

Restorative Practices and Behaviour Management Guidelines

Our Vision: To Believe. To Think. To Achieve.

Bayview College is committed to the safety and wellbeing of children and young people. Our school community recognises the importance of, and responsibility for, ensuring our school is a safe, supportive and enriching environment which respects and fosters the dignity and self-esteem of children and young people, and enables them to thrive in their learning and development.

The Student Code of Conduct Policy clearly outlines the responsibilities and rights of students, parents and staff at Bayview College. It gives priority to enhancing self-discipline and respect for the rights of others. It seeks to promote an environment which maximises the opportunity for all students to strive for excellence. This document contains full details of Bayview College's behaviour management guidelines.

The Bayview Way

Each of our values is an integral part of the way of life for all members of our College community. They are a way that our Vision and Mission are lived and demonstrated.

Compassion

We act with Compassion when we:

- Are aware of, and respond to, the needs of others.
- Show, by an open and emotional response to those in need, a true commitment to our Christian faith.
- Support one another.

Integrity

We act with integrity when we:

- Admit our mistakes
- Accept responsibility for our actions
- Have the courage to do the 'right thing'
- Are honest and trustful in our dealings with everyone in our community

Responsibility

We act with Responsibility when we:

- Work conscientiously
- Respect College property
- Complete our set task to the best of our ability
- Are willing to take on positions of trust and leadership
- Participate generously in school life

Respect

We act with Respect when we:

- Acknowledge the presence of others with a smile and a greeting
- Take time to listen
- Recognise the dignity, importance, and situations of others

- Offer constructive and gentle criticism
- Communicate positively and fairly

Restorative Practices

Restorative Practices provides a framework for educating young men and women about appropriate ways of relating and belonging to community. This approach helps to develop socially responsible individuals and thus helps Bayview achieve its Vision statement for each of the students. This approach to unacceptable behaviour and conflict resolution promotes resilience in both the one harmed and the one who causes the harm. Restorative Practices emphasizes the strength of each young person. It is also based on Gospel values espoused in Luke 15:11 – 32. Through the restorative philosophy, Bayview believes it can best support the wellbeing of all students in the school community.

Restorative Practices can:

- Begin to address the root causes of harmful behaviour rather than reacting to the symptoms
- Address the harm, repair the relationship, and reintegrate the young person back into the school community.
- Provide a forum where school affected community members engage with each other.
- Provide the necessary link between contemporary classrooms and pro-social behaviour management across the School
- Understand that sometimes a desire for retribution masks a concern for student safety which can be adequately addressed in a restorative way.
- Make the commitment of time necessary to repairing relationships instead of going down the quick fix path.

Behaviour policies and practices are designed to develop the student's social and emotional skills, resulting in appropriate quality behaviour. On the occasion that a student fails to meet these expectations and responsibilities and to protect the rights and opportunities of others, a restorative framework will be put into place as appropriate to the nature of the behaviour. Ongoing and repeated behaviours that cause concern to the School will have a cumulative effect on the level of the consequence. Where continued inappropriate behaviour occurs, suspensions or withdrawal may result. Corporal punishment is not permitted

The following steps should be followed if there are behavioural issues:

1. Redirect student
2. Remind student of expectations
3. Relocate the student
4. If the situation warrants a student should be sent to reception with an assistance required card. The relevant year level coordinator, Deputy Principal or member of inclusion staff will assist with the student as required.
5. All behavioural incidents should be recorded on SIMON or if not possible with the Coordinator or Deputy Principal or Inclusion staff.
6. Restorative chat or meeting

Staff Roles and Responsibilities for Student Well being

Principal

Dr Michelle Kearney

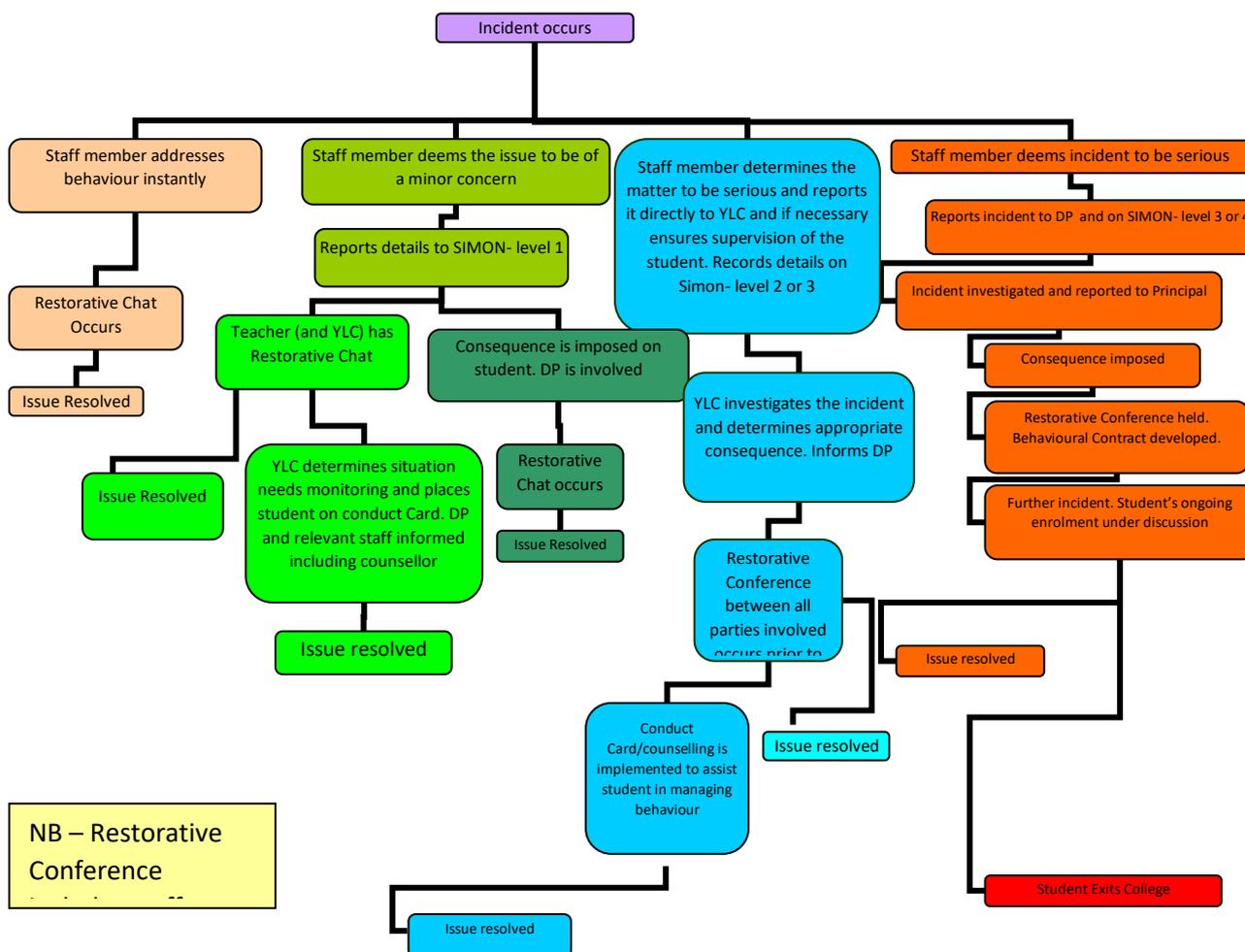
July 2020

Reviewed Annually

Principal

Deputy Principal (Acting)	Mrs Sha Gallagher
Years 11/12 Coordinator	Mrs Sha Gallagher
Years 9/10 Coordinator	Mrs Stacy Thomas
Years 7/8 Coordinator	Mrs Sharon Clark
Wellbeing Officer	Mr Andrew Reeves
Chaplain	Mr David Hetherington
Inclusion Coordinator	Mrs Louise Abraham
Learning Mentors	Ms Jac Samson, Mr Shannon Ross, Ms Jacqui Webb

Behaviour Management Flow Chart



NB – Restorative Conference

Inclusion Students

Please see Inclusion Folder in Staff Shared/ Inclusion for specific strategies and behaviour management plans for Inclusion students.

Process for Suspension and Expulsion

Suspension is a serious disciplinary measure and is reserved for incidents where there is a serious behavioural matter that has affected the safety, health and wellbeing of a member/s of the Bayview community.

Grounds for suspension

A suspension may occur when student's behaviour meets one or more of the following:

- behaves in such a way as to pose a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person
- causes significant damage to or destruction of property
- commits or attempts to commit or is knowingly involved in the theft of property
- possesses, uses or sells or deliberately assists another person to possess, use or sell illicit substances or weapons
- fails to comply with any clear and reasonable instruction of a staff member, so as to pose a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person
- consistently engages in behaviour that vilifies, defames, degrades or humiliates another person based on age; gender; identity; impairment; industrial activity; lawful sexual activity; marital status; parent/carer status or status as a carer; physical features; political belief or activity; pregnancy; race; religious belief or activity; sex; sexual orientation; personal association (whether as a relative or otherwise) with a person who is identified by reference to any of the above attributes
- consistently behaves in an unproductive manner that interferes with the wellbeing, safety or educational opportunities of any other student

Procedural fairness will guide the investigation of alleged incidents. Decisions made should not be biased, or seen to be biased, and the circumstances surrounding breaches of expectations are considered. The interests of the individual and the school community will be considered.

Internal/External Suspension

Bayview College uses internal and external suspension processes.

Internal suspension sees the students removed from classes and working under supervision in a staff area. This may be done to help individuals involved in an incident calm down, to ensure the immediate safety of all involved, as part of the investigation phase, or whilst waiting for parent/guardian contact. Students on internal suspension are provided with work to complete and access to Wellbeing team members as required.

External suspension, used rarely, sees the student removed from classes and at home under the supervision of parents/guardians. This consequence is required when students have posed a significant threat to self or others and a range of support mechanisms need to be investigated, developed and/or implemented before the student can return to school safely.

Expulsion

As a last resort a student may be asked to leave the College following extreme or repeated behaviours over time that have caused, or potentially could cause, harm to others.

Related Policies

Student Code of Conduct
 Child Safety Policy
 Grievance Policy
 Parent Code of Conduct
 Restraint or Seclusion Policy
 Safe and Inclusive Education policy
 First Aid Policy
 Ministerial Order No. 870

Restorative practices script

To those responsible:

What were you thinking when you.....?

What have you thought about since?

Who has been affected by what you did? In what ways?

To those affected:

What did you first think when this happened to you?

What has been the hardest thing for you?

How do you feel about things now?

To those responsible:

What can you say or do to make things better?

To those affected:

What would you like to see happen to fix things?

To both parties:

Does anything else need to happen to repair the harm?

What's needed so we can all move forward?

Would an agreement help? How should the school respond if this happens again?

Is that fair? Can we move on and put this behind us?