

# ***Student Behaviour Management Policy and Procedures***

## **Rationale:**

Mt Hira College believes that a supportive and cooperative environment is essential for the smooth running of the College and for students to reach their potential. Therefore positive and responsible student behaviour is expected. Staff at the College will have a consistent and positive approach to behaviour management that will foster a climate where personal responsibility and self-discipline are developed.

## **Aims:**

- To build a school environment based on the Values of the College: Excellence, Respect, Responsibility, Honesty and Fairness
- To adopt restorative practices
- To reward and acknowledge appropriate and positive behaviour
- To have all staff consistently manage inappropriate behaviour in a respectful and professional manner based on consequences, in accordance with the policy
- To establish, with input from students, well understood and logical consequences for student behaviour.

## **Implementation**

- The values of Mt Hira College underpin all aspects of College life and are noted in policies and other College documents. Members of the community are regularly reminded of these values, what they mean and how they are demonstrated.
- Corporal punishment is not permitted under any circumstances at Mt Hira College.
- The *Student Code of Conduct* outlines agreed expectations of student behaviour.
- The *Student Code of Conduct* places significant emphasis on the development and recognition of positive behaviours.

- Teachers must utilise SEQTA to record any incident where a student may have been harmed either physically or psychologically. The teacher must record such events regardless of whether the student seems or claims to be unaffected.
- The *Responsible User Policy* outlines agreed expectations of student ICT use.
- Consequences for appropriate and inappropriate behaviours will be negotiated with students and members of the Student Representative Council.
- The College provides a wide range of positive extra-curricular activities for students including sporting, leadership, debating, chess and other appropriate activities.
- Positive student behaviour will be appropriately recognised in the weekly newsletter, in classes, at assemblies, at Awards Nights and in the College Year Book.
- An electronic record of student behaviour will be maintained by Class and/or Form Teachers and will be regularly reviewed by the Leadership Team.
- All staff will undertake Professional Development on student behaviour management.
- The College curriculum will include social skills components and cover areas such as resilience, peer pressure, positive choices, bullying, conflict resolution and leadership.
- Students experiencing difficulty achieving positive behavioural outcomes may have a range of support programs put in place including mentoring by a teacher or senior student, counselling or individualised behaviour management program focussing upon agreed goals.
- Consequences for ongoing or serious inappropriate behaviour may involve a graduated series of steps including counselling, parent conferences, mediation, referral to outside support agencies, withdrawal from class or playground, loss of privileges, suspension or, as a last resort, expulsion from the College.
- Parents will be kept informed, and actively encouraged to assist in the development of their children's behavioural performance.

### **Restorative Practice**

Teachers are required to engage in The Restorative Chat whenever possible in order to restore relationships.

- Those responsible go first:
  - What happened?
  - What were you thinking at the time?
  - Who has been affected by what you did? In what ways?

- What have you thought about since?
- What do you need to say or do to make things right?
- How can we make sure that this doesn't happen again?
- What can I do to help you?
- To those affected:
  - What did you first think when it happened?
  - What have you thought about since?
  - How has it affected you?
  - What has been the worst thing?
  - What needs to be said or done to make things better?
  - What can we agree to do if this happens again?
- Have a W.A.R.R.M conversation:
  - What happened? – Story telling (What, which, how, where, when, who)
  - Affect – Feelings and emotion (What has been affected and in what ways?)
  - Reflection – Better choices (If you had your time over again what would be different?)
  - Repair – Making things right (What needs to happen to fix things?)
  - Moving on – Plans and agreements (Prevention and behaviour change)

### **Subject Teachers**

- Set high expectations and standards of behaviour.
- Conduct classes and determine disciplinary action based on the College values of Excellence, Respect, Responsibility, Honesty and Fairness.
- Consistently record indiscretions in SEQTA. Examples of such indiscretions include disruptive behaviour, bullying, chewing gum and school uniform issue.
- Endeavour to adopt a whole school approach as outlined during the Induction Program. Teachers should implement strategies from the Mt. Hira College Behaviour Management Chart before referring issues to the Classroom Teacher/ Form Teacher. Subject Teacher Consultation includes the following strategies:
  - **Warning-** ensure students understand the risks/ consequences associated with their actions
  - **Self-Assessment-** facilitate the opportunity for students to evaluate their own behaviour

- **1:1 Meeting-** initiate a private discussion in order to explain correct behaviour and discuss student concerns. Such discussions should always take place in an area visible to other teachers
- **Letter-** formal notification should be sent to parents if student behaviour is not rectified. Contact can be made using email or SEQTA. Detentions may be issued at this point using the Student Wellbeing Notice. Inform the relevant Classroom Teacher/ Form Teacher of this communication
- **Home Call-** contacting parents/ guardians via telephone is an opportunity to discuss concerns and keep relevant stakeholders informed. Meetings can be arranged with parents and Form Teacher /Head of School if required. Inform the relevant Classroom Teacher/ Form Teacher of this communication.
- Communicate with relevant Classroom Teacher/ Form Teacher for assistance if unacceptable behaviour has become consistent and strategies have proven ineffective. The aforementioned strategies must have been implemented prior to this stage.
- Any student action deemed serious by the teacher to require immediate attention may be discussed with the relevant Head of School, Assistant Principal or Principal. Incident Report Forms must be completed on these occasions. *T:\2016 Wellbeing\Incident Report Form*

**Classroom Teachers/ Form Teachers:**

- Regularly view SEQTA in order to assist in the management of students.
- Teach and model the College values of Excellence, Respect, Responsibility, Honesty and Fairness. Suggest strategies to prevent undesired behaviour from becoming ongoing and assist with Restorative Practice.
- Endeavour to adopt a whole school approach as outlined during the Induction Program. Teachers should implement strategies from the Mt. Hira College Behaviour Management Chart before referring issues to the relevant Head of School. Classroom Teacher/ Form Teacher negotiation includes the following strategies:
  - **1:1 Meeting-** initiate a private discussion in order to explain correct behaviour and discuss student concerns. Such discussions should always take place in an area visible to other teachers.
  - **Self-Reflection-** students create a written reflection piece. Teachers should prompt with aforementioned W.A.R.R.M Conversation.

- **Letter-** formal notification to be sent to parents if student behaviour is not rectified. Contact can be made using email or SEQTA. Inform the relevant Head of School of this communication.
- **Detention-** detentions may be issued using the Student Wellbeing Notice if the undesired behaviour has become ongoing
- **Home Call-** establish and maintain regular contact with parents if a student's actions consistently contradict one or more of the College Values. Meetings can be arranged with parents and Classroom Teacher/Head of School if required. Inform the relevant classroom teacher/ Head of School.
- Consistently update Head of Student Wellbeing and discuss strategies to improve student behaviour. Work with the Head of Student Wellbeing to minimise absences and lateness.

### **Heads of Junior, Middle and Senior School**

- Regularly view SEQTA in order to assist in the management of students.
- Provide advice to teachers about how to deal with individual situations.
- Take action with students if previous teacher strategies have proven to be ineffective.
- Adopt a whole school approach as outlined during the Induction Program. Heads of School should implement strategies from the Mt. Hira College Behaviour Management Chart before referring issues to the relevant Assistant Principal/ Principal. Head of School action includes the following strategies:
  - **Home Call-** maintain regular contact with parents if a student's actions consistently contradict one or more of the College Values and previous action has not been successful. Meetings can be arranged with parents and relevant teacher /Assistant Principals/ Principal if required.
  - **Letter-** formal notification should be sent to parents if student behaviour is not rectified. Contact can be made using email or SEQTA. Inform Classroom Teacher/ Form Teacher of this communication.
  - **Incident Report-**complete Incident Reports for serious incidents such as fights, indecent exposure, classroom accidents etc. Incidents Reports must also be completed in the event of an altercation with a parent.
  - **Conduct Card-** conduct Cards are designed to eliminate undesired behaviour before suspensions.
  - **Loss of Privileges-** loss of privileges may include exclusion from school events.

- **Counselling-** work closely with the Head of Student Welfare and counsellor to provide assistance and support to students. Endeavour to assist in the minimisation of absences and lateness.
- Liaise with Assistant Principals/ Principal about student behaviour and make recommendations on consequences such as suspension/ expulsion.
- Any serious student action deemed by the Head of Junior/ Middle/ Senior School to require immediate attention may be discussed with the relevant Assistant Principal or Principal. Incident Report Forms must be completed on these occasions. *T:\2016 Wellbeing\Incident Report Form*
- Approach relevant Head of School for assistance if unacceptable behaviour has become consistent and strategies have proven ineffective. The aforementioned strategies must have been implemented prior to this stage.
- Any serious student action deemed by the teacher to require immediate attention may be discussed with the relevant Head of School, Assistant Principal or Principal. Incident Report Forms must be completed on these occasions. *T:\2016 Wellbeing\Incident Report Form*

#### **Assistant Principals:**

- Actively engage in discussion with Head of Junior/ Middle/ Senior School with regard to strategies/ concerns.
- Provide advice to Head of Junior/ Middle/ Senior School about how to deal with individual situations.
- Endeavour to adopt a whole school approach as outlined during the Induction Program. Assistant Principals / Principals should implement strategies from the Mt. Hira College Behaviour Management Chart. Assistant Principal/ Principal Action includes the following strategies:
  - **Home Call-** Contact parents/ guardians if previous action has been ineffective. Meetings can be arranged with parents and relevant teacher/ Head of School if required.
  - **Letter-** Formal notification should be sent to parents if student behaviour is not rectified. Contact can be made using email or SEQTA. Inform relevant Head of School of this communication.
  - **Incident Report-** Complete Incident Reports for serious incidents such as fights, indecent exposure, classroom accidents etc. Incidents Reports must also be completed in the event of an altercation with a parent.

- **Contract-** Students may be placed on a Contract if necessary.
  - **Suspension-** The Principal may suspend or expel students if necessary.
  - **Counselling-** Work closely with the Head of Student Welfare and counsellor to provide assistance and support to students.
- Any serious student action deemed by the Assistant Principals to require immediate attention may be discussed with the Principal. Incident Report Forms must be completed on these occasions. *T:\2016 Wellbeing\Incident Report Form*

**Principal:**

- Use strategies from the Mt. Hira College Behaviour Management Chart. See ‘Assistant Principals’ above.
- Liaise with the relevant Assistant Principal about student behaviour and consider recommendations on consequences such as suspension/ expulsion.
- Incident Report Forms must be completed for any serious student action deemed by the Principal to require immediate attention. *T:\2016 Wellbeing\Incident Report Form*

March 2016

This policy will be communicated to staff, parents, students and the wider community through one or more of the following channels: newsletter, assemblies, staff/student handbook, College website, staff meetings, information sessions.

*This policy will be reviewed as part of the College's 2 year review cycle.*