



(223) Behaviour Support (High School) Procedure



Behaviour Support (High School) Procedure (223)

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Approved By	High School Coordinator		
Custodian	High School Coordinator		
Relating documents and Forms	220 Positive Behaviour Policy 221 Student Discipline Procedure		
References and Legislation			

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1. Purpose and Scope

In the High School, we want to create a Learning Culture where each individual can unfold their highest potential.

To provide consistency in behaviour expectation and consequences within the high school.

2. Responsibility for implementation of the Procedure

Subject teachers have a primary responsibility for managing their classrooms so that all students are able to work effectively.

Subject teachers also have the responsibility of delivering their lessons in a creative and challenging manner that engages students in their work.

Teachers are responsible for:



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In order to help achieve this we expect ***all teachers*** to:

- ensure the safety of the learning environment
- help maintain a clean, uncluttered and productive learning environment
- protect and care for the learning environment
- be passionate about teaching
- be on time for your lessons
- be prepared to deliver your lessons
- inspire and challenge learning in all students
- encourage students to ask questions
- set learning tasks that are within the capacity of all individuals to achieve
- set learning tasks that extend bright and adventurous students
- stimulate original judgment and critical thinking in students
- address students in a positive way
- encourage initiative in students
- help students learn to the best of their ability
- care for your students
- respect your colleagues
- acknowledge the limit of your knowledge
- be honest
- be actively engaged in your own learning journey
- engender a passion for lifelong learning
- treat all students with respect and courtesy
- model the same values in your behaviour that are expected of the students
- report dangerous or unsafe behaviour
- help make the School a great place to be in
- love learning
- want to become a better person

3. Procedure Framework

3.1 Phases for Managing Disruptive Classroom Behaviour

3.1.1 Phase One: Managing The Incident

- Teacher determines that a student's behaviour is disruptive.
- If possible, positive language and behaviour strategies are used to dampen the unwanted behaviour.
- If the behaviour continues, and if positive intervention (through positive language and other strategies) does not work, then the teacher may issue a clear cut “warning” to the student.
- The warning must contain three key pieces of information: 1) use of the word “warning” or better “final warning), 2) clearly naming the behaviour, eg “talking inappropriately” and 3) reference to the consequences, ie “you will be asked to leave the classroom and to report to the Office.”



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- Once the warning is given, then the teacher is compelled (except in extenuating circumstances where doing so may escalate a student's behaviour) to follow through with the warning.
- The teacher clearly and calmly issues the student with the consequences of their behavior, ie "Please leave the classroom and report to the Office...".
- The teacher clearly and calmly tells the student why they have been temporarily excluded from the classroom, ie "...for disruptive behaviour".
- The student should report to the Office, explaining to the Office staff on duty why they have been sent up to the Office.
- The Office staff will contact the Teacher-on-duty or the High School Coordinator, so that they may supervise the student in the Staff Room.
- **In the case of violent or dangerous behaviour, or seriously disruptive behaviour, the teacher may exclude the student from the classroom without a warning.**
- In such cases, it is imperative that the teacher's overriding concern is the safety of others, as well as their own safety.

3.1.2 Phase Two: The Restorative Meeting

- At the earliest opportunity the classroom teacher, teacher-on-duty (or Coordinator) should meet with the student to conduct a restorative meeting.
- **This part of the process is essential and should not be overlooked.** If necessary, the classroom teacher may be relieved from a subsequent lesson in order to allow them to attend the restorative meeting.
- The teacher-on-duty (or Coordinator) is the facilitator and record-keeper for this meeting. The student and the classroom teacher are each given the opportunity to give their account of the incident. In particular, the student is given the opportunity for a fair hearing.
- If the student does not feel that they have been treated fairly by the classroom teacher, then this is an opportunity for them to say so. They will then be asked to write a brief report of the incident, including their disagreement with the teacher's actions. The Coordinator will be responsible for further investigation of the incident (eg interviewing witnesses).
- The restorative meeting may cast light on possible causes or antecedents of the student's unwanted behaviour.
- The Student Welfare teacher will, the same day, send an email (or letter) to the student's parents detailing the incident and providing feedback from the restorative meeting (this information is provided by the Coordinator).
- A record will be made of the incident and the meeting in Edumate. (Made by the Student Welfare teacher)
- The student's Guardian and the Coordinator will be copied into the email.



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- Each time the Student is sent to the Office a separate report is sent home.
- After three reports, the Student may be suspended. (It is expected that teachers will remind a student prior to reporting them a third time, that they may be suspended if they continue with the unacceptable behaviour.)
- In exceptional situations, the parents may be contacted and asked to collect the student from school. (eg in cases of serious breaches of the Student's Learning Code)

3.1.3 Phase Three: Return to School Process

- Before returning to school (after a period of suspension), a meeting will be held involving the parent/s, the student, the Coordinator, the Guardian and/or the Student Welfare teacher and/or the Learning Support Coordinator.
- The purpose of the meeting is to allow the student the opportunity to review the incident, to identify the consequences of their actions, to make amends for their actions, and to identify and commit to strategies to positively manage their behaviour.
- It is expected that the student will undertake to make positive changes to their behaviour. Failure to do so may prejudice their return to school.
- The agreed actions are transferred onto a Return to School Agreement.
- Student returns to school.

3.1.4 Phase Four

- If a student is suspended three times, they may be asked to leave the school.
- A meeting will be set up to discuss the student's educational context, risks and options. Alternative attendance arrangements may be made.
- Failing all other avenues, the student will be asked to leave the school.

[to be discussed and formalised]

To be read in conjunction with Policy 11, Positive Behaviour and the Behaviour Support Process and Codes.

3.3 Guidelines on Classroom Management

3.3.1 Knowledge of subject

- Subject teachers are expected to apply their knowledge of their subject, the students and the learning environment in order that potentially disruptive behaviour is dissipated or diminished to the point that does not inhibit effective learning (eg most students will be able to focus or concentrate on the task at hand).

3.3.2 What is to be tolerated

- The teacher expects that during the course of their lesson, they will have to deal with some level of disruption but in general *continued* disruptive behaviour from students is not tolerated.

3.3.3 Use of language

- Whenever possible, teachers use positive language and positive behavioural strategies to help avoid unwanted behaviours escalating into disruptive or harmful behaviours. For example, asking the student if they need help, suggesting they take time out outside (however, not in a punitive sense), reflecting or “mirroring” their behaviour, etc. [See List of Positive Behaviour Strategies]

3.3.4 Maximise learning experiences, minimise unwanted behaviour

- The teacher is expected to know and, where practicable, to employ specific instructions or advice, where available, such as given by specialist teachers, eg Learning Support, in order to maximise the students' experience of the lesson content and activities, and to minimise unwanted behaviour.

3.3.5 Know own limits and report difficulties

- Within the broad parameters set by the High School team, each teacher will evaluate their own limits in dealing with unwanted behaviour. The interaction between the team's parameters and the individual teacher's limits is a crucial point of ongoing discussion and refinement. (This requires open and honest professional self-evaluation and peer feedback to ensure a meaningful approach towards achieving consistency in behavioural expectations and unity in the team's response to challenging situations and students.)
- Where a teacher experiences difficulties in managing the classroom environment it is their responsibility to inform the High School Coordinator or raise the matter at a High School meeting, and to seek advice or help from colleagues. It is expected that where such advice or help is given, the teacher experiencing difficulties will openly explore and attempt to implement what strategies they are offered by their colleagues, in the absence of other strategies.

3.3.6 General statements

- The overriding goal is the maintenance of a safe learning environment where students and teachers are able to work at their optimum level, free of toxic physical, social or behavioural influences, as is generated by disruptive behaviours.
- Problems of classroom management are the concern of all teachers in the High School Team, since they affect the class which is taught by more than one teacher. The potential loss of students because of poor classroom management is a concern for the entire school. It is therefore the responsibility of all teachers to support their colleagues to achieve optimum learning environments in their classrooms.



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3.3.7 Ejecting a student from the classroom

- Whilst a subject teacher may eject a student from their class because of disruptive or other unwanted behaviour, it is expected that such a teacher will endeavour to find solutions elsewhere than merely projecting the problem onto the student. For example, they will, perhaps through peer discussion attempt to locate an area of improvement in their professional development or teaching strategies.
- The decision to eject a student from the classroom is based on the judgment that the subject teacher cannot keep the student in the classroom without compromising the principles of the Learning Culture.
- Potentially, any decision to eject a student from any classroom imposes on the High School team the responsibility to determine whether or not it is realistic to keep such a student, ie whether the High School has the capacity to meet the student's support needs. It may be necessary, in some cases, for a peer to observe the class with the relevant teacher and student present, so that a considered judgment may be made about a student's support needs and about the professional training needs of the teacher.

3.4 The Student Learning Code

In order to help achieve a learning culture where each individual can unfold their highest potential we encourage *all students* to:

- be in class on time
- be prepared to learn
- keep up to date with schoolwork
- do homework tasks
- complete assignments on time
- take care of your own work
- have pride in what you do
- make a genuine effort with all your work
- acknowledge the teacher as the adult in charge
- pay attention to the teacher
- respond positively to the teacher's instructions
- ask questions
- ask for help if you need it
- be safe and help others to feel safe
- care for each other
- respect other people
- respect your property
- take responsibility for your actions and words
- protect and take care of the School
- leave the classroom in a better state than you entered it
- be honest
- report dangerous or unsafe behaviour



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- help make the School a great place to be in
- love learning
- want to become a better person

3.5 Biennial Review

Every second year there will be a review of current systems where feedback can be sought from one or more of the following groups:

- Leadership Team, Teachers and other Staff members
- Students
- Parents

4. Documentation and Records

Reports on behaviour

5. Version Control

Version Control	Date Effective	Approved By	Amendment
1			First Version
2	March 2014	High School Coordinator	A complete re-write by High School Coordinator.