

 <p>Bialik College</p>	<p align="center">Student Code of Conduct and Behaviour Management Policy</p>
<p>Who authorises the policy?</p>	<p>Principal</p>
<p>Date of next review:</p>	<p>Term 2 2019</p>
<p>Policy</p>	<p><u>Rationale</u> The Code of Behaviour is based on the expectation that students, parents and staff work together in an environment of trust and mutual respect. This should be displayed in the way we communicate and interact with each other.</p> <p><u>Values</u> Bialik College is built on a clear set of core values. These values are respect, integrity, perseverance, empathy and responsibility.</p> <p><u>Respect</u> יהי כבוד חברך חביב עליך כשלך <i>Let the honour of your friend be as dear to you as your own' Pirkei Avot (2:10)</i> Respect involves recognition of another's worth and dignity. It means acting with consideration and appreciation of people, places and ideas. Self-respect is behaving in a manner that honours the best in oneself, one's family and one's community.</p> <p><u>Integrity</u> נאה דורש ונאה מקיים (תלמוד בבלי, מסכת חגיגה דף יד', עמוד ב') <i>Do not be wise in words, be wise in deeds (Jewish proverb)</i> Integrity denotes living in such a manner that behaviour is consistent with principles and beliefs. Conducting oneself with integrity is to be honest, genuine and reliable. It is based on being truthful with regard to the motivations for one's actions.</p> <p><u>Perseverance</u> מעז יצא מתוק <i>From challenge comes sweetness (Shoftim/Judges 14:14)</i> Perseverance is the ability to show commitment, patience and determination when seeking to fulfil goals. It involves maintaining a clear direction despite challenges, and is related to the quality of courage in that both are needed to confront and overcome difficulties.</p> <p><u>Empathy</u> ואהבת לרעך כמוך <i>And you shall love your neighbour as yourself (Vayikra/Leviticus 19:18)</i> The ability to feel the emotions of another person, empathy underlies caring and compassionate relationships. To behave with empathy is to identify sincerely with another's feelings and to put oneself emotionally in his or her place.</p>

	<p>Responsibility אם אין אני לי מי לי? וכשאני לעצמי, מה אני? ואם לא עכשיו, אימתי? <i>If I am not for myself, who will be? If I am only for myself, what am I? And if not now, when? (Hillel)</i></p> <p>To demonstrate responsibility is to be answerable and accountable for one's actions and inactions. Integral to responsibility is an awareness of one's obligations and a willingness to fulfil them, generated from within. It is being able to make amends, instead of excuses.</p>
<p>Expectations</p>	<p><u>All members of the College community are expected to:</u></p> <ul style="list-style-type: none"> - conduct themselves in a lawful, ethical, safe and responsible manner that recognises and respects the rights of others. - behave in accordance with the College's five core values of respect, integrity, perseverance, empathy and responsibility <p><u>Students are expected to:</u></p> <ul style="list-style-type: none"> - participate actively in their own learning. - demonstrate the College's core values in all their actions. - acknowledge the rights of others, including the right to learn. - cooperate with staff to achieve a successful partnership. <p><u>Parents / carers are expected to:</u></p> <ul style="list-style-type: none"> - work together with the College in the development and wellbeing of all members of the Bialik community. - cooperate and support the College in order to achieve the best outcomes for their child, both in and out of the classroom and college. - show an active interest in their child's schooling and progress. <p><u>Staff are expected to:</u></p> <ul style="list-style-type: none"> - provide a safe learning environment for their students - respect and acknowledge the differences in students' abilities and methods of learning - create a team approach with each student and their parent/s to ensure optimal learning opportunities. <p><u>Celebrating the Positives – When expectations are met or exceeded</u> It is essential that students feel recognised when they are meeting or exceeding the College's expectations. This will be done by noticing and naming positive behaviours of students. It may also include certificates or awards, recognition in Assemblies or on Speech Night or Morning Tea with the Principal.</p> <p><u>Managing Inappropriate Behaviour – When expectations are not met</u> Unfortunately, there may be times that the College's expectations are not met by students. When this occurs, it is important that there is an appropriate consequence. The underlying philosophy for all consequences is that of restoring harmony using the philosophy of Restorative Practice. It is imperative that there is an understanding that the guidelines set out below need to be used with discretion. Every child is different and has different capabilities associated with different circumstances. These factors must be taken into account when reviewing behavioural choices and selecting appropriate consequences.</p> <p>Some examples of behaviours that do not meet College expectations are:</p> <ul style="list-style-type: none"> - repeated task incompleteness - repeated lateness to school - repeated lateness to class - repeatedly coming to class without the necessary materials - repeated wearing of incorrect uniform

The philosophy of Restorative Practice is utilized to assist the student to understand their behaviour, its consequences and its impact on others. The priority will be to repair any damage that may have resulted, including restoring relationships.

For more serious infractions, such as but not limited to:

- disrespectful, inappropriate and/or unsafe classroom behaviour,
- disrespectful, inappropriate and/or unsafe behaviour outside the classroom,

it may be necessary to involve a range of people in order to effect positive behavioural change. The people involved could include: Parents, Teachers, School Psychologists, Coordinators, Head of School and/or College Principal.

The following actions may be considered*:

- Discussion with appropriate teachers / staff in the form of a Restorative Chat
- Self-Reflection - Self Reflection could be written or oral, depending on requirements and age of the student.
- Mini- Conference with parents, student, teacher and other appropriate staff in order to discuss a way forward.
- Counselling of student with feedback to parents.
- Behaviour Modification Plan
The Behaviour Modification Plan is to be discussed and designed with the student. It should be specific, detailed and signed by the student, parent and teacher.
- Detention
The task to be completed during detention should relate to the behavioural infraction, and students are expected to write about the impact of their behaviour on the College community.
- Internal Suspension – for serious misdemeanours
Student is isolated from peers and given different recess and lunch breaks for an appropriate period of time. Teachers will be informed of suspension and adequate work provided for the student.
- External Suspension or expulsion
Issued by the Principal or delegate for very serious breaches of the College expectations. The Principal has the sole authority for expulsion of students from the College. Assistance will be provided in locating a more appropriate educational environment that meets the needs of the student.

In order to diffuse or resolve conflicts, an appropriate staff member, at their discretion, may withdraw student/s from class in order to develop an understanding of a situation. This would occur if it was deemed to be in the best interest of the student or the College community.

The Bialik College Code of Behaviour is the overarching policy relating to behaviour.

The following policy will be adhered to wherever possible. However, where

	<p>the College is bound by legal and mandatory reporting requirements these will take precedence in the event of a conflict with the policy.</p> <p>*Bialik College does not condone the use of corporal punishment or any type of physical discipline.</p>
Related Documents	Duty of Care Policy