

BEHAVIOUR SUPPORT POLICY



Rationale:

At Seaview we promote democratic relationships. We work actively to develop students' understanding of themselves and others as learners and collaborators in decision making. We work to create a culture of mutual respect, where students work alongside teachers to innovate, design and implement strategies that improve understandings and learning across the school.

The management of behaviour is based on **Restorative Practices**. This means we address behaviour by promoting self-regulation and acceptance of responsibility for one's own actions. We use each incident as an educative opportunity for repairing harm and to foster socially responsible relationships.

The restorative approach assists students to:

- Take action and not just talk about misbehaviour
- Accept responsibility for immediate and future actions
- Repair current damage they have created
- Empower their victims
- Participate in bringing about real internal change, linked to the Student Code of Conduct.

Seaview High School's Behaviour Support procedures are consistent with the Department for Education's Discipline Policy and our procedures, actions and interactions are guided by our school values: **Respect, Empathy, Resilience and Integrity**.

Aims:

- To develop a community of learners that is based on positive, behaviour, mutual respect, compassion for others and cooperation
- To create a learning environment that is caring, supportive and inclusive of all learners and free from harassment and bullying
- To manage behaviour in a positive manner
- To establish clear and consistent consequences for inappropriate behaviour choices.

Implementation:

- The school's values will be displayed, discussed and reinforced consistently
- The Code of Conduct will place significant emphasis on the development and recognition of positive behaviours
- Positive behaviour will be acknowledged and reinforced
- Learner Agreements will be developed between teachers and their students, which include explicit behavioural expectations and negotiated consequences
- The school will develop strategies to promote participation, improvement and achievement in learning

- The school will provide a wide range of positive co-curricular activities for students including sporting, performance, student voice, community service and appropriate wellbeing activities
- The Pastoral Care program will have learner wellbeing and PERMA principles as its focus and include lessons on resilience, harassment and bullying, and restorative practice
- Restorative Practice will be a key strategy used to guide and develop positive behaviour
- The school will provide opportunities for professional learning that addresses behaviour, restorative and inclusive practice
- The EDSAS database of student behaviour will be maintained
- Students experiencing difficulty in meeting behavioural expectations will be supported by using a range of strategies, including OCOP, which include behavioural goals
- Consequences for ongoing inappropriate behaviour include counselling opportunities to self-regulate, removal from the learning program, loss of privileges, suspension and exclusion
- The school will work in close partnership with parents and/or caregivers to keep them informed and to encourage their support with the development of their child's positive behaviours.

Evaluation:

This policy will be reviewed regularly in consultation with the whole school community.

This Policy was last ratified by Governing Council in	2019
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