

#### Policy Rationale

- To develop positive, responsible behaviour essential for a safe, caring, supportive, respectful and cooperative training and educational environment and the achievement of optimal learning opportunities for students and staff.
- To instil compliance with the *Good Citizenship Code of Conduct* emphasis on *Respect: Learn It, Earn It*.

#### Policy Aims

- To build a CCAE environment based on positive behaviour, mutual respect and cooperation.
- To manage poor behaviour in a positive and professional manner.
- To establish well understood and logical consequences for student behaviour.

#### Procedure – Proactive Program: Good Citizenship Code of Behaviour: Respect – Learn It, Earn It.

CCAIE code of conduct and **Good Citizenship Program** will place emphasis on the development and recognition of positive behaviours. CCAIE will provide a wide range of positive extra-curricula activities for students including: sporting, theatrical, leadership, community service projects as well as appropriate leisure pursuits.

Staff will be encouraged to undertake professional development on student classroom behaviour and discipline management.

Parents/guardians will be actively encouraged to assist in the development of their children's behavioural performance. Where students are under 18 and still living at home, parents/guardians will be kept informed by regular phone/email contact, together with 4 written reports on a term basis.

Good Citizens take responsibility for their actions, making improvements rather than excuses. All persons are expected to have respect for themselves, classmates and CCAIE personnel by:

- Observing Equal Opportunity: everyone treated equally, fairly, respectfully and courteously.
- Avoiding harassment or discrimination and being inclusive of all persons.
- Respecting the rights of others and implementing responsibilities at all times.
- Respecting property and working together to provide a safe and harmonious environment.
- Respecting the right of other people to learn and respecting the opinions of others.
- Promoting learning, personal development, self-esteem and achievement of goals.
- Being punctual, prepared, persistent and completing agreed tasks by their due dates.
- Observing confidentiality, privacy all CCAIE policies in relationships with others.

#### Procedure – Proactive Program: Acceptable Behavioural Habits

Students are to practice the following behavioural habits when attending or undertaking CCAIE programs:

- **Be Proactive** – accept responsibility and do not cast blame for your behaviours and consequences. You have the *ability* to choose a moral/socially acceptable *response*. Behaviour is a conscious choice: act responsibly.
- **Begin with the End in Mind** – have a clear understanding of your *long term* vision, direction, destination. Each day work in a meaningful way on the short term steps to this long term vision you have for your life as a whole.
- **Put First Things First** – organise and manage time and events to do those things you find most worthwhile doing to provide the greatest personal benefit to you achieving your long term desired vision, direction and destination.
- **Think Win/Win** – maintain personal integrity. Consider the feelings and convictions of others. Live cooperative relationships: a compromise is not seen as weakness, but as a mutually satisfying and beneficial accommodation.
- **Seek First to Understand, Then be Understood** – listen empathetically to understand, but not necessarily agree with, another's viewpoint, then express your own opinion. Focus debate on issues, merits. Be open to compromise
- **Synergise** – value differences between people and through team building, and team work, harness the creativity that different perspectives bring to a relationship. Two people, creatively cooperating, usually produce better results than either one working in isolation.
- **Sharpen the Saw** – care for yourself through reflection. Balance 4 areas of life to provide a vision, passion and a sense of adventure to life. These are: *physical* [nutrition, exercise, rest], *social/emotional* [key personal relationships], *mental* [learning via communication and thinking] and *spiritual* [literature, the arts, prayer, meditation, enjoyment of nature].

### Procedure – Reactive Response to Breach of Confidentiality

Confidentiality of workplace observations, interactions, debriefing and class discussions are fundamental to CCAE programs. Critiques are essential for learning, but all commentary is restricted to the CCAE facilitator, fellow students within class, or a workplace supervisor. Class notes and/or Reflective Journals must not identify names of clients, carers, or fellow students. Proven breaches of confidentiality will result in the:

- Immediate termination of a student's enrolment with CCAE
- Issuance of a Statement of Attainment for all units completed to that date.
- The student's file will cite a breach of confidentiality as the reason for termination.

### Procedures – Reactive Response to Unacceptable Behaviours

Trainers/Teachers are expected to handle minor issues of discipline themselves but maintain a record of such disciplinary events in VETtrak in the 'events' section related to a student.

Where a trainer feels that disciplinary action needs support from other staff, they must enlist the support of their coordinator: Education [Phil], Community Services [Karen] Commerce [Richards]. The following are options:

- If student is under 18, parents/guardians [if any] must be contacted and informed of CCAE's concerns.
- Where breaches of acceptable behaviour has occurred, students may be counselled, warned, given penalties.
- Students experiencing difficulty achieving positive behaviours may be referred to individualised behaviour management services to assist in the development of personal and agreed goals. In the case of community VCAL they can be referred to the Welfare and Careers Counsellors of the relevant Secondary College.
- Consequences of inappropriate behaviour may include: detention, counselling, loss of privileges, additional work, internal and external suspension, and ultimately a behavioural contract.

Where previous efforts to obtain improved behaviour have failed **Behavioural Contracts** will be entered into by the coordinator with the support of the College Manager in the presence of the Student and his/her Parents/Guardians [if any].

- A student who refuses to enter into a Behavioural Contract will be immediately withdrawn. Work marked prior to suspension will be used to prepare a Statement of Attainment which the student will receive if they were financial at time of the breach. Any future re-enrolment will be subject to a formal interview and a Behavioural Contract.
- A student who enters into a Behavioural Contract but then breaches such contract will be withdrawn from CCAE. Removal could be for a stipulated period and subject to re-enrolment interview and behavioural contract upon return, or removal could be of a permanent nature.

### Procedure - Responsibilities

- The **Manager** is responsible for the overall control and facilitation of this procedure. Staff and Students will have code of conduct matters addressed effectively, efficiently, professionally and confidentiality.
- The **Coordinator** of an area is responsible for providing support to staff who seek it, or who the coordinator believes are in need of additional support. The coordinator could make a request to the Manager on behalf of their staff.
- The **Trainer/Teacher** is expected to implement the values, acceptable behaviours, and code of conduct by personal example in their own dealing with staff/students, and to settle minor issues in the normal course of their teaching and training duties.
- When a **staff member or student believes they have not received an adequate hearing or redress of matters raised** with CCAE personnel [Teachers/Trainers, Administrative Support Staff, Coordinators and/or Manager] they are entitled to take their complaint to CCAE Board of Management.

### Evaluation

This policy is subject to bi-annual review.