

Positive Behaviour Policy



Authorised by: Principal	Date of Authorisation: 4 January 2022
Name: Glenn Johnson	Review Frequency: Annually
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Positive Behaviour Policy



1. Purpose

The purpose of this policy is to help maintain a safe and supportive learning community that promotes student safety, wellbeing and learning.

This policy is predicated on the following objectives:

- It is educative for students, staff and parents.
- It reflects and supports the mission, vision and values of the College.
- It contributes and supports the overall tone and culture of the College.
- It facilitates the exercise of appropriate levels of duty of care towards all students.
- It promotes equity and fairness towards all members of the College community.
- It is directed towards meeting the individual needs of students.
- It places an emphasis on proactive (rather than reactive) measures.
- It fosters a positive behaviour support and restorative approach.

This policy is informed by and aligns with Kimberley College's Codes of Conduct (Student, Staff and Parent & Community).

2. Rationale

This policy seeks to contribute to:

- The creation of a safe and supportive environment where all members of the College community can learn and work without disruption and be free from harassment or threat.
- The recognition and protection of the rights of self and others.
- The exercise of the College's values of respect, integrity, creativity, collaboration and health & wellbeing.
- Effective communication between members of the Kimberley College community.
- The practice and promotion of courage and compassion.
- The enhancement of social and emotional as well as intellectual growth.

3. Scope

Students, parents and employees at Kimberley College, including full-time, part-time, permanent, fixed-term and casual employees, as well as contractors, volunteers and people undertaking work experience or vocational placements.

4. References

- Education (Accreditation of Non-State Schools) Regulations 2001 (Qld)
- Australian Education Act 2013 (Cth)
- Australian Education Regulations 2013 (Cth)
- Australian Student Wellbeing Framework
- Alice Springs Education Declaration (Dec 2019)
- Melbourne Declaration on Educational Goals for Young Australians (2008)

5. Definitions

- **Duty of Care**

A duty to take reasonable measures to protect students, staff and other College members against risks of harm which could reasonably have been foreseen.

- **College**

Includes all on-campus Kimberley College buildings and facilities, as well as other facilities used by the College for sanctioned or affiliated activities, events and programs.

- **Positive Behaviour Support**

Aims to prevent and reduce anti-social and challenging behaviours by:

- Rearranging the student's learning environment.
- Teaching pro-social skills.
- Providing positive consequences for pro-social behaviour.
- Minimising the use of negative strategies such as punishment.

- **Restorative Practice**

When a student misbehaves, restoring relationships, repairing harm and learning perspective-taking and social responsibility, is seen as more important and effective than simply delivering punishment.

Restorative practices include:

- 'Circle time' where students sit in a circle and, using a structured format, discuss and problem solve an issue that has affected the whole class or specific members of the class.
- The 'restorative interview' where the teacher uses an incident of misbehaviour as an educative opportunity for teaching empathy, consequential thinking and the importance of making amends in order to repair harm and relationships.
- The formal Restorative Conference used for more serious or ongoing misbehaviour and usually involves senior staff, parents and carers.

6. Policy Statement

6.1 ***Pastoral Care and Behaviour Management***

Kimberley College acknowledges that pastoral care and behaviour management are inextricably linked. Due to this, it adopts a positive behaviour support and restorative approach to behaviour management; these are carefully selected evidence-informed positive behaviour management approaches that align with the school community's needs. Thus, a focus on the management of student behaviour in a way that stresses prevention, positive support, education and restorative practices to repair and strengthen relationships is promoted.

6.2 ***Australian Student Wellbeing Framework***

Kimberley College is committed to the five key elements of the Australian Student Wellbeing Framework.

These are:

- Leadership: Principals and school leaders play an active role in building positive learning environment where the whole school community feels included connected, safe and respected;
- Inclusion: All members of the school community are active participates in building a welcoming school culture that values, diversity, and fosters positive, respectful relationships;



- Student Voice: Students are active participants in their own learning and wellbeing, feel connected and use their social and emotional skills to be respectful, resilient and safe;
- Partnerships: Families and communities collaborate as partners with the school to support student learning, safety and wellbeing;
- Support: School staff, students and families share and cultivate an understanding of wellbeing and support for positive behaviour and how this supports effective teaching and learning.

6.3 **Staff Responsibilities**

All staff members at Kimberley College are responsible for the effective care and management of students. In addition, there are a number of specialist roles that carry a higher level of responsibility and authority.

Monitoring of the pastoral care of each student is the direct responsibility of the class teacher from Prep – Year 6, of the boat teacher in Years 7 – 9 and of the assigned pastoral care teacher in Years 10 – 12. These staff should be the first point of contact for any concerns about general student welfare and progress, as their role is to support and encourage social and emotional - as well as the academic – growth of each student in their respective group.

Specialist guidance and support is available from the Heads of Boat (Middle School), Head of Learning Enrichment, the College Counsellor, the First Aid Officer, the Director of Studies and the Director of Teaching & Learning. The Primary and Middle School Coordinators exercise overall responsibility for the welfare, management and progress of all students within their respective sub-school. In Senior School, the Heads of Faculty exercise responsibility for the welfare, management and progress of all students within their respective faculty.

The Deputy Principal has oversight of the persistent and serious pastoral concerns across the College and is responsible for supporting the sub-school coordinators (Primary & Middle) and heads of faculty in dealing with pastoral matters consistently and efficiently – aligned to the College's positive behaviour approach.

The Principal may become involved in pastoral or behaviour management issues when the student's continued enrolment at the College is under review or a matter is considered to be more critical in nature.

6.4 **Privacy and Confidentiality**

When dealing with student concerns - albeit academic, behavioural and/or social & emotional – Kimberley College is committed in its duty to act in fairness and with due respect to the rights of all individuals involved. When investigating an issue, the College will strive to do so in a non-biased and ethical manner. Careful consideration to privacy and confidentiality is given to uphold the dignity, reputation and wellbeing of all parties involved within the perimeter of what is reasonable and practical.

Information will be shared in accordance with what is deemed to be in the best interests of the parties concerned as well as the College community.

6.5 **Communication and Documentation**

With the exception of minor indiscretions, a breach to this policy and/or the Student Code of Conduct will be communicated and documented. In most cases the College will communicate directly with a parent/carer as soon as is practically possible.

Documented information relating to student behaviour will form part of their student profile under the school system Teacher Kiosk within TASS. *This is a closed and secure system, with restricted staff permissions and access.*

Communication and documentation may involve:

- An email or phone call to a parent/guardian
- A notification through Parent Lounge.
- Register of a student note on the Pastoral Care Tab
- A formal letter to a parent/guardian
- A Positive Behaviour Support Card to monitor behaviour

6.6 ***External Investigation and Reporting***

The College may be required, by legislation, to report a student welfare or behavioural concern to an external authority such as the Department of Child Safety, Youth and Women, Department of Education (QLD) or Queensland Police Force. In such cases the College may not be able to inform a student's parent/guardian that they have made a report. The College also reserves the right to make a non-mandatory report if it is deemed that a child's safety or welfare has been threatened or compromised.

If a student is suspected or alleged to have committed a criminal act the College may report this to the police, even if the matter has been dealt with and resolved internally.

The College also reserves the right to report an incident to police even if the act was not committed by the student during school hours, on College property or during a College sanctioned activity/event. If such an act or other significant breach of the Student Code of Conduct is linked to Kimberley College, internal disciplinary action may be taken if the reputation or good standing of the College and/or safety of a community member is compromised.

6.7 ***Consequences and Sanctions***

6.7.1 Overview: The Kimberley College Board trusts and empowers the College Principal and Deputy Principal to take measures they deem reasonable and appropriate in order to uphold the values, ethos, reputation, welfare and safety of all members of the Kimberley College community.

These measures may involve the College staff imposing certain consequences or sanctions on students who breach this policy, other related policies and/or the Student Code of Conduct. When any form of disciplinary action is administered, the College will seek to act in a manner that is consistent with a student's dignity and other rights.

The 'Classroom Behaviour Management Summary' in 6.7.2 outlines the consequences that may be imposed on students. It does not provide a prescriptive list relating to specific misdemeanours or behavioural breaches.

This is because of the contextual nature of such issues and the personal circumstances of individual students. Teachers need to use their discretion on a case-by-case basis and consult with other staff members.

6.7.2 Classroom Behaviour Management Summary

Stage 1: Positive Classroom Management and Best Practice	
Are we setting our classrooms up for all of our students to be successful? <i>Consider the classroom environment, lesson activities, assessments, pedagogical model(s), differentiation, feedback, etc.</i>	
<i>Suggested Strategies</i>	
Classroom routines established and consistent.	Lesson/unit planning.
Clear communication & consistency across classrooms, boats and faculties.	Positive classroom expectations/rules displayed.
Appropriate classroom rules established in consultation with, and understood by students.	
Consistency with the enforcement of classroom rules.	Evidence of learning snapshot adjustments in planning and delivery (kept up-to-date).
Modelling appropriate behaviour and responses, including time management.	
Classroom and curriculum preparation <ul style="list-style-type: none"> - Well planned, interesting and engaging lessons. - Adjustments made to task complexity and delivery to accommodate the different needs of students. - The provision of sensory, visual and transition supports for students. - Classroom seating plan – if appropriate. - Teacher reflections to inform future planning. 	Lesson observations.
Developing a positive relationship with students and parents/carers.	Support from teaching colleagues, Heads of Faculty/Boat, and sub-school coordinators.
The teacher maintaining 'with-it-ness.'	Professional Learning.
Recognition of positive student behaviour, work ethic and/or achievements.	
Stage 2: Minor Conflicts – Between Teacher/Student	
<i>What strategies can we implement to support positive student behaviour? How can we help students to self-regulate and/or understand the impact of their actions? What can we do to maintain/restore positive relationships amongst students and staff?</i>	
<i>Suggested Strategies</i>	
The use of low-key responses: <ul style="list-style-type: none"> - Planned ignore. - Nonverbal intervention (the 'look', closer proximity, etc.). - Quiet private dialogue. - Choices given. 	Teacher discretion.
Verbal warning if the poor behaviour continues.	Reinforce lesson planning.
<i>If poor behaviour continues and is repetitive after verbal warning</i>	Revisit learning snapshots, liaise with Learning Enrichment team and consider new strategies.
Fair consequences need to be clearly articulated to, and understood by, students. These may include: <ul style="list-style-type: none"> - A change to seating. - In-class isolation from other students. - Reflective time 	Parent communication.
Restorative conversation <ul style="list-style-type: none"> - Scheduled teacher-student meeting outside of the classroom. 	Documentation on Pastoral Care Tab.
Teaching pro-social skills within the classroom. Circle time.	Notify (as FYI) Head of Boat (MS), pastoral care teacher and relevant Head of Faculty (SS) or Primary School Coordinator (PS).
Parent contacted by teacher by phone or email AND documented on the Pastoral Care Tab within Teacher Kiosk. (For PS, when 'Take 5' is reached).	Consult with Head of Learning Enrichment and/or College Counsellor for guidance on particular students and their needs.

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Stage 3: Frequent or Unresolved Conflicts – Heads of Faculty, Heads of Boat, and Sub-School Coordinators	
In what way(s) can team leaders support classroom teachers with difficult/complex student behaviours? How can team leaders empower classroom teachers to effectively manage student behaviour and rebuild a positive classroom environment?	
<i>Suggested Strategies</i>	
Restorative Interview <ul style="list-style-type: none"> - Formal meeting between the student, the classroom/pastoral care teacher and the Head of Faculty, Head of Boat and/or Primary School coordinator. - Setting clear expectations and goals for return to the classroom. - Parent communication and documented on Pastoral Care Tab. 	Lesson observation. Regular check ins with student and teacher. Notify Deputy Principal.
Reflective Time (suggested 60 minutes) <ul style="list-style-type: none"> - Run by Head of Faculty, Head of Boat or sub-school coordinator. (2 X 30-minute lunchtime sessions) - Communicate with parents/carers. - Documented on Pastoral Care Tab. 	Consult with Head of Learning Enrichment and/or College Counsellor for guidance on particular students and their needs.
Positive Behaviour Card <ul style="list-style-type: none"> - Issued to student by Head of Boat, Head of Faculty or sub-school coordinator. - Clear goals and expectations outlined. - Carefully monitored by issuer. - Parent communication and documented on Pastoral Care Tab. 	Heads of Boat and Heads of Faculty – collaborate with sub-school coordinators to problem solve.
Pastoral Care Team Meeting <ul style="list-style-type: none"> - Discuss frequent or unresolved conflict. - Map supports/actions moving forward. - Parent communication (may include a meeting) and documented on Pastoral Care Tab. 	
Sub-school coordinator meeting with parent/guardian and student. <ul style="list-style-type: none"> - Revisit Student Code of Conduct. - Discuss strategies for successful re-entry. 	
Stage 4: Unresolved or Major Conflicts – Deputy Principal	
As a school community, what can we do to support a transformation in student behaviour? What internal/external supports do they need? How can we set them up for success?	
<i>Suggested Strategies</i>	
All relevant information documented on the Pastoral Care Tab.	Consult with members of the Pastoral Care Teams.
Stages 1 – 3 have already been worked through meticulously (for unresolved conflict) and documented. (Parents/guardians have been informed at each stage).	Consult with SLT.
Appropriate action implemented by Deputy Principal: <ul style="list-style-type: none"> - Internal suspension. - External Suspension. - Probationary enrolment. 	Document on Pastoral Care Tab and communicate with all relevant parties.
Restorative Conference <ul style="list-style-type: none"> - With parents/guardians, student, external/internal specialists and Deputy Principal. - Action plan for re-entry. 	
Re-entry meeting with Deputy Principal (post-suspension). <i>Students cannot return to the classroom until this meeting has taken place.</i>	

Stage 5: Meeting with Principal

Formal meeting between the student, parent/carers and Principal.

6.7.3 *Probationary Enrolment*

Probationary enrolment can be imposed by the Principal or Deputy Principal. This will be documented as a formal letter addressed to parents/guardians outlining the reasons, terms and duration of the probationary enrolment.

During this period, designated staff will monitor the student's progress based on the terms of the probationary enrolment, identifying and appropriately communicating any breaches. A breach of the terms of probationary enrolment may lead to an extension of the probationary enrolment or the student's enrolment being terminated by the Principal.

6.7.4 *Suspension of Enrolment*

A suspension is a sanction whereby a student's enrolment at the College is temporarily placed on hold. This will be likely due to a significant breach of the Positive Behaviour Policy and the Student Code of Conduct. However, can also result from persistent unwillingness to adhere to the College's Student Code of Conduct.

The College may impose a suspension in the event that a student is alleged or suspected to have committed or been involved in a serious incident or criminal act. In such cases, the suspension may be imposed while an internal or external investigation is conducted.

The College may impose an internal (on campus) or external suspension. In the case of an internal suspension a student is required to maintain normal school attendance, uphold academic requirements as well as adhere to uniform and grooming standards. The conditions imposed will be determined by the Principal or Deputy Principal.

In the case of an external suspension, a student will be discharged into the full supervision of a parent/carer for the duration of the suspension. It is expected that the student be collected from the College at the earliest convenience.

6.7.5 *Cancellation of Enrolment*

When it becomes clear that a student is not responding appropriately to the College's disciplinary and pastoral care policies, the Principal reserves the right to cancel a student's enrolment at the College.

This will involve:

The student will be immediately withdrawn from the student body. The Principal will contact parents/carers and request a meeting. The Principal will ask the parents/carers to withdraw the student from the campus pending referral of the matter to the Chairperson of the College Board. Upon the ratification of the termination by the Chairperson of the College Board, the Principal will notify the parents/carers of the student.

If a parent/carer wishes to appeal the decision, they can:

Write a letter expressing their wish to appeal. The matter will be referred by the Principal to the College Board for determination. The College Board may request any person to attend before it or information to be provided to it that it considers may be of assistance to it in making its determination.

The determination will be final and binding by all parties.

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The enrolment of a student may immediately be cancelled by the Principal if the student is responsible for:

- The distribution or sale to Kimberley students on the College campus, or in any circumstances when students are under the auspices of the College, of any non-medicinal or non-prescribed drugs.
- The possession on campus or when under the auspices of the College of any non-medicinal or non-prescribed drugs, firearms, explosives or any other device likely to endanger the health and safety of other students.
- Any violent physical act or grossly offensive behaviour towards another person, within or outside of the College community.
- Major theft from the College.

7. Managing this Policy

7.1 Review

This procedure is to be reviewed every year or earlier if necessary. The Compliance Officer is responsible for reviewing or making approved modifications to the procedure and distributing.

7.2 Breach of Policy

All employees are expected to abide by College policies and procedures, failure to do so may lead to disciplinary action ranging from counselling to dismissal.

8. Related Policies

- Kimberley College - Student Anti-Bullying Policy
- Kimberley College – Student Code of Conduct
- Kimberley College – Staff Code of Conduct
- Kimberley College – Parent & Community Code of Conduct
- Kimberley College – Uniform and Personal Presentation Guidelines
- Kimberley College – Mobile Phones and other Screen Technology Guidelines