

# Managing Misbehaviour

When a student is demonstrating a behaviour that is not in accordance with the Manly Campus Code of Conduct, then all staff have a responsibility to redirect them towards appropriate behaviour. The flowchart below outlines strategies used to manage misbehaviour and levels of intervention if it persists.

## TEACHER:

- a. Communicates to student that they are misbehaving
  - b. Redirects student to appropriate behaviour referring to the Code of Conduct
- IF MISBEHAVIOUR CONTINUES:**
- c. Interviews student to help them identify misbehaviour – see 4 questions
  - d. Discusses with the student realistic and meaningful consequence/ resolution – see suggestion on next page
- IF MISBEHAVIOUR CONTINUES:**
- e. Completes a Sentral Negative Incident (including previous strategies used) and refers to **HEAD TEACHER**



## HEAD TEACHER:

- a. Checks Sentral Wellbeing history for student context
  - b. Interviews student and identifies target behaviour/s from Code of Conduct
  - c. Places student on a yellow (faculty level) *Student Monitoring Book*.
  - d. Contacts parents via email
  - e. Supports teacher in behaviour management strategies
  - f. Updates Sentral incident indemnifying which Code of Conduct aspect relevant
- IF MISBEHAVIOUR CONTINUES:**
- g. Updates Sentral incident and refers to **DEPUTY PRINCIPAL**



## DEPUTY PRINCIPAL:

- a. Interviews student and identifies target behaviour/s from Code of Conduct
  - b. Arranges meeting with student and parent/carer
  - c. Places on a blue (whole school level) *Student Monitoring Book*
  - d. Issues *Suspension Warning Letter* where appropriate
  - e. Updates Sentral incident
- IF MISBEHAVIOUR CONTINUES:**
- f. Updates Sentral incident and liaises with **PRINCIPAL** on further actions

## THE FOLLOWING BEHAVIOUR SHOULD BE REPORTED TO THE DEPUTY PRINCIPAL IMMEDIATELY:

- Dangerous or violent behaviour
- Possession of dangerous implements or weapons or imitation weapons
- Possession or use of illegal drugs, alcohol, vaping equipment or nicotine products
- Vandalism
- Stealing
- Misuse of technology that results in harm to self or others
- Offensive or abusive language
- All forms of bullying, harassment and discrimination against students, staff or members of the community

# Interviewing Students About Misbehaviour

## Using Restorative Practice

The purpose of Interviewing a student should be to help them identify their misbehaviour and provide important 'teachable moments' and opportunities to understand the impact of behaviour of self and others. The Department of Education's recommends using the evidence-based *Restorative Practice* approach that enables staff to:

- model empathy and respectful relationships
- value student voice and utilise collaborative problem solving
- view inappropriate behaviours as opportunities for learning
- apply procedural fairness
- recognise the importance of repairing damaged relationships
- separate the 'deed' from the 'doer'
- use active listening and positive language and tone
- avoid scolding, judging, lecturing or blaming
- foster self-awareness in the student
- implement consequences that are proportional and fair
- remain future focused.

### Examples realistic and meaningful consequence/ resolution

- a restorative task that matches the misbehaviour
- class detention to catch up on missed work
- move student until appropriate behaviour demonstrated

## Effective Restorative Questions

Questions that promote discussion about consequences and encourage personal reflections have the best potential to elicit empathy, remorse and learning. When working restoratively with students, staff can use the following questions:

### 1. What were you doing that was unacceptable?

Value the student's voice and perspective.

Objectively focus on the timeline of events without blame.

Understand and identify triggers.

### 2. Who has been affected by what happened?

The key question to trigger empathy and remorse. Think beyond those directly involved to see the 'ripple effect' of actions and consider the personal impact.

### 3. What do you need to do to make things right?

Devise agreed, realistic and meaningful resolutions/ consequences to allow students to demonstrate their learning/ commitment to improvement and restore trust.

### 4. If the same thing happened again, what would you do differently?

An opportunity for learning and verbalising alternative strategies.

Information sourced from: <https://education.nsw.gov.au/content/dam/main-education/student-wellbeing/attendance-behaviour-and-engagement/media/documents/Restorative-Practice-fact-sheet.pdf>