



STUDENT BEHAVIOUR MANAGEMENT POLICY AND PROCEDURES

PURPOSE:

The College has clearly defined processes that include actions and consequences for both positive and negative behaviour. The College sets out strategies that aim to support students and implements programs for students who require support in addition to what may normally be available.

The College recognises that each student is an individual and that in responding to behavioural needs, their individual circumstances need to be taken into account along with the communities (schools). Responses need to be consistent and appropriate and need to engage parents and students, along with the school (and teachers) in the process.

1. Student Behaviour – College Context

The College actively seeks to engage with parents and the community to ensure a positive and inclusive school culture in which every student has the opportunity to succeed. The College works collaboratively with students and parents/ carers to establish fair and respectful behaviour policies and practices, based on the school's values, expected social competencies and positive peer relationships. There are also intervention strategies in place to address inappropriate behaviours which can negatively impact on the learning environment of the self and others.

When relationships break down between members of the school community, we use "Restorative Practices" to restore and rebuild these. Staged responses are implemented in addressing ongoing behavioural issues, and suspension from school is viewed as a last resort.

2. Rights and Responsibilities:

It is the right of all members of the community to experience a safe, pleasant and supportive learning and teaching environment. Staff, students and parents/ carers have a right to be treated with respect, and enjoy an environment free from bullying (including cyber bullying), harassment, violence, discrimination or intimidation. (*Refer to our Anti-Bullying Policy, Disability and Impairment Policy*).

Teachers also have the right to be informed, within Privacy requirements, about matters relating to students that may impact on their teaching and learning for that student.

Students have a responsibility to contribute positively to the educational experience for themselves and other students, to participate fully in the school's educational program, and to ensure that their behaviours demonstrate respect for themselves, their peers, their teachers and all other members of the school community.

Parents/ carers have a responsibility to take an active interest in their child's educational progress, model and reinforce positive behaviours and ensure their child's regular attendance. They have a responsibility to support the school in maintaining a safe and respectful learning environment for all students, and engage in regular and constructive communication with school staff regarding their child's learning.

Teachers have a responsibility to demonstrate the standards set by the Victorian Institute of Teaching. That is, to know how students learn and how to teach them effectively, know the content they teach, know their students, plan and assess for effective learning, create and maintain safe and challenging learning environments, and use a range of strategies to engage students in effective learning. Teachers also have a responsibility to fairly; reasonably and consistently implement the Student Engagement Policy and Behaviour Policy.

All members have an obligation to ensure school property is appropriately used and maintained.

3. Shared expectations:

	Students	Parents/Carers	Principals/Teachers & Staff
Behaviour	<p>Students are expected to:</p> <ul style="list-style-type: none"> • take responsibility for their learning and have high expectations that they can learn • take responsibility for their behaviour and its impact on others • model the schools core values of diversity, achievement, responsibility and endeavour • comply with the schools Behavioural Policy and work with teachers and parents in developing strategies to improve outcomes 	<p>Parents/Carers are expected to :</p> <ul style="list-style-type: none"> • have high expectations of their child's behaviour and an understanding of the schools behavioural expectations • Communicate with the school in regards to their child's circumstances • Cooperate with the school by assisting in the development and enforcement of strategies to address individual needs 	<p>The school will deliver an inclusive and comprehensive curriculum which promotes positive behaviours and emphasises the well being of every child focusing on pro-social behaviours in curriculum content</p> <p>The school will employ whole school and classroom practices to establish a climate in which appropriate behaviour is the norm for all students and focus on the implementation of preventative and early intervention strategies to deal with attendance and behavioural issues</p> <p>The school will consistently apply its Behavioural Policy through a shared collegiate understanding and only exclude students in extreme circumstances.</p> <p>The school recognises that for some students additional support may be needed in the form of staged responses and is committed to working with families to reintegrate students after exclusion</p>

4. School Action and Consequences

[Corporal Punishment is prohibited in all Victorian schools. Corporal punishment must NOT be used at this school under any circumstances.](#)

Student engagement, regular attendance and positive behaviours will be supported through relationship based whole-school classroom practices, including targeted and individualised support when required. (Please refer to our [Attendance Policy](#) and [Wellbeing Policy](#)). Whole school practices include:

- Establishing predictable, fair and democratic classrooms and school environments
- Ensuring student participation in the development of classroom and whole school expectations
- Providing personalised learning programs where appropriate for individual students
- Consistently acknowledging all students
- Empowering students by creating multiple opportunities to take responsibility and be involved in decision –making
- Providing physical environments conducive to positive behaviours and effective engagement in learning

Inappropriate behaviours, including irregular attendance, will be supported through a staged response, including:

- Understanding individual student's background and needs
- Ensuring a clear understanding of expectations by both students and teachers
- Providing consistent school and classroom environments
- Scaffolding the student's learning program
- Engaging in "Restorative Practices"

Broader support strategies will include:

- Involving and supporting the parent/carer
- Involving Student Engagement and Wellbeing, Pathways and/or Disability & Impairment support where appropriate
- Mentoring and /or counselling
- Convening student support group meetings
- Developing individualised learning, behaviour or attendance plans
- Providing broader educational programs (work experience, camps)
- Involving community support agencies
- Contact with the Regional Office

Discipline Procedures – suspension and expulsion

A student may be excluded from school in situations where all other measures have been implemented without success, or where an immediate suspension is the only appropriate course of action in response to the student's behaviour which may put the health, safety and well-being of other students, staff or themselves at significant risk.

Consequences which may be used prior to suspension include:

- Withdrawal of privileges
- Use of behaviour and attendance sheets to monitor behaviour
- Withdrawal from class activities for a specified period. Where appropriate, parents/carers will be informed of such withdrawals
- Detention: teachers may require a student to complete school work or additional work or duties at recess or lunch break, or afterschool. No more than half the break time may be given to detention and afterschool detentions will not exceed forty-five minutes. Parents will be informed at least the day prior to the detention and in family circumstances where this would create undue hardship, the school may negotiate an alternative disciplinary measure with parents/carers.
- Convening of a school support group.

When considering suspension or expulsion, the College follows the Department of Early Childhood and Development's procedures (refer to section 4.3 of Effective Schools are Engaging Schools: Student Engagement Policy Guidelines).

Eaglehawk Secondary College

MANAGING STUDENT BEHAVIOUR

Effective schools are engaging schools which create a positive school culture. The primary focus is to provide a safe and supportive learning environment. Students can only learn effectively in environments in which they feel safe and supported, and where teachers have high expectations for their learning. Well run and democratic classrooms are central to the establishment of safe school environments.

Behaviour unchallenged is behaviour condoned

Responsibilities of the Classroom Teacher:

- Involve and engage all students in their education
- To be familiar with the College Behaviour Policy and be consistent in its implementation.
- Become practised in using restorative practices.
- When breaches of College Behaviour Policy occur, classroom teachers must follow protocol.
- *In extreme circumstances the threat is to be referred immediately to the Principal Class.*

Responsibilities of Community and Neighbourhood leaders

Promotion of Positive Behaviours:

- Establish consistent community wide classroom expectations, and classroom consequences for problem behaviour, involving the reinforcement of positive social behaviours and the use of restorative practices to improve student behaviour management outcomes. Assist individual teachers in implementing positive behaviour support and restorative practices.
- Document incidents relating to the management of student behaviours to inform decision making. When concerns arise about a student's on-going behaviour or when a student is displaying chronic patterns of problem behaviour, implement a targeted response to address the problem. This may involve the establishment of a student support group involving parents/carers/wellbeing coordinator.

The Assistant Principal is responsible for:

- Supporting both classroom teachers and Community and Neighbourhood Leaders in the overall management of student behaviours.
- Monitoring the attendance strategy and Behaviour Policy.
- Ensuring the *Procedures for Suspension* is understood by Community and Neighbourhood Leaders and is adhered to.
- The Assistant Principal will be the Principal's representative at Student Support Group meetings during pre and post suspension conferences.

Responsibilities of the Principal:

The Principal is responsible for student expulsions, and to ensure the Procedures for Expulsion are adhered to.

School Action and Consequences

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- Understanding the student’s background and needs
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- Engaging in “Restorative Practices”

Broader support strategies will include:

- Involving and supporting Parents/carers
- Involving the Student Support Services Co-Ordinator, Pathways and Disability and Impairment Co-ordinator where appropriate
- Mentoring and /or counselling
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- Developing individualised learning, behaviour or attendance plans
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Intervention Strategies for Student Engagement and Behaviour at E.S.C.		
<p>Behaviour Descriptor</p> <p>(These are general descriptions of the types of behaviour that students may exhibit. They are not exhaustive or comprehensive “The Developmental Management Approach to Classroom Behaviour” by Ramon Lewis, ACER press, is a supportive reference.)</p>	<p>Who manages the behaviour and level of support.</p>	<p>Behaviour Intervention Strategies</p> <p>Staged Response by teacher, teacher advisor, Neighbourhood Leader and/or College</p> <p>(Intervention should be based on a “Restorative Practice Model” that allows students the opportunity to consider the impact of their actions, have consequences applied that are appropriate, re-engage them in their work and restore their place in the College Community.)</p>

		<p><i>NOTE-All intervention should be recorded on the College's Student Data Base.</i></p>
<p>Level 1</p> <p>These are usually “one off” incidents that occur in the classroom (or in the yard) and should be dealt with immediately by the classroom teacher. They often cause minor disruption to the students or other students learning and result from disengagement with the lesson or activity.</p>	<p>Managed by the classroom teacher, teacher advisor or teacher that witnessed the behaviour.</p>	<ul style="list-style-type: none"> • Action should be immediate. • The student must be made clear about what they have done or are doing and what the impact of this is. <p>The consequence may include (if required)</p> <ul style="list-style-type: none"> • being spoken to after class by the teacher and being made clear about class expectations, • being moved to another part of the room, • being exited for a brief time to allow consideration and discussions about the issue • an understanding of the impact with an apology may be adequate. • a commitment around a change in behaviour for the future • yard duty, room tidy up, brief detention or other immediately applied appropriate consequence appropriate to the behaviour.
<p>Level 2</p> <p>These fall into two general categories</p> <ol style="list-style-type: none"> 1. Repeated low level behaviour that has been addressed with the student but has shown little if any improvement. 2. Behaviour that is significantly disruptive to the learning of others or is deliberate and is sometimes vindictive. This behaviour often challenges the teachers capacity to 	<p>Managed by the classroom teacher with the support of the Teacher Advisor.</p> <p>The Teacher Advisor and the Neighbourhood Leader should engage parents in discussions regarding solutions and consequences. The Neighbourhood Leader would act as a mentor in the process.</p>	<p>Parents should be contacted although they may not need to attend a “formal meeting” at the College. They must be made aware of what is occurring and what strategies have been put in place.</p> <ul style="list-style-type: none"> • Student should be engaged in restorative conversations regarding their behaviour and its consequences (for them and others). • The student may be withdrawn from class for a

<p>teach the rest of the group effectively</p>		<p>brief period of time to facilitate a conversation with them about their behaviour and/or put in place a strategy/plan/commitment for their return to class.</p> <ul style="list-style-type: none"> • Student may need to make up “lost learning time”. • The student may need to undertake some actions that demonstrate their commitment to accepting their role. This may include detention, yard duty, class clean up, removal of some school privileges etc. • The student may need to be monitored for some period of time for them to be able to demonstrate their commitment to change. This may be by all or some classroom teachers or the TA. This should be reported back to the student and the parent.
<p>Level 3</p> <p>This behaviour is characterised by</p> <ol style="list-style-type: none"> 1. A significant lack of respect for self and the rights of others to learn in a collaborative environment. It is often repeated and escalates when confronted. Students in this category may be “abusive” toward other students or to the teacher managing the class or the situation. 2. An understanding of what is “right and wrong” but an (often repeated) unwillingness to comply with request around the negative behaviour. 3. Aggressive, threatening or violent behaviour (including repeated or escalating bullying including “cyber bullying”) that 	<p>Teacher Advisor provides information for the Neighbourhood Leader who will engage the College Administration for support.</p> <p>Parents should always be contacted and engaged in the solutions and/or consequences for these actions.</p> <p>A “referral” to the College Referral Team may be made to enlist additional support. This may include student wellbeing,</p>	<p>Parents must be contacted and a formal meeting put in place to address strategies and consequences as result of the behaviour. The Neighbourhood Leader will decide with the Teacher Advisor about the appropriateness of their attendance. The Assistant Principal or Co-Community Leader may also be involved.</p> <ul style="list-style-type: none"> • Where there is an act of violent or aggressive behaviour a student may immediately need to be sent home following contact with parents. • A formal suspension from school may be appropriate

<p>displays little respect for the rights and safety of others in the school community.</p> <ol style="list-style-type: none"> 4. Actions that show little respect for the rights of others including their possessions. 5. Behaviour by students that has not responded to other intervention strategies. 6. Chronic or high level disengagement or lack of attendance at school that has not responded to other interventions. 	<p>attendance/engagement or pathways support.</p>	<p>following this.</p> <ul style="list-style-type: none"> • Students should be provided with the opportunity to “put things right” using the “restorative practice model” both in their relationships and with the school. • A member of the wellbeing team should be involved to establish a supportive relationship with the parents and the student that assists them in identifying and reducing barriers that are preventing success at school. • A formal plan should be established (reviewed regularly) that provides a support structure and includes a framework for the students short and medium term education. The “Pathways Coordinator” may be involved in this. • A students timetable, teachers or class may be modified to support them better achieve success at school. • Where appropriate an internal or external support should be provided that may include counselling or anger management (or other program)that support the student achieve success at school. • The College’s “Outreach Program” may be considered as an option through the referral process established in the College. • A student may have significant school privileges
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		<p>revoked from them including excursions, participation in sporting and other College teams, camps and school functions such as socials, the “formal” or other events.</p>
<p>Level 4</p> <p>This behaviour is</p> <ol style="list-style-type: none"> 1. Repeated behaviour that has not responded to any of the behaviour intervention strategies(listed above in Levels 1, 2 or 3) and continues to significantly disrupt the learning of others or the student involved. 2. High level threatening, violent or aggressive behaviour that is directed toward an individual (including staff). 3. Behaviour that encourages or supports other students in undertaking activities that show significant disrespect to the College Community. This includes behaviour that is considered to be unlawful. 	<p>The Teacher Advisor will provide support information to the Neighbourhood Leader who will work with the Assistant Principal or Principal and the student and their parents.</p>	<p>The Neighbourhood Leader and the Assistant Principal (or Principal) will work together through this process with support from the Teacher Advisor. They will meet formally with parents and following “The School Engagement Guidelines” there may be need for other parties to be involved.</p> <ul style="list-style-type: none"> • A formal suspension should be put in place. • Appropriate support staff should be involved dependant on the nature of the incident. • Consideration should be made of the students past history at the College and their success in working with the school community. (This should include any plans that have been implemented prior). • The College’s “Outreach Program” may be considered as an appropriate short/medium term option whilst a full assessment of the student’s individual situation is undertaken. • A representative from DEECD Regional Office may need to be involved to consider future school options for the student. This may include exclusion from school, other schooling or education options. (This may include a referral to the “Youth Connection Program”.) • If the student is to resume at school there should be a formal plan (ILP) developed that sets a clear framework of expectations for their behaviour and educational success at school. The Neighbourhood

		<p>leader/Member of the Wellbeing Team/College Administration will monitor this.</p> <p>NOTE-In certain circumstances it may be appropriate for the College to involve Police or other services dependant on the nature of the incident or the behaviour involved. The College Administration should be informed prior to this occurring.</p>
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