



WESTERN AUSTRALIAN
COLLEGE *of* AGRICULTURE
Cunderdin

College Guidelines 2022

(Positive Behaviour Culture Excerpt)

cunderdin.wa.edu.au

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Positive Behaviour Culture

*Updated February 2022

This document is not the Behaviour Management Policy in its entirety; it is a guide to be read in conjunction with the Student Information Guidelines and the following documents:

- Drug Education Plan
- Student Residential Status Review
- Student Driving Policy
- ICT policies and procedures
- Student Code of Conduct
- Behavior Management in Schools
- Duty of Care for Students
- Occupational Safety and Health
- Risk Management
- Mobile Phone Policy

Rationale

The WA College of Agriculture Cunderdin is responsible for providing an environment that fosters and encourages positive behaviour of individual students towards the college, parents and wider community. Our core values are underpinned by:

- **Respect for yourself**
- **Respect for others**
- **Respect for your environment**

Responsibilities

Staff Responsibilities – staff members are expected to:

- Provide a safe and cooperative living and working environment for students and staff
- Respect the rights of others and develop community values
- Deliver a quality learning program
- Provide a specific statement of rights, rules and responsibilities to students, staff and parents, outlining a clear set of behaviour standards and guidelines for students
- Implement these standards and guidelines in a fair and consistent manner
- Inform students and parents of any issues and consequences in a timely manner

Student Responsibilities – students are expected to:

- Ensure that their behaviour does not disrupt the learning of others
- Ensure the college environment is kept neat, tidy and secure
- Ensure that they are punctual, polite, prepared and respectful
- Behave in a way that ensures the safety and wellbeing of others
- Respect personal possessions and college property

Parent Responsibilities – parents are expected to:

- Be aware of student expectations and read the College Guidelines booklet
- Support the college in its management of student behaviour and encourage positive contribution.
- Relate matters of concern through the appropriate forum
- Inform the College of any issues that may be affecting the education, social or emotional wellbeing of their child

School Approach to a Positive Behaviour Culture

It is important to establish and maintain an environment where students feel safe, respected and valued. The following contribute to the promotion of a positive environment at the Cunderdin campus:

- Leading by example
- Maintaining pride and a corporate image
- Recognition of achievement of both staff and students
- Pastoral care and the development of individuals through our Induction and various camps
- Active involvement in the wider community
- Active building of positive relationships between staff / students / families
- Rewarding and acknowledging students who are consistently displaying the expected behaviours

Guidelines of consequences for unproductive behaviour

Major and minor unproductive behaviour are monitored and carefully reviewed to ensure fair and adequate follow up, consequences and support is applied based on the context of the situation. A one-size-fits-all, standard approach does not always fairly administer appropriate consequences and provide a learning opportunity for students. College staff who are experienced in working with young people collaborate to ensure issues are appropriately resolved.

Responses

- Reprimand – a concern is addressed with the student and the expected behaviours reinforced
- Alternative consequences are applied in the context of the behaviour concern displayed
- Intervention or referrals to external agencies
- Withdrawal – student is removed from area
- Cost recovery of any damages relating to an incident
- Demerits applied (contributing toward loss of Good Standing)
- Loss of Good Standing
- Withdrawal from the boarding residence
- Suspension from school
- Referral to a Residential Review Panel
- Exclusion

Responses explained

1. Intervention or referral to an external agency: - this may include drug and alcohol counselling, mental health professionals, the Department of Child protection and/or the Police.
2. Alternative consequences such as loss of college driver's license, inability to bring their personal vehicle on site.
3. A Demerit point remains with the student for a 2-week cycle.
4. If students lose five (5) demerit points within the 2 week cycle they will lose their "Good Standing".
5. A loss of "Good Standing" will automatically exclude that student from all extra curricula activities.
6. A period of suspension allows for: -
 - Removal of the student from the environment in which there are issues or concerns.
 - Sharing behaviour management with parents.
 - Acknowledges the seriousness of the behaviour(s).
7. A Review Panel may be convened to discuss the student's behaviour. The panel will include college staff and representatives from the wider college community.
8. A panel may be formed when: -
 - Where a student has been without "Good Standing" for more than a term
 - Where a student has lost "Good Standing" on multiple occasions throughout the year

- Where there has been a significant issue or critical incident
- When there is the need to consider the removal from residence

9. A student's residency may be temporarily or permanently interrupted when, in the opinion of the review panel, the college cannot risk taking responsibility for the students' behaviour. Further information on this can be found in the Department's Residential Status Review Panel documentation.

Grades of Conduct

- Accidental – the student commits a behaviour that happens by chance or unexpectedly.
- Careless – the student is aware of their behaviour but doesn't realise there are other consequences to their actions.
- Intentional - the student is aware of their behaviour and would be aware there are other consequences to their actions.
- Maliciously Intentional/ Intentional with forethought – the student is aware of their behaviour and behaves in such a manner as to provoke a response, harass, intimidate or bully.

Impact on Others

- The level of damage, injury or offence caused by the behaviour of the student
- The potential damage, injury or offence that may have been caused by the behaviour of the student
- The longer term consequence of the behaviour of the student on any victims

Demerit Point System

If a student is in breach of the college guidelines a 'minor' or 'major' behaviour entry will be entered into our Student Management System (Compass) by college staff. The college reviews student behaviour entries on a fortnightly cycle / basis.

Major and Minor Behaviours Defined - School Day Program

MINOR BEHAVIOUR DEFINED

**** Compass Entry for Minor Behaviour ****

1 Demerit Point

Disrespect toward others
Disruptive behaviour (3 times or more in a session)
Late to session (3 times or more for this program)
Leaving area without consent (ongoing concern)
Minor swearing / inappropriate language (3 times or more in a session)
Minor violation of College Guidelines - please specify
Not following instructions (3 times or more in a session)
Out of bounds
Physical contact with others (inappropriate)
PPE - Refusing to wear required PPE
Unprepared for session (repeated concern)
Uniform Infringement (3 or more)
Unsafe behaviour
Work Avoidance (3 times or more)

MAJOR BEHAVIOUR DEFINED

**** Automatic 3 Demerit Points ****

Abuse, threats, harassment or intimidation of staff
Abuse, threats, harassment or intimidation of students
Cruelty to animals
Cyber bullying / threatening
Damage (malicious) to property
Physical aggression towards staff
Possession / use / supply of substances with restricted sale
Physical aggression towards students
Possession / use / supply of illegal substance(s) or objects
Theft / stealing
Unsafe behaviour (high risk)
Violation of College Guidelines (major breach) - please describe
Violation of Student Driver Policy

Major and Minor Behaviours Defined – Residential Program

MINOR BEHAVIOUR DEFINED

**** Compass Entry for Minor Behaviour ****

1 Demerit Point

Bullying/ teasing others (minor)
Grooming / presentation (repeat concerns)
Disrespectful behaviour toward staff
Punctuality (repeat concerns)
Room requirements (repeat concerns)
Swearing (repeat concerns)
Other - please outline below
Cyberbullying on social media
Inappropriate use of Digital Technology

MAJOR BEHAVIOUR DEFINED

**** Automatic 3 Demerit Points ****

Abuse, threats, harassment or intimidation of staff
Abuse, threats, harassment or intimidation of students
Damage to property
Theft of property
Breach of College Guidelines (major)
Physical aggression towards staff
Physical aggression towards students
Possession, use or supply of illegal substance(s) or objects
Possession, use or supply of substance(s) with restricted sale

A 'minor behaviour' entry attracts **X1 demerit point**. A 'major behaviour' entry attracts **X3 demerit points**. This applies to all areas of the college (Farm, Trades, Class and Residential).

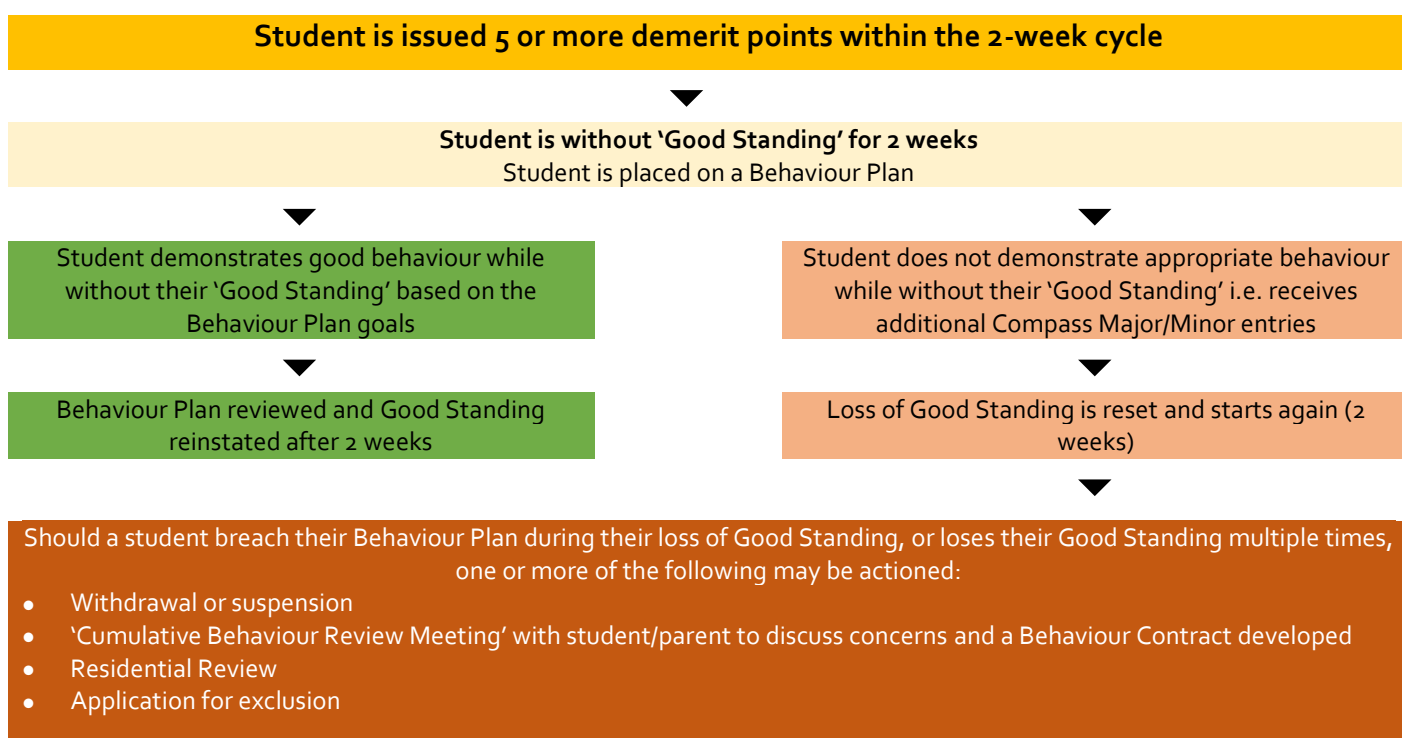
Compass entry – Minor Behaviour report	X1 Demerit point
Compass entry – Major Behaviour report	X3 Demerit Points

Each student commences the 2-week cycle with their 'Good Standing' and has **5 points allocated** to them. Should the student be issued X5 (or more) demerits over the course of that fortnight, they will **lose their 'Good Standing'**. A loss of "Good Standing" will automatically **exclude** that student from all extra curricula activities, such as:

Shearing Team, Autumn Carnival, Farm Skills Team, Fencing Team, Country Week, North West Tour, College Ball, non-curricular excursions, Dowerin Field Days, community sport and training (during the week), sporting carnivals and shields, weekly Town Run and any other event at Senior Staff discretion, loss of private vehicle privileges on site.

Please see the flow chart below outlining the **Good Standing** process:

Good Standing



Student / Parent Behaviour Meetings

There is an expectation that parents attend these meetings in person. Exemptions may apply to parents who are geographically disadvantaged and a phone or WebEx interview may be arranged.

Suspension Re-Entry Meetings

If a student is suspended or withdrawn from residence, the student must participate in a re-entry meeting and be placed on a Behaviour Contract for 2 weeks. Re-entry meetings for residential-related suspensions or withdrawals will be facilitated by the Residential Manager. Re-entry meetings for school-related suspensions will be facilitated by the Positive Culture and Wellbeing Coordinator. The Principal/Associate Principal may also attend or facilitate re-entry meetings for significant or ongoing behaviour concerns.

Cumulative Behaviour Review Meetings

Cumulative behaviour review meetings in the first instance will be facilitated by the Positive Culture and Wellbeing Coordinator and Residential Manager. These meetings are conducted as a result of significant concern regarding student behaviour. Students will be issued a letter by the Principal informing them of the scheduled review meeting. Parents will be required to attend these meetings. Subsequent meetings will be facilitated by the Principal or Associate Principal and students may be withdrawn from residence or suspended from school until a student/parent meeting is conducted.

End of Year Behaviour

Any negative behaviour by Year 12 students surrounding end of year activities, including bullying of other students, vandalism or food fights, will be seen as a deliberate show of disrespect towards the college. Students involved in such activities will not be eligible to attend the Valedictory Ceremony.

Appeals

A parent or student can request a review of the process leading to the college's decision by way of writing to the Principal at cunderdin.wacoa@education.wa.edu.au

Acknowledging Positive Behaviour

Students who maintain their Good Standing for the term will be acknowledged and rewarded. Student Councilors will be provided an opportunity to recommend to the Principal the type of reward activity that is facilitated (within College Guidelines and constraints). Good Standing will be acknowledged via a reward activity each term.

Acknowledging Review

In the event that the college reviews policy pertaining to student behaviour, the college will advise parents via email of the reviewed policy implementation date and update the College Guidelines available on the college website.

WACoA Cunderdin Behaviour Pathway

**Remind &
Re-Teach
#1**



**Remind &
Re-Teach
#2**

**Make a
Choice**

**#1 Demerit
Point**

**Minor
Behaviour
Compass
Entry**



**Removal
from
program**

**Phone Call
Home**

**#3 Demerit
Points**

**Major
Behaviour
Compass
Entry**



WESTERN AUSTRALIAN
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Demerit Points & Good Standing Policy

Demerit Point System

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Major and Minor Behaviours Defined - School Day Program

MINOR BEHAVIOUR DEFINED
**** Compass Entry for Minor Behaviour ****
1 Demerit Point

- Disrespect toward others
- Disruptive behaviour (2 times or more in a lesson)
- Late to lesson (2 times or more for this program)
- Leaving area without consent (ongoing concern)
- Minor swearing / inappropriate language (2 times or more in a lesson)
- Minor violation of College Guidelines - please specify
- Not following instructions (2 times or more in a lesson)
- Out of bounds
- Physical contact with others (inappropriate)
- PTD - Making to wear required PTD
- Unprepared for lesson (repeated concern)
- Uniform infringement (2 or more)
- Unsettled behaviour
- Work avoidance (2 times or more)

MAJOR BEHAVIOUR DEFINED
**** Automatic 3 Demerit Points ****

- Abuse, threats, harassment or intimidation of staff
- Abuse, threats, harassment or intimidation of students
- Crivity to animals
- Cyber bullying / threatening
- Damage (intentional) to property
- Physical aggression towards staff
- Possession / use / supply of substances with restricted use
- Physical aggression towards students
- Possession / use / supply of illegal substances or objects
- Truancy / tardiness
- Unsettled behaviour (high risk)
- Violation of College Guidelines (major breach) - please describe
- Violation of Student Drive Policy

Major and Minor Behaviours Defined - Residential Program

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- Functuality (repeat concerns)
- Room requirements (repeat concerns)
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- Other - please outline below
- Cyberbullying on social media
- Inappropriate use of Digital Technology

MAJOR BEHAVIOUR DEFINED
**** Automatic 3 Demerit Points ****

- Abuse, threats, harassment or intimidation of staff
- Abuse, threats, harassment or intimidation of students
- Damage to property
- Theft of property
- Breach of College Guidelines (major)
- Physical aggression towards staff
- Physical aggression towards students
- Possession / use or supply of illegal substances or objects
- Possession / use or supply of substances with restricted use

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Compass entry - Minor Behaviour report X1 Demerit point
Compass entry - Major Behaviour report X3 Demerit Points

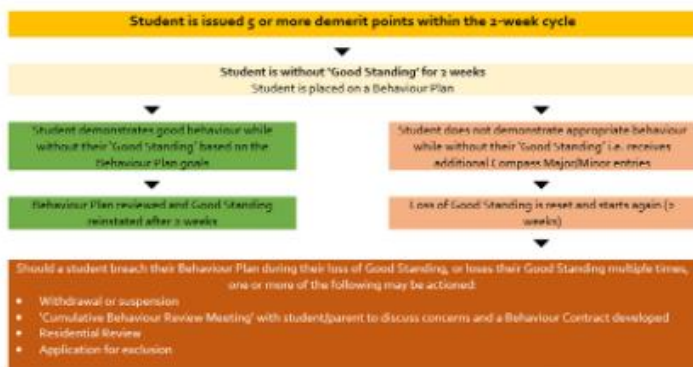
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Good Standing



You are encouraged to familiarise yourself with our full 'Positive Behaviour Culture' policy located within the 'College Guidelines'



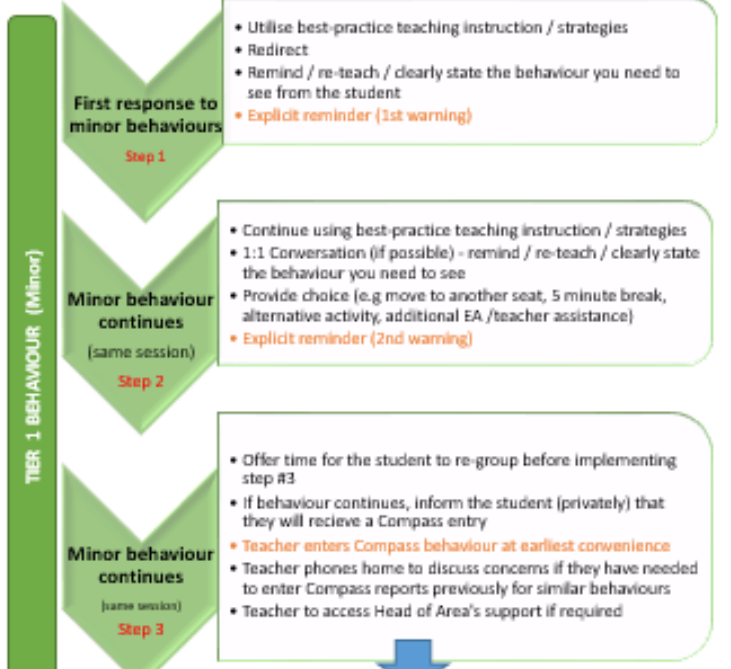
Staff Behaviour Flow Chart (School Day Program)

Managing Student Behaviour Staff Flow Chart

- Staff Will:**
- Be on time and prepared with meaningful, engaging lessons
 - Utilise best-practice teaching instruction / strategies
 - Model desired behaviour
 - Check student preparedness on arrival to class (uniform, PPE, resources)
 - Be clear about expectations & TEACH expected behaviours
 - Avoid Power struggles. Consider tone, language and response
 - **Get to know your students - RELATIONSHIPS, RELATIONSHIPS, RELATIONSHIPS!**

- Teaching Strategies:**
- Proximity
 - Pause
 - Planned ignore
 - Non-verbal signals/cues
 - Eye-contact
 - Reteaching
 - Verbal redirect
 - Relocating student to another seat/area
 - Implement a seating plan
 - One-on-one conversation
 - 5 minute break outside (where duty of care and adequate supervision can be maintained)
 - Relationship with student and parents

Managing **Minor Behaviour** during Lessons



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TIER 2 BEHAVIOUR (Major)

If the student then continues to demonstrate ongoing minor behaviours in your lesson, it becomes a MAJOR BEHAVIOUR (Violation of College Guidelines):

- Call Head of Area to collect the student
- If unavailable, call Wellbeing Coordinator (1), Associate Principal (2), Principal (3)

The student will be removed from the program. Head of Area to discuss the situation (when student is calm) and make arrangements for the remainder of the lesson

- Phone Call home from Teacher to discuss behaviour and Major Behaviour entry (3 demerit point allocation). Head of Area to support where required.
- Teacher enters Major Behaviour entry on Compass (Violation of College Guidelines)
- Head of Area to inform WB Coordinator
- Restorative process between teacher/student (facilitated by Head of Area) prior to student re-entry to program
- Behaviour Plan implemented (if required) - This will trigger a Student Services Referral

- Behaviour Plans:**
- Developed by Staff & Head of Area**
- Identify the function of the behaviour
 - Indicate strategies to encourage the desired behaviour
 - Identifies who will provide support
 - Is strength-based and supportive in essence
 - Has clear expectations and explicit consequences for non-adherence
 - Pastoral Care interview with WB Coordinator
 - Is communicated to all relevant staff & parents
 - Is uploaded to Compass under Behaviour Plans

TIER 3 BEHAVIOUR (Major)

Student Services Referral (Behaviour Plan Administered)

Development of a 2-week Behaviour Plan (early intervention):

- Student, teacher and Head of Area meet to complete the Behaviour Plan template
- WB coordinator meets with student to discuss Behaviour Plan and offer pastoral care support - Plan finalised and returned to Head of Area
- Head of Area engages parents and sends them the Plan
- Student Services Team tracks the Plan and reviews it at fortnightly meetings
- WB Coordinator checks in regularly, possible referral to Chaplain / SPS / external agencies

- Substantial, Ongoing Behavioural Concerns**
- Cumulative Behaviour Review Meeting
 - Behaviour Contract with explicit consequences (withdrawal, suspension, exclusion)