

RENWICK SCHOOL

Behaviour Management Policy

Rationale

One of the central tasks of any school is to manage/modify inappropriate student behaviour – learning and social. We view this as a partnership, sharing responsibility between the school, home and the community with an emphasis on restorative justice practices.

Purposes

- 1) To provide a safe, happy environment in which effective learning can take place and student self-esteem and security are paramount.
- 2) To embed our school vision statement as a basis for all behaviour management.
- 3) To implement a system for the effective management of unacceptable student behaviour within the school environment.
- 4) To promote effective modification of disruptive student behaviour through staff and parent/caregivers consultation and intervention programmes.
- 5) To develop individual education or social plans for students causing concern, in consultation with parents/caregivers and/or outside agencies.
- 6) To ensure that all teachers have collegial support.
- 7) To continue staff support and development programmes on intervention strategies.
- 8) To ensure that correct procedures are followed in the case of gross misconduct or serious harm by any student.

Broad Guidelines

1. Teachers will carefully assess those students who have been identified as making poor choices or exhibiting inappropriate behaviour.
2. A three stage system of behaviour management will operate for those students who display persistent or major, escalating, disruptive behaviour patterns. Stage 1 will be the responsibility of the Classroom Teacher/Team Leader and Stage 2 will be the responsibility of the Deputy Principal, Stage 3 “Principals Discipline Trail”, will be the responsibility of the Principal.
3. Restorative Practices will be employed as appropriate.
4. To ensure consistency among staff a set of Discipline Procedures will be specified providing details of the various steps to be followed in the Three Stage Discipline Plan.
5. The student will be best helped, through assistance provided to his/her classroom teacher, in consultation with parents and support services where appropriate.
6. Through the “sharing” process, the skills and knowledge of teachers in dealing with behaviour management problems will be increased.
7. All Staff will continue personal professional development as needs arise.
8. Relevant out of school aspects of behaviour will be dealt with by the Principal.
9. The “Guidelines for Principals’ and Boards of Trustees on Stand Downs, Suspensions, Exclusions and Expulsions” will be followed

Conclusion

Through early interventions, collegial support, and parental co-operation, disruptive and inappropriate behaviour will be positively managed in the interest of all students.

Written by the Principal and Staff: 2011

Reviewed: August 2015, 2017