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INTRODUCTION

The essence of the Education Act centres round the entitlement of every student to access an education at their local school. In order to achieve this, it is necessary for teachers to accommodate all students into their teaching program. This is also a requirement of the DETWA Building Inclusive Classrooms Program: where students with special needs are integrated into mainstream schooling and appropriate learning programs are being delivered by teachers.

Teachers are also responsible for **developing a class behaviour management plan that supports the college behaviour management plan**. Documentation of types of behaviour, selected management strategies, parental contact and outcomes that have been agreed to through consultation with parents are individual classroom teachers' responsibility (these should be entered onto SIS system).

The Education Act is also very mindful of procedural fairness and these guidelines must be adhered to when dealing with all parties.

PURPOSE

The purpose of this Behaviour Management Plan is to provide students, parents and staff with a clear statement about the aims, outcomes, procedures and practices regarding student behaviour. This policy recognizes that parents and teachers share the same goals for the adolescents in their care:

- To ensure students' safety, welfare and well being;
- For students to develop an attitude to relationships that considers others' rights as well as their own;
- For students to accept responsibility and be accountable for their behaviour;
- For students to develop values inherent within the John Willcock College Vision Banners (see back page).

PHILOSOPHY

John Willcock College operates on the belief that all students have the right to learn. To do so means that each student works towards creating a climate that is positive and productive. **No student has the right to choose behaviour that infringes upon the rights of others.** As a staff we believe that home and school must share the responsibility for teaching young adults appropriate behaviour. By working together, we can increase the probability that students will learn responsibility and respect for others. By doing this, we can only increase their self-respect.

John Willcock College allows students to belong to and experience smaller educational communities in which students and teachers get to know each other well and develop trust and understanding. Within this structure, middle schooling practices seek to provide a school experience and educational programs that best suit the needs of young adolescents. Middle schooling recognises that young adolescents are adjusting to profound physical, social, and emotional change. They are in the process of growing towards independence with a need to gain experience in decision-making and responsibility as well as develop self-confidence, personal and social values and their own

sexual identity. Middle schooling at John Willcock College embraces an ethos and Behaviour Management Policy that recognises these needs of young adolescents.

Central to the philosophy of John Willcock College is that productive student classroom behaviour is best achieved within a positive teaching and learning environment and a relevant and engaging curriculum.

The key to effective school discipline, however, is the quality of the relationships between teachers and students. A comprehensive discipline program requires as much attention to pastoral care initiatives and the establishment of good working relationships as it does to effective sanctions for unacceptable behaviour. Teaching students to accept responsibility and develop self-discipline is the ultimate goal of school discipline programs. Aligning the college vision with the BMP has been a recent initiative with all staff supporting and practicing within the Restorative Justice framework.

POSITIVE INCENTIVES AND AWARDS PROGRAM

Staff at John Willcock College believe in acknowledging, recognising and rewarding students who display appropriate behaviour. This is an integral part of the Behaviour Management Policy and a key ingredient to its success.

Encouragement and Praise: Students who display appropriate behaviour are recognised verbally on a regular basis by staff.

Student of the Week Nomination/Incursions: Recognition for 100% attendance, wearing of the school uniform and demonstrating: We Aspire, We Belong, We Care, We Celebrate, We Learn, We Respect.

Subject Awards: Presented in Sub School and year assemblies to recognise students who have performed exceptionally in subjects or Learning Areas.

Letters of Commendation: Sent home to inform parents of their child's good behaviour. These should be created within the SIS system, and can be used by students as a record of their positive behaviour at the College.

Merit Points or "Apples" System: Recognition of students for work habits, displaying care, courtesy and consideration for others, as well as good citizenship. 'Apples' – major prize(s) each term.

College Honour Board: Outstanding student achievement is recognised and displayed in the foyer of the front office of the College.

JWC STUDYwiz: Student of the Week photograph displayed and noteworthy student achievements highlighted.

Newsletters: Noteworthy student achievements or participation in activities that bring credit to the College (and student) are highlighted in the College Newsletter.

Work Displays: Examples of student work are displayed in classrooms and various locations throughout the College to promote student achievement and excellence.

Written Comments/Stickers/etc: Positive feedback given to students by teachers for work that they have completed in class or at home. This includes entries / stickers **in the College Diary**.

Regular Sub School Assemblies: Presentation of merit certificates to recognise positive behaviours of students. 'Honourable' mentions for student achievements, Sub School 'Apple' draws.

Parental Contact: is made with parents via phone, letter and on Parent Nights to recognise and reinforce student achievement, positive behaviour and student success.

College Social: Students who demonstrate appropriate behaviour are invited to attend these out of school functions.

Sub School Reward Excursions: Students may be invited on reward excursions within their Sub School; usually one per term.

PROGRAMS

Countering Bullying

Mentoring

Peer-Skilling

CODE OF BEHAVIOUR

At John Willcock College, we support the **JWC Vision:**

‘ To create a community of life-long learners with well-balanced lives ’

- **We Aspire:** To be the best we can be: responsible citizens, honest and polite.
- **We Belong:** Our College is a warm, welcoming place.
- **We Care:** Care, Courtesy and Consideration are our defining practices.
- **We Celebrate:** We celebrate diversity and value individuals.
- **We Learn:** We are self reliant, independent thinkers.
- **We Respect:** We share respect for the self and for one another.

All staff and students at John Willcock College have the right to work in a safe, supportive, pleasant and productive learning environment.

It is the responsibility of all who are in the College to provide such an environment: For the enjoyment, protection and safety of every individual.

RIGHTS AND RESPONSIBILITIES

EVERYONE HAS THE RIGHT TO:

- Work without being interrupted.
- Be treated courteously and respectfully without fear of ridicule and/or intimidation.
- Work in a clean and safe environment
- Have any grievance heard fairly; especially if it involves bullying.

EVERYONE HAS THE RESPONSIBILITY TO:

- **Respect** other people's right to work.
- Treat others with **respect**.
- Keep the environment clean and **safe**.
- **Listen** to other people's grievances.
- **Report** any incidence of bullying to a staff member.

SCHOOL-WIDE EXPECTATIONS

- To show consideration, courtesy and respect to others and their property.
- To attend class regularly and on time.
- To make a reasonable attempt at work set within each lesson.
- We abide by the class rules negotiated by teachers and students.
- We foster a positive, safe and inclusive learning environment.
- We abide by Federal and State laws: State law prohibits the consumption or use of alcohol, cigarettes, illicit drugs or weapons on Department of Education and Training premises.

ROLES AND RESPONSIBILITIES

John Willcock College has adopted a whole-school approach to student behaviour management. To maximise the effectiveness of this approach, staff accept the following roles and responsibilities.

Classroom Teachers agree to:

- Create a positive, warm, welcoming and safe college environment.
- Be conversant with and implement classroom management practices and procedures which reflect current good practice.
- Be aware of the College Vision and ensure it is displayed in the classroom.
- Be consistent in approach and fair in application of behavioural consequences.
- Focus on the student's behaviour rather than the student.
- Formulate classroom rules in consultation with students. These rules will complement all of the stated rights of the school community.
- Place emphasis on the resolution/mediation of difficulties and conflict, following Restorative Practice protocol.
- Enter information onto the JWC SIS system whenever there are behavioural incidents or problems requiring resolution or mediation. Alert HOLA/SSL etc to entry. (Remember to enter positive or neutral behaviours as well, to give a better all-round view of the student).
- Follow up and follow through on behaviour management issues.
- Provide work (and follow-up) for students with lengthy approved absences and/or whilst on suspension.
- Make regular parent contact.

The Principal agrees to:

- Support the principles of the John Willcock College behaviour management approach.
- Promote a positive school environment.
- Provide collegial support for all staff.

- Manage end of line behaviour management strategies.
- Be approachable.
- Be visible.

Associate Principals agree to:

- Provide support for Sub School Leaders and teachers.
- Promote a positive school environment.
- Co ordinate John Willcock College behaviour management program: maintain consistency.
- Monitor student behaviour in the school grounds.
- Contact parents in writing.
- Analyse SIS Behaviour data and make recommendations to the Leadership group.
- Be approachable.
- Be visible.

Sub School Leaders/ Heads of Learning Areas/ Teachers in Charge/ Manager of Student Services agree to:

- Ensure the Behaviour Management Policy is followed in the Sub School or Learning Area.
- Establish a short-term withdrawal system in the Sub School or Learning Area.
- Provide support for classroom teachers as outlined in the policy.
- Counsel students from a pastoral care point of view, establish possible reasons for inappropriate behaviours and promote positive behaviours.
- Maintain contact with parents of students causing concern.
- Provide support to up-skill staff.

Non-Teaching Staff agree to:

- Promote a positive school environment.
- Fulfil duties according to the JDF relevant for the position held.
- Support the principles of the John Willcock College behaviour management plan.

Students agree to:

- Fulfil school-wide expectations and observe designated rights and responsibilities.
- Take responsibility for own actions.
- Follow agreed classroom rules.
- Follow reasonable teacher requests or directions.
- Complete set homework. (Definition of Homework in JWC Student Diary).
- Be prepared to discuss unacceptable behaviour.
- Accept consequences of unacceptable behaviour.
- Follow strategies put in place by teacher/HOLA/SSL etc. to attempt to modify unacceptable behaviour.
- If suspended: catch up on work missed during suspension.

Parents/Caregivers agree to:

- Support teachers and students to fulfil school-wide expectations – reinforce behaviour that is being sought by the JWC community.
- Provide explanation(s) for student absence from school.
- Provide basic stationery/equipment for their child.
- Check JWC Student Diaries regularly.
- Be aware of the College's Behaviour Management Plan.
- Respond to College's concerns by making contact with the relevant staff member.
- Support JWC in its attempt to modify student's unacceptable behaviour (if relevant).
- Attend meetings/interviews when requested by staff.
- Ensure that student completes work given whilst on suspension.

PROCEDURES FOR PARENT/CAREGIVER CONTACT

All staff are encouraged to maximise their contact with parents/caregivers. It is important that the efforts of students are recognised and acknowledged and parents/carers are informed of their child's progress. Letters of Commendation, Student of the Week nomination, phone contact, notes in college diary and scheduling parents/caregivers interviews are just some means of improving staff/parents/carers relationships. **Staff must contact parents when a child's disruptive behaviour is adversely affecting the learning of that child or others in the class.** All staff are reminded that they can call on other school personnel (Principal, Associate Principal, SSLs, HOLAs, TICs, Manager Student Services) to assist with interviews and parent/caregiver contact. Student Services personnel have considerable contact with parents/caregivers and are available to advise/assist teachers.

BEHAVIOUR MANAGEMENT – FLOW CHART

BEHAVIOURS

APPROPRIATE (Examples):

Wearing College Uniform
 Punctual to Classes
 Consistent Attendance
 Follow directions from staff
 Consistently show Care, Courtesy and Consideration; to all staff and fellow students.
 Uphold the JWC Vision

INAPPROPRIATE (Example):

Chewing gum
 No equipment
 Disruptive behaviours
 Not doing homework
 Not removing hat
 Teasing
 Late for class
 Entering room without permission
 Leaving room without permission
 Disrupting other students
 Swearing at other students
 Truancy
 Graffiti (in classroom)
 Failure to attend detention
 Refusal to follow teacher instructions
 Habitual lateness to class

Fighting
 Bullying
 Graffiti
 Swearing at teacher
 Out of bounds
 Smoking
 Refusal to follow instructions (often)
 Harassment of staff
 Repeated failure to do detention
 Serious breach of JWC Vision

Drug offences

**All
Staff**

**Classroom
Teachers**

**HOLA/TIC
SSL
Manager
Student
Services**

CONSEQUENCES

Diary Entry: Sticker/Stamp etc.
 Student of the Week nomination
 Letter of Commendation
 Excursions
 Special Events
 Sub School Rewards System
 Learning Area Reward System
 Whole of College reward System

Low Key techniques: Proximity, Mini-Verbal, Non-Verbal, RAB, Problem not the Student etc.
 Isolation in class
 Detention
 Parent contact: phone, letter
 SIS documentation
 Informal Contract
 Peer mediation
 Student counselling/mentoring
 Learning Area Contract
 Individual Behaviour Plan
 Parent Meeting
 Referral to HOLA/TIC/SSL/MSS

Case conference
 Parent contact
 Restorative Practice
 Mediation
 In College Suspension
 Detention
 Learning Area Suspension
 IBP: Student Achievement Card
 Risk Management Plan
 Home visits
 Formal contract
 Referral to Associate Principal
 Intention to Suspend

Case Conferences: Parent

Endangerment of staff	Associate Principals and Principal	Contact Suspension Referral to Outside Agencies Police Contact Exclusion Process
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STUDENT WITHDRAWAL FROM CLASS

Students may be placed in SHORT TERM subject withdrawal (1 lesson) by a teacher within their own Learning Area as a consequence of inappropriate student behaviour. The subject teacher should refer the student to their HOLA or TIC as part of the BMP process.

Longer subject withdrawal must be negotiated with SSL/HOLA and the student's parent/caregiver beforehand.

SUSPENSIONS

There are two categories of suspension under the new Education Act:

- **Immediate Suspensions:** The Principal may suspend a student immediately when there is a serious breach of College discipline that adversely affects or threatens the safety of a person.
- **Non-Immediate Suspension:** A situation where the student and their parent/caregiver are given the opportunity to respond to the issue and request reconsideration of the suspension.

Students at John Willcock College may be suspended for up to 10 days for the following types of behaviour:

- Physical assault or intimidation of staff
- Verbal abuse of staff
- Physical assault or intimidation of other students
- Verbal abuse of other students
- Damage to property
- Violation of BMP
- Illegal substances

In a situation where drug use is suspected, an assessment of the condition of the student will be made by the College Nurse or the Associate Principal if the nurse is not available. If necessary, First Aid should be administered.

RETURN FROM SUSPENSION

Before a student can be re-admitted to classes, the following process must occur:

- **The parent(s)/caregiver and the student must have an interview** with the relevant Associate Principal, or Manager of Student Services and the teacher involved in the incident. Other relevant staff members may be involved before the student can be allowed back into the classroom. This is to assist student integration back into the classroom and the College.

- When the student has resolved issues to the satisfaction of the relevant parties they are then returned to their normal timetable.
- A Behaviour Management Plan will be developed for the student through consultation with the parents, Manager of Student Services / Sub School Leader / Associate Principal.
- Students are also required to be on a Student Achievement Card for a minimum of one week.