

HIGHVIEW COLLEGE STUDENT BEHAVIOUR MANAGEMENT POLICY

Person Responsible – Director of Pastoral Care

(Reviewed in odd years)



Rationale

The Highview College Behaviour Management Policy, as an integral part of our overall Pastoral Care program, is concerned about the personal growth of each individual student; helping him/her to grow and develop responsibility in an accepting, caring and orderly environment. Caring about our students means that a major part of the behaviour management process will be helping them to learn from their mistakes. They will be given time to reflect on their behaviour and work out ways of behaving differently, and to experience the logical consequences of inappropriate behaviour. At the same time, the discipline system assists teachers in maintaining a non-disruptive environment where all students can learn to the best of their ability.

This approach to behaviour management is based on our Christian philosophy which promotes respect and care for each person. Each student is consequently to be treated fairly and justly and we encourage students to treat staff members in a similar manner. The overarching aim of behaviour management within our Pastoral Care system is to keep the Highview College values in mind (Growth, Respect, Aspiration, Compassion, Excellence).

It is the respectful manner in which consequences are given and the discussion surrounding future behaviour that are most important in the management of behavioural issues and in determining appropriate consequences. Teachers should anticipate the likelihood that students will make mistakes; by definition they are learners. It is the responsibility of each teacher to create and to sustain positive learning environments in his/her learning space. Teachers may achieve this through different strategies which are designed to suit specific classes, cohorts and learning experiences.

Note: under no circumstances is corporal punishment or intimidation permitted, at any time or for any reason.

Aims

- To promote a culture in which every child has the right to and receives uninterrupted learning.
- To ensure that classrooms are to be places of positive encouragement – high student self-esteem – no sarcasm or put downs.
- To recognise that the teacher is ultimately responsible for safety and learning in his/her classroom.
- To ensure that these policies and associated procedures are implemented in a consistent and fair manner by all teachers.
- To encourage students to develop and take responsibility for their own learning.

Documentation and Communication

A copy of this policy is to be found on the Highview College website.

Students and/or parents who feel that consequences have not been procedurally fair have the right to approach the Director of Pastoral Care.

Parents who feel that consequences have not been procedurally fair should consult the Complaints and Grievance Policy (to be found on the Highview College website)

New staff members receive a Staff Handbook and indicate that they have read the College policies as part of their induction.

Staff members undertake professional development by attending Pastoral Care staff meetings on a regular basis, where pastoral issues and the management of behavioural issues are discussed, scenarios are played out and strategies are suggested.

Behaviour management cases are documented as follows:

- Positive affirmations and concerns are recorded by the class teacher on SEQTA; behaviour issues referred to a Pastoral Care Co-ordinator, the Director of Pastoral Care or the Principal are also recorded by that leader.
- Suspensions/expulsions are recorded on SEQTA by the Pastoral Care Co-ordinator (restricted view) and in the student file by the Director of Pastoral Care.

Note: Please see the front pages of the Student Planner for further information regarding classroom behaviour expectations, etc.

Stages of Behaviour Management:

Note: It is the respectful manner in which consequences are given and the discussion surrounding future behaviour that are most important in the management of behavioural issues and in determining consequences.

Classroom Strategies:

- Establish clear expectations in introductory classes
- Recognition of positive behaviours
- Consistent and fair expectations
- Creating an environment appropriate for optimal learning (perhaps - seating plans, visual cues, daylight, music, group work, quiet work, etc)
- Knowing students well
- Meeting with students at lunchtime to complete work or to discuss issues
- Verbal reminders about unwanted behaviour
- Talking to the student alone at the end of class

- Holding lunchtime 'classes' to complete work (Compulsory Academic Study Time CAST)
- Provide choice e.g.: 'If you cannot manage the expectations today, (behaviour) you may need to see your Co-ordinator.'

Note: This step should only be taken after all the usual classroom strategies have been implemented

Classroom support

In the event that a student, after classroom strategies have been employed, is disrupting the learning environment, teachers should use the classroom phone to contact Reception (Dial 100) and ask for a Co-ordinator. Give the class (e.g. 7A) and the room number. A Pastoral Care Co-ordinator will come to your classroom.

Recording affirmations

- Teachers should commend positive behaviours at every opportunity
- A note should be entered into SEQTA outlining commendable things a student has done
- A phone call home or a note in the school planner can make a student's day.

Investigating negative behaviours

Concerns about a student's behaviour should be raised firstly with the DELTA Mentor to determine whether there are circumstances which might explain unusual behaviours.

Persistent inappropriate behaviour should be brought to the attention of the Pastoral Care Co-ordinator.

Please note - Detentions are not scheduled at Highview College. Concerns about a student's progress should be discussed firstly with the student and if necessary also with his/her parents. Staff may need to supervise students to complete work under timed conditions if they have missed deadlines or during lunch to discuss a student's progress/behaviour.

Senior students may be required to attend additional sessions to meet VCE requirements.

Further Consequences

Any further discipline measures, such as a Behaviour Card, interview with parents, or suspension will take place with the Pastoral Care Co-ordinator and the Director of Pastoral Care and/or the Principal.

Behaviour/Organisational Management Cards

These are not to be regarded as 'discipline' implements, rather they are an aid for students who are trying to improve their strategies of resilience, self-direction, control and application.

A student may be placed on a Behaviour/Organisational Management Card by a Pastoral Care Co-ordinator. This may be done after recommendations from class teachers and involvement by the DELTA Mentor.

A Behaviour/Organisational Management Card will be carried by the student. The DELTA Mentor will contact parents to discuss the intention of the Behaviour/Organisational Management card. Co-ordinators will inform all relevant staff when a student is placed on a Behaviour / Organisational Management Card.

At the top of the Card there are listed 3 or 4 positive behaviours that will be desirable for the student to achieve.

The Behaviour/Organisational Management Card must be signed by the class teacher every lesson (and by yard duty teachers at lunchtimes when appropriate) and they also acknowledge if the listed behaviours have been evident throughout that lesson/period

At the end of each week, Cards are checked by the relevant Pastoral Care Co-ordinator who will discuss progress with the student, contact the student's parents with an update and record the outcome in a SEQTA file note.

Suspension

Suspension may result from behaviours which demonstrate a lack of self-respect or respect for others. For example, if a student:

- persists in disrupting learning environments
- endangers or threatens to harm others
- endangers or threatens to harm plant or equipment
- engages in illegal activity

The Principal is always consulted before a student is suspended.

For an external suspension the student would be removed from the school community for a designated period of time, the standard being three days, depending on the severity of the concern.

Parents would be contacted by telephone to inform them of this decision and request that the student be picked up from school.

Expulsion

Highview College may cancel the enrolment of a student when the Principal determines that the student's actions warrant such a consequence. This may be for repeat offences or for an individual act of a serious nature. Expulsion is determined at the absolute discretion of the Principal.

Developed by Jenny Wardrop – 2012
Updated by Marion Martin – 2015 / 2016 / 2017
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