

# Practical Wisdom

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*Steps for Managing Disruptive  
Student Behaviour*

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## Purpose

As outlined in the Student Charter, Griffith University's mission is best achieved by a University community in which all members:

- *value scholarship;*
- *respect diversity;*
- *recognise their common interests and the benefits to be gained from working together;*
- *acknowledge the reciprocal responsibilities inherent in a dynamic learning environment;*
- *demonstrate respect and consideration for each another;*
- *seek to fulfil their commitments to each other.*

In addition, the Student Charter states that members of the University community need to have reasonable and fair expectations of each other, in instances where disruptive student behaviour occurs. These guidelines have been developed to provide principles and appropriate processes to deal with those instances.

The aim is that the Student Charter is supported in ways that enable staff and students to deal with disruptive student behaviour.

***Promoting a positive learning culture involves clearly stating behavioural expectations up-front, and managing disruptive student behaviours in a manner that is timely, and fair to all concerned.***

## Scope

These guidelines refer to disruptive student behaviour exhibited by Griffith students during on and off-campus study related activities. They provide guidance on desired management responses by Griffith staff.

Guidelines have also been developed for managing mental health issues in staff.

As the specific circumstances and contexts are likely to differ, staff are expected to exercise their own judgement—but may find these guidelines useful to inform appropriate responses.

Some overarching principles are also provided to assist staff through the procedural guidelines outlined in Appendix I.

**Behaviour involving explicit threats should be referred immediately to Campus Support Team (Security x7777) and/or the Police (000). Incident Report Forms should be completed and lodged as appropriate.**

Student behaviour such as harassment, racist comments, bullying, and vexatious complaints should be handled under the *University's Student Sexual Assault, Harassment, Bullying and Discrimination Policy*.

Some behaviours may constitute misconduct under the Student Misconduct Policy—although this Policy is generally invoked for serious, intentional or repeated behaviours, and/or where warnings have already been issued. It is important that staff can show that appropriate steps have been taken prior to cases being referred to Student Misconduct.

## Background

The University aims to provide a safe and harmonious study and work environment for students and staff. Behaviour that impacts on the ability of others to study or work, or which makes them feel threatened or unsafe, is not acceptable and immediate action will be taken, under the appropriate policy, to address such behaviour.

While it is acknowledged that there may be contributing factors to disruptive behaviours (extreme or sustained stress; mental illness; substance misuse; real or perceived provocation etc), and while a negative impact on others may not be the intended consequence, the University and its officers will nevertheless respond to such incidents on the basis of protecting the rights, and health and safety, of all concerned.

**Responsibility for dealing with disruptive student behaviours initially rests with staff and their managers, in the context in which the behaviour is occurring** (teaching, library, service area, accommodation etc). If unresolved at this level it may be elevated to senior decision makers through the Student Misconduct Policy.



## Definitions

Disruptive behaviour refers to any behaviour that negatively impacts on the ability of others to study, work or take part in other activities of the University and may include:

- *verbal, written or physical threats*
- *inappropriate behaviour in classes (e.g. calling out, distracting other students by talking etc)*
- *unsafe practices in laboratories, on field trips etc. (e.g. inappropriate use of equipment or materials; failing to follow lecturer's directions)*
- *inappropriate behaviour outside of the classroom setting that affects others (e.g. aggressive approaches to others on campus).*

## Legislation

The University has an obligation under the Workplace Health and Safety Act 2011 to ensure the workplace health and safety of its staff, and to ensure that other persons (such as students, visitors, contractors) are not exposed to risks to their health and safety arising out of the University's activities.

In addition, under the relevant legislation [Commonwealth Disability Discrimination Act (DDA) 1992 and the Queensland Anti-Discrimination Act 1991] it is unlawful to discriminate against, harass or victimise people with disabilities. Failure to make reasonable adjustments for a student with mental illness or other disability or health condition may constitute direct or indirect discrimination.

The Education Services for Overseas Students (ESOS) Act (2000) and associated National Code of Practice prescribe actions and services universities must have in place to protect the rights and wellbeing of international students.

Behaviour that contravenes legislative requirements or University policies, resulting in a negative impact on the learning environment or on the ability of others to work or study, needs to be addressed quickly and fairly.

The 2018 TEQSA Guidance Note on Student Safety and Wellbeing states that Higher Education Providers "will have an overarching framework of guiding policies and effective processes" for safety and wellbeing so universities will take steps to understand and respond to the safety and wellbeing needs of the student body and cohorts within it.

## Case Study 1

A second year international student has an angry outburst in a lecture and afterwards when the lecturer approaches him is quite threatening. This is the second time this semester he has disturbed a lecture by shouting. The lecturer is also concerned about some confusing and troubling emails the same student has been sending to him with increasing frequency in the previous few weeks. The student adamantly refuses to make contact with the International Office, Counselling and Wellbeing, Health and Medical Services, or Disabilities Services.

The lecturer and Head of School meet with the student to outline their concerns, inform the student of his responsibilities, refer him to the Student Charter and suggest support options. The student seems to have little insight into the impact of his recent emails and behaviour, but agrees to the behaviour plan drafted at the meeting and given to him in writing.

In a tutorial the next week the student appears highly agitated and upset, and again displays loud and aggressive behaviour towards the group.

Three students in the tutorial group approach the tutor, and say they are worried about this student as his behaviour and personality have changed dramatically in the last month. The student has also been sending more frequent emails to the lecturer.

The Head of School and lecturer meet with the student again. He admits he has been feeling very stressed and can't sleep, but is still reluctant to seek professional support. The Head of School warns the student that his continued enrolment is contingent on his accessing professional support. It is made explicit in writing that unless the student takes some steps to manage his behaviour, he will not be able to continue studying. The letter lists campus based options the student can access.

The student contacts Health and Medical Services, and a GP refers him for psychiatric assessment and treats him for some associated medical issues. The student is diagnosed with and treated for a psychiatric illness. He is also referred to Disabilities Services for reasonable adjustments.

He is unable to complete the final half of the semester, so withdraws from study without penalty.

In June 2018, the Federal government released the Higher Education Standards Panel's final report on Improving Retention, Completion and Success in Higher Education which recommended that all universities should have a mental health strategy supported by a genuine commitment and adequate resourcing, including appropriate staffing levels of university counselling services.

## Guiding Principles

Griffith aims to cultivate a culture of respect and cooperation that minimises disruptive behaviour. These guidelines reflect that commitment.

1. It is the responsibility of all members of the University community to understand their rights and responsibilities, according to relevant legislation and Griffith University policies.
2. All staff, particularly those who supervise others, should recognise and protect the safety and wellbeing of all members of the Griffith community, and actively promote a safe and respectful University environment. Staff duly exercising the authority of their role will be supported by the University in taking whatever actions are deemed necessary, appropriate and reasonable to mitigate the impact or continuation of the behaviour.
3. The University response should reflect the level and impact of the student's behaviour, and take into account precipitating or contributing factors.
4. Early intervention and local resolution are strongly recommended as they are the most effective. Failure to intervene early enough, and at an appropriate level, may result in negative consequences for those affected by the behaviour, and for the University more generally, and may mean the outcomes for the student are more serious than if the intervention had been earlier.
5. Fairness, timeliness, transparency, sensitivity to cross cultural issues and respect for privacy, as well as a problem solving focus, should characterise the University's response.

## Case Study 2

A principal supervisor has concerns about a formerly conscientious student's sudden decline in progress in her doctorate in recent weeks. The student often cancels or doesn't attend meetings, is slow to respond to emails and is not meeting timelines. The supervisor has also received feedback from other HDR students who share a room with the student, saying she has angry outbursts and disrupts their capacity to study.

The supervisor meets with the student. In the meeting the student will not acknowledge that she is struggling with the final stages of her research. Following the meeting the student writes an angry and quite inappropriate email to the supervisor, suggesting that the supervisor doesn't like her and is no longer interested in her research. The student also reports that she wishes to apply to the Dean of Research to change supervision arrangements.

The principal supervisor organises another meeting with the student and the associate supervisor to discuss changes to the supervision arrangement. At this meeting the supervisors use the 'Expectations in Supervision' questionnaire they had completed previously with the student to identify problems within the supervision relationship. During this process, the student discloses that she has significant personal and financial problems, and that she needs more contact with and feedback from her supervisors than she has previously required. She adds that she had felt unable to seek more support from her supervisors because she has always operated very independently, and she knows they are busy. She has also been worrying about failing, which is adding to her stress.

The supervisors address the student's concerns regarding support and feedback and her fears that she will not complete on time. They also refer the student to relevant support services.

# Student Wellbeing and Safety Policy

(Approved 3/12/2018)

This policy details the University's approach to managing a student's enrolment when a concern is raised about the student's health and wellbeing, including behaviours that may be considered unsafe to themselves or others.

The purpose of the policy is one of student support and the intent is, where possible and appropriate, to avoid actions leading to penalties under the Student Misconduct Policy or restrictions under the Inability to Complete Required Components of Professional Qualification Policy.

In discharging its responsibilities under this policy the University seeks to balance the needs of an individual student against the requirement that the University maintains the academic integrity of its programs and the need to ensure and protect the health, safety and wellbeing of staff, other students and the public.

## Case Study 3

At the beginning of semester an academic teaching a painting class discusses the safe and appropriate use of studio space with the group. The group and teacher agree to a set of rules for studio use. As the semester progresses one student in the group begins to leave more and more belongings and rubbish such as food scraps in the studio, encroaching on others' space. She is spending long hours there and is often loud and disruptive to other students using the space, especially at night. The lecturer talks to the student about her behaviour and that it contravenes the group's rules regarding the safe and appropriate use of shared space. The student discloses she is having personal difficulties at the moment and that she is thinking she should make an appointment to see her Disabilities Service Officer (DSO) and private psychologist—both of whom she has not seen for some months.

The lecturer follows up the discussion with the student with an email, summarising the discussion and supporting the student's decision to seek support.

The student's behaviour does not change in the next few weeks, and others continue to complain to their lecturer about the repeated interruptions and the increasing mess in the studio space. The lecturer convenes a meeting with the student who requests that the DSO also attend.

At this meeting, the student, DSO and lecturer devise a behaviour agreement that lists very specific strategies for the student regarding her interpersonal behaviour and her use of the space. In coming weeks the student is much calmer and more considerate in the shared space. She decides to change to part time study to help with focus and stress management, and successfully completes the course.

## Related Policies and Procedures

Assessment Policy	Resolution of Breaches within GU Residential Colleges
Guidelines for Managing Mental Illness in Staff	Residential Colleges
Guidelines on Student E-mail	Role Statement Course Convenor
Student Sexual Assault, Harassment, Bullying and Discrimination Policy	Role Statement Program Director
Health and Safety Policy	Code of Conduct
Inclusive Practices for People with Disabilities Policy	Student Administration Policy
Student Wellbeing and Safety Policy	Student Charter
International Student Critical Incident Management Policy and Procedure	Student Review and Appeals Policy
Policy on Academic Misconduct	Student Misconduct Policy
Resolution of Breaches of Residential Community Standards and Other Grievances within Griffith University	Students with Disabilities Policy
Residential Colleges Policy	Information Technology Code of Practice
Professional Practice Policy	Reality Check: Steps for Identifying and Supporting Students "At Risk" or in Distress
	In addition, Schools may have their own Codes of Conduct for Students in their programs.

## Stakeholders

Managing disruptive student behaviour may involve some/all of the following elements. To ensure a coordinated approach one element may assume the role of "case management" this should be established early and communicated clearly to other elements.

<b>Campus Support Team (Security)</b>	7777
<b>Academic Registrar</b>	57334
<b>Head of School</b> <a href="http://griffith.edu.au/elements">griffith.edu.au/elements</a>	
<b>Manager, Accommodation (Residential Colleges)<sup>2</sup></b> <a href="http://griffith.edu.au/accommodation">griffith.edu.au/accommodation</a>	57893
<b>Student Health, Counselling and Wellbeing (Health and Medical Services, Counselling and Wellbeing and Pastoral Care)</b> <a href="http://griffith.edu.au/health-counselling-wellbeing">griffith.edu.au/health-counselling-wellbeing</a>	57470
<b>The International Office (international students)</b> <a href="http://griffith.edu.au/international">griffith.edu.au/international</a>	56515
<b>GUMURRII Student Support Unit (Indigenous students)</b> <a href="http://griffith.edu.au/gumurrii-student-support-unit">griffith.edu.au/gumurrii-student-support-unit</a>	57676
<b>Vice President (Corporate Services)</b>	57343
<b>Vice President (Global)</b>	29101
<b>Legal Services Unit</b>	56563
<b>Health, Safety and Wellbeing</b>	57802
<b>Equity, Diversity and Inclusion</b>	53883
<b>Media and Communications</b>	54288
<b>Police/Ambulance</b>	000 (112 mobiles)

<sup>2</sup> Students may also be living in associated student residential settings eg. Urbanest (South Bank), Griffith University Village (GC) and Uni Central Griffith (Logan) which have their own procedures for managing student behaviour in those facilities.

## Problem Identification

Each incident needs to be assessed regarding the level of risk to staff, students and property. Even in an isolated incident, this might require immediate notification to Security and the Police, an Incident Report form completed, and the Head of School notified. For example, if instances where threats are made, staff should automatically report this, rather than make judgments about the likelihood of the threat being enacted.

Staff should discuss concerns about single or repeated incidents of disruptive student behaviour with their supervisor as soon as possible.

**Low level incidents**—when an incident appears isolated the staff member may want to discuss the matter with the student, clearly define (in writing if appropriate) what is acceptable and unacceptable behaviour, and refer them, if appropriate, to support services for any assistance that would be helpful. Note that support services on campus are voluntary services.

**Repeated incidents**—if the behaviour recurs, after the student has previously been given a clear statement (in writing if appropriate) about what is acceptable and unacceptable behaviour, a written warning should be given about consequences of any repeat instances. Support or referral should be offered to assist the student where there may be underlying reasons for the behaviour (grievance, disability).

Options to be considered in responding to the situation could include:

- *liaison with support services (International Office, Counselling and Wellbeing, GUMURRII Student Support Unit etc) for assistance in framing the response or approaching the student*
- *referral to support services*
- *continuing review and monitoring*
- *changes in classroom management*
- *invoking procedures related to other University policies if these are more appropriate eg. Student Misconduct or Harassment, Bullying and Discrimination.*

**Serious incidents**—serious incidents (eg physical or verbal threats, risk taking behaviour), warrant urgent intervention. Staff should contact Security (x7777) and/or the Police (000) and advise the Academic Registrar and their managers immediately of actions they have taken.

**Documentation**—Staff and their supervisors should document any incidents and subsequent actions, including any discussion that takes place, the parties present, and outcomes/undertakings given that relate to efforts to prevent and manage disruptive student behaviours.

## Practical Steps to Promote a Positive Learning Culture

### Classroom Management

Staff new to teaching may benefit from support and resources provided by Griffith Institute for Educational Research (GIER) around promoting a positive learning environment, and basic classroom management techniques.

[griffith.edu.au/institute-educational-research](http://griffith.edu.au/institute-educational-research)

### Mental Health First Aid Training

All Griffith staff are encouraged to undertake Mental Health First Aid Training offered by the University, currently at no costs to elements. This nationally recognised training builds awareness, skills and confidence in responding to people who are exhibiting behaviours that cause concern. Students in leadership positions can also be supported to undertake this training.

The two day MHFA workshop can help you to:

- *strengthen mental health literacy*
- *recognise signs and symptoms in someone with a mental health problem*
- *respond to various mental health crisis situations*
- *engage with and support the person*
- *direct people to appropriate professional help.*

More information about MHFA training is available from Counselling and Wellbeing.

[griffith.edu.au/counselling](http://griffith.edu.au/counselling)

APPENDIX I outlines possible approaches for managing disruptive student behaviour. Staff and managers need to apply 'practical wisdom' in using or adapting these to the specific situation, or seek guidance if unsure.

# APPENDIX I Process for Managing Disruptive Student Behaviour

Those with responsibility for managing or supervising others (staff or students) may be assisted by these guidelines, and are encouraged to discuss proposed action and follow-up with their line

Depending on the seriousness of the matter, heads of elements should consider whether, and at what stage, to alert senior officers.

## Supporting Those Affected

It is important to acknowledge that those who perceive themselves to be subject to student behaviour that is threatening, disruptive or disturbed may be negatively impacted by this and may require support from their managers, referral to HRM or Employee Assistance Program.

Managers/supervisors can acknowledge this distress, even before further investigation into the matter can be properly conducted, or as part of gathering information. If the matter is serious they can also initiate changes to minimise further impact (e.g. re-assignment of student to a different tutorial) without making any judgements about the validity of the case.

At all stages from first report to final follow up it can be helpful for those affected to be informed about what is being done, without necessarily disclosing specific details unless this is appropriate. Communication, together with expressed concern, are critical to supporting staff.

## Meeting with the student

### Aim

1. Explain to the student the behaviour(s) that are unacceptable and why these disrupt or affect others.
2. Hear from the student any precipitating or mitigating factors that may have contributed to the behaviour(s).
3. Attempt to mutually problem-solve and identify a 'way forward' that respects everyone's rights

## Prior to the Meeting

Gather and document all the required information about the actual behaviour (as well as how it was perceived by others)—take care with specifics—date, time, who was present etc. Do not rely on second hand views, opinions or recollections.

Consider carefully what the problem with the behaviour actually was (e.g. not just that it occurred), and be prepared to explain this to the student. Consider issues of confidentiality and natural justice with respect to who made the complaint or raised the matter.

Review relevant and/or related policies and procedures, and talk to others who may add value to the handling of the process. If appropriate, check with relevant staff (e.g. Student Success Advisor, First Year Coordinator, Course Convenor) to see if there is any additional background information regarding the student's circumstances that may assist in understanding the behaviour.

Consider what outcome would be optimal (this may involve asking the affected staff what outcome they are seeking) and whether/what actions/sanctions may be appropriate.

Arrange to have a note-taker present. Notes should be made available to the student as well as on file. It is important for all concerned that the meeting is documented in an open and transparent way, and that students are reassured that they will see the notes.

Choose a venue that provides privacy and is not too imposing. Allow enough time so the meeting is not rushed. Try to schedule the meeting during hours when it will be easy for the student to attend.

Advise the student (in person or by phone first if appropriate, but will need to be in writing—email or letter—to confirm) about the purpose of the meeting.

State clearly the time, expected duration, date, venue and who will be present. Invite the student to bring along a support person (other student, friend) if they would like. Advise them where they can find relevant Policy or other information on the website to read before the meeting (or send copies if appropriate). Sample letters are attached. (Attachment 1). Provide a contact number the student can ring if they are running late, or need to check the meeting details etc.

## During the Meeting

Start by clearly stating the purpose of the meeting—to discuss the alleged behaviour, consider all sides of the issue, and resolve the matter at the lowest possible level.

Explain roles of those present—in particular the role of the support person, if present, as support not advocacy.

Explain why notes are taken and that all parties will receive these, and give a timeframe for this.

State what the alleged unacceptable behaviour is and explain why it is unacceptable (talking about the impact on others is generally more effective than judgements about the intent or inherent negative aspect of the behaviour).

Allow the student time to give their side of the situation. Encourage them to be open, honest and fair—and be prepared to hear where others' actions may have provoked or exacerbated the student's behaviours.

If appropriate, discuss alternative ways the student has to voice their concern/complaint.

State clearly expectations about future behaviour and consequences for repeat incidents of the unacceptable behaviour or similar actions.

Arrive at some kind of wording that will form an agreement or undertaking for future behaviour and include a warning of consequences of failure to observe the agreement. (*A sample agreement is attached—Attachment 2*).

Thank the student, and others present, for their willingness to attend the meeting.

## After the Meeting

Provide the student with a copy of the meeting notes and/or any agreement reached as per the timeframe given.

Place a copy of the meeting notes and agreement on the student's file. (*recopy@griffith.edu.au*)

Advise other relevant parties, in particular own manager, of the substance of the agreement as appropriate.

Monitor observance of the agreement if relevant.

Consider whether any educative processes (such as cultural awareness/communication, training in conflict resolution/negotiation etc), would lessen the likelihood of such behaviour recurring in the future and take appropriate action. This could also be considered prior to the meeting and offered as part of the resolution.

## Contingencies

If there is any possibility that the student may be violent or threatening at the meeting alert Security beforehand and give details of meeting location, time etc. Ensure there is a third party present.

If the student becomes very distressed or emotionally upset, consider re-scheduling the meeting and suggesting the student bring a support person next time.

If the meeting looks like running overtime it may be worth rescheduling than trying to rush an outcome.

If the student fails to arrive—or is late beyond what is reasonable, have considered whether a new time will be scheduled or whether other actions will be taken.

If the situation warrants it, the person coordinating the interaction with the student may request a formal assessment and report by a psychiatrist, clinical or forensic psychologist concerning their fitness to continue studying and the level of risk to the student themselves or to others, in their remaining on campus. This action should be discussed first with senior officers.

If the student appears to be unwell or under the influence of medication or other substances, it will be important to suggest the meeting take place when the student is in a fit state to participate. This is in line with staff responsibility for the health and wellbeing of students more generally. Where the staff member is uncertain about this course of action, they can contact their manager or the Head, Counselling and Wellbeing Service.

If the student is an international student, it may be appropriate to liaise with the Senior International Student Advisor regarding any decisions regarding the student's continued study.



# Attachment 1: Invitation Letter

This letter (adapted as needed or in email form) would be appropriate to confirm a discussion about a meeting to talk about behaviour.

Insert address

Insert date

Dear Insert student's name

This letter is to invite you to a meeting to discuss your behaviour on date/s. Specifically, the inappropriate behaviour is describe student behaviour here.

This meeting will be an opportunity to discuss why this behaviour was unacceptable, and for you to outline any factors which may have contributed to your behaviour, and to find a suitable resolution of this issue.

The meeting will be attended by list names and positions of any staff and you are invited to bring a support person (not advocate) such as another student or friend to attend the meeting with you. Insert name will take notes of the meeting, which will then be made available to you suggest time frame.

The meeting is scheduled for day, date and time, including duration.

Venue: Specific room number, building name and number.

Attached please find name relevant policy if attaching or You can find policies at link to policy which may provide information that is helpful to you.

Please also consider the support available to you through a range of university services list service/s and provide contact information if appropriate, such as Counselling and Wellbeing, International Office, GUMURRII Student Support Unit.

Please contact me or other staff name on provide contact details, direct line, mobile number should you need clarification of any details of the meeting and to confirm your attendance.

I look forward to the opportunity of meeting with you to discuss and resolve this matter.

Yours sincerely

Name

Title



## Attachment 2: Follow Up Letter

This letter (adapted as needed or in email form) would be appropriate to confirm a discussion about a meeting to talk about behaviour.

Insert address

Insert date

Dear Insert student's name

This letter is a follow-up to our conversation on date during which we discussed your behaviour on date(s). At our meeting, I described the behaviour that was disruptive to our learning environment and asked you not to engage in this behaviour in the future. Specifically, the inappropriate behaviour is describe student behaviour here.

Following our discussion, you agreed that any resolve noted here :

Please consider this letter a warning that continuing or repeating this behaviour may result in more serious consequences. If you wish to discuss this matter further, you may contact insert name and title of appropriate person at location, telephone number.

Please also consider the support available to you through a range of university services list service/s and provide contact information if appropriate, such as Counselling and Wellbeing, Learning Services, International Office, GUMURRII Student Support Unit.

I look forward to participating with you in our learning environment in a positive and respectful manner.

Yours sincerely

Name

Title



# Attachment 3: Behaviour Agreement Sample

## Behaviour Agreement Sample

### Expectations of Student Behaviour:

- List some clear expectations specific to the disruptive behaviours.  
*For example: It is expected that (insert student's full name) will not (describe student's behaviour) e.g disrupt the class with angry swearing and shouting.*
- Describe the preferred and appropriate behaviour for the situation as a guide for the student.  
*For example: Questions and comments may be directed at appropriate times such as when invited by lecturers and are to be relevant to the course and topic and expressed politely.*
- If appropriate, give the students some options for managing their reactions or stressors.  
*For example: If (student) begins to feel angry/stressed, he/she will quietly excuse himself/herself and take some time out for a few minutes.*

### The University will provide support:

- Describe clearly and specifically how staff may give the students some options or feedback about their behaviour in class.  
*For example: If (student) is beginning to show signs of stress in class, lecturers will politely and calmly suggest that he/she take some time out for a moment, or will politely ask them to lower their voice.*
- Provide information about appropriate support provided by the University available to the student.  
*For example: (Student) has been given written information about the Disabilities Service and Counselling and Wellbeing.*
- List any actions the student is committed to taking to redress underlying problems.  
*For example: (Student) has made an appointment to attend counselling with a University Counsellor to address anger issues.*

### If the Behaviour Agreement is not followed:

- Clarify how processes will be managed.  
*For example: If (student) or staff wish to make complaints or provide feedback, this can be done in writing to the Head of School.*
- Outline the process for action if the Behaviour Agreement is not followed.  
*For example: If (student) further disrupts the class, he/she will be asked to leave immediately, and must do so.*
- Outline the consequences of the Behaviour Agreement not being followed.  
*For example: Lecturers will report any incidents to the Head of School who may implement Student Misconduct Procedures which may lead to exclusion from certain courses, or the entire campus.*

### Review of the Behaviour Agreement:

- This behaviour Agreement was developed on *(insert date)* and will be reviewed at a meeting to be held on *(insert date)*. *(Student)* will be notified prior to this meeting in writing.

Student:

Signed:

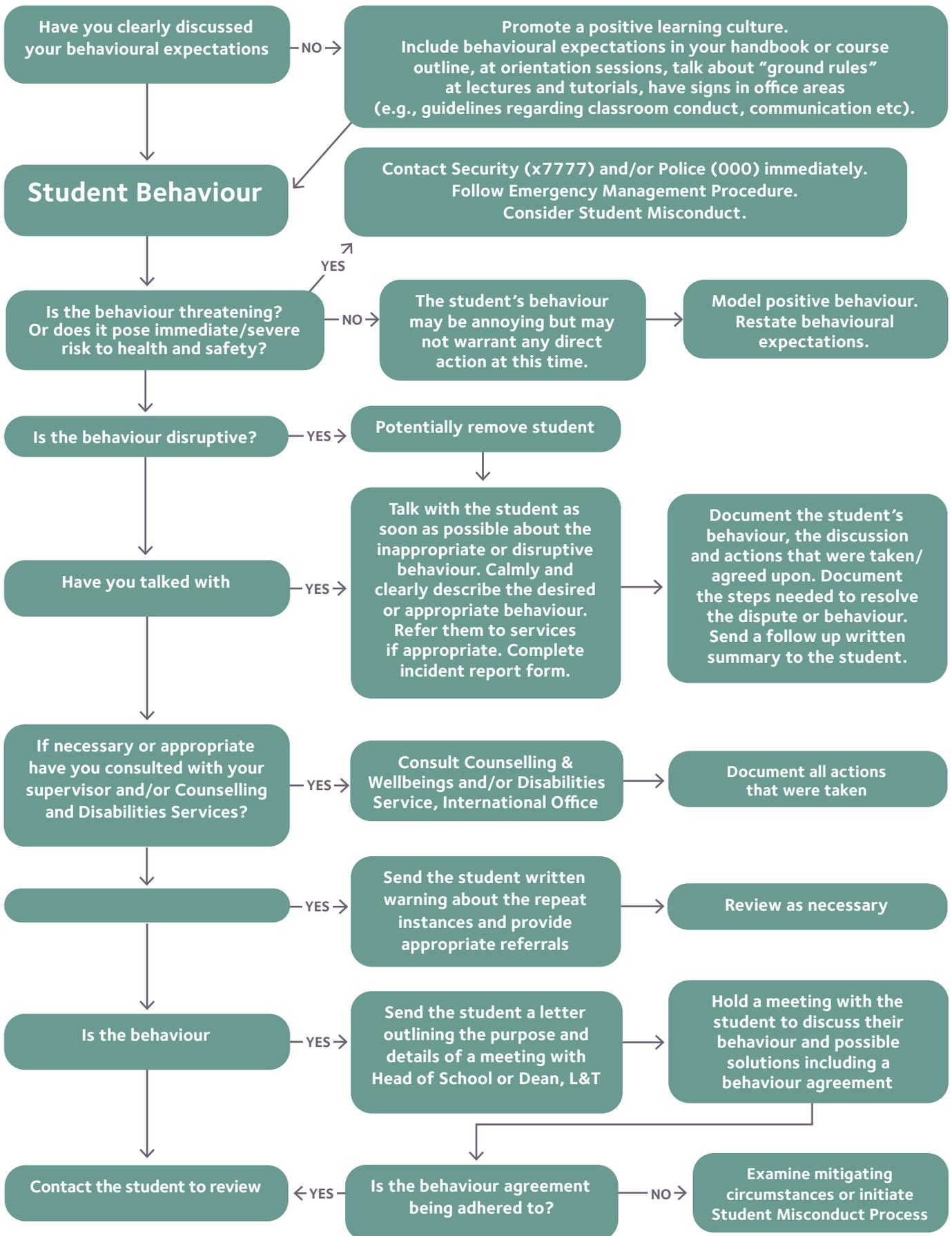
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Head of School:

Signed:

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# Attachment 4: Flow Chart



## Attachment 5: Checklist for Managing Disruptive Student Behaviour

- All students are aware up-front of what is expected of them in terms of appropriate behaviour, rights and responsibilities.
- The staff member concerned has explained to the student exactly which behaviour/s is/are inappropriate and why.
- The student's views have been listened to and their feelings and circumstances considered.
- The student has been given appropriate timeframes within which to respond, take action etc.
- The student is aware of their rights and has been referred to relevant policies, guidelines etc.
- The student has been provided with reasonable choices for future behaviour or informed of consequences for failing to behave appropriately.
- Referral information to appropriate university and/or community services has been provided.
- Processes, including feedback and decisions have been fair and timely.
- Discrimination or disability related issues or factors have been acknowledged and addressed.
- Staff affected by the behaviours have been supported and encouraged to access appropriate support services as required.
- The training and support needs of all concerned have been considered.
- Consequences have been enforced and/or follow up or reviews of decisions have been enacted as intended and on time.
- The process has been enacted in a spirit of fairness and respect, acknowledging any cultural or personal sensitivities.
- The process has been adequately documented, reporting requirements have been met (including Incident Reporting if relevant) and confidentiality has been maintained.
- University policies of privacy, information collection and storage, staff conduct etc. have been upheld.
- Initiate Student Misconduct or Wellbeing and Safety Policy procedures if no behaviour agreement or voluntary leave is reached.



Griffith University acknowledges the people who are the traditional custodians of the land, pays respect to Elders, past and present, and extends that respect to other Aboriginal and Torres Strait Islander peoples.