



BEHAVIOUR MANAGEMENT POLICY

GRANT HIGH SCHOOL

Respect Trust Commitment

Table of Contents

RATIONALE	3
CODE OF CONDUCT	4
YARD CODE OF CONDUCT.....	4
MANAGING BEHAVIOUR LEARNING	5
BUDDY REFLECTION FORM.....	8
STUDENT LEARNING & BEHAVIOUR SUPPORT PLAN.....	9
CHAIN OF REFERRAL.....	11
For direct intervention and in the absence of designated leaders	11
BEHAVIOUR INTERVENTION FLOW CHART	12
WHOLE SCHOOL RESPONSE TO:.....	13
APPENDIX A.....	14
STRATEGIES FOR DEALING WITH	14
INAPPROPRIATE CLASSROOM BEHAVIOURS	14
APPENDIX B	15
THE BUDDY SYSTEM.....	15
DEALING WITH COMMON PROBLEMS	16
50 WAYS TO RELATE TO STUDENTS.....	18



RATIONALE

Purpose

Our school must be a safe, caring and orderly learning environment in which the rights of all students to learn and all teachers to teach must be supported. The school operates using restorative practices and within the Department for Education Discipline Policy guidelines.



CODE OF CONDUCT

Respect

Be considerate

- Treat others fairly and decently.
- Care for the school environment and facilities
- Take care of your own and others' property

Trust

Be a team player

- Take responsibility for your actions
- Allow everyone to express and listen to others' point of view
- Make sure others feel safe around you
- Care for the school environment and facilities

Commitment

Be organized and positive

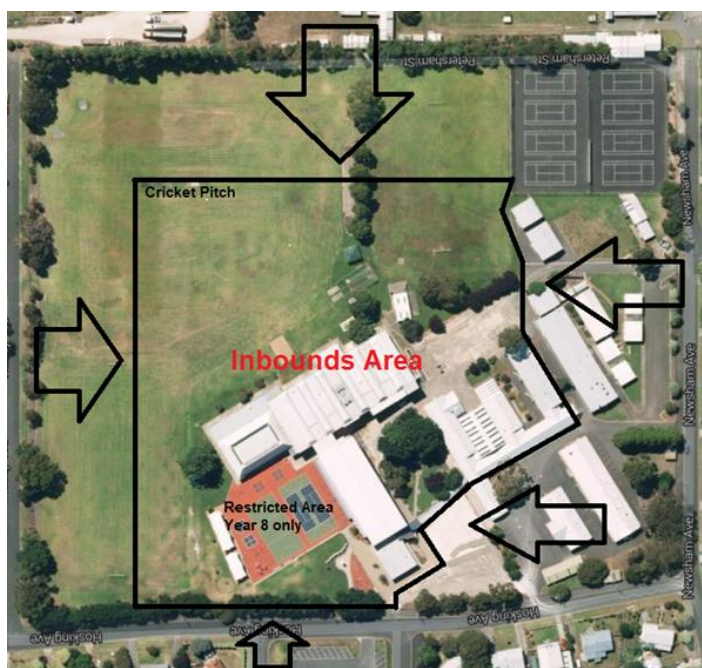
- Participate and achieve your personal best
- Be punctual and organized
- Persist when things are difficult

YARD CODE OF CONDUCT

The yard code of conduct is based directly in our school values of :

RESPECT TRUST COMMITMENT

And applies at all times



MANAGING BEHAVIOUR LEARNING

At Grant High School everyone is expected to support the right of a student to learn and a teacher to teach.

The Behaviour Learning Plan is based on the following values for all staff and students:

RESPECT
TRUST
COMMITMENT

At Grant High School we deal with behaviours on 4 levels. Teachers are primarily responsible for the management of students at all levels, using this process and the assistance of designated staff as required.

Level 0

Building relationships between students and the adults in the classroom to ensure everyone feels valued and motivated to achieve their best.

Level 1

Managed at teacher level through your own strategies, classroom management and support from Line Manager/Coordinator.

Level 2

Students who transgress further may be withdrawn to Buddy Class for an extended period or undertake another consequence, in consultation with an Admin member.

Level 3

After Level 2 a student may be referred to Admin, which can lead to suspension or exclusion. Some extreme behaviour will automatically lead to this step. Following suspension or exclusion formal arrangements are made between the school and the student/family. These arrangements are documented in the Student's Development Plan (SDP). Where appropriate classroom teachers will be involved in the student's re-entry to school and the development of the SDP.

Level 0

Respect is shown by:

- taking an active interest in each student's wellbeing (engaging in conversation about outside school activities)
- valuing students' contributions and endeavours

Trust is developed through:

- the principle of mutual respect (listening carefully to students)
- acknowledging that students can make mistakes and be corrected in non-punitive ways (can be given some chances)

Commitment is shown by:

- role modelling positive behaviours (e.g. punctuality, organisation, tone of voice and language)
- making sure each student knows they are worthy of teacher time (e.g. following up on issues, marking work within a reasonable timeframe)



BEHAVIOUR	WHO MANAGES	CONSEQUENCES	COMMUNITY LEADER PROCESSES
LEVEL 1			
Behaviour that interrupts the effective running of the classroom or the orderly operation of the school. <ul style="list-style-type: none"> Disrupting learning and teaching - e.g. talking in class; interrupting others Unacceptable learning behaviour - e.g. lateness; indifference to work Undermining school routines - e.g. planner; returning forms, littering, uniform Minor unacceptable yard behaviour 	<p>The teacher is directly involved in seeking own solutions, taking appropriate action and negotiating solution with the student.</p> <p>Complete Negative Incident on Daymap if concerned; this will serve as useful information if further response is required later.</p> <p>The teacher may choose to consult with AOL Coordinator, Line Manager, Community Manager or Wellbeing Coordinator.</p> <p>That teacher may choose to make parent contact by phone or diary note.</p>	<p>As per classroom rules e.g. reminders, warnings, moving seats, in-class Time Out.</p> <p>OR</p> <p>Other strategies negotiated with support person such as Buddy Class for a limited time, and with a restorative meeting. <i>(Failure to report to Buddy Class will result in an automatic take-home at a minimum)</i></p> <p>A Buddy Reflection Form must be completed.</p> <p>OR</p> <p>Parent contact</p> <p>OR</p> <p>Brief detention at break to discuss behaviour and possible solutions</p>	<p>Note negative incidents and intervene if they occur across multiple classes.</p> <p>Respond on Daymap regarding further action taken.</p> <p>Log any communication with parents/caregivers in Daymap Register.</p>
LEVEL 2			
CLASSROOM	CLASSROOM	Community Leader response may be:	
<ul style="list-style-type: none"> Persistent Level 1 Irresponsible classroom behaviour Refusal to comply with a reasonable instruction <p>OR</p>	<p>Complete Negative Incident for referral to Community Leader member or Wellbeing Coordinator in case of harassment.</p> <p>Parents are informed by the teacher</p> <p>Parent meeting may be organised (Record on Daymap).</p>	<p>Daily Report for two weeks (esp. for lateness or poor on task behaviour)</p> <p>OR</p> <p>Withdrawal to Buddy Class resulting in a Buddy Reflection in consultation with classroom teacher</p> <p>OR</p> <p>Other strategies developed in consultation with the teacher</p>	<p>Gather and document written information, including student's perspective. Log response and consequence for behaviour in Daymap.</p> <p>Record in EDSAS as necessary.</p> <p>Log any communication with parents/caregivers in Daymap Correspondence register.</p>
OUTSIDE CLASSROOM	OUTSIDE CLASSROOM		
<p>Act of irresponsible behaviour that undermines the good order of the school – serious enough to draw the attention of Admin.</p> <p>Examples: smoking, harassment, direct disobedience, abusive language, truancy, graffiti, leaving school grounds</p>	<p>Referring teacher informs appropriate Community Leader of behaviour (Record on Daymap) or Wellbeing Coordinator in case of harassment</p> <p>Homegroup teacher and referring teacher informed of outcome by Community Leader.</p>		

LEVEL 3

<ul style="list-style-type: none"> Persistent Level 2 Irresponsible behaviour <p>OR</p> <ul style="list-style-type: none"> Acts directed against persons or property Acts that may endanger the health/wellbeing/safety of others <p>Examples: vandalism, theft, repeated harassment, direct verbal abuse of staff, possession/use of some unauthorised substances, graffiti</p> <p>Acts that are criminal and/or that are definitely threatening and dangerous to the safety of persons, and as such require the immediate removal of the student from school, and possibly police intervention.</p>	<p>Refer to the relevant Community Leader person.</p> <p>Complete Negative Incident on Daymap; attach any additional documentation</p> <p>Homegroup teacher, Community Manager and referring teacher informed of outcome by relevant Community Leader.</p> <p>Where possible/appropriate key staff will be involved in a student's return from suspension/exclusion and the development of the SDP.</p>	<p>Suspension is likely at this level.</p> <p>Whether or not suspended, future consequences may be redefined to set tighter limits for individual students where needed as part of a Student Development Plan.</p> <p>Exclusion may occur where required.</p>	<p>Take action to ensure everyone is safe and looked after in the first instance.</p> <ul style="list-style-type: none"> Following the incident, statements should be collected from everyone involved. Any information from staff should be provided by them through a Negative Incident in Daymap. If available, footage is checked to verify written/verbal statements. Once actions are decided, parents/caregivers of both victim/s and perpetrator/s are contacted. This communication is logged in the Daymap Correspondence Register. EDSAS is completed as necessary. Consequences are recorded against the Negative Incident in Daymap. IRMS report sent to Principal, including police report number where applicable.
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BUDDY REFLECTION FORM

GHS Buddy Reflection Form

Name: _____

Day: M T W T F Lesson: 1 2 3 4

Home group: _____

Behaviour choices have been made in your classroom that have not been productive to your learning, and the learning of others, and you have been sent to Buddy class. Now is the time to think calmly, and reflect on what has occurred for you to have been exited from class. This is your opportunity to explain, on this form, your understanding of the events that took place. Please take the time to think through the sequence of events so you can answer the questions honestly.

1. What was my behaviour?

a. What did my teacher say I had done? What was the incident that lead me to this situation? _____

b. What do I think I have done? What are my thoughts on the scenario? _____

2. What was I doing before my behaviour?

3. What was the reason for my behaviour?

4. How did I feel before my behaviour?

5. How did I feel after my behaviour?

6. Who did my behaviour affect and how?

7. What other decisions could I have made regarding my behaviour?

Complete the following questions together with your classroom teacher:

8. What is the next possible course of action?

a. How can I fix my behaviour?

b. What needs to be done after being sent to Buddy?

c. How will my behaviour look upon my return to class?

9. Is there anything else I need to let my classroom teacher, Home Group Teacher or Community Leader know about this situation?

10. What have I reflected about the most following my time in buddy class?



STUDENT LEARNING & BEHAVIOUR SUPPORT PLAN

(A copy to be provided to the parent/carer, and included in the student file)

Student:	Homegroup:
D.O.B:	Meeting Date:
Review Date:	Community Leader:
Parent / Guardian:	Others Present:
Parent Signature:	Community Leader Signature:
Date:	

Interests/Strengths/Career Goals – *What makes the young person happy? What helps calm them? How do they like to spend their free time? What career pathway is the young person considering?*

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Additional Information – *Attendance, wellbeing support, engagement etc.*

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SMARTAR Goals – *Specific, Measurable, Achievable, Realistic, Timely, Agreed Upon, Reviewed*

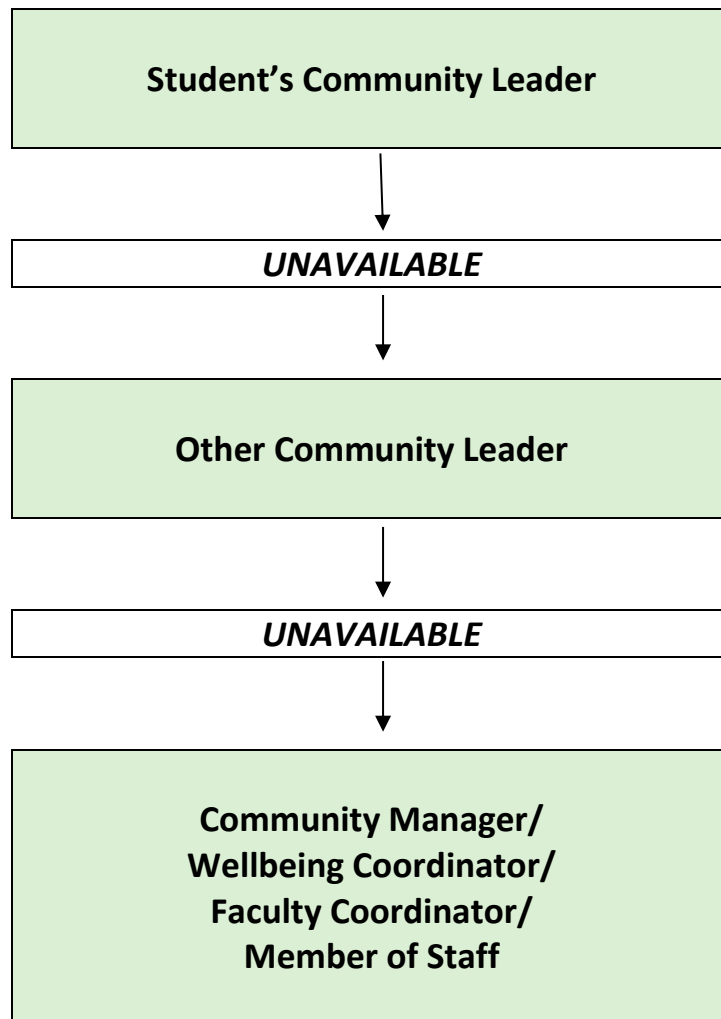
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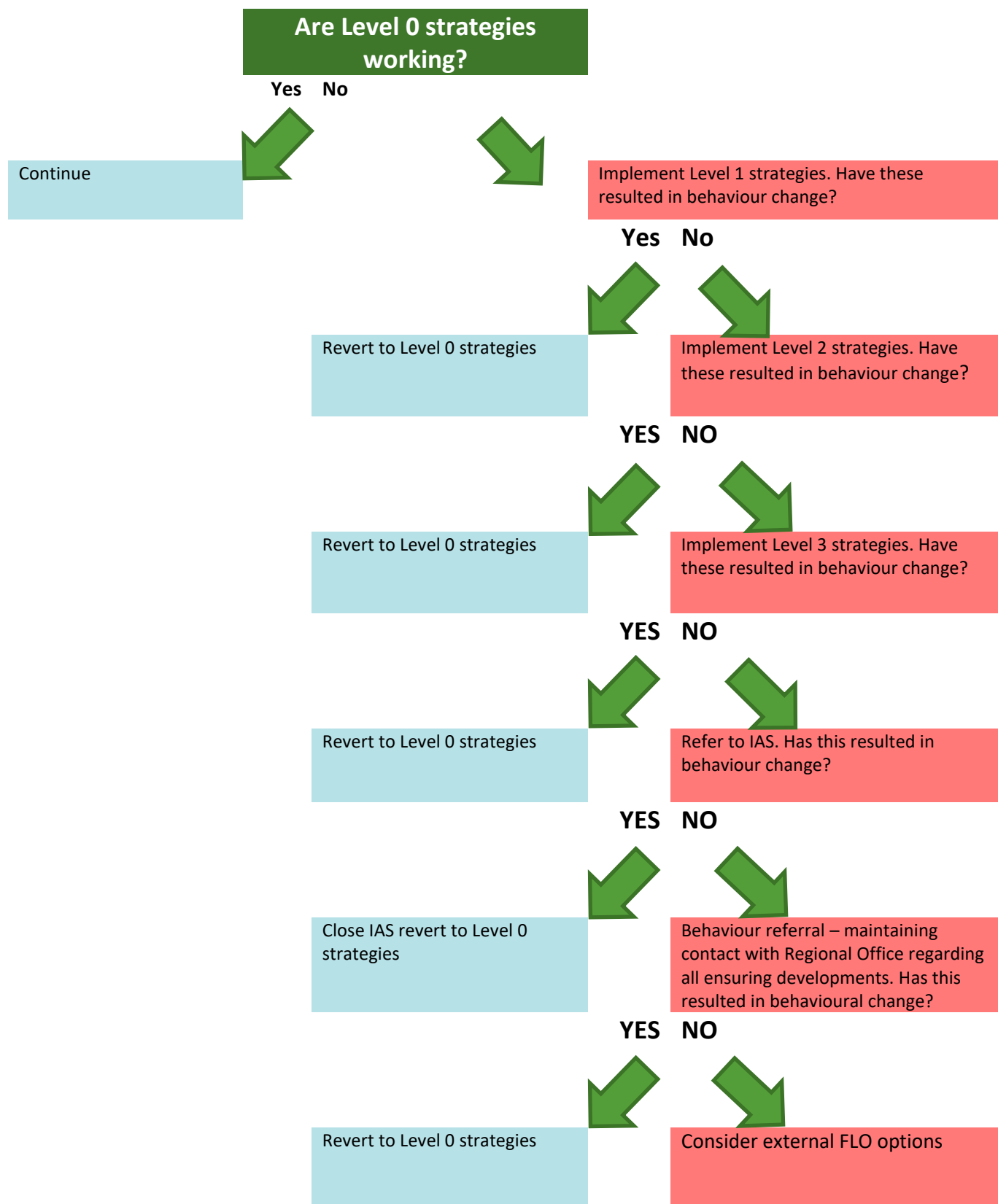
Area of Need	Goal/Objective	Strategies & Resources Needed	Strategies to monitor progress
Literacy			
Numeracy			
Personal and Social Development			
Other			

CHAIN OF REFERRAL

For direct intervention and in the absence of designated leaders



BEHAVIOUR INTERVENTION FLOW CHART



WHOLE SCHOOL RESPONSE TO:

(a) BEHAVIOUR OF A VIOLENT OR ILLEGAL NATURE

Behaviour of this nature should be referred directly to a member of the ADMINISTRATION team.

Significant illegal activities such as theft, trafficking, possession and/or use of illegal substances leads to immediate involvement of the Police. It will also normally entail a consequence of a suspension from school or an exclusion for a period of between 4 and 10 weeks. In severe cases, expulsion can occur.

(b) SEXUAL / RACIAL / VERBAL HARASSMENT

Incidents/complaints of sexual and/or verbal and/or racial harassment should be referred to the Wellbeing Coordinator, who will attempt to resolve the issue in accordance with Department guidelines.

If the incident is serious enough in the judgement of the Wellbeing Coordinator or if the matter continues after counselling and attempts at resolution, the matter will be referred to the Community Leader for resolution.

APPENDIX A

STRATEGIES FOR DEALING WITH INAPPROPRIATE CLASSROOM BEHAVIOURS

LEAST INTRUSIVE (Focus on behaviour, not the student)

- Have class/school rules displayed
- Refer to and review rules regularly
- Enforce rules and consequences

NON-VERBAL	VERBAL
<ul style="list-style-type: none"> • Point to displayed rules ... gesture • Eye contact • Hand gestures • Move to vicinity of student • Open diary to rules page • Move to verbal response • PRO ACTIVE • 5 ways to keep a kid in class T & D 	<ul style="list-style-type: none"> • Tom, what's the rule about..? (Remain in PRIMARY RESPONSE MODE) Repeat if necessary. • Tom, what's the rule about ...? (STILL IN PRIMARY RESPONSE MODE) If no significant behaviour change: • I statement – Tom, when you (behaviour), I/class feel (emotion) because (result/action/impact), AND if you continue (consequence)

List of possible consequences for use by classroom teachers:

- A note home in the diary
- Phone call home
- Detention for recess/lunch
- Teacher organises supervised work duty, e.g. taking the student on yard duty with you, cleaning desks, tidying the classroom, cleaning the yard after school
- A written statement about behaviour from the student

APPENDIX B

THE BUDDY SYSTEM

A Buddy Teacher is a person teaching a class, preferably a Senior School class, at the same time as you have a Junior School class.

This person will be aware that he/she is your buddy and will have an area set aside in which a student who is withdrawn from your class may be placed for the period of the withdrawal.

If you're aware that a student in your class is reaching the point of withdrawal, it is expected that you will give your Buddy as much warning as possible. It is also realised that this may not be possible in all cases.

If the student refuses to go to your Buddy Teacher, you should immediately alert a Community Leader, or follow the Chain of Referral for direct intervention.

The student should have work with him/her when he/she is sent to your Buddy Teacher and you remain responsible for ensuring that the student has meaningful, assessable work to be done during the period of the withdrawal. During this time the student will also need to complete a Buddy Reflection form.

The Buddy Teacher should enter into as little communication with the student as possible. Simply direct him/her to the prepared Withdrawal seat.

The Time Out/withdrawal desk should be set up for the student so that no interaction occurs with members of the class (as far as is possible). Signs have been prepared to highlight this area for teachers and students alike.

When a student is sent to Buddy it is the teacher's responsibility to contact home to inform the parents/caregivers. The teacher also needs to organise a restorative meeting with the student, in which the Buddy Reflection form is discussed.

DEALING WITH COMMON PROBLEMS

In many of these cases expectations will have been set in accordance with the code. Thus, referral to the code will be a basic strategy.

INAPPROPRIATE BEHAVIOUR	STRATEGIES/CONSEQUENCES
Not prepared for lessons	Rule reminder Individual plan to help student Extra materials at hand (Make up time/complete work at home).
Inappropriate materials in lessons	Warning - rule reminder Confiscation Dangerous – straight to Admin
Not on task	Warning - pursue policy. Enquire about progress Shift student
Inattentive – failing to follow instructions and talkative students	Wait for compliance Rule reminder – pursue policy Shift student / isolate Seating arrangements
Lateness to class	Time to make up Apology
Refusal to do work	Remove and approach student Pursue policy
Swearing	Rule reminder Verbal / written apology Removal Use personal judgement in responding Detention
Consistent swearer	“5 pencils in a tin” – remove a pencil for each incident When all removed – consequence.
Throwing objects	Detention Banned from area Confiscate Point out dangers Rule reminders Clean up area Dangerous – Straight to Admin
Dangerous projectiles	Refer to Community Leader

INAPPROPRIATE BEHAVIOUR	STRATEGIES/CONSEQUENCES
Rough play in yard	Removal from game and walk with teacher Put on a Behaviour Referral Rule reminder Pursue Policy Confiscate
Answering back	Remove and approach student Rule reminder and refer to code Verbal apology Don't argue with – stay in primary response
Poor Manners	Point out inappropriate behaviour / code Persistent then pursue policy Phone home Set good examples Ignore
Verbal abuse	Harassment procedures Rule reminder
Graffiti	Clean up in own time Meet cost of repair
Rudeness / Insolence	Reminder of appropriate behaviour / school code Pursue policy or consistent offenders
Wandering in class	Rule reminder and policy
Leaving class and wandering in school (no teacher card)	Whole school responsibility Inform subject teachers – rule reminder and pursue policy
Running in building	Rule reminder Inform subject teacher (if relevant)
Outsiders on school property	Notify Community Leader (via student if necessary)

50 WAYS TO RELATE TO STUDENTS

(Particularly difficult students)

- Ask students personal interest questions.
- Find something they do well.
- Catch them 'being good'.
- Developing a "pleasant" culture of which they are a part.
- Remind them about their goodness, intelligence and belonging.
- Use students' 'names' in questions.
- Get students to assist with jobs and show some responsibility.
- Give them control over their own learning, e.g. setting due dates.
- Acknowledge students outside the classroom.
- Model respectful behaviour.
- Respond to comments seriously.
- Speak to them regularly.
- Speak to them in a soft, calm voice.
- DO NOT GET ANGRY.
- Explain expectations and get students to repeat expectations.
- Be honest with them.
- Humour them.
- Select groups for them.
- Take each situation at a time and deal with as best you can.
- Show you are human – tell them you make mistakes.
- Set realistic goals / standards.
- Make an effort to understand their perspective.
- Take time to talk to them.
- Differentiate the behaviour from the person/ individual.
- Follow up any problems.
- Don't bear grudges.
- Pay attention to "victims".
- Treat senior school students as adults.
- Encourage individuals.
- Involve all students as much as possible.
- Get to know students as individuals.
- Respect differences.
- Don't treat as inferiors.
- No sarcasm or 'put downs': - know when to back off.
- Have a laugh *with* students and not *at* them.
- Don't judge.
- Set boundaries.
- Model expectations.
- Reinforce positive behaviour.
- Get to know them.

- Recognise that the group has different values / agenda from you.
- Reinforce positive behaviour.
- Establish a link with out of school activities, interests, hobbies.
- Talk with students.
- Refuse to get angry – deny confrontation.
- Don't raise voice.
- Smile.
- Get them task oriented quickly.
- Make sure all have plenty of meaningful work.
- Re-arrange class setting to isolate them from their support group.
- Look for ways to reward their positives.
- Avoid conflict situations – resolve.
- Make them aware of the Grievance Procedure and inform them that it works two ways.
- Create win / win situations.
- Involve them in class discussion deliberately.
- Greet them as they enter the class.
- Give them added responsibilities.
- Praise students whenever they achieve something, no matter how small.
- Be consistent.

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