

Section: Operations
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Page: Page 1 of 4
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SCHOOL BEHAVIOUR MANAGEMENT

Peter Moyes Anglican Community School promotes values that are in keeping with the Christian ethos. We are an Anglican school that values spirituality, excellence, honesty, respect, acceptance and justice. These values underpin our expectations of how students should behave.

Our School's behaviour management is based on the philosophy of pastoral care, where all members of the School community;

- are treated with dignity and justice
- feel safe and secure
- are free to be involved in the teaching and learning process unhindered by any anti-social behaviour
- are aware of the rights, but also the responsibilities, to themselves and others
- are aware of the procedures that will be put in place to manage inappropriate behaviour
- are assured that teachers will be fair and consistent with discipline
- are clear that students have been made aware of the consequences of their actions

School rules of behaviour are necessary for the mutual protection and benefit of all. The aim is to make the School a safe and enjoyable place in which to teach and learn.

Our School is based on mutual respect and understanding between students and staff. For the establishment of effective discipline, basic rules for student behaviour are clearly established and their observance insisted upon. Staff are encouraged to develop student self-esteem, to create a positive school climate and develop classroom and individual strategies aimed at maximising academic performance and encouraging students to be responsible for their own behaviour. The goal of the discipline system is to develop self-discipline in students.

Consequences will be issued if a student fails to comply with the School's behavioural standards, or if they participate in illegal activities. Peter Moyes Anglican Community School does not use any form of degrading punishment and explicitly forbids any form of child abuse or corporal punishment; however, there are times when restraint or physical contact may be required to provide a safe environment. Restraint and physical contact must be a last resort. It should only be considered once alternatives have failed or deemed inappropriate. Physical restraint should only be used if a student is acting in a manner that places the safety of any person at risk.

Students are encouraged to display appropriate manners by proper conduct in the classroom, within buildings, in the grounds, on excursions, at Camps and in the community whilst in, or out of uniform. This whole school approach takes into consideration the roles of students, staff and parents. The onus is placed on the student to accept the consequences of his/her actions and accept a responsible role in solving the problem created. It must be understood that the laws governing individual behaviour, which apply in the community outside the School, will be enforced strictly within the School. Examples of such laws are the laws relating to physical assault, vandalism, interference with other people's property, trespass, offensive language and behaviour. The School has a legal requirement to report breaches of such community laws and to the Police and other government agencies.

DUTY OF CARE

The School has a duty of care to all students. This duty arises from the nature of the relationship and exists whenever, and wherever, the student is in our care. The notion of reasonable care extends to ensuring that the School provides a safe, non-violent environment for all students and includes the development of processes for the effective management of student behaviour.

Listed below are some of the wide range of legislation that impose these types of duties and obligations upon the School:

- Criminal Code Compilation Act 1913
- School Education Act 1999 (WA)
- School Education Regulations 2000 (WA)
- Occupational Safety and Health Act 1984
- Occupational Safety and Health Regulations 1996
- Disability Discrimination Act 1992
- Disability Standards for Education 2005
- Equal Opportunity Act 1984

AIMS

The whole school approach to discipline aims to:

- Develop a caring School community in which:
 - Every student has the right to learn without disruption.
 - All people in the school community are to be courteous and show respect towards one another.
 - Everyone has the responsibility to maintain a clean, pleasant, school environment.
 - Parental involvement is fostered.
- Implement a consistent discipline policy across PK-12.
- Encourage students to accept responsibility for their own behaviour.
- Provide students with a clearly articulated set of rules of behaviour for inside and outside the classroom, with their attendant consequences and rewards.
- Provide a formal system of out-of-class support for the classroom teacher faced with conflicts or behavioural problems.

The School's approach to discipline is based on the following assumptions:

1. **Effective discipline is achieved through mutual respect and self-discipline.**
 - a) Good discipline cannot be imposed; it must be achieved through mutual respect. A student must feel they are valued and respected by peers, teachers and parents in order to develop a sense of worth.
 - b) Individual rights and freedoms must be protected, ideally through self-discipline. This requires both an underlying framework of firm standards and student awareness of the validity of such rules.
 - c) The School does not seek to make its students compliant and uncritical. An understanding of what rules are designed to achieve, the community and values they aim to protect, will not be achieved without questioning and discussion.

2. **Moral awareness is integral to the life of any community, and a significant factor in the development of self-discipline.**
 - a) Moral awareness assumes a set of values by which to live. School rules are based on established Christian values and codes of behaviour. These values and codes may well vary from those condoned or promoted in the wider world of a student's experience.
 - b) Accordingly, a student will be encouraged to develop a moral code based on Christian and appropriate family values. For this the student needs to develop discernment in relation to moral issues and the moral standards of those around him/ her. Teachers have both the opportunity and responsibility to help students develop this moral framework.

3. **The development of mutual respect, self-discipline and moral awareness should prevail in all areas of School life.**
 - a) All learning experiences provide an opportunity for the development of positive individual qualities. Such qualities are strengthened by a flexible approach to curriculum and activities which provide student participation.
 - b) The School's pastoral care systems provide a natural means to pursue this approach to discipline, with staff playing a fundamental role.
 - c) The School's Co-Curricular programme provides an active and immediate context for personal growth and the development of self-discipline.

4. **In every instance mentioned above, the word 'parent' could and should be placed beside that of 'teacher'.**

The School accepts that the largest influence in developing effective discipline should come from the home, and acknowledges that achieving such discipline without parental support is an enormous and, at times, unreasonable task.

5. **There must be a coherent system of correction and punishment for times when discipline breaks down. Such a system is necessary to promote an orderly community and a clear understanding that actions have consequences for which responsibility must be taken.**

Goals of Discipline:

- To develop students' self-discipline and self-control.
- To enable students to be on-task with their learning.
- To enhance students' self-esteem.
- To encourage accountability for behaviour.
- To encourage the individual student to recognise and respect the rights of others.
- To affirm co-operation as well as responsible independence in learning.
- To promote the values of honesty, fairness and respect for others.
- To enable rational conflict resolution.

Students are to act in ways that will:

- Demonstrate their consideration of others.
- Enhance the welfare of others.
- Uphold the School Values.
- Enhance the reputation of the School and of each individual within it.

RELATED POLICIES

- 2.40 School Internet, Mobile Phone and Social Media Use
- 3B.12 Drugs, Alcohol and Smoking
- 3B.17 Student Uniform
- 3B.20 Code of Conduct – Students
- 3B.21 Code of Conduct – Parents
- 3B.6 Anti-Bullying
- 6.2 Equal Employment Opportunity, Discrimination and Harassment Procedures
- 6.11 Code of Conduct – Staff

