



## Behaviour Management Policy

The Victorian Registration Standards (sch 4 cl 12) require that the College must ensure that the care, safety and welfare of all students attending the College is in accordance with any applicable State and Commonwealth laws, and that all staff are advised of their legal obligations under those laws.

Under the Guidelines the College is required to manage the behaviour needs of students in a manner that is fair and just, and in keeping with the duty of care owed to students.

### Harkaway Hills College Policy

At Harkaway Hills College, every student is supported to be the best person he or she can be. The student's behaviour should be the consequence of personal convictions, acquired in a climate that balances discipline and freedom as the basis for an authentic sense of responsibility.

The staff at Harkaway Hills College are committed to teach and model the behaviours we value in our students. When parents enrol their children at HHC, they enter into partnership with the School based on a shared commitment to provide students with opportunities to take responsibility for their actions.

Positive and responsible student behaviour is essential to the smooth running of the school, to the achievement of optimal learning opportunities, and to the development of a supportive and cooperative school environment. This Policy was developed to ensure consistent expectations and procedures are undertaken to promote positive student behaviour and learning at our school.

This policy applies to all Harkaway Hills College students.

### Safe and Supportive Environment

All staff are responsible for the safety and welfare of students at Harkaway Hills College. Staff will adhere to the School's policies and procedures.

All staff are involved in the academic, spiritual, physical, social and character formation of each student. All students and staff have the right to be treated fairly and with dignity.

### Procedural Fairness

All students and staff have the right to be treated with procedural fairness during the behaviour management process. The principles of procedural fairness include the right to:

- know what the rules are, and what behaviour is expected of students
- have decisions determined by a reasonable and unbiased person
- know the allegations that have been made, and to respond to them
- be heard before a decision is made
- to have a decision reviewed (but not so as to delay an immediate punishment).

Harkaway Hills College is committed to ensuring procedural fairness when disciplining a student. The College has a clear procedure for the communication of concerns, complaints or grievances, outlined in the College **Complaints Handling Policy**.

Parents must adhere to the principles and requirements outlined in **Parent Code of Conduct** that accompanies the College Enrolment Contract when in communication with staff, and when expressing concerns about behaviour management at the College.



### **Aims of this Policy**

Through the implementation of this Policy, Harkaway Hills College aims:

- To foster values and nurture resilience & self-reliance in students.
- To ensure behaviour is maintained at a high level within the school with the parents, mentors and teachers working together for the benefit of all students.
- To build a school environment based on positive behaviour, mutual respect and cooperation.
- To manage poor behaviour in a positive and professional manner.
- To establish well understood and logical consequences for student behaviour.

### **Strategies and practices to promote positive student behaviour**

Strategies and practices that recognise and reinforce student achievement and positive behaviour are generally much more effective in the management of behaviour than the use of negative comments or consequences. It is important to acknowledge when students are behaving appropriately and respectfully. Rewards are appropriate for the age and developmental level of the students and are applied consistently and fairly.

#### **i. Positive and preventative strategies include: Classroom**

- Develop a class set of rules consistent with whole School rules.
- Regularly revisit / revise these rules and expectations for behaviour.
- Begin every term with a Motto lesson incorporating school rules and facilitating positive relationships between staff and students.
- Develop a class reward system tailored for students. For example, sticker charts, tick systems, behaviour charts or traffic lights.
- Provide appropriate curriculum to meet the needs of each student.
- Support children in achieving success in learning.
- Maintain clear expectations of behaviour with rules displayed prominently.
- Develop well-established routines.
- Develop positive rapport with students.
- Explicit teaching of rules, appropriate behaviour and social skills.

#### **ii. Playground**

- Teacher on duty continually moving around the yard to monitor games and behaviour.
- Teacher aware of the 'hot spots' on the yard, particularly at the end of duty eg. the playground, deck and toilet areas.
- Utilise alternate strategies to prevent the escalation of a situation eg. safe place on the yard/ sit on stairs.
- Disruptive students may be asked to:
  - Pick up papers
  - Walk with teacher
  - Sit out of a game
  - Have quiet time on the playground.

#### **iii. Positive practices include:**

- Providing ongoing positive feedback to students for appropriate behaviour (e.g. a smile, encouraging comments).



- Acknowledging effort using merit certificates, class charts, group points, awards or other appropriate class-based positive reinforcers.
- Recognising student's achievements at assemblies, school newsletter and special school activities.
- Contacting Mentor and parents by email.

### iii. Awards system

Affirming the good behaviour of students is a priority at Harkaway Hills College hence the Policy incorporates an awards system.

**In-Class Awards and House Points:** Up to each individual teacher.

**Assembly Awards:** Students also have the opportunity to receive Assembly Awards at the end of each term for:

- Academic effort and achievement, as well as initiative
- Displaying Motto in action
- Effort and achievement in a nominated KLA
- Exhibiting interest and enthusiasm in learning
- Improvement - either academic or in behaviour

### **Strategies and practices to manage inappropriate behaviour**

Different behaviours require different levels of intervention. It is more effective to manage inappropriate behaviour when it is first noticed or at its lowest level. The type of intervention used should be determined by the intensity, frequency and duration of the unacceptable behaviour within the learning context. Small breaches of school rules are dealt with immediately by class teachers or the teacher on playground duty.

When a student disregards or chooses to act in discord with Campus or Class Rules the following sequenced consequences should be applied.

At the class and playground level, strategies to manage inappropriate behaviour include:

#### **Step 1: In-class consequences**

The primary responsibility for curbing irresponsible behaviour in the classroom belongs to the classroom teacher. Classroom teachers will establish rules and consequences within their classroom. The class rules are regularly revisited.

- Teaching acceptable behaviours.  
Verbal redirection to appropriate behaviour or activity.
- Cueing (e.g. referring a student to the class rules with a visual prompt on wall, setting limits for the student by stating a positive direction first and then giving a simple choice or consequence direction).
- Increasing physical proximity to teacher (e.g. walking with teacher when on yard duty).
- Time-out in the learning context or during breaks.
- Evaluating individual student learning and support needs for necessary curriculum accommodations (e.g. implementing a quiet space, changing the volume of work, including visual aids and prompts)



### **Step 2: Reflection**

For continued noncompliance or a severe breach of school rules, the class teacher notifies the Principal regarding the intention of the Reflection. The student will be sent to the Principal during class time so discussion can be held about the child's behaviour. A "Think Sheet" (see Appendix) will be completed and handed back to Class Teacher, who will notify parents.

### **Step 3: Behaviour Card and Support Plan**

After 3 reflections, a Behaviour Card may be given for one week. For serious behavioural concerns or repeat Behaviour Cards in a term, a Behaviour Meeting will occur with the Principal, Mentor, Teacher and Parent. A Behavioural Support plan will be put in place.

### **Step 4: Exclusion from class/ playground**

In the case of repeated offence or refusal to follow class/playground rules, the Principal can exclude a student from class/playground.

### **Step 5: Suspension from school**

In the case of repeated serious offence against students and/or staff, a suspension will be put in place at the initiation of the Principal or delegated other. A suspension is a temporary removal of a student from all classes that a student would normally attend at school for a set period of time. The suspension may take the form of 'In School' or 'Out of School' suspension.

It is our policy that our procedures for the suspension of a student are based on the principles of procedural fairness. Refer to the **Suspension and Expulsion Procedures** below.

### **Step 6: Expulsion from school**

In the case of repeated serious offence against students and/or staff, an expulsion will be put in place on the initiation of the Principal or delegated other. Expulsion is the permanent removal of a student from the College.

An expulsion will be communicated in person at a face-to-face meeting between the Principal, or delegated other, and the Parents. The Mentor may be included in this meeting as required for family support. It is our policy that our procedures for the suspension or expulsion of a student are based on the principles of procedural fairness. Refer to the **Suspension and Expulsion Procedures** below.

### **Suspension and Expulsion Procedures**

Where a decision is being considered to suspend or expel a student, the Principal will:

- write to the student, the student's parents/carers and the student's Mentor stating:
  - the reasons that the student is under consideration for being suspended or expelled
  - the relevant rules, policies, standards of behaviour alleged to be breached
  - the relevant allegations said to warrant suspension or expulsion
- allow the student and/or the student's parents/carers to give a response, either in writing or verbally
- arrange a meeting with the student, the student's parents/carers, and the student's Mentor as a support person (the student also may ask for a support person other than their Mentor, and an interpreter will be arranged if required)
- ensure that such a meeting is recorded in writing





If parents hear of a serious incident of bullying, they are asked to notify the Principal immediately so swift action can be taken. Parents are asked not to communicate school incidents on social media or directly to other parents without notifying the School as this can result in misinformation and a breach of privacy. It is always best practice to raise concerns directly with the School. Appropriate channels of communication regarding school incidents are outlined in **Parent Code of Conduct** that accompanies the College Enrolment Contract.

Parents are encouraged to make an appointment with the Principal to provide feedback or to discuss any concerns in regard to Behaviour Management at Harkaway Hills College.

### **Implementation:**

The philosophy and pedagogical approach of Harkaway Hills College places significant emphasis on the development and recognition of positive behaviours.

Through the Mentoring System and the Character Education Program particular to Harkaway Hills College, all students are encouraged to develop behavioural goals. Student academic reports include details regarding student behavioural achievement.

Harkaway Hills College's one-to-one mentoring provides a key opportunity to guide and develop positive student behaviour. Where a specific issue with the student's behaviour has arisen, it will be discussed with the student privately and comprehensively, acknowledging all aspects of procedural fairness.

Positive student behavioural achievement is appropriately recognised.

An up-to-date record of student behaviour is maintained by teachers and the family mentor. Parents are kept informed and are actively encouraged to assist in the development of their children's behavioural performance. Refer to the College **Record Management Policy** for information of record retention.

All staff participate in professional development focusing on student behaviour and discipline management.

The school curriculum includes units on leadership, resilience, peer pressure, positive choices, anti-bullying and conflict resolution.

This Policy is accessible to the College community as follows:

- For parent/carers:
  - College website – access details outlined in the annual Parent Handbook
  - Updates in the School newsletter
  - Verbally explained at first Key Parents Function of the year
- For staff:
  - >> HHC Policies, Procedures and Registers
  - Covered in staff induction and staff meetings
  - Updates in the School newsletter
  - College website – access details outlined in the annual Parent Handbook
- For students:
  - Explained at student orientation
  - Reinforced on an ongoing basis by teaching staff through Mentoring System and Character Education Program.
  - Visual presentation of school rules and expectations in classrooms and in public spaces

The Principal is responsible for the effective implementation of this Policy.

**Last updated: February 2023**



# Appendix

## Sample Think Sheets

### -----'s Think Sheet

I chose to

|                                 |                               |                           |                                   |
|---------------------------------|-------------------------------|---------------------------|-----------------------------------|
| <br>not keep my hands to myself | <br>talk and interrupt others | <br>run in the classroom  | <br>play in my seat               |
| <br>not stay in my seat         | <br>be an unkind friend       | <br>not follow directions | <br>play unsafe on the playground |

Next time, a better choice would be to

|                             |                        |                               |                                     |
|-----------------------------|------------------------|-------------------------------|-------------------------------------|
| <br>keep my hands to myself | <br>be a good listener | <br>walk                      | <br>sit nicely and focus on my work |
| <br>stay in my seat         | <br>be a nice friend   | <br>follow directions quickly | <br>play safely                     |

Student's Signature: \_\_\_\_\_

Parent's Signature: \_\_\_\_\_

### -----'s Think Sheet

I chose to

Next time, a better choice would be to

Student's Signature: \_\_\_\_\_

Parent's Signature: \_\_\_\_\_