

MOAMA ANGLICAN GRAMMAR SCHOOL



BEHAVIOUR MANAGEMENT POLICY & PROCEDURE

POLICY TITLE	BEHAVIOUR MANAGEMENT POLICY and PROCEDURE
POLICY TYPE	MANAGEMENT
DATE POLICY SIGHTED/RATIFIED BY BOARD	22 July 2013
BOARD APPROVAL (SIGNATURE OF BOARD REPRESENTATIVE)	G Danher
LEGAL ADVICE SOUGHT	AIS
DATE OF POLICY REVIEW	
PERSON RESPONSIBLE FOR POLICY DISSEMINATION	PRINCIPAL
PERSON REONSIBLE FOR MONITORING AND IMPLEMENTATION	HEAD OF PASTORAL CARE

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BEHAVIOUR MANAGEMENT POLICY AND PROCEDURE

STATEMENT OF CONTEXT AND PURPOSE

The school endeavours to create an environment where the rights of others are preserved at all times, so that the staff can teach and students may learn. This assists students to become responsible members of our society through the development of self-responsibility. Children and adolescents are in a process of learning appropriate social skills and in most cases they benefit from supportive conversations, rather than punishment. To this end, the school has adopted a Restorative Practice approach to behaviour management.

As outlined in the Pastoral Care Policy and the Pastoral Care-Restorative Practice Behaviour Manual, the school's behaviour management policies and procedures are based on mutual respect. We believe that everyone has the right to feel and be safe, that respect for all should be given and received, and that all students have the right to work and play without unwanted interference. At Moama Anglican Grammar School, those involved in conflict are key stakeholders in the process of resolution; modelling a 'working with' rather than a 'being done to' approach to behaviour management.

The school aims to have all students grow in self-responsibility and to show care and understanding for the particular needs and circumstances of each student. At the same time, the school expects high standards of courtesy, in-school and public behaviour, and wearing of our uniform.

At Moama Anglican Grammar School the behaviour management practices promote respect, co-operation, collaboration, communication, problem-solving and self-responsibility. The school will use the following strategies to support students to change their inappropriate behaviour, restore damaged relationships, to forgive and be forgiven, and to move forward with a positive attitude:

- Restorative Conversations
- Thinking Time
- Thinking Time Sheets
- Informal Restorative Conference
- Formal Restorative Conference
- Meetings with student and parents
- Progress Card

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- Logical consequences for inappropriate behaviour
- Negotiated Behaviour Plan or Contract
- Lunch time detention
- After school detention
- Referral to counselling at school
- Referral to an outsourced professional for counselling or assessment
- Meeting with Deputy Principal or Principal

The Principal has the responsibility for students, staff and the curriculum and has the authority to suspend or expel a student from the school. These last resorts will only be taken if the student's behaviour indicates refusal to take responsibility by modifying their inappropriate behaviour in spite of the school's endeavours to help them to do so.

SUSPENSION

The Principal or Deputy Principal has the right to suspend any student, for a period of time, for behaviours considered serious enough to warrant such action.

There are two kinds of suspension:

- **Within School suspension:** This is when a student is excluded from certain lessons or activities for a period of time and must complete class work and other set tasks. Additionally, the student will be required to participate in a Restorative Conference with a senior staff member to address conditions of their return to class and to build an understanding of appropriate respectful behaviours. This should include a reconnection meeting with other students or staff who have been affected by the student's behaviour.
- **Suspension from School:** This is when a student is excluded from school attendance, usually only for a period of days. Re-entry to the school following a suspension will involve a re-entry interview with the Principal, the student and at least one parent/carer.

EXCLUSION FROM THE SCHOOL

- If the Principal, or any person deputising for the Principal, considers that a student has seriously breached school rules or has otherwise engaged in conduct which is prejudicial to the school or its students, the Principal or in his absence the Deputy Principal, may exclude the student permanently at their absolute discretion.

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- b. If the Principal believes that a mutually beneficial relationship of trust and cooperation between a parent and school has broken down to the extent that it adversely impacts that relationship, then the Principal may require the parent to remove the child from the school.
- c. The school will only exercise its powers under this clause to exclude a student permanently if it has provided the student and the parents/carers of the student with details of the conduct which may result in a decision to exclude the student and provided them with a reasonable opportunity to respond.

No remission of fees will apply in relation to any of the above cases.

PROCEDURAL FAIRNESS

It should be noted that the school is committed to procedural fairness in matters of behaviour management. This particularly applies to situations where the potential consequence involves suspension or expulsion.

BEHAVIOUR MANAGEMENT PROCEDURES

The school's behaviour management procedures are outlined in the school's Pastoral Care-Restorative Practice Behaviour Manual.

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