

Western Cape College



Behaviour Management Policy

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DEVELOPMENT AND REVIEW

The WCC Behaviour Management policy is continually developing and will be reviewed at any time deemed necessary by the College Director.

AIMS OF THE POLICY

This policy aims to support the Principles:

- ❑ Pursue academic excellence for all students.
- ❑ Value and support the cultural diversity of its students.
- ❑ Provide pathways so every student is challenged to maximise their potential

and Values of the Western Cape College:

- ❑ Trust ❑ Courage
- ❑ Fairness ❑ Honesty
- ❑ Respect ❑ Love

This will be achieved by:

- ❑ Encouraging socially responsible behaviour
- ❑ Providing a supportive, orderly and safe school environment that ensures non-violent and non-discriminatory language and practices are modelled and reinforced by everyone.
- ❑ Developing and maintaining a success-orientated environment through program design, curriculum delivery, assessment and extra curricular activities.
- ❑ Promoting a model of behaviour involving courtesy, enthusiasm, involvement, knowledge and a sense of self responsibility.
- ❑ Developing a partnership between staff, students and their families in order to establish expectations and consequences related to student behaviour and learning.

CODE OF BEHAVIOUR

This code of behaviour is based on the democratic values of respect, equality and concern for the welfare, right and dignity of all members of the College community.

As students of Western Cape College we aim to aspire towards the following code of behaviour

LEARNING

- We are expected to:
- attend regularly
 - ask for assistance when we need it
 - co-operate with others to help us learn
 - organise our time
 - be punctual and prepared
 - do our best
 - keep classroom noise at a “working” level

RESPECT

- We are expected to :
- not say things which offend others
 - act against racism and other forms of ignorance and unfairness
 - treat school property and the property of others with respect
 - solve problems in a non-violent manner
 - respect the rights and opinions of others
 - choose language appropriate to the College and the classroom.

SAFETY

- We are expected to :
- strive to make our school a safe place
 - use equipment safely
 - follow safe procedures in the classroom, in the playground, on the buses, at the pool and with sporting equipment.
 - behave in ways which ensure people around us, and ourselves are safe.
 - take precautions to protect ourselves from danger

ENVIRONMENT

- We are expected to
- move safely into and around rooms, around the school and on the way to and from school.
 - wait outside classrooms quietly and in an orderly manner
 - put chairs, books and equipment away
 - move directly from one class to another (when required)

THE RIGHTS OF STUDENTS

A student has the right to :

- ❑ a quality education
- ❑ An education without undue interruption, disruption, fear or inhibition.
- ❑ Feel safe at school.
- ❑ Clear guidelines for rights, responsibilities and conduct and to know the consequences of misconduct.
- ❑ Appeal disciplinary action
- ❑ Be treated equitably, courteously and their property to be treated with respect
- ❑ Expect teachers to be punctual and prepared for class.

THE RESPONSIBILITIES OF STUDENTS

- ❑ To be prepared for School
- ❑ To respect the Code of behaviour and classroom rules
- ❑ To respect parents, teachers and other people
- ❑ To look after personal and public property
- ❑ To expect consequences to follow misbehaviour
- ❑ Be a model of appropriate and responsible behaviour
- ❑ Discourage and report any antisocial behaviour
- ❑ To treat other students and staff with courtesy, kindness and respect and aim to be co-operative and tolerant
- ❑ Participate in and take advantage of all learning opportunities
- ❑ Complete class work
- ❑ Respect the rights of others to learn

THE RIGHTS OF STAFF

Staff have the right to:

- ❑ Be treated courteously by students and other members of the school community
- ❑ Be free from verbal or physical abuse
- ❑ Be free from intimidation and to have their property treated with respect
- ❑ Work in a clean and safe environment
- ❑ Be free from discrimination

THE RESPONSIBILITIES OF STAFF

Staff have a responsibility to:

- ❑ Be well prepared, providing planned and appropriate educational activities based on the individual needs of students in a culturally empathetic manner.
- ❑ Make expectations students clear
- ❑ Maintain records of student behaviour
- ❑ Model appropriate interpersonal skills during daily routines in the classroom and within the school.
- ❑ Provide suitable organisation that establishes daily routines and creates a learning environment that is appropriately well ordered, peaceful, safe, non-threatening and conducive to learning.
- ❑ Establish simple classroom rules, display rules in the classroom, being consistent in their implementation and following through with consequences.
- ❑ Raise and/or respond to any concerns regarding the learning/school environment.
- ❑ Treat students and other members of the school community with respect and care

THE RIGHTS OF PARENTS

It is the right of all parents/guardians to:

- ❑ Know that their children learn in a safe, supportive environment
- ❑ Know that the educational programs focuses on improving learning outcomes
- ❑ Know that their children will receive a diverse range of learning opportunities
- ❑ Have their children prepared for an active and informed role in society, where they will accept responsibility for their own behaviours.

THE RESPONSIBILITIES OF PARENTS

It is the responsibility of the parents/guardians to:

- ❑ Encourage their children to contribute to a safe supportive environment
- ❑ Raise and or respond to concerns regarding unsafe behaviours
- ❑ Participate in the provision of resources, support, advice for their children
- ❑ Guide and support their children with making decisions that enhance learning opportunities

- ❑ Support school staff in the execution of the school code of behaviour.

PROCEDURES

FOR

MANAGING

STUDENT

BEHAVIOUR

PROACTIVE BEHAVIOUR MANAGEMENT STRATEGIES

Western Cape College believes positive and preventative strategies are a priority in managing behaviour in a supportive school environment. Below are some examples of strategies to ensure good classroom management and a positive learning environment. Teachers are expected to use any number of these strategies before referring a student to Admin.

□ MICROSKILLS

1. Establish expectations, incl. routines, classroom rules and consequences.
 - 2.a. Give clear, effective instructions.
 - 2.b. Use of Verbal and non verbal redirection
 3. Waiting and scanning
 4. Cueing with Parallel acknowledgment
 5. Body language encouraging
 6. Descriptive encouraging
 7. Selective attending
 8. Giving a choice
 9. Following through
 10. Defusing
-
- Smile and greet students every day.
 - Engage in community interaction and participation
 - Communicate with families
 - Foster peer group tolerance, co-operative behaviour and teamwork.
 - Demonstrate a genuine care for students.
 - Acknowledge and show a genuine interest in student's experiences outside of school.
 - Teach programs to develop:
 1. Social Skills
 2. Self-esteem
 3. Self-control skills
 4. Conflict resolution skills
 5. Strategies to foster skills of resiliency
 - Modelling expected behaviour (such as punctuality, manners, conflict resolution skills)
 - Notes and stickers in books and diaries
 - Use of praise and encouragement to whole class, groups and individual students. Focus on positives

PROACTIVE BEHAVIOUR MANAGEMENT STRATEGIES cont.

- ❑ Encourage students to take responsibility.
- ❑ Acknowledge successes no matter how small that assist in moving towards self-responsibility.
- ❑ Provide opportunities for choice
- ❑ Deal with primary concepts rather than isolated facts.
- ❑ Display class rules and refer to them often
- ❑ Have well planned lessons and effective time management.
- ❑ Be consistent – Certainty of *consequences* is infinitely more effective than severity.
- ❑ Be fair
- ❑ Build up weaknesses, build on strengths.
- ❑ Vary teaching styles
- ❑ Look for causes not symptoms
- ❑ Use the Premack Principle – Putting the preferred task before the reward. eg. If you finish these spelling, then you can use the computer.
- ❑ Be attuned to outside school influences.

NEGOTIATED CLASS RULES - 2

Negotiated class rules promote student ownership and accountability for appropriate behaviour.

Teachers are responsible for ensuring that rules are clearly displayed, referred to often and consistently reinforced.

Encourage active participation by students in decision making when formulating class rules.

Consider the rights and responsibilities table and ensure consistently with school rules.

Establishing Expectations

It is important to have clear boundaries for social behaviour so that everyone is clear about what is, and is not, regarded as responsible and safe in a particular context.

How to establish expectations

- Work out the class rules and consequences in negotiation with students.
- Publish the rules and consequences where students can see them.
- Keep the rules short, simple and phrased in observable terms. (Keep the rules to a minimum)
- Phase rules in and out as necessary.
- Make the rules positive. They have more impact if they describe what the students can do. E.g. “Keep our place tidy”, not “Don’t make a mess”.
- Refer to rules frequently.
- Model the values

Guidelines for Behaviour Consequences

- Be consistent
- Encourage student responsibility for own behaviour
- Use consequences relevant to the appropriate behaviour
- Consequences to occur as soon as possible (preferably within that school day)
- Be fair and reasonable.
- Consider the age of the student, seriousness and frequency of the behaviour
- Be sensitive when applying a general rule to a specific incident

CLASSROOM MANAGEMENT PLAN - 3

It is an expectation that each teacher will have a classroom management / discipline plan that they will enforce consistently. This plan will be based on the College Code of Behaviour of learning, safety, respect and environment. It is recommended that this plan is negotiated with students.

Classroom management / Discipline Plans – Benefits:

- Makes managing student behaviour easier.
- Protects students rights (ensures fair consistent dealings with students)
- Clearly defines rules and boundaries.
- Helps promote learning, safety and care for students and property.
- Provides consistent, appropriate consequences.
- Helps promote parental support.
- Helps promote administration support.
- Helps promote consistent positive recognition.

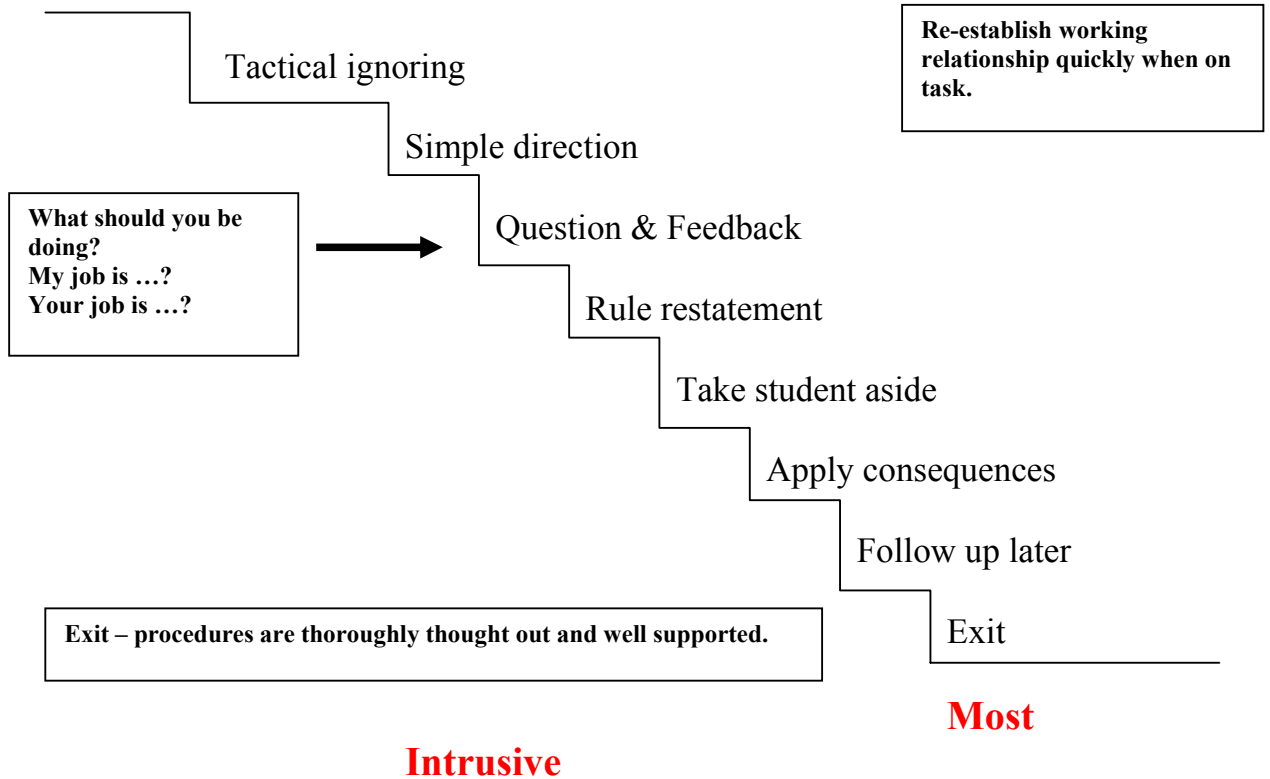
It is recommended that the Classroom Management / Discipline Plan include:

1. **Rules:** (negotiated with students) that all students must follow at all times. This involves – establishing expectations, clear, short instruction giving, waiting & scanning.
2. **Positive Recognition:** that students will receive for following the rules. This involves – cuing with parallel acknowledgment, body language encouraging and descriptive encouraging.
3. **Consequences:** (negotiated with students) that result when students choose not to follow the rules. Refer to possible consequences. this involves selective attending, giving a choice and following through.

When planning consequences it is important to consider the age of the students and the consequences must be easy to implement and not time consuming. See Least to Most Intrusive Management

Least to Most Intrusive Management

Least Intrusive



(Reference: Rogers, W. Decisive Discipline. Every Move You Make, Every Step You Take, video, Institute of Educational Administration, Geelong, Victoria.)

Using least to most intrusive management of student behaviour is a practice common to all classrooms and in the playground. This management practice promotes positive behaviour, is non-confrontational, reduces reactive practice and emphasises choice and ownership of behaviour.

IMPORTANT:

- You will refer to **Behaviour Management Skill Training Handbook 1996** for explanations and additional information.

Appropriate Behaviour - Positive Recognition- 5

Consistent and meaningful encouragement and reinforcement is important for all students.

Positive encouragement and reinforcement communicates your interest, confidence and high expectations to students. It also assists in building trust between teachers and students. Symbolic rewards are very effective when the meaning is clear to the student. Token rewards (stimulus-response) given outside of a meaningful, symbolic context are less effective.

When giving positive recognition remember:

Prompt reinforcement is effective reinforcement

The child needs to perceive the recognition as being linked to the real-life behaviour, and so the recognition must follow as soon as possible.

Pair Positives with Feedback and Further Goal Setting

Symbolic rewards need to be paired with meaningful feedback, as the child (especially ESL students) may not know why he/she is being recognized. Also, seize this chance to raise the bar and get the child to think about further opportunities for success. Encourage them to set realistic goals.

Keep Building the Positive Relationship

Make the most of the opportunity to communicate your enthusiasm, pride and interest. Encourage the student to feel the same way, so that this is something you share.

Clearly Link Rewards to Behaviour, Not Personalities

Make sure your language is focused on the quality of the work or behaviour, rather than the student.

Eg. Instead of saying, “You are such a good boy. Here’s a sticker.”

Try saying something like, “That is very good work. You’ve worked very hard on this letter. This sticker means this work is top quality. Okay, your next job is to finish your story. How can you make that top quality too?”

- ie.
1. Feedback on behaviour/work.
 2. Give symbolic reward.
 3. Make meaning of symbol clear.
 4. Move to further goal-setting. “What will you do next?”

Take Opportunities To Make Intrinsic Rewards Clear

Whenever possible, make the intrinsic rewards of real-life activities clear.

Eg. “Wow, that letter is great. When we send that to Daniela, she’ll definitely buy the videos you’ve asked for.”

Or, “Thanks for cleaning that up. It’s easier to work on a clean desk, isn’t it?”

Positive reinforcers Praise / Feedback	Considerations <ul style="list-style-type: none"> • Tie your praise/feedback to a specific behaviour. • Give praise/feedback immediately. • Avoid spotlighting. Praise quietly, one on one. • Consider students' age. 	Example “You have started writing Cameron, good listening.” “Your book is open, good.” “I like the way you...” “It feels good when you do a good job, doesn't it?” “Very responsible. That shows us you're a good leader.”
Positive follow-ups	<ul style="list-style-type: none"> • Ensure you communicate what the child did. • Notes, home visits, and oral messages to parents are useful. • Personal messages can also be attached to home learning doc's. 	To Renata The way you worked with your group today was great. I could see you were listening to the others' ideas. Well done. From Teacher
Special Privileges	<ul style="list-style-type: none"> • Should be individualised to match the student's interests, talents, etc. • Should be accompanied by a clear understanding that rights follow responsibilities. 	<ul style="list-style-type: none"> • Chosen for leadership roles. • Chosen for special activities. • Allowed more scope for “self-regulation” and “student direction” (see productive pedagogies). • Given extra time on/control of equipment. • Given new space in room.
Behaviour Awards	<ul style="list-style-type: none"> • Be sure that the award recognises the reason the award is being given. • Award must be meaningful, symbolic, and in context. • Include some reference to future goals set. 	<ul style="list-style-type: none"> • Student of the Week • Goal Achiever Award • Leadership Award • Teamwork Award • Statement of Merit
Tangible Rewards	<ul style="list-style-type: none"> • For immediate, short term gratification only. Not recommended as a principle strategy. • Is a symbol of success – not an end in itself. 	<ul style="list-style-type: none"> • Stickers • Bookmarks • Puzzles • Pencils • Toys
Non - verbals	<ul style="list-style-type: none"> • Provides immediate recognition. 	<ul style="list-style-type: none"> • Thumbs up and smile. • Nod of head. • Touch work.

CATEGORIES OF BEHAVIOURS REQUIRING INTERVENTION

Minor infringements on College Code of Behaviour - 4A

- Classroom:** Failure to bring correct equipment
Lateness to class.
Disruptive Behaviour in Class:
Eg. Calling out Shouting
Rudeness Back chatting
Deliberate refusal to complete tasks
Defiance Bullying/Harassment.
Inappropriate Language
Failure to complete Classwork
Failure to complete homework
- Playground:** Inappropriate Language
Out of Bounds Areas
Activities that may endanger others
Littering

Major infringements on College Code of Behaviour - 4B

- Examples: Assault – Verbal
Assault – Physical
Assault – sexual
Possession of Drugs and Alcohol
Theft Smoking
Vandalism Bullying
Swearing at staff
Use of Drugs
Obscene language and/or gestures
Gross Truancy
Gross Insolence
Possession of materials that may be seen as
pornographic/illegal
Persistent Disruptive Behaviour
Refusal to participate in programs of instructions

NOTE:

These lists are NOT exhaustive. The purpose of this is to provide a guide.

MANAGING STUDENT BEHAVIOUR -REFERRAL PROCESS-

If a student displays Category Two Behaviour or continues to infringe on Category One Behaviours, staff will be required to complete a Student Behavioural Referral Sheet. Each teaching staff member will be issued with a pad of Student Behavioural Referral Sheets, non teaching staff will be able to access a pad through the teaching staff.

The Student Behavioural Referral Sheet consists of an original (white) and a copy (yellow) page. When a staff member completes a Student Behavioural Referral Sheet they are to forward the original (white) to Admin and forward the copy (yellow) page to Admin on the same day. Admin will enter the information on the Managing Student Behaviour Database.

The Student Behavioural Referral Sheet is to be used to report:

- ❑ Incident – this can include information that the teacher wishes to be placed on the student's file for further reference. eg. student's actions and consequences.
- ❑ Referral – this can include a Category Two Behaviour or be the culmination of a number of incidents. Admin will provide consequences.

If a student displays **severe** Category One behaviours or any Category Two behaviours that are disruptive to the learning or safety of others, then that student can be removed **immediately** from the classroom using the Student Behavioural Referral Sheet. **Students that are removed must be sent straight to Admin with the original (white) Student Behavioural Referral Sheet.** The teacher will present the copy (yellow page) at a later time on the same day. Admin will manage the incident and consequences, teachers will be required to attend a meeting regarding the immediate referral. Mapoon and Naprunum Campus' will be required to complete the referral sheets for data collation.

The purpose of having the original and copy page is to ensure that referrals are received and entered by admin. It is the responsibility of staff to complete Student Behavioural Referral Sheets and to ensure that Admin receives the copy.

SEQUENCE FOR MANAGING STUDENT BEHAVIOUR

1. Campus Rules

Clearly displayed and referred to often.

2. Negotiated Class Rules.

Clearly displayed and referred to often.
Clear consequences consistently reinforced.

3. Classroom Management Plan / Strategies

4B Inappropriate Behaviour - MAJOR

4A Inappropriate Behaviour - MINOR

5. Appropriate Behaviour

Enforce Class Management Plan / Consequences

Positive Recognition

Appropriate Behaviour

Additional Rights & Responsibilities.

Inappropriate behaviour continues.

Increased opportunities for orbiting & advancement

6. Referral to administration with relevant documentation.

Leadership Roles

Increased Learning Autonomy

- Admin employs a variety of strategies
- CEC involved
- Parent consultation
- Guidance Officer involved

Support towards New Pathways & Worlds of Work

7.

- Restitution
- Re-entry strategy
- Returned to class
- Admin follow up

If a student continues to misbehave and is unwilling to accept responsibility for their behaviour, suspension or exclusion may be necessary.

MANAGING STUDENT BEHAVIOUR -DECISION MAKING-

In deciding upon a consequence for inappropriate behaviour the following points must be considered

- ❑ **Safety** – Of this student, other students and staff.
- ❑ **Learning**- Is this student capable of continuing learning, has it or will it affect other student's learning? Will it affect teaching?
- ❑ **Respect**- is the student showing respect for him/herself, others and/or property?
- ❑ **Age** – Which grade are the students in? Fighting in grade 1 may well have a different consequence to fighting in grade 11

History –

- ❑ **Frequency** of event – Has this happened before? How often?
Low frequency events would require a mandatory action,
High frequency events would require a maximum action
- ❑ **Recency** - How long ago? Is it a regular occurrence? Should an event 1 year ago be attributed to a current decision?
- ❑ **Intensity** – How intense was the event?
Low frequency events would require a mandatory action,
High frequency events would require a maximum action
eg. If graffiti, was it writing on a desk or spray painting on a wall? Was it a name or an abusive message?

Through the review of the above points Administrators shall deliver a consequence that is fair, just and maintains a safe supportive learning environment.

The following table provides information on consequences for inappropriate behaviour at Western Cape College.

INAPPROPRIATE BEHAVIOURS -CONSEQUENCES- 4A, 4B

DISOBEDIENCE

Disobedience, Lateness to school, Failure to bring equipment to class, Lateness to class, Failure to attend detention, Failure to follow school Procedure. Repeated incidences of above.

COLLEGE EXPECTATION

MINOR OCCURRENCE	MAJOR OCCURENCES
<p>SUGGESTED ACTIONS – repeated failure to respond to teacher strategies</p> <ul style="list-style-type: none"> <input type="checkbox"/> Parent Contact <input type="checkbox"/> Teacher /Student Contact <input type="checkbox"/> In Class Disciplinary action <p>MAXIMUM</p> <ul style="list-style-type: none"> <input type="checkbox"/> Suspension 	<p>MINIMUM</p> <ul style="list-style-type: none"> <input type="checkbox"/> Parent Contact <input type="checkbox"/> Teacher/Administration/Student Contact <input type="checkbox"/> In Class Disciplinary Action <p>MAXIMUM</p> <ul style="list-style-type: none"> <input type="checkbox"/> Suspension <input type="checkbox"/> In appropriate circumstances, recommendation for exclusion

MISCELLANEOUS

Disruptive Behaviour, Inappropriate Internet Access, Bringing Dangerous goods to school, Dangerous Behaviour, Insolence, Lying, Urinating in Public, Disrupting an Exam.

Bringing school into disrepute, Aggressive behaviour towards staff, Academic Dishonesty, Tampering with records, Forging Notes, In grounds While Suspended, Sent to Detention/Withdrawal Room Three Times, Bringing a Weapon to School.

COLLEGE EXPECTATION

MINOR OCCURRENCE	MAJOR OCCURENCES
<p>SUGGESTED ACTIONS – repeated failure to respond to teacher strategies</p> <ul style="list-style-type: none"> <input type="checkbox"/> Parent Contact <input type="checkbox"/> Teacher /Student Contact <input type="checkbox"/> In Class Disciplinary action <p>MAXIMUM</p> <ul style="list-style-type: none"> <input type="checkbox"/> Suspension 	<p>MINIMUM</p> <ul style="list-style-type: none"> <input type="checkbox"/> Parent Contact <input type="checkbox"/> Teacher/Administration/Student Contact <input type="checkbox"/> In Class Disciplinary Action <p>MAXIMUM</p> <ul style="list-style-type: none"> <input type="checkbox"/> Suspension <input type="checkbox"/> In appropriate circumstances, recommendation for exclusion

BULLYING	
Verbal, Physical, Teasing	
COLLEGE EXPECTATION	
MINOR OCCURRENCE	MAJOR OCCURENCES
<p>SUGGESTED ACTIONS – repeated failure to respond to teacher strategies</p> <ul style="list-style-type: none"> <input type="checkbox"/> Parent Contact <input type="checkbox"/> Teacher /Student Contact <input type="checkbox"/> In Class Disciplinary action <p>MAXIMUM</p> <ul style="list-style-type: none"> <input type="checkbox"/> Suspension 	<p>MINIMUM</p> <ul style="list-style-type: none"> <input type="checkbox"/> Parent Contact <input type="checkbox"/> Teacher/Administration/Student Contact <input type="checkbox"/> In Class Disciplinary Action <p>MAXIMUM</p> <ul style="list-style-type: none"> <input type="checkbox"/> Suspension <input type="checkbox"/> In appropriate circumstances, recommendation for exclusion

LANGUAGE	
Verbal intimidation, Verbal sexual harassment, Verbal Racist Harassment, Inappropriate Non Verbal Gesture, Foul Abusive Language, Foul Language Description (written or drawn), Spreading Rumours/Making adverse comments about others.	
COLLEGE EXPECTATION	
MINOR OCCURRENCE	MAJOR/REPEATED OCCURENCES
<p>SUGGESTED ACTIONS – repeated failure to respond to teacher strategies</p> <ul style="list-style-type: none"> <input type="checkbox"/> Parent Contact <input type="checkbox"/> Teacher /Student Contact <input type="checkbox"/> In Class Disciplinary action <p>MAXIMUM</p> <ul style="list-style-type: none"> <input type="checkbox"/> Suspension 	<p>MINIMUM</p> <ul style="list-style-type: none"> <input type="checkbox"/> Parent Contact <input type="checkbox"/> Teacher/Administration/Student Contact <input type="checkbox"/> In Class Disciplinary Action <p>MAXIMUM</p> <ul style="list-style-type: none"> <input type="checkbox"/> Suspension <input type="checkbox"/> In appropriate circumstances, recommendation for exclusion

SUBSTANCE ABUSE

Smoking, Under the Influence of Alcohol/Prescription Drugs/Marijuana/Hard Drugs/Chemical Inhalants, Possession/Distribution of Alcohol/Prescription Drugs/Marijuana/Hard Drugs/Chemical Inhalants, Possession of Implements for Substance Abuse. **Consult Appendices A & B**

COLLEGE EXPECTATION

FIRST/MINOR OCCURRENCE	REPEAT/MAJOR OCCURENCE
MINIMUM <input type="checkbox"/> Parent Contact <input type="checkbox"/> Teacher/Administration/Student Contact <input type="checkbox"/> Suspension if appropriate, or other alternatives <input type="checkbox"/> Contact Police MAXIMUM <input type="checkbox"/> In appropriate circumstances, recommendation for exclusion	MINIMUM <input type="checkbox"/> Parent Contact <input type="checkbox"/> Teacher/Administration/Student Contact <input type="checkbox"/> Suspension <input type="checkbox"/> Contact Police MAXIMUM <input type="checkbox"/> In appropriate circumstances, recommendation for exclusion

ASSAULT

Physical violence Student to Student, Student to Teacher, Student to Other, Student to Animal, Sexual Assault, Physical Violence with a Weapon, Inciting others to Violence

COLLEGE EXPECTATION

FIRST/MINOR OCCURRENCE	REPEAT/MAJOR OCCURENCE
SUGGESTED ACTIONS – dependant on severity and intensity of action <input type="checkbox"/> Parent Contact <input type="checkbox"/> Teacher/Administration/Student Contact <input type="checkbox"/> Suspension if appropriate, or other alternatives <input type="checkbox"/> Contact Police MAXIMUM <input type="checkbox"/> Suspension <input type="checkbox"/> In appropriate circumstances, recommendation for exclusion	MINIMUM <input type="checkbox"/> Parent Contact <input type="checkbox"/> Teacher/Administration/Student Contact <input type="checkbox"/> Suspension <input type="checkbox"/> Contact Police MAXIMUM <input type="checkbox"/> In appropriate circumstances, recommendation for exclusion

PROPERTY OFFENCES	
Graffiti, Vandalism, Theft, Arson, Break and Enter, Computer Hacking, School Property Damage.	
COLLEGE EXPECTATION	
FIRST/MINOR OCCURRENCE	REPEAT/MAJOR OCCURENCE
<p>SUGGESTED ACTIONS – dependant on severity and intensity of action</p> <ul style="list-style-type: none"> <input type="checkbox"/> Parent Contact <input type="checkbox"/> Teacher/Administration/Student Contact <input type="checkbox"/> Contact Police if appropriate <p>MAXIMUM</p> <ul style="list-style-type: none"> <input type="checkbox"/> Suspension if appropriate, or other alternatives 	<p>MINIMUM</p> <ul style="list-style-type: none"> <input type="checkbox"/> Parent Contact <input type="checkbox"/> Teacher/Administration/Student Contact <input type="checkbox"/> Suspension <input type="checkbox"/> Contact Police if appropriate <p>MAXIMUM</p> <ul style="list-style-type: none"> <input type="checkbox"/> In appropriate circumstances, recommendation for exclusion

APPEAL

Any student whose conduct may warrant suspension or cancellation of enrolment will be provided the right to *APPEAL*. (as per Education Act)

This process can be used to appeal any of the following decisions:

- ☐ Suspension for more than five (5) school days.
- ☐ Suspension with a Recommendation for Exclusion
- ☐ Cancellation of Enrolment.

If the submission is against a Recommendation for exclusion, it must be given to the Principal's supervisor **within five school days** from when you are notified.

Within a submission, reasons for which you question the Suspension, Recommended Exclusion or Cancellation of Enrolment and facts that support a case should be clearly stated.

Any information that is provided in a Submission for Appeal will be used by the Executive Director (Schools) to review the Principal's decision.

RE-ENTRY STRATEGY

Re-entry applies when a student has been withdrawn from “normal” classroom activities eg: time out in class, administration time out, internal suspension and school suspension.

A re-entry strategy:

- focuses on students taking responsibility for their own actions/behaviours.
- engages students in problem solving and goal setting.
- reinforces rules and consequences and requires student reflection
- involves time and consistency
- involves a form of consultation with the student before they re-enter “normal” classroom activities
- may involved verbal, written or drawn responses
- requires an understanding by the student to abide by the rules when they re-enter



Western Cape College Return from School Disciplinary Absence Procedure

Student Name: _____

Class: _____

Interview Date: / /
Present

Reason/s for suspension: Why were you suspended? What did you do? What rule did you break?

Reflection: How do you feel about what you did?

History: Have you been suspended before? Why? How many times? How long?

What did you plan to change when you returned last time?

Did the plan work? Why?

Are you willing to work out a plan for this incident?

Goals: What do you want to change to return to school?

Plan: How will you do this?

Reality check: What will you do if others stir you up? What will you do if you feel that it is happening again?

Support: Who can help you stick to your plan?

Return Action: How can we tell you are taking responsibility for your actions?

Commitment: How do we know that you are serious?

What will happen if next time the same thing occurs?

Do you agree to all parts of this plan and commit to following it? _____

Signed:

--

Feedback

Copy

Phone

Interview

Case Management meeting

To: _____

Date: _____

Further action required:

TRUANCY

Definition of Truancy:

Any lost time from class **without** the permission of the classroom teacher for that period.

Reporting of Truants:

Any student absent from class will be reported for truanting if their name does not appear on the Daily Roll.

Administrative Guidelines and Procedures Regarding Truancy

Role of the student:

1. Attend classes at all times.
2. If planning to be out of class for any reason, eg. To see the Guidance Officer, be sure to provide the classroom teacher with advice of absence prior to class.

Role of the Teacher:

1. Take attendance every class period and keep a record.
2. Submit a **Truancy Report** form (Annex D) to Admin at the *end of each day*.
3. Limit the amount of movement out of class, eg. Toilets, drinks etc.

Role of Administration:

1. Keep a record of all notified unexplained absences during lessons.
2. Offer the student an opportunity to satisfactorily explain an absence from class. If no satisfactory explanation is provided, suitable consequences may be put in place, eg. Detention, litter duty etc.
3. Notify parent/guardian when unexplained absences from classes continue.


Roll of the Parent:

1. Encourage your child to attend classes at all times and to not excuse themselves from class on a regular basis.
2. Treat a Truancy Report seriously and discuss the matter with your child.

DOCUMENTATION

TEACHER DOCUMENTATION

Teachers will be supplied with all necessary forms to document and report behaviour. It is most important, both **legally** and **organisationally**, that these forms are used and that a current record of minor offences is kept at all times. From time to time Administration will call on this documentation to be used in parent interviews or to support student suspensions, reviews, exclusions or other legal matters.

 <small>WESTERN CAPE COLLEGE</small>	<h2 style="margin: 0;">Student Behavioural Referral Sheet</h2>	<small>(office use only)</small>																										
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"> Student _____ Date _____ Time: _____ Referral <input type="checkbox"/> <small>(to Behaviour Support)</small> </td> <td style="width: 50%; border: none;"> Subject _____ Location _____ Staff: _____ Incident <input type="checkbox"/> <small>(recorded on student file)</small> </td> </tr> </table>			Student _____ Date _____ Time: _____ Referral <input type="checkbox"/> <small>(to Behaviour Support)</small>	Subject _____ Location _____ Staff: _____ Incident <input type="checkbox"/> <small>(recorded on student file)</small>																								
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WESTERN CAPE COLLEGE

STUDENT PROGRESS REPORT

NOTE

Comment on any aspect of this student's work/attitude/behaviour etc.

Name:

Form:

Teacher:

Subject:

Behaviour	Very Good	Good	Satisfactory	Poor	Very Poor	Specific Comments (if desired)
Class work						
Correct Materials to Class						
Homework (where applicable)						
Assignments						
Attitude						
Behaviour						
Co-operation						
Punctuality						

General:

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Possible Consequences for Students involved in Inhalant Abuse Activities at School

APPENDICES A

The responses outlined below are a **GUIDE** only. The consequences for students involved in an inhalant abuse related incident should be considered in the context of the student's whole life, family situation, mental and emotional health, intellectual ability and degree to which they may have been in control of their actions and decisions. Suggested responses are neither mutually exclusive nor in any order of priority.

Inhalant abuse is the deliberate inhalant or sniffing of common products found in homes/ communities to obtain a "high." The following categories of products can be classed as Inhalants: petrol, glues/adhesives, nail polish remover, marking pens, paint thinners, spray paints, lighter fluid, propane gas, correction fluid, household cleaners, cooking sprays, deodorants, fabric protectors and any aerosol.

Level of involvement	Possible response or combination of responses
1. Knowledge of inhalant abuse activities at school not communicated to teachers or administration.	<ul style="list-style-type: none"> • Referral to Community Justice Group • Counselling by administration • Referral to parents • Referral to Guidance Officer • Referral to Qld Health
2. Requesting supply of an Inhalant from another student on school premises. Request not fulfilled.	<ul style="list-style-type: none"> • Referral to Community Justice Group • Counselling by administration • Referral to parents • Referral to Guidance Officer • Referral to Qld Health
3. Involvement via proximity to an activity, in the presence of others using or supplying an inhalant.	<ul style="list-style-type: none"> • Referral to Community Justice Group • Counselling by administration • Referral to parents • Referral to Guidance Officer • Referral to Qld Health • Detention • Withdrawal of privileges
4. Coming affected by Inhalant onto school premises or to school functions.	<ul style="list-style-type: none"> • Referral to Community Justice Group • Counselling by administration • Referral to parents • Referral to Guidance Officer • Referral to Qld Health • Five-day suspension and counselling by guidance officer
5. Possession or use of a quantity of Inhalant on school premises or at a school function.	<ul style="list-style-type: none"> • Referral to Community Justice Group • Referral to Guidance Officer • Referral to Qld Health • Parents notified • 5-20 day suspension and counselling
6. Repeated coming to school while affected by Inhalants.	<ul style="list-style-type: none"> • Referral to Community Justice Group • Referral to Guidance Officer • Referral to Qld Health • Parents notified • Exclusion

The involvement of police may be necessary in some of the above situations, even when not specifically indicated, if there is a real possibility of harm to others or to property, or there is associated unlawful activity, such as theft or drink/drug driving.

Possible Consequences for Students Involved in Drug Related Activities at School

The responses outlined below are a **guide only**. The consequences for students involved in a substance abuse/drug related incident should be considered in the context of the student's whole life, family situation, mental and emotional health, intellectual ability and degree to which they may have been in control of their actions and decisions. Suggested responses are neither mutually exclusive nor in any order of priority.

Level of involvement	Possible response or combination of responses
1. Knowledge of substance abuse or drug-related activities at school not communicated to teachers or administration.	<ul style="list-style-type: none"> • Counselling by administration • Referral to parents
2. Requesting supply of an illicit or abusive substance from another student on school premises. Request not fulfilled.	<ul style="list-style-type: none"> • Counselling by administration • Referral to parents
3. Involvement via proximity to an activity, in the presence of others using or supplying.	<ul style="list-style-type: none"> • Counselling by administration • Referral to parents • Detention • Withdrawal of privileges
4. Coming intoxicated/affected onto school premises or to school functions.	<ul style="list-style-type: none"> • Counselling by administration • Referral to parents • Five-day suspension and counselling by guidance officer
5. Smoking tobacco on school premises or at school functions.	<ul style="list-style-type: none"> • Health warning • Warning as to breach of school rules • Detention
6. Repeatedly smoking tobacco on school premises or at school functions.	<ul style="list-style-type: none"> • Referral to parents • Quit program and/or counselling by guidance officer • Detention • Counselling
7. Using alcohol on school premises or at school functions.	<ul style="list-style-type: none"> • Health and illegality warning • Referral to parents • Suspension and counselling by guidance officer

Some situations may be effectively addressed by developing strategies cooperatively with students.

8. Supplying alcohol on school premises or at school functions.	<ul style="list-style-type: none"> • Health and illegality warning • Referral to parents • Suspension and counselling by guidance officer
9. In possession of or using a small quantity of illicit or abusive substance on school premises or at a school function.	<ul style="list-style-type: none"> • Health and illegality warning • Referral to police • Parents notified • Suspension and counselling by guidance officer
10. Repeated possession or use of a small quantity of illicit or abusive substance on school premises or at a school function.	<ul style="list-style-type: none"> • Health and illegality warning • Referral to police • Parents notified • 5-20 day suspension and counselling
11. In possession of a large quantity of an illicit or abusive substance on school premises or at a school function.	<ul style="list-style-type: none"> • Health and illegality warning • Referral to police • Parents notified • Exclusion and counselling
12. Sale or supply of a small quantity of an illicit or abusive substance on school premises or at a school function, to minors.	<ul style="list-style-type: none"> • Health and illegality warning • Referral to police • Parents notified • Exclusion; exclusion for one semester; exclusion for one year and counselling • Community Accountability Conference
13. Sale or supply of a large quantity of an illicit or abusive substance on school premises or at a school function, to minors.	<ul style="list-style-type: none"> • Health and illegality warning • Referral to police • Parents notified • Exclusion and counselling
14. Repeated sale or supply of illicit or abusive substances whilst on school premises or at a school function.	<ul style="list-style-type: none"> • Health and illegality warning • Referral to police • Parents notified • Exclusion from all schools and counselling

The involvement of police may be necessary in some of the above situations, even when not specifically indicated, if there is a real possibility of harm to others or to property, or there is associated unlawful activity, such as theft or drink/drug driving.

The Requirement for Police involvement in Drug Related Incidents in Schools

Description of drug related incident at school	Must inform police
1. A substance believed to be an illicit drug is found.	Yes
2. Student admits to drug use at school, but no substance found.	No
3. Reason to believe (reliable witness) a student has an illicit drug in their possession, or in their bag or locker.	Yes
4. Student seen flushing what is thought (or a student or teacher thinks) to be a drug down a toilet, no substance is obtained.	No
5. A bong is found, no student and no substance.	Yes
6. A student admits to using marijuana on Saturday night, not at a school function.	No
7. A student is <i>dobbed in</i> by another student for using a drug, but no evidence is presented.	No
8. Reasonable evidence is presented that a student is selling drugs to other students.	Yes

The responses indicated above are generally in line with police procedures and comply with relevant laws. They can, however, only be a guide and each situation needs to be assessed on a case by case basis.

In the case of the bong, Point 5, teaching staff do not have any powers under the *Drugs Misuse Act 1986-1993* to deal with it in any way, including destroy it. It should be placed in a secure place with details of where it was found until it can be collected by police.

Even when not mandatory, it may be desirable, to involve police, for example a Juvenile Aid Bureau officer in a counselling situation with the student and the parents or guardian.

Police **must** be called if any student is found in possession of or using an illicit substance at school. Parents need to be advised.

MAPOON CAMPUS - 1

RULES:

1. Everyone has the right to feel safe
2. If in doubt about anything that is happening consult rule 1

NAPRANUM CAMPUS –1

Napranum Campus Rules are based on the Rights and Responsibilities as outlined below.

SAFETY	RESPECT
LEARNING	SUPPORTIVE ENVIRONMENT

Staff are responsible for ensuring that school rules are clearly defined, displayed and referred to often. Students need to understand the rules and consequences and accept responsibility for their actions. Consistent reinforcement of rules and consequences is expected.

OUR CAMPUS RULES

1. ACT SAFELY	<input type="checkbox"/> Play in safe places <input type="checkbox"/> Walk on the concrete <input type="checkbox"/> Keep hands and feet to yourself <input type="checkbox"/> Cooperate with others <input type="checkbox"/> Walk your bikes on the concrete <input type="checkbox"/> Ride your bikes before and after school only
2. SHOW RESPECT	<input type="checkbox"/> Speak politely <input type="checkbox"/> Listen with respect <input type="checkbox"/> Look after our things and those of others <input type="checkbox"/> Follow instructions
3. BE READY TO LEARN	<input type="checkbox"/> Follow directions <input type="checkbox"/> Be in the right place at the right time <input type="checkbox"/> Listen to our teachers <input type="checkbox"/> Work together with other students, teachers and teacher-aides <input type="checkbox"/> Be prepared
4. CONTRIBUTE TO A SUPPORTIVE ENVIRONMENT	<input type="checkbox"/> Follow directions <input type="checkbox"/> Keep our grounds tidy <input type="checkbox"/> Put rubbish in bins <input type="checkbox"/> Eat food in the covered areas sitting at tables <input type="checkbox"/> Care for school property and grounds

AURUKUN CAMPUS –1

CAMPUS RULES

Aurukun Campus School Rules are based on and encompass the Rights and Responsibilities of Western Cape College.

These rights and responsibilities are covered by the following three concepts:

LEARNING SAFETY CARE

Staff are responsible for ensuring that school rules are clearly defined, displayed and referred to often. Students need to understand the rules and consequences and accept responsibility for their actions. Consistent reinforcement of rules and consequences is expected.

Practices for the management of student behaviour will include:

- Promotion and support of positive behaviour
- Use of least to most intrusive management style
- Non-confrontational focus
- Emphasis on choice and ownership of behaviour
- Collegial support

The school rules of **SAFETY**, **LEARNING** and **CARE** apply in all circumstances, eg.

If a child is talking to another student in class when they should be listening, they are infringing on the other student's right to **LEARN**, and they are also not **LEARNING** themselves. That student is not fulfilling his or her own responsibility to **LEARN**.

When teasing or fighting occurs, the victim's right to be **SAFE** at school is being compromised. The perpetrators also have a responsibility to act in a **SAFE** way and respect everyone's right to feel **SAFE** at school.

Any property belonging to students, teachers or the school is covered by the **CARE** rule. Students have a responsibility to **CARE** for themselves, for each other and for property.

These three rules not only govern the management of student behaviour in classrooms, but apply to the playground as well. There are certain out of bounds areas, eating times and ball game restrictions, which will apply and need to be clarified with staff regularly by use of the day book, staff meeting or other means.

WEIPA CAMPUS –1

Campus rules:

Classroom
<p>All students are expected to :</p> <ul style="list-style-type: none"> • Arrive at lessons prepared to work , with the correct equipment. • Follow directions given by the teacher • Keep hands, feet and objects to oneself. • Complete homework and assignments on time • Use appropriate language
Playground
<p>All students are expected to :</p> <ul style="list-style-type: none"> • Walk on the concrete. • Use appropriate language at all times whilst playing or participating in outdoor activities. • Play safe and look after the safety of others. • Remain in the area assigned and do not enter “Out of Bounds” or restricted areas. • Report any incident to the teacher on playground duty. • Look after the property of the school and of other people. • Wear a hat whilst outdoors. • Place rubbish in the bins provided.

ROUTINES:

1. ENTRY/EXIT OF ROOMS

Entry:

- 1.1 Expect punctuality and quiet straight lines
- 1.2 Students must bring all materials (unless otherwise provided), students should not return to bags during class.
- 1.3 Student bags are to be left outside classrooms.

Exit:

- 1.4 Students are dismissed at the teacher’s request on the stipulated time.
- 1.5 Students are required to be at the next class within two minutes of dismissal time.

2. CLASS PASS

- 2.1 Teachers will be issued with a Class Pass. These are given to a student who needs to leave the classroom to go to the office, resource centre, or toilet. Students will return the Class Pass to that teacher upon returning to class.

3. LATE NOTES

- 3.1 Late notes are issued from the office for the following circumstances only:
- a) For late arrivals to school. Students must go through the office.
 - b) For the return of students to class from Administration.

ROUTINES

1. FORM CLASS

- 1.1 Teachers are responsible for reading notices, marking the roll, indicating when notes have been received/to be sent home. And from time to time, additional tasks.
- 1.2 If a student misses an afternoon form class with no apparent reason, the form/class teacher should indicate such on afternoon roll.

2. VALUABLES/JEWELLERY/MEDICATION

- 2.1 All students are to leave medication (except Ventolin) and valuables with the Office. Students are to go to the office to collect medication when required. Any student who is seen to have any drugs/medication in their possession must be immediately referred to the office.
- 2.2 Students are permitted to wear watches, studs/sleeper earrings.

3. UNIFORM

- 3.1 School shirt or house shirt, royal blue or black shorts, school dress, closed in shoes (7-12 compulsory)

HATS

- 4.5 The no hat no play policy is effective for all grades.

5 MOBILE PHONES

- 5.1 Are not to be brought to school

4. EXCURSIONS

- 4.1 School uniform is to be worn
- 4.2 Students, who, in the past, have not upheld the Code of Behaviour, may be excluded.
- 4.3 The Code of Behaviour applies during **ALL** school activities.