



PINNACLE ACADEMIC COLLEGE – POSITIVE BEHAVIOUR MANAGEMENT PROCEDURE 2024

Purpose:	The purpose of this procedure is to ensure that students, parents, employees and volunteers understand the behaviour management p of Pinnacle Academic College	
Scope:	Students, parents and employees, including full-time, part-time, permanent, fixed-term and casual employees, as well as contractors, volunteers and people undertaking work experience or vocational placements	
Status:	Approved	Supersedes: V1.2
Authorised by:	Akademeia Ltd Board Chair	Date of Authorisation: 13/02/2024
References:	<ul style="list-style-type: none"> ● <i>The Alice Springs (Mparntwe) Education Declaration 2019</i> ● <i>Education (Accreditation of Non-State Schools) Act 2017 (Qld)</i> ● <i>Education (Accreditation of Non-State Schools) Regulation 2017.</i> ● Australian Education Regulations 2013 ● Fair Work Act 2009 ● Work Health and Safety Act 2011 (Qld) ● Privacy Act 1988 (Cth) ● Anti-Discrimination Act 1991 (Qld) ● Australian Human Rights Commission Act 1986 (Cth) ● Sex Discrimination Act 1984 (Cth) ● Age Discrimination Act 2004 (Cth) ● Disability Discrimination Act 1992 (Cth) ● Racial Discrimination Act 1975 (Cth) ● Pinnacle Academic College Dispute Resolution Procedure ● Pinnacle Academic College Work Health and Safety Policy (to be completed) ● Pinnacle Academic College Anti-Discrimination Policy (to be completed) ● Pinnacle Academic College Sexual Harassment Policy (to be completed) ● Pinnacle Academic College Disability Policy ● Pinnacle Academic College Workplace Bullying Policy (to be completed) ● Pinnacle Academic College Privacy Policy (to be completed) 	
Review Date:	Annually	Next Review Date: February 2025
Policy Owner:	Akademeia Ltd	
Note:	This Procedure may be reviewed at any time at the discretion of the Akademeia Ltd Board	

VERSION HISTORY

VERSION	DATE	NOTES
Draft	23/01/19	Initial Draft Document
1.0	29/01/19	Approved
1.1	27/04/19	Approved
1.1	10/01/2020	Reviewed and Approved without change
1.1	10/01/21	Reviewed and Approved without change
1.2	10/01/22	Reviewed and approved with some changes
2.1	10/02/23	Reviewed and approved with changes
2.1	13/02/24	Reviewed and approved without change

Positive Behaviour Management Procedure

Expectations:

We recognise that children make choices that may lead to inappropriate behaviour and this can impact the rights of each child. These choices can result in minor annoyance or more serious harm. Classroom rules and consequence are decided and implemented in order to maintain a safe, secure and enjoyable environment for all.

The Rights of each Child are:

- To feel safe.
- To be heard and listened to.
- To be accepted as an individual.
- To be shown courtesy, kindness and respect by everyone.
- To expect personal property to be safe from destruction or theft.
- To be spoken to quietly and with respect by everyone.
- To learn in an attractive, well prepared environment.
- To work without disturbance.

The Responsibilities of each Child are:

- To express themselves appropriately.
- To accept others as individuals.
- To respect the personal property of others.
- To work without disturbing others.
- To show courtesy, kindness, and respect to everyone.
- To cooperate and act in a friendly manner.
- To listen to others, and to allow them their thoughts and opinions.
- To contribute towards the wellbeing of the School community and environment.

Minor problem behaviour is handled by staff members at the time it happens. Staff will calmly explain the agreed expectation and describe what behaviour the student is expected to demonstrate. Major problem behaviour is referred directly to the Principal or whomever the Principal chooses to delegate to.

Minor behaviours are those that:

- Are minor breaches of the school rules.
- Do not seriously harm others or cause staff to suspect that a student is harmed.
- Are not part of a repeated pattern of behaviour.
- Are recorded in Compass on the student profile.

Examples of this include, but are not limited to:

- Name calling and putting others down.
- Causing embarrassment to others.
- Disrupting class.
- Distracting others' learning.
- Non-cooperation or defiance.
- Low-level physical contact such as pushing.

Major behaviours are those that:

- Significantly violate the rights of others.
- Put others / self at risk or harm.
- Require the involvement of the Principal.

Examples of this include, but are not limited to:

- Repeated minor behaviours.
- Threatening others.
- Serious physical violence such as punching, kicking or biting with intent to harm.
- Swearing.
- Vandalism and graffiti.
- Throwing dangerous objects.
- Making racial comments or slurs.
- Making gender discriminatory comments or slurs.
- Behaviour that is sexual in nature such as exposing oneself or sexual physical contact.

Teacher Responses

The mediation process for our restorative justice procedure is stepped out in the following simple procedure:

1. Identify the behaviour that occurred.
2. Ask the involved student(s) to either step outside the classroom for a quick conversation or to stay behind after class – whichever method makes more sense at the time.
3. Use the following open-ended questions to learn more about the behaviour and the reasons it happened:
 - What happened?
 - What were you thinking about when _____ happened?
 - Who did this affect and, how so?
 - What can be done to heal the damage/hurt inflicted?
4. Guide the conversation toward a meaningful and positive resolution.

Minor Behaviours

First incidence:

Calmly explain the agreed school rules and describe what behaviour the student is expected to demonstrate.

If the behaviour is repeated:

Ask the student to stop their inappropriate behaviour and commence the four-step the restorative justice procedure.

Major behaviours

Child is instructed to stop the unwanted behaviour and commence the four-step restorative justice procedure.

If the child is unable/unwilling to engage in this process, the Teacher is expected to immediately call for support.

The child is to be removed from the situation and supervised away from the individual or group. Child is not to be left alone to deal with the emotions but rather, assistance is sought from other teachers to calm the situation. Participants and witnesses of the incident will be interviewed, and the teacher (in conjunction with Principal) will decide on an appropriate response. This may include a Restorative Justice session. Parents of all participants are notified by phone, email or in person. A record will be kept in each participant's student profile in Sentral. It may be appropriate to meet with parents and the child to develop a Personal Management Plan (PMP). The Principal will decide on a case-by-case basis whether the child's enrolment can continue and if so, any special conditions. All decisions will be provided to parents in writing and delivered personally e.g. phone call or meeting.

If in the instance the child cannot be calmed, and no parent or authorised trusted adult is onsite, for the protection of the child themselves, and/or other students, staff, and volunteers, as a last resort it may be deemed necessary to enlist the help of Emergency Services personnel to ensure the safety of all.

Participants and witnesses of the incident will be interviewed and the teacher (in conjunction with Principal or delegate) will decide on an appropriate response. Parents of all participants are notified by phone, email or in person. A record will be kept in each participant's student profile in Sentral. It may be appropriate to meet with parents and the child to develop a Personal Management Plan (PMP). The Principal or delegate will decide on a case-by-case basis whether the child's enrolment can continue and if so, any special conditions that will need to

be applied. All decisions will be provided to parents in writing and delivered personally e.g. phone call or meeting. All aspects and actions will be recorded in the student's profile on Sentral.

At Pinnacle Academic College we understand that despite our best efforts to develop a positive college environment some students will continue to show a pattern of problematic behaviour. When this pattern of behaviour becomes apparent, the classroom teacher will adopt a documented problem solving approach which will outline:

- The problem behaviours and the dates they occurred.
- Teacher reflections on the context, triggers, possible learning challenges, involvement of others and likely purpose of the misbehaviour.
- Strategies adopted to address the problem behaviours.
- Records of contact with parents/carers (compulsory) & any involvement of other staff.

Due to the collaborative nature of the Teaching and Learning at Pinnacle Academic College, a common and consistent approach to managing and dealing with misbehaviour is required. Some options available for teachers to consistently manage student behaviour include: three clear verbal warnings, relocation within the classroom, loss of break times, or a single period withdrawal, which must be followed up with parent contact by the teacher (either by phone call or email).

Where ongoing misbehaviour cannot be successfully managed by teacher intervention, is an ongoing issue, or the misbehaviour is of a very serious nature (such as verbal or physical violence, serious disruption of the learning environment, threats of harm to self or other students, harassment of staff or students, etc.), formal involvement of the Principal or delegate will be required. Led by the Principal or delegate, this approach is likely to involve a functional behaviour problem solving approach such as, collaboration with outside agencies, increased parental/carer involvement and may include the use of formal sanctions such as in-school withdrawal, positive behaviour suspension - where a parent/carer is required to accompany the student at all times while at school and finally, exclusion. Successful behaviour management will continue to require a team approach to allow the resources of the whole teaching team to be deployed to creatively address the problematic behaviour. The Principal will take responsibility for ensuring a coordinated approach is adopted, contact is maintained with parents, appropriate documentation is completed and the impact of the plan is monitored and reviewed.

At the discretion of the principal or delegate, and in consultation with Akademeia board, parents/carers and classroom teachers, a multifaceted approach may be instigated where the student (for the safety of all involved) may be moved to the Distance Education stream. This is with the view to implement occasional or short duration sessions onsite with support and be slowly integrated back into class as capacity allows. The student may also be restricted to the Distance Education stream if this reintegration is not successful.

Physical Intervention

Physical intervention is used only as an immediate or emergency response (or as part of an agreed individual plan for a student) including to prevent self-harming behaviours. The legal basis for use of physical restraint is twofold. Firstly, it resides in the common law duty of care that staff owe to all students to protect them from foreseeable harm. Secondly, as a defense for complaints of assault in respect of physical restraint in section 280 of the Criminal Code. There is provision for the use of physical restraint involving the restriction of a student's movement for reasons of safety in cases where a student is behaving in a manner that has the potential to injure themselves or others, or to prevent serious property damage. Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:

- Physically assaulting another student or staff member.
- Posing and immediate danger to themselves or others.

Appropriate physical intervention may be used to ensure that PAC's duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened, and the strategy is used to prevent injury.

Physical interventions can involve:

- Coming between students.
- Blocking a student's path.
- Leading a student by the hand or arm.
- Shepherding a student by placing a hand in the centre of the upper back.
- Removing potentially dangerous objects.
- In extreme situations, using more forceful restraint.

Any physical intervention made must be reasonable and in proportion to the circumstances of the incident. If force is used it must be the minimum needed to achieve the desired result and consider the age, stature, disability, understanding and gender of the student. Each incident requiring the use of physical intervention must be formally documented. The following records must be maintained:

- PAC incident report.
- Record of the incident on the student profile in Sentral.