



BEHAVIOUR RESPONSE POLICY And PROCEDURES

PREAMBLE:

'What does the Lord require of You? To do justice, to love mercy and to walk humbly with your God.' Micah 6:8

As a College we cannot ask of our students anything more or anything less that God requires of us when it comes to our behaviour and our response to behaviours in others.

All behaviour heads toward one of two outcomes. It either enriches or impoverishes ourselves and others. It either enriches our world or impoverishes it. It either gives or takes away from the true wealth of the world (as in polluting behaviours). It can establish fruitful relationships or it can isolate and impoverish our relationships. From now on, the term enriches is defined as healthy and impoverishes is defined as unhealthy.

In the passage from Micah above the three responses are all behaviours, behaviours that enrich.

Behaviours do not define a person and should never be the source of a person's self-worth. Self-worth is found in our 'ontological' self – in who we are, as created loved people of God. Not in our 'functional' selves defined by our actions, our jobs/careers, our social or economic status, nor the things we possess. Nor in our moments of fame, collected 'likes' or internet profile.

Neither are we to be judged by our pasts, our families, our gender, our racial origins nor religious convictions. This is not justice.

Neither should we be mistaken that these things in our past do not shape us and strongly influence our behaviours as they are a strong driving force on our behaviour in both directions. Sometimes we have great difficulty in leaving the past behind. We should cling to what is healthy in our past and turn our backs on the things that impoverish.

We need to be careful we are not judgemental nor accusative. In our humility we should understand that all are capable of wrong doing that impoverishes ourselves and others. This is walking humbly.

As a community Capstone College endeavours to demonstrate behaviours of justice, mercy and humility particularly as we deal with the behaviours of others.

Discipline is often used by an institution as a convenience to establish peace, quiet and a rule of law. A good disciplined school is normally seen as one with few disruptive behaviours and a heads down approach to work. Rarely is it considered a problem if this is achieved through unhealthy means, such as fear and intimidation. Often it can lead to institutional injustice and abuse.



As an educational institution our primary aim is learning. This learning should not only be rich but enriching. Therefore, a behaviour or discipline policy needs to enable this learning enrichment. Our actions as teachers and learners, that is our behaviours, affect each other's ability to learn. Ideally the learning environment, therefore our expectations, should change depending on the learning rich activity we are doing.

AIM:

To provide learning rich environments where as a body of people we are learners together and seek to make others learning experiences enriching.

When discipline is necessary, to do this with justice, mercy and humility.

To build one another up with healthy accountability.

To work toward forgiveness and reconciliation and in doing so restore relationships.

Seek to sort out function of behaviour

A safe learning environment – where everyone is safe to learn.

Student learning goals – learning policy?

POLICY

DEFINITIONAL NOTE: Because of the nature of the Village of Poatina as an intentional community and because of the close partnership of the village of Poatina and Capstone College physically and functionally as a part of this intentional community – the purpose and application of the Behaviour Response Policy of Capstone College applies equally within the boundaries of the village as it does the boundaries of College grounds.

Our response should always be to the behaviour not to the person and to determine the reason for the behaviour. External support agencies will be recommended to support the student.

The standard of behaviour we seek should that which is expected in a normal work place

We should respond to healthy behaviours and unhealthy behaviours equally, moving both toward further enrichment.

Staff and students are to seek opportunities to respond to healthy behaviours, this includes being provided with opportunities to develop trust, leadership and community spirit.

Students are considered as belonging to the Poatina community and share in the benefits of the community's openness and willingness to give to students and to be a part of their learning. (This is due to the special nature of the Poatina Community and the uniqueness this provides to the students at Capstone College.)

As such a student's behaviour in the village has the same expectations as those expected on College property.

At times restorative and reconciliation processes will need to take place between students and village residents.



Behavioural Response Procedures

Our responses should not be based on entrenching a feeling of guilt in the person who has done wrong but seek liberation through reconciliation. As Desmond Tutu put it in the South African Truth and Reconciliation Commission – “there is no reconciliation without forgiveness”.

Capstone college expressly forbid any form of child abuse, corporal punishment or punishment which threatens or humiliates a child within its boundaries.

Travel on college or public buses in going to or from school are considered as being at College and behaviours treated in the same way as per this policy and procedures.

Capstone College will respect our students as young adults and give them the responsibility for managing their behaviours.

Students are to be given space to deal with emotional responses before dealing with or facing consequences of behaviours.

Students are to be given the opportunity to tell their story (grace) and to seek to understand their own POV (point of view) and others points of view in the situation.

Students are to be given the opportunity to admit their actions have had an unhealthy effect of others, relationships, themselves or property.

Students are to be given the opportunity to understand and act on what they should do to make right the relationship with those whom they have wronged (justice)

Students are to be given the opportunity to have help to improve their understanding and actions (mercy)

Students are to be given time to change entrenched unhealthy behaviours toward healthy behaviours. We understand that we cannot expect a person to get it together overnight and that repeated failure is a symptom of deeper issues and habits that need time to change. The college will work with the students, parents and support people to help *them to develop skills to overcome* these behaviours.

In the case of persistent or extreme behaviours that put the student, other students or staff at risk, our normal processes may need to be applied while a suspension from normal attendance is in place.

In this case the Student, parents and/or guardians will be informed of the duration of the suspension and processes needed to go through to resume normal participation in writing. This includes a re-entry to school (appendix 1)

Students who are unwilling to honestly go through restorative processes or are unwilling to respect the College as a learning institution and the rights of other to learn in safety having been through the normal restorative processes may be suspended or have their enrolment terminated.

The College through the Principal reserves the right to suspend a student or withdraw a student's enrolment with procedural fairness. This may also include long term truancy and failure to meet reasonable attendance requirements.

The College through the Principal reserves the right to withdraw a student's enrolment if in the opinion of the Principal, the students continued enrolment is threatening the safety and wellbeing of other students or staff.



Due to the violent and unpredictable nature of Ice addiction. Capstone College does not enrol students with a known or disclosed current ICE addiction. (see Enrolment Policy.) Capstone College reserves the right to suspend or withdraw enrolment should a student be known to have an ICE addiction or to have developed such an addiction after commencing at the College. A Student can only return to school following a negative drug test for ICE then enrolment reviewed subject to further drug tests over a 3 month period.

Any student withdrawn or excluded from the College has the right to seek re-enrolment in a following calendar year, providing they can present evidence of change and the College is confident that with their return their needs: learning, social and emotional, can realistically be met particularly with regard to the safety and learning needs of the College community.

PROCEDURES:

Terminology

Humans often categorise behaviour in terms of right or wrong, good/bad, sin or evil. Capstone College's preferred terminology is Healthy or Unhealthy (see preamble above) this allows us to name the direction of the behaviour without judging the person. It also enables the students to change the direction of the behaviour without having to be perfect before they have a chance to change the habits of behaviours. Students will be taught and follow the Positive Behaviour Learning framework within this policy.

Classroom Responsibilities

The College through teachers, support staff and village volunteers work hard to provide opportunities for students to learn. In order for this to happen, we want people to be safe, cared for, and free to learn. To help with this, the class needs to agree on a version of a classroom agreement at the start of each year.

This agreement will normally include aspects of class life like the following:

- We must self check against the Positive Behaviour for Learning
- We must be punctual to class
- We will focus on our work while in class.
- We will listen respectfully to whoever is speaking (as indicated by the teacher).
- We will respect the authority of those in charge.
- We will learn how to cooperate in class the classroom – e.g. not acting in a way that distracts others from concentration e.g. not chatting, not eating inappropriate food at inappropriate times
- We will be respectful in how we ask personal questions of anyone.
- We will be respectful of visitors to the classroom.
- We will endeavour to do our best in all, of our work together and individually.
- We will respect all property – ours, other students' property, and the school's property and village property.
- We will act in the same respectful way as above when on activities outside of the school grounds.
- We will only use our mobile phones or devices for emergency situations when working in the classroom or appropriate use for learning.



Our response to unhealthy behaviours.

Demonstrating Respect

We will, at all times, uphold the dignity and respect of the student. This includes:

- Providing an opportunity for them to tell their story
- Expressly forbid any form of child abuse, corporal punishment or punishment which threatens or humiliates a child.
- Speaking and relating to the student in a respectful manner
- Doing justice and loving mercy
- Dealing with the student directly and in private where possible
- Avoiding comparisons between students and not publicising student's offences
- Explaining to the student the options he/she has if they are not content with the outcomes of the disciplinary process
- Recommending and supporting students in overcoming addictions.

Space

In moments of conflict, emotions often get out of control and get in the way of being able to deal with issues rationally and with care for others. In practice this means we allow students to walk away from conflict in order to get their emotional responses under control. This is known as the hot chocolate rule

As staff our first response when a student is losing emotional control is to use the phrase “have a hot chocolate” this is code for you need to leave the immediate learning environment and have a chance to cool down, or simply break the behaviour cycle that the student is in.

As a student We have all experienced losing it. Sometimes others may not be aware that we are quietly losing it and in this case, your first action is to leave the room or work area and find a way to cool down. As you leave let the Teacher know you need to “have a hot chocolate”. This will remove you from an escalating situation, and prevent you from hurting others or saying things you will regret. You may not be the one in the wrong, it is often the case that you lose it because someone else has wronged you or upset you. By letting the teacher know you are having a hot chocolate, that lets them understand you need space, it also allows them to know you may be out of the room for a while and they need to give you some space. Depending on the incident Teachers may ask another staff member to check up on you and make sure you are being safe.

You may be too upset to realise you should leave the room. In this case the Teacher or another staff person will suggest you “have a hot chocolate”. These are our code words to let you know that you are at risk of losing it and to help you to get out of a situation that could become worse. Sometimes in a classroom it is someone else losing it with you and it is easier for you to get out of the situation so that the teacher can deal with the real problem.



Being asked to have a hot chocolate is not a judgement but a tool for dealing with emotional responses. You will not be disciplined for walking out, but praised for taking proactive action to manage your behaviours.

If you need to ‘have a hot chocolate’ – what should you do?

- **MOST IMPORTANT: Stay on Campus.**
- You can have a hot chocolate outside – this is best as it means you are less likely to punch a wall or do damage.
- Do some physical exercise – run, sit-ups
- Talk to someone – Youth Case worker, staff person
- Have a cuppa in the Student lounge.
- Sit quietly and watch the clouds on the mountain.
- Arrange to do your work quietly in another location - just tell someone where you are.

Return to Class When you feel you are coping you are free to return to class. When you do this knock on the door and wait for the teacher – they will let you know if it’s okay to return and this will give you an opportunity to make anything right that needs to be dealt with.

Remember the Teacher may have been the one needing to ‘Have a hot chocolate’ – they don’t have the same ability to just leave the class. Be gentle in approach and return quietly to your work.

Teachers who find themselves needing to “Have a hot chocolate” should pass a message to the office or Principal for another staff person to come and relieve them.

If the student or staff think that it is not wise for the student to return to the classroom or activity, staff will work with the student to arrange a suitable strategy or task to enable the student to cope for the rest of the school day.

Should an incident between two students be unresolved before bus time and students are taking the same bus home the staff and bus driver will confer to arrange suitable conveyance back to the student’s home.

Reflection

In cases where the behaviour has been unhealthy and needs a change of direction. Students will be given the opportunity to reflect on what has gone wrong and the situation could be enriched for everyone.

In minor cases this may be simply looking to the class agreement and identifying orally which points the student needs to work on.

In cases of serious breach of trust the student may be asked to write a reflection on how their behaviours have hurt and therefore made someone else and themselves poorer for the behaviours exhibited.

Students will then be encouraged to reflect and write on what steps may be needed to promote restitution, forgiveness and reconciliation.

Restitution



Restitution may be relational where relationships are damaged. In this case the student along with other persons involved, with a staff member to facilitate the process, will go through a process of:

- Hearing each other.
- Recognising and responding to hurts however perceived.
- Identifying unhealthy behaviours.
- Asking and receiving forgiveness
- Working out appropriate healthy behaviours that will establish better ongoing functional relationship that will lead to a restoration of relationships between all involved.

Restitution may be behavioural, where the issue is about the student's behaviour choices are unhealthy and therefore require the student to change behaviour to healthy ones so normal learning and social functions can resume. This may involve the drawing up of behaviour contracts or other mechanisms to enable the student to function constructively in the learning environment and over the long term establish healthy learning behaviours.

Restitution may need to be physical, in the case of Property damaged or broken. This may require the student to contribute to costs of repair or do work in kind to offset costs and restore trust within the College and village community.

Time

Unhealthy behaviours often come from entrenched habits. As a Special Assistance School we can expect students to come with long term habits and behaviours entrenched into the core of their being. This may be a simple habit of swearing, viewed as perfectly normal and acceptable in the student's family, or behaviours may be a result of the effects of abuse or traumatic events in the students current or past experiences.

The college will endeavour to work with other professional caregivers in the case of long term physiological and behaviour or medical disorders. In the first place the College will work cooperatively with care givers already on place or seek help through our Case worker with other services as deemed appropriate.

Continued negative behaviour should not be viewed as failures but as opportunities to establish healthy habits.

Students should not be expected to change overnight or make unrealistic changes given their past or current issues. They will however be expected to make genuine and concerted efforts in the direction of developing healthy behaviours and changing destructive habits.

Given time and support to change students who refuse to make an effort or who wilfully continues to make learning for themselves or others difficult may be suspended or their place at Capstone College withdrawn.



Out of School Suspension, Exclusion and Withdrawal of Students

Capstone College's discipline policies are based on principles of procedural fairness. As a consequence, the following procedures will be used for students who are alleged to have committed a serious offence, particularly one for which out of school suspension or exclusion may be considered. To this end, we recognise that all students have the right to be treated fairly and with dignity in an environment that is free from harassment, intimidation, disruption and discrimination.

These guidelines direct the school's internal procedures. There are instances where a student's misdemeanours may be required to be reported to relevant agencies such as the Police or the Department of Family and Community Services.

In implementing these procedures, the Principal will take into account the student's age, individual needs, developmental level and any disability. The Principal will also consider the safety, care and welfare of the student, staff and other students in the class and school after reviewing the recommendation of the respective senior teachers.

General Principles

In most circumstances suspension will occur only after the Principal has:

- determined that appropriate school student welfare strategies and discipline options have been applied.
- determined that appropriate support personnel available within the school system and externally have been involved in supporting the student
- determined that discussion has occurred with the student and parent(s) / carer(s) / independent student regarding specific misbehaviour which the school considers unacceptable and which may lead to suspension
- developed, in conjunction with appropriate school personnel, a specific behaviour management plan to assist the student to manage inappropriate behaviour at an earlier time
- provided a caution detailing inappropriate behaviours as well as clear expectations of what is required of the student in future, and processes for appeal

In some circumstances the Principal may decide to suspend a student immediately. This may be due to, but not limited to, reasons of safety of students and staff. Examples would include the student being involved in a serious act of harm, illegality or criminality.



Parents / carers / independent students and other students should be aware that a student may be subject to the school's discipline in regard to inappropriate behaviour outside of school if the student can be identified as a student of the school and the behaviour could be considered to have harmed the school's reputation. Groups of students attending parties or other functions, whose behaviour may bring disrepute upon the school, may also be subject to the school's discipline.

Short Suspensions

A student may be suspended for up to five school days for any of the following reasons:

1. *Continued Disobedience*. This includes, but is not limited to, breaches of the school discipline code such as: refusal to obey staff instructions; defiance; disrupting other students; minor criminal behaviour related to the school or village of Poatina (e.g. vandalism, theft); use of illicit drugs at school or village of Poatina.
2. *Aggressive Behaviour, Bullying or Harassment*. This includes, but is not limited to: hostile behaviour directed towards students, members of staff or other persons, including verbal abuse and abuse transmitted electronically such as by email or SMS text messages. (see Harassment Bullying Policy)

Long Suspensions

The Principal may impose a suspension of up to 20 school days for any behaviour such as the following:

- Physical violence
- Possession of a prohibited weapon such as a firearm or knife
- Use or possession of, a suspected illegal substance, or supply of a restricted substance
- Use of an implement as a weapon or threatening to use a weapon
- Serious criminal behaviour related to the school or the village of Poatina: Including malicious damage to property (school or community), or against the property or person of a fellow student or staff member on, or outside of the school premises or within the village of Poatina.
- If the incident occurred outside the school or outside school hours, there must be a clear relationship between the incident and a negative impact that it has caused the College, students and staff of the College or the village of Poatina.
- Persistent Misbehaviour: Including repeated refusal to follow the school discipline code; making serious threats against students or staff; behaviour that deliberately and persistently interferes with the rights of other students to learn or teachers to teach.

Withdrawal/Exclusion

Exclusion is the withdrawal of a student's enrolment so that the student is removed from the school's register. This consequence may follow after two or more suspensions or immediately in the event of an extremely serious act of misbehaviour. The College reserves the right to terminate an enrolment if in the opinion of the Principal the student's continued enrolment is harming the reputation of the College, the safety of other students or the wellbeing of staff.



“Extremely serious acts of misbehaviour” includes such things as:

- Use of a weapon occasioning serious harm to a person at school or within the village of Poatina
- A serious assault of a student or staff member or community member of the village of Poatina
- A serious act of vandalism at school or within the village of Poatina
- Selling of, or setting up deals(trading), of illegal drugs at school or within the village of Poatina
- Acts of criminality in or outside of school or within the village of Poatina
- Ongoing use of a carriage service to harass, bully or threaten harm to another student or staff member.

A student who has been suspended for any period, must have a re-entry interview with parent/guardian and Principal and another staff member or the Principal’s delegate and staff member. The Youth Worker advocating for the student will contact the student and parent and take them through the re-entry interview process. See appendix 1

Any student withdrawn or excluded from the college has the right to seek re-enrolment in a following calendar year, providing they can present evidence of change and the College is confident that in their return their needs: learning, social and emotional can realistically be met particularly with regard to the safety and learning needs of the college community.

Appeals:

Students or Parents Guardians have a right of appeal under the processes of our Grievance Policy.

A copy of this policy will be made available at the stage of a suspension being issued.

Copies are always available at reception or asking reception to forward them to you.

Copies of The Behaviour response policy and the Grievance policy are available on our College Web site.



Appendix 1

Re entry to Capstone College

Student Name		
Student reason for returning to College.		
Actions taken by student to show that they are ready to come back to Capstone College		
Parent/Guardian statement		
Identified people that the student will go to for support.		
What support do you need with other students, when you come back to the college.		
Conditions set by Capstone College for this student's return are:		
If the student breaches any or all of the conditions, the college may exclude the student at the Principals discretion.		
Does the Student, Parent/Guardian and College understand and are satisfied that the student can meet these conditions		
The student may or may not return to College at this point in time. If the student may not return to College at this point in time, the College will interview student and review on _____.		
Student Signature and date	Parent/Guardian Signature and date	Principal or delegate/s of the Principal signature/sand date



Photocopy of plan give to Student, Parent/ Guardian and original kept on file