

BEHAVIOUR MANAGEMENT POLICY

Purpose:

The purpose of this Policy is to:

- Describe the Australian Trades College – Western Australia’s (ATC WA) policy regarding behaviour management;
- List the legislation to which this policy is relevant to and complies with;
- Specify other internal documents relevant to this policy; and
- Describe who the policy relates to.

The behaviour management processes and procedures will be described in two separate documents - *Behaviour Management Strategy and Procedures* (in draft) and the *Behaviour Management Plan* (in draft).

Policy Statement

Key to the *Behaviour Management Policy* is an emphasis on developing a learning environment that is welcoming, supportive and safe. The learning environment of the College sets the tone and conveys the way in which students are valued as well as reflecting expectations regarding behaviour. The ATC WA encourages positive social participation and self discipline.

The ATC WA manages student behaviour in accordance with the principles of procedural fairness, cultural sensitivity and with a responsive attitude towards the needs of the student. The *Behaviour Management Plan* promotes positive social relations in a supportive learning environment.

The *Student Code of Conduct* details the College’s expectations of student behaviour. Where students fail to conduct themselves in accordance with the Code, this constitutes a breach of school discipline. The *Behaviour Management Plan* (in draft) details the College’s strategies and procedures in regards to managing student discipline problems.

Definitions

A student ‘**breach of school discipline**’ refers to any act or omission that impairs the good order and proper management of the school. A breach of school discipline can also be a breach of the *Student Code of Conduct*, or alternatively a breach that adversely affects or threatens the safety of a person at the school.

The ‘**Student Code of Conduct**’ describes the school’s expectations of student behaviour and management procedures to implement the code.

‘Procedural fairness’ is a process in which decision makers act fairly, independently and provide reasons for their decisions and one in which the person affected by the decision is given an opportunity to be heard.

“Bullying” is when an individual or group misuses power to target another individual or group to intentionally threaten or harm them on more than one occasion. This may involve verbal, physical, relational and psychological forms of bullying. Teasing or fighting between peers is not necessarily bullying.

“Bystander” bullying also involves children who may not be directly involved in the bullying nor are they directly bullied, who are referred to as “bystanders”. A bystander is someone who sees the bullying or knows that it is happening to someone else.

“Conflict” involves a disagreement where one or both party’s needs are not being met. It does not involve an abuse of power, even if the parties do not have perceived equal power/

“Cyber Bullying” involves the use of information and communication technologies such as e-mail, text messages, instant messaging and websites to engage bullying of other individuals or groups. This technology provides an alternative means for verbal, relational and psychological forms of bullying

Key Information

The *Behaviour Management Strategies and Procedures* document (in draft) details specific consequences for breaches of the Code, and other behaviours which do not meet behaviour standards.

The behaviour management processes and procedures will be described in two separate documents - *Behaviour Management Strategy and Procedures* (in draft) and the *Behaviour Management Plan* (in draft).

Principles:

The following principles serve as a guide to the management of student behaviour:

- Student wellbeing and the prevention of inappropriate behaviour is enhanced through a focus of early intervention and prevention
- The use of curriculum and learning programs encourages engagement by students
- Student behaviour is best managed in ways that promote restorative practices and are educative in nature
- All decisions relating to the management of student behaviour and the implementation of this policy are made according to the principles of procedural fairness
- Teacher’s behaviour management process will acknowledge the duty to take reasonable care for the safety of staff and students
- Students behaviour must not be viewed in isolation, but as part of an interaction between the student, staff and the College community

- College staff will demonstrate accountability for evidence based decision making, reporting and referral to appropriate support, and record keeping

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Policy Created :	20/09/2006
Policy Custodian:	CEO
Approved By :	CEO
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Related Policies / Procedures/ Documents :	<i>School Education Act 1999 School Education Act Regulations 2000 ATC WA Student Code of Conduct ATC WA Behaviour Management Plan (in draft)</i>