permission is obtained.

Leaving the school grounds:

- Students may only leave the school grounds during the school day after obtaining a Student Leave Pass from the front office.

Bicycles/Scooters/Skateboards:

- Students bringing these items to school must:
 - place in enclosure before school;
 - walk/carry these items on school grounds;
 - leave enclosures via external pathways.

Students out of class during lesson:

- Students out of class during lesson time must carry an appropriate Teachers Pass or permission note signed by a teacher.

Prohibited substances:

- Prohibited substances are not permitted on school grounds. This includes alcohol, tobacco, illegal drugs and other substances which may be used for illicit purposes.

Student compliance:

- Students must follow the instructions of teachers.

4. Staff roles and responsibilities in student behaviour management

Kinross College has adopted a whole-school approach to student behaviour management. To maximise the effectiveness of this approach, the following roles and responsibilities are accepted by staff.

Classroom teachers agree to:

1. Create a positive classroom environment. Reinforce appropriate behaviour by encouragement; reward and praise (eg use Letter of Commendation).
2. Be conversant with and implement classroom management practices and procedures which reflect current good practice.
3. Be aware of the school and classroom rules and display them in the classroom.
4. Be consistent in approach and fair in application of behavioural consequences.
5. Focus on the student's behaviour rather than the student.
6. Allow students the opportunity to participate in the formulation of the classroom rules. Rules should complement all of the stated rights of the school community.
7. Place emphasis on the resolution of difficulties and conflict.
8. Complete a Kinross College Student Behaviour Report on **SIS** whenever there are behavioural incidents or problems requiring resolution. These reports provide a history of behaviour:
 - a) in any parent interview; and
 - b) for post-resolution discussion.
9. Follow up and follow through on behaviour management issues.
10. Be familiar with relevant college policies.

5. Guidelines for discussion of behaviour management issues

Ensure disciplinary discussions are not 'centre-stage'. Do not provide non-learning entertainment at the student's expense.

The aim of discussion is to assist students to better understand and manage a problem.

The following steps are recommended:

- Problem Clarification
 - a) The problem should be explored with the student. In managing behaviour this involves the student understanding all the circumstances that have led to the problem.
 - b) Rapport with the student should be established by actively and reflectively listening to the student's explanation of the events.
e.g., what's wrong? Can I help? Have I done something to offend you?
 - c) Reflect on own actions and behaviour.
- Working towards a shared picture of the problem
 - a) Avoid further conflict or escalation of the problem.
 - b) Help to integrate the information the student presents and that obtained from other sources.
 - c) Be assertive, not aggressive.
- Challenge the student
Challenging is a process which:
 - Provides information/summarises the problem from a school perspective;
 - Helps the student to determine the possible outcomes of such misbehaviours;
 - Concentrates on strengths/assets the student has but fails to use rather than emphasising weaknesses;
 - Avoids being negative;
 - Encourages a student to make appropriate change, and
 - set reasonable and attainable behavioural goals.
- Setting Goals
Help the students to define goals that are:
 - Clear, specific and within a reasonable time-line;
 - Measurable;
 - Realistic;
 - Adequate;
 - Understood clearly by the student and accepted as their own.