

HIGHVIEW COLLEGE STUDENT BEHAVIOUR MANAGEMENT POLICY

Responsible – Board

(Ratified every three years)



Developed by	DP Pastoral Care, Jenny Wardrop	2012
Updated by	Director of Pastoral Care, Marion Martin	2015 / 2016 / 2017
Updated by	Principal, Melinda Scash	2019
Ratified by	Highview College Board	18 February 2020
		2023
		2026

Rationale

The Highview College Behaviour Management Policy, as an integral part of our overall Christian ethos and Pastoral Care focus, is focused on the personal growth of each individual student; helping him/her to grow and develop responsibility to promote a caring school culture.

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 learning environment where all students have opportunities to engage fully in their learning.

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 Head of School.

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 are referred to the Head of School or the Principal are also recorded by that leader
- Suspensions/expulsions are recorded on SEQTA by the Head of School (restricted view)

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.

Our approach to discipline is based on our Christian philosophy which promotes respect and care for each person. Each student is treated fairly and justly and we encourage students to treat staff members in a similar manner. The over-arching aim of our behaviour management process is to keep the Highview College values in mind (GRACE - Growth, Respect, Aspiration, Compassion, Excellence).

Shared Expectations of Highview Students

Students will be respected at Highview College. Their parents will also be treated with respect. If students ever feel that this is not true, they are invited to immediately contact their DELTA Mentor, the Head of School or another trusted adult.

At Highview College, we strive to maintain respectful relationships at all times. Keeping this in mind, we have school-wide classroom practices which are designed to promote an environment within which respect is accepted, embraced and extended.

When students enter classrooms at Highview, it is usual to:

- Remove hats
- Enter in an orderly manner
- Stand in their place quietly and exchange greetings with you
- Stand whenever an adult visitor enters the room (unless the visitor indicates otherwise)
- Sit quietly after being invited to do so

During class lessons at Highview, it is usual for students to:

- Raise their hand and wait for acknowledgement from you if they need to ask a question or wish to contribute
- Maintain appropriate noise levels
- Listen quietly while others are addressing the class
- Address all staff respectfully

When leaving classes at Highview, it is usual for students to:

- Replace any furniture that has been moved from its usual position, and place chairs under tables (or safely on top of them at the end of the day)
- Pick up all litter from the floor
- Stand and leave when only when directed to do so by the teacher
- Leave in an orderly fashion

It is also usual for students to...

- Bring and use required equipment for each class
- Look after school furniture and equipment at all times (students are not to adjust College equipment or fittings without a specific request from the teacher)
- Bring only water in a plastic bottle into the classroom

Every teacher's responsibility

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 their learning space. Teachers may achieve this with different strategies, designed to suit specific classes, cohorts and learning experiences.

Classroom Strategies for Teachers

- Establish clear expectations in introductory classes
- Recognise positive behaviours
- Implement consistent expectations
- Creating an environment appropriate for optimal learning (perhaps - seating plans, visual cues, daylight, music, group work, quiet work, etc)
- Know your students well
- Meet with students at lunchtime to complete work or to discuss issues
- Give calm verbal reminders about inappropriate behaviour
- Talk to any misbehaving student alone at the end of class
- Hold lunchtime 'classes' to complete work (Compulsory Academic Study Time = CAST)

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 undesirable behaviours
- Persistent inappropriate behaviour should be brought to the attention of the Head of School
- 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

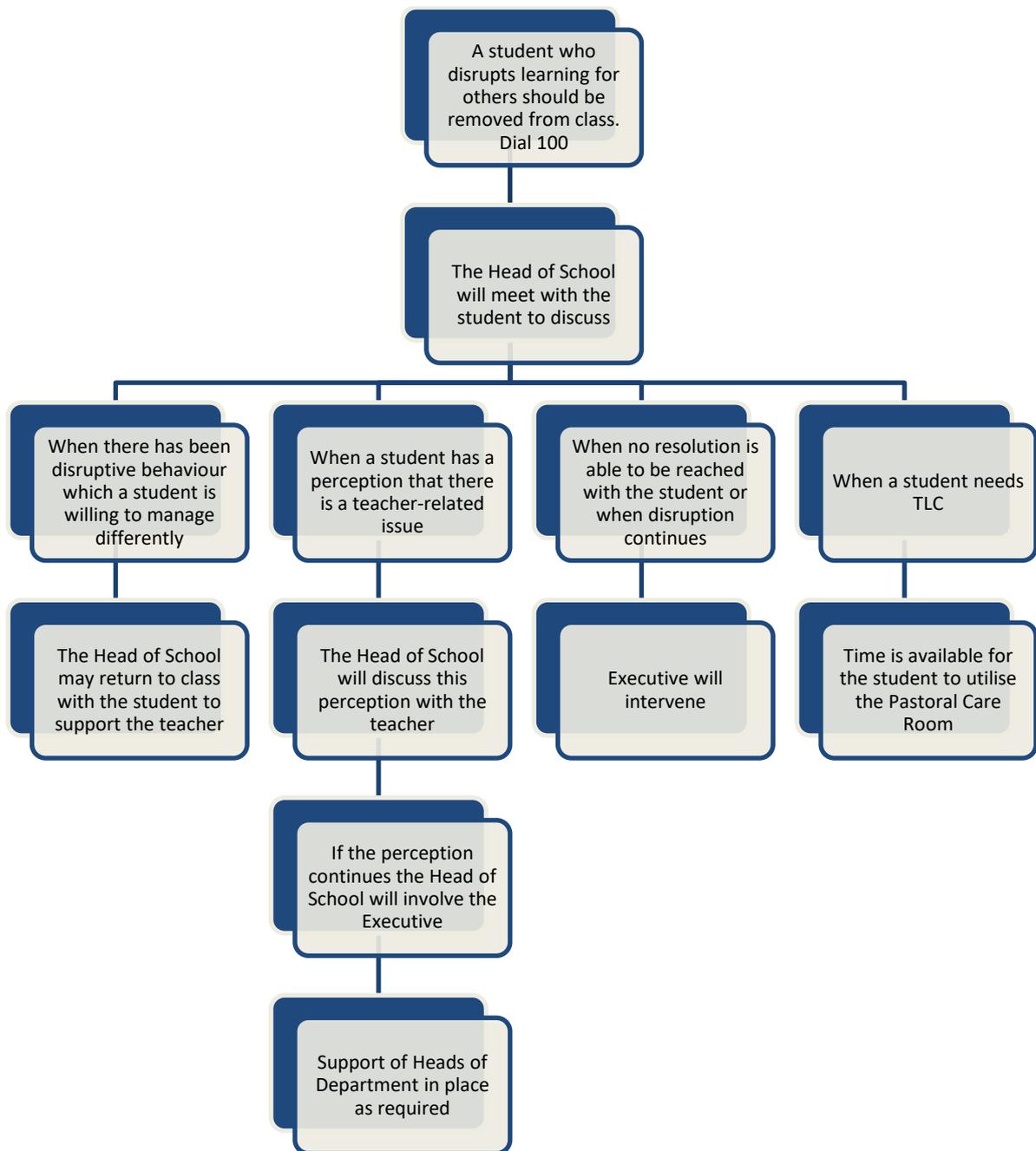
Intervention in Support of Learning

Do not tolerate interruptions to productive learning in your classroom. In the event that a student, after classroom strategies have been employed, continues disrupting the learning environment, teachers should phone Reception Ext 100 to request assistance. A Head of School or a member of Executive will come to your classroom to ensure that you can continue teaching. In their meeting with the student the reason for the disruption will be determined and appropriate intervention will result. The teacher and the support person should both file note the incident. Teachers should check the notes and meet with the student prior to the next class.

Removal for Unproductive Classroom Behaviours

When a student's behaviour is disruptive to others or disrespectful of staff the student will be removed from the class. This is a serious consequence. When this is necessary the teacher should phone Reception from the classroom phone (100) and request that a Head of School attend. If the Head of School deems that the student is not ready to return to class productively, the student may be excluded from classes for the remainder of the day. In this instance the student will be located outside the Principal's Office. Repeated offences resulting in Removal are serious and may lead to suspension.

Flow Chart for Intervention



Pastoral Care Room

The Pastoral Care Room is located between the Registrar's Office and the Year 8 Head of School's Office. When a student is in need of TLC, a Head of School may invite them to spend time in the Pastoral Care Room. In some instances, a student may be supplied with a card which will alert teachers, when the student shows them the card that they need time away from the classroom. Whenever a student is provided with this card teachers will be advised in advance. The student still requires the permission of the teacher before leaving the room. When that permission is granted, the teacher should advise Reception that the student has gone to the Pastoral Care Room, using the card. A member of the Pastoral Care team will be sent to check on the student.

Further Interventions

Any further interventions such as a Management Card, a Pastoral Care Card, an interview with parents, or a suspension will take place in consultation with the relevant Head of School.

Behaviour/Organisational Management Cards

- These are aids for students who are trying to improve their strategies of resilience, self-direction, control and application
- A student may be placed on a Management Card by a Head of School
- This may be done after recommendations from classroom teachers and following involvement by the DELTA Mentor
- A Management Card will be carried by the student to all classes
- The DELTA Mentor will contact parents to discuss the purpose of the Management Card
- Heads of School will inform all relevant staff when a student has a Management Card
- At the top of the Card are listed three or four positive behaviours which are desirable for the student to achieve
- The Management Card must be signed by the class teacher every lesson (and by yard duty teachers at lunchtimes when appropriate)
- Teachers should acknowledge when desired behaviours have been demonstrated in that lesson
- At the end of each week, Management Cards are checked by the relevant Head of School who will discuss progress with the student, contact the student's parents with an update, and record the outcome in a SEQTA file note

Mental Health Intervention

In cases where a student shares self-harming behaviours or talks to peers about suicide, they may be excluded from attending school while a mental health plan is established.

Suspension

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

- sustains unkind behaviours, usually following a warning
- persists in disrupting learning environments
- endangers or threatens to harm others or themselves
- endangers or threatens to harm plant or equipment
- engages in illegal activity
- displays single instances of unacceptable behaviour

The Principal is always consulted before a student is suspended.

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

Parents will be contacted by telephone to inform them of this decision and a request will be made that the student be collected from school.

Expulsion

Highview College may cancel the enrolment of any student when the Principal determines that the student's (or the parent's) actions warrant such a consequence. This may be for repeat offences or for an individual act of a serious nature, as determined by the Principal.

APPENDIX 1 – STAFF YARD DUTY REQUIREMENTS

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General Teacher Allocation

Teachers are usually allocated 75 minutes of yard duty in a typical full time role, (3X25 minutes duties). The Director of Administration will take care to place these so that each teacher still has a reasonable break periods. If you have any concerns please contact the Director of Administration.

Physical Education Teachers

PE staff do not undertake yard duty. Instead, they loan equipment to students during breaks, open the gym and run House competition weeks (equivalent to 75 minutes per week).

Art Teachers

Art staff also do not undertake yard duty. Instead, they open rooms in the Arts Precinct during breaks for student use (equivalent to 75 minutes per week). A timetable will be displayed advising students of the activities available each term.

Aides

Aides complete before school Bus Duties as additional paid responsibilities in term time. The Learning Support Team also manage Tea Coffee on Parent Teacher Evenings, The Awards Evening and major functions.

Duty Requirements

Individual staff will find their scheduled yard duty on their timetable. Staff are obliged to be punctual when undertaking yard duty and to ensure that they are actively on duty for the full time allocated.

Staff are required to collect and sign out the relevant two-way radio and a bum-bag immediately at the beginning of their duty. These are located on the bench at the back of the Main Office for Areas 1, 2 and 3 and in the Woodwork Office for Areas 4 and 5.

They are required to sign in when they return it at the end of their duty. Signing in and out is not required at the halfway point of lunchtime, instead the second half teacher goes directly to their area to relieve the first half teacher. As staff members we are always 'On Duty', therefore, as we move around the school we should always encourage students to behave in an appropriate manner.

This is an important professional responsibility. Staff members undertake student supervision to protect students from reasonably foreseeable risks of injury including hazards that:

- are known
- could have been foreseen and prevented

Whenever you are undertaking Yard Duty, you must:

1. Commence on time
2. Wear a HiVis vest
3. Carry the walkie talkie (turned on)
4. Carry the first aid pack and critical notification tags
5. Remain vigilant (no eating or drinking or prolonged stops)
6. Move around constantly – seek to identify risks
7. Intervene whenever a risk is foreseeable