



ASPIRE - LEARN - ACHIEVE

Whole School Approach to Discipline Policy



BENTLEY PARK COLLEGE
A Complete Prep to Year 12 Education

Rationale

At Bentley Park College, we believe discipline is about more than punishment. It is a word that reflects our belief that student behaviour is a part of the overall teaching and learning approach in our school, outlined in the **Whole School Approach to Discipline Policy**. Our staff take responsibility for making their expectations clear, for providing supportive instruction about how to meet these expectations and strive to use behavioural incidents as opportunities to re-teach.

Bentley Park College uses Positive Behaviour for Learning (PBL) as the multi-tiered system of support for discipline in the school. This is a whole-school approach, used in all classrooms and programs offered through the school, including sporting activities and excursions.

PBL is an evidence-based framework used to:

- analyse and improve student behaviour and learning outcomes
- ensure that only evidence-based practices are used correctly by teachers to support students
- continually support staff members to maintain consistent school and classroom improvement practices.

The language and expectations of PBL can be used in any environment, including the home setting for students. Doing everything we can do to set students up for success is a shared goal of every parent/ carer and school staff member.

Purpose

To explain the PBL framework to students and parents/carers and gain their support to implement a

Operation of the Policy

PBL Expectations

consistent approach to teaching behaviour.

Our staff are committed to delivering a high quality of education for every student, and believe all adults in the school, whether visiting or working, should meet the same five PBL expectations in place for students:

- Be a learner
- Be respectful
- Be safe
- Be responsible for your behaviour
- Be in the right place at the right time.

Students

Below are examples of what these PBL expectations look like for students across the College. In addition, each classroom will have their own set of examples to help students and visitors understand the expectations and meet the standards we hold for everyone at Bentley Park College.

Be a learner

- Treat other students, staff and members of the community courteously and fairly at school and when wearing the College uniform in the community.
- Allow other students to participate in the learning program.
- Allow the teacher to deliver lessons uninterrupted.
- Treat other students, staff and members of the community courteously and fairly at school and when wearing the College uniform in the community .

Be Respectful

- Participate in the learning program.
- Show respect for their own person.
- Represent the college with pride.
- Respect the property of others and the school.
- Assist in the maintenance of a clean environment.

Be safe

- Conduct themselves in a manner that ensures their personal safety and the safety of others around them.
- Assist in the maintenance of a safe environment.
- Understand and follow safety procedures including Workplace Health and Safety guidelines.

Be responsible for your behaviour

- Think for themselves and make good choices.
- Accept responsibility for actions.
- Look out for younger students.
- Abide by the College policies and rules.

Be in the right place at the right time

- Be in the right place for all lessons.
- Arrive to school on time.
- Access the appropriate lunch time areas in the College.

Parents/Carers and Staff

The tables below explain the PBL expectations for parents/carers when visiting the College and the standards we commit to as staff.

Be a Learner	
<i>Parent/Carer Expectations</i>	<i>Staff Expectations</i>
Support and encourage their child to achieve their best possible result.	Be prepared for all lessons and teach quality and engaging curriculum through the use of effective pedagogical practices.
	Take responsibility for student engagement and achievement.

Be Respectful	
<i>Parent/Carer Expectations</i>	<i>Staff Expectations</i>
Act in a fair and respectful manner.	Act in a fair and respectful manner.
Encourage courteous and respectful treatment of staff and other students.	Encourage respectful relationships between students.
Listen to teacher's concerns about their child Encourage their child to show pride in the College.	Encourage students to show pride in the College.

Be Safe	
<i>Parent/Carer Expectations</i>	<i>Staff Expectations</i>
Assist in the maintenance of a safe environment which is conducive to learning.	Work with others to create a clean and safe work/ learning environment.
Ensuring their child respects school property.	Ensuring students respect school property.
	Understand and follow safety procedures.

Be responsible for your behaviour	
<i>Parent/Carer Expectations</i>	<i>Staff Expectations</i>
Be familiar with and actively support the 5 school rules and key school policies.	Contribute to decision making in the school.
Be actively involved in the school.	

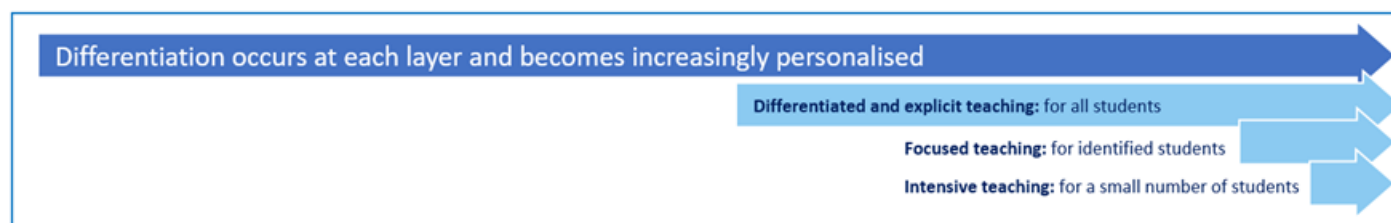
Be in the right place at the right time	
<i>Parent/Carer Expectations</i>	<i>Staff Expectations</i>
Student attendance.	Arriving to class on time with resources.
Arriving to school on time.	Non-classroom settings.
Listen to teacher's concerns about their child Encourage their child to show pride in the College.	

Differentiated and Explicit Teaching

Bentley Park College has a disciplined school environment that provides differentiated teaching to respond to the learning needs of all students. This involves teaching expected behaviours and providing opportunities for students to practise these behaviours. Teachers reinforce expected behaviours, provide feedback and correction, and opportunities for practise.

What students are taught, how they are taught and how students can demonstrate what they know is varied as part of this differentiated approach to behaviour. Decisions about differentiation are made in response to data and day-to-day monitoring that indicates the behavioural learning needs of students. This enables our teachers to purposefully plan a variety of ways to engage students, assist them to achieve the expected learning and to demonstrate their learning.

There are three main layers to differentiation, as illustrated in the diagram below. This model is the same used for academic and pedagogical differentiation.



These three layers map directly to the tiered approach discussed earlier in the Learning and Behaviour section. For example, in the PBL framework, Tier 1 is differentiated and explicit teaching for all students, Tier 2 is focussed teaching for identified students and Tier 3 is intensive teaching for a small number of students. Each layer provides progressively more personalised supports for students.

Every classroom in our school uses the PBL Expectations Matrix, illustrated below, as a basis for developing their behaviour standards. Using this matrix, the class teacher works with all students to explain exactly what each of the expectations look, sound and feel like in their classroom. The completed matrix is on display in every classroom, used as the basis of teaching expectations throughout the year and revisited regularly to address any new or emerging issues.

PBL Expectation	Enter classroom	Group work	Individual work	Exit classroom
Be a Learner				
Be Respectful				
Be Safe				
Be responsible for your behaviour				
Be in the right place at the right time				

Focused Teaching

Approximately 15% of all students in any school or classroom may require additional support to meet behaviour expectations, even after being provided with differentiated and explicit teaching. These students may have difficulty meeting behavioural expectations in a particular period of the day or as part of a learning area/subject, and focused teaching is provided to help them achieve success.

Focused teaching involves revisiting key behavioural concepts and/or skills and using explicit and structured teaching strategies in particular aspects of a behaviour skill. Focused teaching provides students with more opportunities to practise skills and multiple opportunities to achieve the intended learning and expected behaviour.

Support staff, including teachers with specialist expertise in learning, language or development, work collaboratively with class teachers at Bentley Park College to provide focused teaching. Focused teaching is aligned to the PBL Expectations Matrix, and student progress is monitored by the classroom teacher/s to identify those who:

- no longer require the additional support
- require ongoing focussed teaching
- require intensive teaching.

Bentley Park College has a range of Student Support Network staff in place to help arrange and deliver focused teaching to students who need more support to meet expectations. In addition, the school invests in the following evidence-informed programs to address specific skill development for some students:

- The Incredible Years
- Check and Connect
- Shared Concern Method
- Functional Based Assessment.

For more information about these programs, please speak with Student Services staff.

Intensive Teaching

Research evidence shows that even in an effective, well-functioning school there will always be approximately 5% of the student population who require intensive teaching to achieve behavioural expectations. Intensive teaching involves frequent and explicit instruction, with individuals or in small groups, to develop mastery of basic behavioural concepts, skills and knowledge.

Some students may require intensive teaching for a short period, for particular behaviour skills. Other students may require intensive teaching for a more prolonged period. Decisions about the approach will be made based on data collected from their teacher or teachers, and following consultation with the student's family.

For a small number of students who continue to display behaviours that are deemed complex and challenging, then individualised, function-based behaviour assessment and support plans and multi-agency collaboration may be provided to support the student. This approach will seek to address the acute impact of barriers to learning and participation faced by students who are negotiating a number of complex personal issues.

Students who require intensive teaching will be assigned an individual mentor at the school that will oversee the coordination of their program, communicate with stakeholders and directly consult with the student.

DISCIPLINARY CONSEQUENCES

The disciplinary consequences model used at Bentley Park College follows the same differentiated approach used in the proactive teaching and support of student behavioural expectations.

The majority of students will be confident and capable of meeting established expectations that are clear, explicitly taught and practised. In-class corrective feedback, sanctions and rule reminders may be used by teachers to respond to low-level or minor problem behaviours.

Some students will need additional support, time and opportunities to practise expected behaviours. Approximately 15% of the student population may experience difficulty with meeting the stated expectations, and even with focussed teaching, in-class corrective feedback, sanctions and rule reminders continue to display low-level problem behaviour. A continued pattern of low-level behaviour can interfere with teaching and learning for the whole class, and a decision may be needed by the class teacher to refer the student to the College's behaviour classroom. The school administration team may be contacted immediately for determination of a disciplinary consequence.

For a small number of students, approximately 2-5%, a high level of differentiated support or intensive teaching is required to enable them to meet the behavioural expectations. This may be needed throughout the school year on a continuous basis. The determination of the need will be made by the principal in consultation with staff and other relevant stakeholders.

On occasion the behaviour of a student may be so serious, such as causing harm to other students or to staff, that the principal may determine that an out of school suspension or exclusion is necessary as a consequence for the student's behaviour. Usually this course of action is only taken when the behaviour is either so serious as to warrant immediate removal of the student for the safety of others, and no other alternative discipline strategy is considered sufficient to deal with the problem behaviour.

The differentiated responses to problem behaviour can be organised into three tiers, with increasing intensity of support and consequences to address behaviour that endangers others or causes major, ongoing interference with class or school operations.

Differentiated

Class teacher provides in-class or in-school disciplinary responses to low-level or minor problem behaviour. This may include using the Essential Skills for Classroom Management:

- Establishing expectations – making rules.
- Giving instructions – instructing students on what to do.
- Waiting and scanning – stopping to assess what is happening.
- Cueing with parallel acknowledgement – praising a particular student to prompt others.
- Body language encouraging – smiling, nodding, gesturing and moving near.
- Descriptive encouraging – praise describing behaviour.
- Selective attending – not obviously reacting to certain behaviours.
- Re-directing to the learning – prompting on task behaviour.
- Giving a choice – describing the students options and likely consequences of their behaviour.
- Following through – doing what you said you would.
- Corrective feedback (e.g. 'Hand up when you want to ask a question.')
- Rule reminders (e.g. 'When the bell goes, stay seated until I dismiss you.')
- Explicit behavioural instructions (e.g. 'Pick up your pencil.')
- Revised seating plan and relocation of student/s.
- Individual positive reinforcement for appropriate behaviour.
- Class wide incentives.
- Reminders of incentives or class goals.
- Low voice and tone for individual instructions.
- Give 30 second 'take-up' time for student/s to process instruction/s.
- Reduce verbal language.
- Break down tasks into smaller chunks.
- Provide positive choice of task order (e.g. 'Which one do you want to start with?')
- Prompt student to take a break or time away in class.
- Model appropriate language, problem solving and verbalise thinking process (e.g. 'I'm not sure what is the next step, who can help me?')
- Provide demonstration of expected behaviour.
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour.)
- Private discussion with student about expected behaviour.
- Reprimand for inappropriate behaviour.
- Warning of more serious consequences (e.g. removal from classroom.)
- Detention.

Focussed

The class teacher is supported by other school-based staff to address in-class problem behaviour. This may include:

- individual student behaviour support strategies (e.g. Individual behaviour management plans/ Discipline Improvement Plan)
- targeted skills teaching in small group
- token economy – Success tickets, Bentley Bucks, Crusader Cash
- detention
- behavioural contract developed within behaviour classroom
- counselling and guidance support
- self-monitoring plan
- Check in Check Out strategy – time out card/chill card
- positive behaviour monitoring card
- teacher coaching and debriefing
- referral to Student Support Network for team based problem solving
- stakeholder meeting with parents/carers and external agencies.

School leadership team work in consultation with Student Support Network to address persistent or

Intensive

ongoing serious problem behaviour. This may include:

- functional behaviour assessment based individual support plan
- complex case management and review
- stakeholder meeting with parents/carers and external agencies including regional specialists
- temporary removal of student property (e.g. mobile phone)
- short term suspension (up to 10 school days)
- long term suspension (up to 20 school days)
- charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities)
- suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (principal) about their exclusion from school)
- exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)
- cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school.

A School Disciplinary Absence (SDA) is an enforced period of absence from attending a Queensland

School Disciplinary Absences

state school, applied by the Principal as a consequence to address poor student behaviour. There are four types of SDA:

- short suspension (1 to 10 school days)
- long suspension (11 to 20 school days)
- charge-related suspension
- exclusion (period of not more than one year or permanently).

At Bentley Park College, the use of any SDA is considered a very serious decision. It is typically only used by the Principal when other options have been exhausted or the student's behaviour is so dangerous that continued attendance at the school is considered a risk to the safety or wellbeing of the school community.

Parents/carers and students may appeal a long suspension, charge-related suspension or exclusion decision. A review will be conducted by the Director-General or their delegate, and a decision made within 40 school days to confirm, amend/vary or set aside the original SDA decision by the Principal.

The appeal process is a thorough review of all documentation associated with the SDA decision and provides an opportunity for both the school and the family to present their case in the matter. Time is afforded for collection, dissemination and response to the materials by both the school and the family. It is important that the purpose of the appeal is understood so that expectations are clear, and appropriate supports are in place to ensure students can continue to access their education while completing their SDA.

Re-entry following suspension

Students who are suspended from Bentley Park College may be invited to attend a re-entry meeting before the day of their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parent/s, back to the school and to review the student's behaviour. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication through the development of a discipline improvement plan (DIP).

It is mandatory for the student or their parents/carers to attend a re-entry meeting. It is offered as a support for the student to assist in their successful re-engagement in school following suspension.

Arrangements

The invitation to attend the re-entry meeting will be communicated via telephone and in writing. Re-entry meetings will take into account the individual student circumstances, and kept small with only the Principal or their delegate attending with the student and their parents/carers.

A record of the meeting is saved in OneSchool, under the behaviour and contact tab, including any notes or discussions occurring during the meeting.

Structure

The structure of the re-meeting should follow a set agenda, as per the template for the discipline improvement plan on OneSchool. This meeting should be narrowly focussed on making the student and their family feel welcome back into the school community while revising and agreeing to the students discipline improvement plan..

Reasonable adjustments

In planning the re-entry meeting, school staff will consider reasonable adjustments needed to support the attendance and engagement of the student. This includes selecting an appropriate and accessible meeting space, organising translation or interpretation services or supports (e.g. AUSLAN), provision of written and/or pictorial information and other relevant accommodations. The inclusion of support staff, such as guidance officers or Community Education Counsellors, may also offer important advice to ensure a successful outcome to the re-entry meeting.

Documentation

- [Student Code of Conduct](#)
- [Behaviour Systems](#)



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