



Student Behaviour Management Information for Parents

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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 to learn and maintain positive behaviour.

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 encompassed within the concept of **Student Good Standing** with students expected to learn and maintain these behaviours at both a classroom and whole school level. 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 required standards of behaviour. A student with *good standing* is eligible to participate in all school activities including extra-curricular activities and social events.

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.

The standards of behaviour which comprise the student good standing policy include satisfactory attendance, compliance with the school dress code, engagement in the curriculum and responsible behaviour. See [Student Good Standing Information for Parents](#)

Student Behaviour Management Practices

Satisfactory Attendance

Students are required to maintain the 90% level of attendance required by the Department of Education. They need to be punctual to school and attend all timetabled classes and any absence from school needs to be satisfactorily explained within three days of return to school. Students who are consistently late to school or to class or truant from class will in the first instance be placed in School Detention. Persistent absence from school will result in the *loss of good standing* and associated privileges. See [Student Attendance Information for Parents](#)

School Dress Code

Students are required to comply with the prescribed school dress code without any alteration or amendments. School dress compliance is monitored with planned interventions at prescribed instances of non-conformity. Persistent refusal to comply with the school dress code will result in the *loss of good standing* and associated privileges. See [Student Dress Code Information for Parents](#)

Responsible Behaviour

Students are required to demonstrate appropriate behaviours in the classroom, the school yard and the school community. See the flow charts for [Behaviour Management in the Class](#) and [Quick Guide to Managing Student Behaviour](#) which are included as part of this document.

Student behaviour management in the classroom includes the following procedures:

Referral to Buddy Room

When a student does not comply with the expected behaviours in the classroom, they may be sent to Buddy Room. The decision to send a child to a buddy room occurs when all efforts have been made to change a student's behaviour but the student continues to misbehave and disrupt the learning of others.

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 generally withdrawn from class for **one** period to the buddy room and provided with a *Buddy Room Slip* and a *Resolution Form* to be completed whilst in Buddy. The student completes the form and meets with the teacher to satisfactorily resolve the issue, problem or behaviour and returns to class. The parent is advised that the student has been withdrawn to the buddy room.

Where there is no resolution between the student and the teacher, the HOLA intervenes to support the teacher to resolve the problem. A parent meeting may be required. The student is still required to resolve the behaviour problem with the teacher prior to returning to class. Whilst the buddy room is intended as a support strategy rather than a punishment or penalty, if a student is consistently sent to the buddy room and no resolution is forthcoming, other penalties will apply.

Detention

Students are detained during the first-half of lunchtime in a designated Detention room for issues concerning persistent lateness, truancy, yard incidents, non-compliance with school dress code and consistent poor behaviour choices. Parents are advised when students are placed in school detention and penalty points apply. An accumulation of detention penalty points can lead to other penalties being applied.

RESET Cards

RESET cards are provided to students to support mental and physical health concerns. They are generally provided to student who need to leave the classroom to access support for chronic health conditions or students who require a safe location to prevent peak escalation and teach self-regulation. Students are provided with time to recover outside of the classroom in the Student Services Centre. The issue of the RESET card is based on medical diagnostic evidence and students are carefully monitored to ensure that the card is used for the purpose provided with the card removed if it is used inappropriately or overused. Students only remain in the Student Services Centre for between 10-15 minutes and return to class when requested to do so. Where a student is too distressed to return to class, parents/carers are notified and it is suggested that the student is taken home.

Use of Mobile Phones

The **OFF and AWAY** directive by the Education Department for mobile phones is a ban on their use during the school day to minimise disruption to school routine, increase teaching time, protect the privacy of staff and students, improve the health and wellbeing of students and reduce opportunities for cyber bullying during school hours. See [Student Use of Mobile Phones Information for Parents](#)

Non compliance with the mobile phone policy is dealt with as a breach of school discipline with the phone confiscated and returned to the student at the end of the school day. On the second occasion the phone will not be returned to the student but must be collected by a parent/carer. When non-compliance continues the student will not be permitted to have a mobile phone at school unless there is an agreement with the parent that the phone is left at the front office for the duration of the school day. Persistent non-compliance will result in the *loss of good standing* and associated privileges.

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 generally 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. However, immediate suspension will occur when student behaviour is such that it puts the health, safety and wellbeing of themselves, staff or other students at significant risk and when student behaviour involves supply or use of illegal substances, physical aggression towards staff or students or videoing fights in the grounds of the school or off-site where there is a reasonable nexus between the incident and the school.

Students return to school immediately following the end of the suspension period. Students need to 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.

Students Involved in Bullying Behaviour

The School promotes a clear, shared understanding of bullying and cyberbullying with breach of discipline consequences applied to students who engage in bullying behaviour. Where bullying behaviour is identified students will in the first instance be supported to restore relationships. Where the behaviour continues students will face severe consequences including suspension and in some instances it may be appropriate to report bullying to other authorities e.g. in the case of behaviours which constitute a crime or serious online bullying. See [Preventing & Managing Bullying Information for Parents](#)

Engagement with the Curriculum

Students are required to participate in the completion of both the teaching and learning program and the assessment program to meet requirements for being assigned a grade at the completion of the course. To satisfy the requirements of the assessment program students must complete all in-class tasks on the scheduled date and submit all out-of-class assessment tasks on or before the due date. This also requires students to demonstrate appropriate behaviour in the classroom. See [Lower School Assessment Policy for Students in Years 7-10](#) and the [Upper School Assessment Policy for Students in Year 11-12](#)

This behavioural standard encompasses the expectations in the all the other requirements discussed above.



Flowchart for Behaviour Management in the Classroom

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The basic principle underlying these procedures is that students will spend the maximum amount of time in class. The key objective is to **match an appropriate action to the undesirable behaviour** to de-escalate the situation and resolve the issue, keeping the locus of control within the classroom and the student back on task. The stages within the Flowchart are built on the premise of the teacher creating a positive classroom management environment which includes building a positive relationship with students, establishing mutual respect, constructing an appropriate classroom management plan and providing appropriate curriculum and instruction

Stage 1 – Classroom Teacher				
Minor Concern incident occurs ↓	Low level response to undesirable behaviour – student choosing to misbehaviour - no known contributing factors	Dealing with the problem not the student: simple, short action by way of <i>pause</i> or <i>look</i> with the intention of stopping misbehaviour and minimising lost learning time	➔	Resolution achieved Student returns to task on hand
Misbehaviour continues ↓	Medium level response: verbal request - student has not responded to low-level interventions and their behaviour is affecting the learning of others	Still dealing with the problem not the student: focus on the student by making eye contact /or giving a minimal verbal request to stop behaviour	➔	Resolution achieved Student returns to task on hand
No attempt to correct behaviour ↓	Student chat – student continues to misbehave after low level and medium level responses have been exhausted resulting in stopping of teaching	Relocate student away from others for a <i>chat</i> : outlines behaviour noticed, its impact on other students and explains behaviour required of the student.	➔	Resolution achieved Student returns to task on hand
Misbehaviour continues ↓	Provide choices and consequences – consequences for a student who chooses to continue to misbehave	Learning Area Detention: consequence of student choice not to modify their behaviour	➔	Resolution achieved Student completes detention and returns to class
Missed detention ↓	Home contact – student chooses not to complete the Learning Area detention and misbehaviour continues	Meeting to engage parent/carer support: define problem, strategies generated and choices made by student. Agreement required on resolution to the misbehaviour. Teachers ensures student understands modification required to behaviour	➔	Resolution achieved Student completes detention and returns to class
Moderate concern Student learning compromised ↓	Elevated response – no improvement to behaviour despite redirections, consequences and home contact and student continues to disrupt learning	Student removed to buddy room for one period: to reflect on the inappropriate behaviour, complete <i>Resolution</i> form and then meet with teacher to establish a clear understanding of expected classroom behaviour. Student cannot return to class without a resolution. It is the responsibility of the teacher to resolve the issue	➔	Resolution achieved Student meets with teacher to resolve misbehaviour and returns to class
Stage 2 – Intervention of the Head of Learning Area (HOLA)				
High Concern No resolution ↓	Teacher seeks intervention of HOLA – student has refused to meet with the teacher to resolve buddy room issue	Further withdrawal to buddy room: HOLA can withdrawal student for up to two more lessons to buddy room to provide more time to resolve the issue and enable the student to return to class. Resolution stills remains the responsibility of the teacher	➔	Resolution achieved Student meets with teacher and HOLA, resolve concerns and returns to class
Misbehaviour continues ↓	Supportive strategy by HOLA - no improvement to student behaviour and teacher resolution has not been successful and student has not improved behaviour despite redirections, consequences and home contact.	Parent/Carer contact by HOLA: HOLA intervenes with an attempt at resolution without the need for suspension. HOLA and teacher meet with student and parent/carer to create an <i>informal contract</i> which focusses on the behaviours which need to be corrected and logical consequences that	➔	Resolution achieved Informal contract agreed to by teacher/student and parent/carer and student returns to class

		may occur dependent on student choice. The student may be provided with a behaviour card to reinforce required behaviours and track compliance		
Misbehaviour continues ↓	Intervention strategy - no successful resolution for HOLA action – student continues to demonstrate inappropriate behaviour	In-school suspension: organised and monitored by the HOLA as further attempt at resolution without the need for suspension. Parent advised. HOLA may use support of the Year Coordinator	➔	Resolution achieved In-school suspension completed, issue resolved, return to class
Extreme Concern No resolution ↓	Severe sanction – no improvement to poor behaviour and no attempt to resolve non-compliance	School suspension and loss of good standing: student removed from school for a specified period of time. Only used if it is considered by the Principal to be warranted and previous teacher support and intervention evidenced. The parent/carer must be advised that a suspension is being considered and the reasons discussed prior to the suspension. Suspension signed by Principal	➔	Resolution achieved Successful re-entry meeting with student and/or parent/ carer. Conditions for re-entry clearly articulated and agreed to. Student returns to class
Stage 3 – Intervention of the Year Coordinator				
High Concern Misbehaviour in more than one Learning Area ↓	Student reported to Year Coordinator – broken agreement or no resolution or broken agreements identified in more than one Learning Area	Meeting with student and parent/carer: Year Coordinator meeting focusses on the behaviours which need to be corrected and the logical consequences that may occur dependent on student choices. HOLAs and classroom teachers advised	➔	Resolution achieved Student returns to class
Misbehaviour continues ↓	Elevated behaviour concerns - no acceptable resolution and elevated behaviours	Suspension and loss of good standing: student removed from school for a specified period of time. The parent/carer advised that the suspension is due to student choosing to escalate behaviours. Suspension is signed by the Principal. Re-entry meeting resolutions are forwarded and discussed with classroom teachers and relevant HOLAs. A behaviour card may be required	➔	Resolution achieved Successful re-entry meeting with conditions for re-entry clearly articulated and agreed to. Student returns to class
Stage 4 – Involvement Program Coordinator				
Extreme Concern No resolution ↓	Intervention of Program Coordinator – elevated response to assist student to comply with expectations and standards of the <u>Student Behaviour Guidelines</u>	Risk Management Plan: Program Coordinator reviews teacher’s records of incidents, analysis of behaviours and classroom strategies and specific behaviour tracking sheets to formulate a written behaviour contract with an action support plan for persistent behaviour with support staff and outside agencies where appropriate. Written contract signed by all parties. Triggers and supporting strategies forwarded to relevant parties	➔	Resolution achieved Student returns to class – risk management strategies adopted by classroom teachers
Escalating misbehaviour ↓	Extreme concern – request assistance to address escalating behaviour as identified strategies not working	Request support of SSEN: Program Coordinator requested support of SSEN: BE to review triggers and strategies in RMP to provide the student with one last opportunity to be compliant with school expectations. Written contract signed by all parties. Revised RMP forwarded where appropriate	➔	Resolution achieved Student returns to class – risk management strategies adopted by classroom teachers
Ongoing breaches of behaviour ↓	Extreme Concern – all efforts to address serious behaviour incidents have not been successful	Appendix A: Risk of recommendation for exclusion: Program Coordinator sets up an engagement and support planning meeting with the student and parent/carer to achieve positive behaviour and avoid a recommendation for exclusion. This plan is signed by all relevant parties	➔	Resolution achieved Student returns to class
Extreme concern No resolution ↓	Extreme sanction - ongoing breaches of behaviour or a persistent pattern of behaviour exists despite intensive support/interventions by the school.	Recommendation for Exclusion: recommendation to Director General to move a student to another educational program or setting as a result of breaches of school discipline causing extreme disruption to good order and management of the school.		



Quick Guide to Managing Student Behaviour

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Classroom Incidents	
Stage 1 - Classroom Teacher	
Minor Concern Incident Occurs ↓	Low level response- dealing with the problem not the student: simple, short action by way of <i>pause</i> or <i>look</i> with the intention of stopping misbehaviour and minimising lost learning time
Behaviour continues ↓	Medium level response: verbal request – still dealing with the problem not the student: focus on the student making eye contact and giving a minimal verbal request to stop the behaviour
No attempt to correct behaviour ↓	Relocate student away from others for a chat: outline the behaviour noticed and its impact on the other students and clarify the behaviour required of the student
Misbehaviour continues ↓	Choices & consequences Learning Area Detention: Emphasise responsibility of student to modify behaviour and explain consequences for ensuing student choices
Missed detention ↓	Home contact to engage support: define the problem, strategies generated and choices made by the student. Agreement on required modification to behaviour and need to complete Learning Area detention
Moderate Concern No resolution ↓	Elevated response – student learning compromised: student removed to buddy room for one period to reflect on the inappropriate behaviour and complete <i>Resolution</i> form. Student and teacher meet to resolve the issue so that the student can return to class
Stage 2 – Intervention of HOLA	
High Concern No resolution to Buddy ↓	Intervention of HOLA – further withdrawal to buddy room: HOLA can withdrawal student for up to two more lessons to provide more time to resolve the issue and return the student to class. Resolution stills remains the responsibility of the teacher
Misbehaviour continues ↓	Supportive strategy by HOLA – parent contact: attempt at resolution without the need for suspension. Meeting with parent/student to create <i>informal contract</i> focusing on required behaviours and consequences for student choices. The student may be provided with a behaviour card to reinforce behaviours and track compliance
Misbehaviour continues ↓	Further intervention of HOLA – in-school suspension: organised and monitored by HOLA as a further attempt at resolution without the need for suspension. Parent advised. May use support of the Year Coordinator.
Extreme Concern No successful resolution ↓	Severe sanction – suspension and loss of good standing: Student removed from school for a specified period of time. Parent advised. Re-entry meeting on return from suspension to articulate and agree to conditions for re-entry
Recess & Lunch Yard Incidents	
Stage 1 – Duty Teacher	
Minor Concern Incident Observed ↓	Low level response: duty teacher reminds students of school expectations and requests they change their behaviour
Misbehaviour Continues ↓	Medium level response: duty teacher repeats request and clarifies choices and possible ensuing consequences
No successful resolution ↓	Elevated response: duty teacher seeks assistance from their duty partner (if available) or other staff nearby
Stage 2 – Intervention of Roving Teacher	
Moderate Concern No student compliance ↓	Intervention by Roving Teacher: duty teacher refers incident to Roving Teacher to assist with resolution. Roving teacher reaffirms expectations and clarifies choices
No successful resolution ↓	Elevated response: roving teacher imposes consequences. Duty teacher records incident in Compass
High Concern Extreme behaviour or physical assault ↓	Severe sanction: suspension and loss of good standing with student removed from school and parents advised. Re-entry meeting on return from suspension to articulate and agree to conditions for re-entry