



## Student Behaviour Management Guidelines: Information for Students & Parents

The behaviour management procedures at Eastern Hills Senior High School are culturally, developmentally and psychologically appropriate and are based on the Department of Education's *Student Behaviour in Public Schools Policy*. They encompass the *school ethos* and provide a code of conduct to give every student the opportunity and educational support to learn and maintain positive behaviour.

### School Ethos and Code of Conduct

The *school ethos* contains the values considered acceptable by the school community and is a commitment to:

- valuing learning as central to everything we do
- always aspiring to excellence
- valuing all members of the school community and treating them with respect
- celebrating the successes and achievements of all members of the school community
- reflecting on our own performance and taking responsibility for our own behaviour

It is expected that staff, students and the school community, will work within the school ethos in all communications, behaviours and interactions.

The *code of conduct* supports positive student behaviour in ways that:

- make the best interests of the student a primary consideration
- consider the safety and wellbeing of all members of the school community
- maintain a positive school approach and the good order of the school
- maintain cohesion of behaviour support for students across contexts and teachers
- build consistency in behaviour support
- support the growth of self-regulation
- use the least restrictive alternative that will prevent or de-escalate student conduct or emotional states that risk harm to self or others
- incorporate personalised adjustments based on student need

### Framework for Behaviour Management at the School

The framework for behaviour management at the school is based on identified standards of expected behaviour. These standards are reflected in the *school ethos* and describe the behaviours which contribute to the school's good order and proper management. Students are expected to learn and maintain these behaviours at both a classroom and whole school level.

#### Good Standing

The behaviour standards are encompassed in the philosophy of *good standing*; a whole school educative behaviour improvement strategy designed to provide every student in the school with the opportunity and support to learn and maintain positive behaviour.

The concept of *good standing* is based on the expectations of acceptable student behaviour outlined by the Education Department in the *Student Behaviour in Public School Policy* and the recommended strategies for the management of unacceptable student behaviour in the *Student Behaviour in Public School Procedures*. Good standing applies to a student who displays and maintains the behavioural standards considered essential by the Department, the school and the community.

All students commence with *good standing status* and retain this status so long as they continue to meet the standards required. A student with *good standing* is eligible to participate in all school activities including extra-curricular activities and social events.

As part of the *Student Behaviour Policy Guidelines* at the school, *good standing* is measured against the following expectations:

#### ***Satisfactory Attendance***

- maintaining the level of attendance required in the *Student Attendance Policy Guidelines*
- being punctual to school and attending all classes
- providing a valid reason for each absence (medical certificate or written explanation)
- explaining all absences within three days of return to school

#### ***School Dress Code***

- maintaining the requirements of the *School Dress Code Policy Guidelines*
- wearing the prescribed school dress with no variations or amendments
- observing dress requirements in practical areas and where required on extra-curricular activities

#### ***Engagement in the Curriculum***

- meeting all requirements of the *School Assessment Policy Guidelines*
- being organised and prepared for learning
- using class time effectively to engage in learning
- satisfactory completing all requirement of the teaching and assessment program
- ensuring all work presented in the student's own work and any materials copied or downloaded from the internet are acknowledged

#### ***Responsible Behaviour***

- complying with the *Student Behaviour Management Policy Guidelines*
- displaying respectful and courteous behaviour to staff and students
- using appropriate language in communication with all staff and students
- being organised and prepared for class and using class time effectively
- acting in a manner which does not disrupt the teaching and learning of others
- acting in a manner which does not endanger the health and safety of others
- following all reasonable instructions of teachers
- demonstrating appropriate behaviour in the classroom and the school yard

A student who consistently fails to meet expectations, will *lose good standing* for a specified period of time during which they will not be able to participate in activities outside of the education program such as the school ball, dinner dance, reward activities, school representation at competitions and carnivals and other non-compulsory subject-based events.





Loss of good standing is managed by the Program Coordinator who communicates to parents/carers when good standing has been lost using the *Notification of Loss of Good Standing* chronicle template in *Compass*. The Program Coordinator will arrange a meeting with the student and a *Loss of Good Standing Contract* is completed. The contract identifies why good standing has been lost, the time for which it has been lost and the actions required to restore Good Standing. The student may be provided with a *Good Standing Monitoring Check* over the period during which Good Standing has been lost.

If the student complies with the requirements of the contract, they will have the opportunity to regain their good standing status.

## Flow Chart for Student Behaviour Management

The key objective in each step of this flow chart is to be able to action a **resolution to undesirable behaviour**. As a student's behaviour escalates, the teacher's response will be to decrease the chances that the misbehaviour will continue by matching the student's behaviour with the most appropriate response to de-escalate the situation, keeping where possible the locus of control within the classroom and the student back on task.

<p><b>Step 1</b> Low-level Response ↓</p>	<p><b>Low-level response to undesirable behaviour by teacher</b> – simple, short action by way of <i>pause</i> or <i>look</i> with the intention of stopping misbehaviour and minimise lost learning time. <b>Objective is quick clarification and resolution of the issue</b> – dealing with the problem not the student.</p>	<p>➔</p>	<p><b>Resolution achieved</b> Student return to task on hand</p>
<p><b>Step 2</b> Verbal Request ↓</p>	<p><b>Escalation of behaviour</b> – student has not responded to low-level interventions and their behaviour is affecting the learning of themselves and others. <b>Medium level response to undesirable misbehaviour by the teacher</b> – focus on the student, make eye contact and give a minimal verbal request to stop behaviour. <b>Objective is still quick resolution to the problem</b> - still dealing with the problem not the student.</p>	<p>➔</p>	<p><b>Resolution achieved</b> Student returns to task on hand</p>
<p><b>Step 3</b> Student Chat ↓</p>	<p><b>No attempt to correct behaviour</b> – student continues to misbehave after low level and medium level responses have been exhausted resulting in stopping of teaching. <b>Supportive strategy response</b> - student asked to relocate away from others for a <i>chat</i>. Teacher outlines behaviour noticed and its impact on the other students clarifies the behaviour required. <b>Choices and consequences</b> – teacher clarifies choices and consequences which are displayed in the classroom - student takes responsibility for the consequences and modifies their behaviour.</p>	<p>➔</p>	<p><b>Resolution achieved</b> Student returns to task on hand</p>
<p><b>Step 4</b> Lunchtime Detention ↓</p>	<p><b>Elevated response</b> – student chooses not to comply with the choices provided by the teacher <b>Supportive strategy response</b> – teacher emphasises responsibility of the student and minimises time spent dealing with misbehaviour during class time. <b>Choices and consequences</b> – Lunchtime detention organised in Learning Area for student to reflect on behaviour and choose to resolve the issue with the teacher.</p>	<p>➔</p>	<p><b>Resolution achieved</b> Student returns to class</p>
<p><b>Step 5</b> Home contact ↓</p>	<p><b>Elevated response</b> – student chooses not to comply with the teacher's response. <b>Supportive strategy response</b> – teacher emphasises responsibility to the student and minimises time spent dealing with misbehaviour during class time. <b>Choices and consequences</b> - Informal meeting with student and/or parents to allow student and teacher to work together to define the problem, generate alternatives and agree on a resolution to the misbehaviour - student returns to class with a clear understanding of expected behaviours.</p>	<p>➔</p>	<p><b>Resolution achieved</b> Student returns to class</p>
<p><b>Step 6</b> Referral to Buddy Room ↓</p>	<p><b>Elevated response</b> – student will not comply with a teacher's classroom management following positive low-key interventions to change the behaviour and continues to disrupt learning. <b>Supportive strategy response</b> – student removed to buddy room for <b>one</b> period to sit quietly and reflect on the inappropriate behaviour. <b>Choices and consequences</b> – teachers meets with student to resolve misbehaviour and enable the student to return to the next lesson with a clear understanding of expected behaviour.</p>	<p>➔</p>	<p><b>Resolution achieved</b> Student returns to class</p>

<b>Step 7</b> Further withdrawal to Buddy Room ↓	<b>No resolution to buddy room withdrawal</b> - teacher will refer the student to the HOLA. <b>Supportive strategy response</b> – HOLA can withdrawal student for <b>up to two more lessons</b> to buddy room to give student more time to resolve the issue with the teacher. <b>Choices and consequences</b> – teacher meets with the student at the earliest opportunity to satisfactorily resolve the misbehaviour to enable the student to return to the next lesson with a clear understanding of expected behaviour.		<b>Resolution achieved</b> Student returns to class
<b>Step 8</b> Informal contracts within the Learning Area ↓	<b>No improvement to student behaviour</b> – teacher resolution has not been successful and student has not improved behaviour despite redirections, consequences and home contact. <b>HOLA support</b> – the issue and previous resolution actions discussed HOLA. HOLA intervenes with further attempt at resolution without the need for suspension. <b>Supportive strategy response</b> – HOLA and teacher meet with student and/or parent to create an informal contract to enable a resolution. The contract focusses on the behaviours which need to be corrected and logical consequences that may occur I dependent on student choice. <b>Student behaviour card</b> – the student may be provided with a behaviour card to reinforce required behaviours and track compliance.		<b>Resolution achieved</b> Student returns to class
<b>Step 9</b> Suspension ↓	<b>No resolution</b> – where the resolution is not successful with HOLA action and the student continues to demonstrate inappropriate behaviour the standard suspension process may be invoked. <b>Disciplinary measure</b> - suspension involves temporary removal of a student from classes for a specified period of time. It is a severe sanction and will only be effected if it is considered by the Principal to be warranted and previous teacher support and intervention is evidenced. <b>Return from suspension</b> – on return from suspension the parent/student must meet with the HOLA/teacher and the conditions for re-entry clearly articulated and agreed to.		<b>Resolution achieved</b> Student returns to class
<b>Step 9</b> Formal contracts ↓	<b>Elevated behaviour concerns</b> – no acceptable resolution and the student elevates inappropriate behaviours in more than one learning area. Student elevated to <b>student at risk category</b> . <b>Support strategy response</b> – review of teacher’s records of incidents, analysis of behaviours and classroom strategies and specific behaviour tracking sheets from informal contract stage by school support group including outside agencies where appropriate.. <b>Formal contract</b> - last response to assist student to take action about whether or not to be part of the school’s learning environment. Action plan that consists of specific consequences for persistent behaviours. Written contract signed by all participating parties. Case manager to give support and reinforcement.		<b>Resolution achieved</b> Student returns to class
<b>Step 10</b> Exclusion ↓	<b>Extreme sanction</b> – applied to the most serious breaches of school discipline. <b>Disciplinary consequence</b> - used when the breach of school discipline causes extreme disruption to the good order and proper management of the school - ongoing breaches or a persistent pattern of behaviour exists despite of intensive support/interventions by the school. <b>Exclusion</b> - recommendation to Director General of Education that it is in the best interests of a student to be moved to another educational program or setting.		

## Referral to Buddy Room

When a student does not comply with the expected behaviours in the classroom, they may be sent to Buddy Room. Choosing to send a student to a buddy room is part of a teacher's classroom management and is underpinned by the expectation that positive efforts have been made to change the child's behaviour prior to exercising the buddy room procedure.

**The decision to send a child to a buddy room is not to be the first classroom management option employed by the teacher.** It operates for when a child continues to misbehave after a teacher has used low key responses and given the child choices to encourage them to behave in an appropriate manner.

The buddy room is a space within the Learning Area for a student to be able to sit quietly and reflect on the inappropriate behaviour. The student is withdrawn from class by the teacher for **one** period to the buddy room. The student is provided with a *Buddy Room Slip* and a *Student Resolution Form* to be completed whilst in Buddy. The student completes the *Resolution Form* and meets with the teacher **at the earliest opportunity** to satisfactorily resolve the issue, problem or behaviour prior to returning to next class lesson.

The parent is advised of each withdrawal to the buddy room via *Chronicle* entry in [Compass](#) and a *Referral to Buddy Room* Letter. The information provided to the parent in the letter will include:

- a reason for the referral
- the strategies implemented to manage the concerns
- actions taken as a consequence of the withdrawal
- the resolution required for the students to return to the next lesson

If a student is withdrawn to a buddy room by the HOLA because there has been no resolution with the teacher, it is the responsibility of the HOLA to make contact with the parent either by phone or by email communicating the concerns and what is required to resolve the issue. The student is still required to resolve the behaviour problem with the teacher prior to returning to class.

Buddy room is intended as a **support strategy** rather than a punishment or penalty.

## Suspension

Suspension is a disciplinary measure that involves temporary removal of a student from classes or school approved activities for a specified period of time. It is a severe sanction reserved for use in severe circumstances.

It is **not the first action** following inappropriate student behaviour. Students are provided with other levels of intervention to resolve unacceptable behaviour prior to the suspension process being invoked.

Suspension is used when the breach of school discipline causes significant disruption to the student, other students or staff, and is for the purpose of providing an opportunity:

- for the student, other students and staff to calm and recover
- for all to reflect on and learn from the incident, including where appropriate participating in restorative processes
- for the school to evaluate existing behaviour support plans, meet with any internal or external stakeholders, seek advice on how better to support the student, and put in place any adjustments to plans, resources, staff or strategies that may be required
- for the parent to meet with the school to discuss how to improve coordination between school and home to help the student behave appropriately at school

The categories for suspension include:

- physical aggression towards staff or students
- abuse, threats, harassment or intimidation of staff or students
- damage to or theft of property
- violation of the *Code of Conduct* or school/classroom rules
- possession, use or supply of substances with restricted sale
- possession, use or supply of illegal substance(s) or objects
- breaches under the *Students Online* policy or personal use of mobile phones

Suspension is approved by the Principal and before signing a suspension the Principal makes sure:

- that the student has had the opportunity to be heard
- that all information has been taken into account in making the decision regarding suspension
- that other forms of action to address the behaviour for which the student is being suspended have been considered

### Suspension Process

#### **Intent to Suspend**

In any proposal to suspend a student, the parent is contacted by the person actioning the suspension regarding *Intent to Suspend*. This can be by way of phone call, text, email or letter outlining the behaviour for which the student is to be suspended and allowing an opportunity for the parent to respond. It is the responsibility of the person actioning the suspension to make contact with the parent.

#### **Suspension**

When all relevant evidence has been considered and there are definite grounds for suspension, the parent is to be provided with written notification of *Suspension*. There is still the opportunity to discuss the behaviour and its consequences and if it is determined that the suspension is not warranted, it may be rescinded. The suspension period is generally between one to three days. The maximum period of suspension is generally five days for a breach of school discipline and up to ten days for a serious breach.

#### **Serious Breaches of Behaviour**

For serious breaches of school discipline where students start fights, make intentional physical contact with other students or video fights, suspension is **immediate** with no intent to suspend procedure required. Parents are provided with a *Suspension for Serious Breaches of Behaviour* and the police may be called if the activity resulting in suspension is an illegal action.

#### **Loss of Good Standing**

Students who are suspended will automatically lose good standing and will not be permitted to participate in non-curricula activities or events.

#### **Continuing Education**

Students are to be given every opportunity to continue their education and fulfil course requirements, including completing assignments or assessments during the suspension period by accessing teaching materials from **Connect**.

#### **Return to School**

Students return to school immediately following the end of the suspension period. Planning for the student's return and consultation with parents, if required, may be completed during this time. Students attend a **return from suspension interview** with the person who has actioned the suspension to deal with unresolved issues and behaviour requirements with the conditions for re-entry clearly articulated and agreed to. The parent may be required to attend the meeting. The student must complete the *Re-entry from Suspension* form and may be provided with a *Behaviour Card*. If a resolution cannot be reached, the Program Coordinator in consultation with the HOLA and teacher will adjudicate a resolution.