

Frederick Irwin Anglican School

A School of the Anglican Schools Commission (Inc)



BEHAVIOUR MANAGEMENT POLICY AND PROCEDURES SECONDARY

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Preamble

School Rules and procedures for managing a breach of School Rules are necessary to create a safe and harmonious environment in which to teach and to learn. To this end rules, regulations and standards of expected behaviour are clear and their observance is insisted upon. The Behaviour Management Policy has procedures to enhance the emotional and social growth of students and to assist in promoting positive behaviour.

An important objective of the Behaviour Management Policy is to develop self-discipline in students. While staff and students work together towards this outcome, staff members are not responsible for the students' behaviour. The onus is on each student to take responsibility for his/her actions and accept resulting consequences. It is an expectation that parents work with the School in this regard.

Behaviour Management at Frederick Irwin Anglican School is whole school in its approach, taking into account the roles of students, teachers, Executive staff and parents. High standards and expectations are clearly articulated across the School. Such standards and expectations are consistent with the School's Mission, Vision and Core Values – Respect, Responsibility, Honesty, Compassion, Courage.

Objectives

The Behaviour Management System should:

- Support and be supported by the Pastoral System;
- Create reasonable and sensible boundaries for students;
- Recognise the standards upheld by the School;
- Reflect a sensible response to the School Rules;
- Value and respect students as individuals;
- Be firm but fair;
- Assist students to grow in all aspects of their lives - academic, physical, emotional, spiritual, social and cultural;
- Enable students to recognise the expectations of the community beyond the environs of the School;
- Teach self-discipline;
- Encourage students to be accountable for their behaviour;
- Be Whole-School in approach.

*(*Note: "Whole-School" has more than one connotation: within the discrete sections of the School – Primary and Secondary – it means that all staff take responsibility for the monitoring of student behaviour and the maintenance of standards; within the K-12 context, it means that different sections of the School may be employing different methods to get to the same end; there is a common understanding of what the School stands for and standards we wish to uphold.)*

Overview

- Every teacher has the responsibility for student discipline throughout the School. Teachers are, in effect, on duty for the whole time they are at School.
- We expect the highest standards of conduct and presentation from students at all times. This will only be achieved if we all insist on high standards, constantly remind and reinforce these standards to students, and provide students with positive role models.
- In the classroom students are required to willingly without question do what they are asked by a teacher, cooperate in the learning process, and conduct themselves in a way that does not interfere with the rights and learning of others.
- In the School Grounds students are required without question to do what they are asked by a staff member and conduct themselves in a manner that does not put them or any other student or staff member at risk.
- On no occasion should a staff member tolerate disobedience, back-chatting or an off-hand manner from students.
- In all situations, and in particular regard to managing students' behaviour, the school explicitly forbids child abuse, corporal and degrading punishment. Corporal punishment, as defined in the *Guide to the Registration Standards and Other Requirements for Non-Government Schools* is 'any punishment in which physical force is used and intended to cause some degree of pain or

discomfort, however light; typically involving hitting the child with the hand or with an implement; can also include, for example, forcing the child to stay in an uncomfortable position. It does not include the use of reasonable physical restraint to protect the child or others from harm: from UN Committee on the Rights of the Child, General Comment No. 8 (2006), paragraphs 11 and 15: CRC/C/GC/8, 2 March 2007. Degrading punishment, as defined in the 'Guide' is *'any punishment which is incompatible with respect for human dignity, including corporal punishment and non-physical punishment which belittles, humiliates, denigrates, scapegoats, threatens, scares or ridicules the child (from UN Committee on the Rights of the Child, General Comment No. 8 (2006), paragraphs 11 and 16: CRC/C/GC/8, 2 March 2007).*' Please see the Reporting of Abuse and Neglect Policy and Procedures (ASC) for definitions of child abuse.

Behaviour Management as a Function of Pastoral Care

There needs to be a clear alignment between the Behaviour Management System and Pastoral System

- Pastoral Staff have a definite role in Behaviour Management especially with regard to students in their own House/House Group. (See Duty Statements and Role Descriptions for these staff members)
- Academic Staff should also consider a pastoral approach to Behaviour Management.
- Behaviour Management must be seen as a **function** of Pastoral Care.

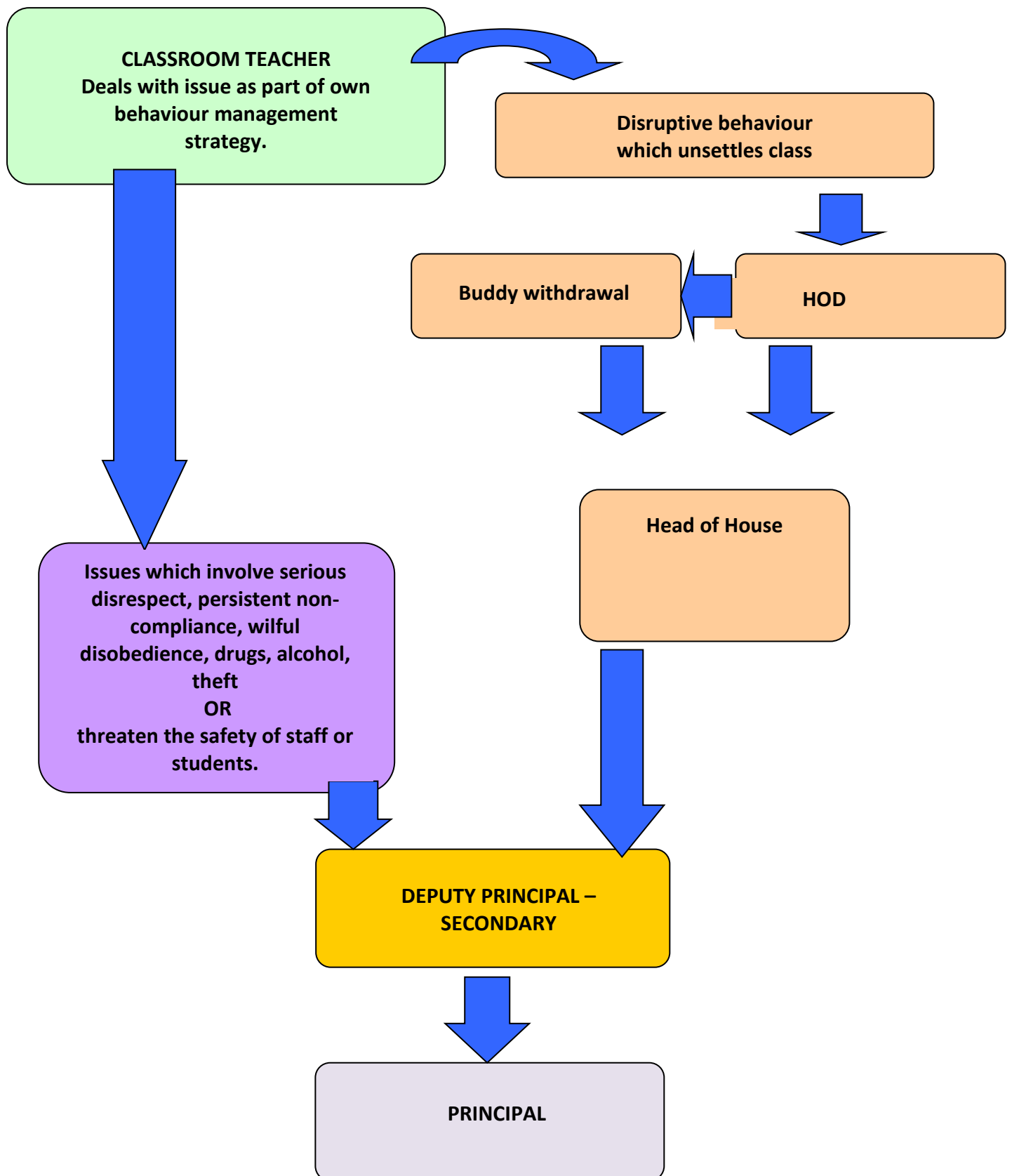
Levels at which Problems are Addressed

The flow chart at the end of this section is useful to help teaching staff members understand who will address behaviour management issues; however, staff should adopt a common sense approach when deciding whether to deal with a given situation or refer it on. What follows is an outline of Behaviour Management responsibilities:

- While Classroom Teachers are to deal with their own classroom issues as far as possible, they need to know they are supported by a hierarchy which will take on behaviour management issues of a more serious nature.
- Classroom Teachers must have a range of consequences that they can use with relative ease e.g. keeping the students for a short while at recess and lunch. (Also see the section on Useful Tools.)
- Where students are particularly disruptive, they can be sent immediately to the Head of Department or another senior staff member in the geographical vicinity.
- A buddy-system for withdrawal of students from a lesson in which they are being particularly disruptive should be available in all Departments. (Sometimes the system may need to be devised for a geographical area rather than a Department). This buddy-system should be formalised, taking into account staff timetables and the types of classes they have at a given time. In this way the least disruption to other classes can be effected.
- Students should be sent to the Deputy Principal's office only in extreme cases (as doing this for less serious behaviours dilutes the effectiveness of the action).
- For more serious and repeated behaviours the Head of House should also address the matter with the student.
- Heads of House have the discretionary power to ask a House Teacher to discuss an issue with a student, deal with the issue themselves or refer the problem to a Deputy Principal for further action.
- The Deputy Principal – Secondary oversees the behaviour management of the Heads of House and takes on serious issues which he/she has observed, has had referred to him/her by a Head of House or referred directly by another member of staff because of the urgency or severity of the situation.
- While the Head of Department or Head of House should usually be used to deal with behavioural problems, there are situations where serious breaches of the School Rules will be dealt with by the Deputy Principal – Secondary immediately – these include fighting, serious disrespect to a staff member or another member of the school community and malicious damage to property. (Other behaviours in this category include: Persistent non-compliance with School Rules, continuous wilful disobedience, the use of drugs and alcohol, smoking, theft and anti-social behaviour.)
- In all matters that may require the suspension or exclusion of a student the Deputy Principal refers the issue to the Principal who will make the final decision in this regard.

BEHAVIOUR MANAGEMENT FLOWCHART

Students in Years 7 – 12 with behaviour management issues can be dealt with in the following ways:



CLASSROOM BEHAVIOUR MANAGEMENT STRATEGIES

The purpose of the procedures outlined below is to establish and maintain a common understanding for all Frederick Irwin Secondary staff members with regard to classroom behaviour management strategies.

Punctuality

- Punctuality to class and House Group is imperative for all members of the School community.

Lining Up

- All Lower Secondary School classes (Years 7 – 10) are expected to line up in an orderly manner outside of classrooms at the beginning of each lesson.
- Once order has been established, the teacher may invite the class to enter the classroom, once again in an orderly manner.
- Rationale: this sets the tone for the lesson.
- At the discretion of the teacher Senior Secondary School classes may not be expected to line up, with students being given the opportunity to demonstrate self-discipline when entering the classroom and the responsibility of setting an atmosphere conducive to learning for themselves.

Leaving the Classroom at the End of the Lesson

- All Lower Secondary School classes (Years 7 – 10) are expected to stand when asked by the teacher at the end of the lesson, make sure the room is tidy, make sure that they (the students) are tidy, push their chairs in and wait to be dismissed by the teacher.
- All students, whether Lower or Senior Secondary, should leave the room in an orderly fashion.

School Bags

- School bags are to be left in lockers during lessons.
- Rationale: Bags are often a hazard for teachers moving around the room as they teach and assist students with their work.
- Students are expected to take all books and equipment needed for a given lesson from their lockers at the beginning of the school day, at the end of recess and at the end of lunch.

Students Leaving the Room

- The incidence of students leaving the classroom during the lesson needs to be minimised.
- The Student Diary **must** be used in all instances when students leave the room.
- Students wishing to leave the classroom to go to the toilet should be allowed to go. If a student asks to go every lesson, then this should be followed up and restrictions may apply. Classroom teachers should be aware of who has been allowed out of the room to go to the toilet and how long they have been gone; students should be allowed to go to the toilet only one at a time.
- Students should not be sent to the School Office during lessons unless the situation is serious e.g. the child is ill or behaviour has been so bad that it has threatened the safety of others. (Generally, unacceptable behaviour should be followed up by the classroom teacher at the end of a lesson.)
- Although students should be allowed to fetch forgotten books and equipment in most circumstances, habitual behaviour of this sort should be discouraged (especially when it causes regular disruption).

Teacher Involvement in Lesson

- Usually during lessons, teachers should be moving around the classroom, interacting with students and vigilantly supervising work.

Respect

- Mutual respect and respectful behaviours between students and staff are encouraged.
- If, however, students are disrespectful towards staff, this should be followed up by the Head of Department/Head of House and/or Deputy Principal – Secondary.
- Staff members should not allow students to address them using nick-names – this tends to lead to over-familiarity and erodes the level of respect.
- Staff should always be mindful of protective behaviours in their interaction with students.

USEFUL TOOLS FOR THE IMPLEMENTATION OF BEHAVIOUR MANAGEMENT

To enable the teaching/learning process for all students to continue without disturbance the following discipline processes will be used in the Classroom:

- Reprimand by the teacher
- Move to another seat
- Detention at Lunchtime
- Referral to the Head of Department
- Blue Parent Notification Form

The following are also in place as useful tools for the implementation of Behaviour Management at Frederick Irwin. Teachers may use other methods which they may have found helpful in other contexts; however, they should check with their Head of Department, Head of House or a Deputy Principal before implementation as there are some forms of behaviour management which we do not practise at this school.

Diaries

- The Diary must be used as a behaviour management tool consistently across the Secondary School.
- Diaries should be checked and signed by House Group Teachers every week. As a privilege, a Year 12 student, who is working well and who has demonstrated good organisational skills, may not be required to have his/her diary signed once a week. If the Year 12 student does not show that he/she is being self-disciplined in this area, the House Teachers may revert to the Year 7 – 11 model.
- There is an expectation that parents check and sign the Diary every week.
- When a diary has not been signed by a parent for the week, the House Group Teacher should write a note in the diary asking for it to be signed – while the request is to the parent, the onus is on the student to acquire the signature from the parent as soon as possible.
- If the diary is then not signed for a second week, the House Group Teacher will refer the matter to the Head of House for discussion.
- If the issue continues to be unresolved, it is likely that the House Group Teacher or Head of House will make contact with the parent.
- All students should have their diaries in class – both to help them with their organisational skills and so that they are available to classroom teachers who may wish to use them to communicate with parents and/or House Group Teachers.
- Classroom teachers, House Group Teachers, Heads of House or Executive staff may use the diary at any time to communicate with parents. There is a section on every double page in the diary for this to occur.

Parent Notification Form (Blue Note)

- The Parent Notification Form is used to inform parents of Year 7 to 12 students of the following:
 - failure to bring Homework Diary to lesson;
 - failure to submit homework/assignments;
 - failure to submit homework of an acceptable standard;
 - behaving in a way that interferes with the learning of others;
 - failure to bring the equipment necessary to participate in the teaching/learning process.
- The Parent Notification Form is designed to let parents know, as soon as possible, of an area of concern and enlist their support to ensure the problem does not re-occur. This will enable their son/daughter to take full advantage of the teaching/learning process.

Daily Review Cards (Orange Card)

- A student may be required to go on Daily Review:
 - should he/she have demonstrated ongoing poor behaviour and/or academic progress; and/or
 - on return from Suspension. (A Probationary Period, as determined by the Principal, may also be imposed in this situation.)
- Usually it would be the Head of House who is responsible for:
 - deciding to place a student on Daily Review;

- notifying the student, parents and other staff members that a Daily Review has been put in place;
- issuing the Daily Review Cards on a daily basis;
- monitoring progress;
- calling parents when the Card has not been signed and when progress has or has not been demonstrated.
- Students are to present the Card to their classroom teachers for a comment.
- The onus is on the student to present the Card to teachers at the beginning of the lesson and to collect it at the end.
- The Daily Review normally runs for a period of two weeks, but may be extended if the behaviour does not improve over this period of time. In a case where extension is required, the decision will be made through consultation with the Deputy Principal – Secondary. (In some instances the Principal may also be involved in the process.)
- When Daily Review Cards are not working, students need to be made aware of the seriousness of the situation. Generally, an interview with the Deputy Principal – Secondary, the Head of House, the parents and the student will be required. At this meeting strategies which demand a high level of monitoring will be suggested.

Communication with Parents

- The House Group Teacher should usually be the first port of call for parents. This practice is encouraged by the School.
- The Head of House monitors behavioural problems and calls parents where necessary, but often in consultation with the House Group Teacher who may want to take responsibility for contacting parents him/herself.
- Where matters are considered to be serious, the Deputy Principal – Secondary may choose to contact the parents (rather than the House Group Teacher or Head of House).
- Classroom teachers communicate inappropriate behaviour of students to the parents, by writing in the diary, sending pro-forma letters home and phone calls.

BEHAVIOUR MANAGEMENT BEYOND THE CLASSROOM

Teachers are responsible for maintaining good behaviour beyond their own classrooms at Frederick Irwin.

- Staff should expect students to continue to observe School Rules outside of the classroom.
- The commonsense rule for students should be paramount.

CONSEQUENCES

At Frederick Irwin, a range of consequences for different types of unacceptable behaviour have been developed.

General

- For most minor misdemeanours, it is very important that classroom teachers take responsibility for their own responses to poor behaviour by students. The reason for this is that, through such practice, staff members establish credibility and authority.
- The initial possible actions that staff may take are outlined in the 'Useful Tools' section of this document.

Buddy Withdrawal and the Role of the Head of Department

- Where students are being particularly disruptive they may be removed from the classroom through the Buddy Withdrawal system (details addressed elsewhere in this document) OR sent to a Head of Department in the geographical vicinity. (See Behaviour Management Flowchart.)
- Where use has been made of this system, the student should always be expected to return to the teacher at the end of the lesson for a debrief and/or to find out what further consequences will be applied (e.g. a lunchtime detention). The timing of the student returning to speak with the teacher should be practical and reasonable. The teacher should make it clear when the student should return, but this should not interfere with other lessons or interrupt learning time.

- When the Buddy Withdrawal system has been used or a student sent to a Head of Department for poor behaviour, the classroom teacher must inform the Head of House or Deputy Principal – Secondary.

School Lunchtime Detentions

- School Lunchtime Detentions can be issued to a student by a staff member for failure to follow the school rules, work effectively and any other action deemed to be against the good order and operation of the School.
- Students are required to report to School Lunchtime Detention with a pen.
- School Lunchtime Detention run every day except Wednesday in D1; they commence at 12:40pm and finish at 1:00pm, allowing students ten minutes before to eat lunch, go to the toilet etc. and five minutes after to get to class on time.
- The detentions are staffed by the Heads of Department on a roster basis.
- Heads of House or a Deputy Principal can also use this as a uniform detention – and place students who do not conform to the Dress Code on such detentions on a daily basis.
- Students who do not comply by reporting for their School Lunchtime Detentions may, in the first instance, have them doubled and, in the second instance, be recommended for an After-School Detention.
- The Heads of House follow up on those students who have not attended the detention and any other matters that may have arisen.

After-School Detentions

- For more serious behaviours, students will be expected to complete a one hour After-School Detention. The day will be specified by the staff member issuing the detention. (At present Secondary School After-School Detentions are held on Wednesdays.)
- After-School detentions are issued for:
 - unacceptable classroom behaviour or inappropriate behaviour in the school grounds;
 - accumulating five Parent Notification forms;
 - other instances as determined by the Principal or the Deputy Principal – Secondary.
- Only Deputy Principals and Heads of House issue After-School Detentions.
- A letter specifying the reason for the detention and the date and time of the detention is sent home to parents by the staff member issuing the detention.
- Students who are on academic detentions will be given an opportunity to do work during the detention hour. Students who are behavioural detentions may be given the opportunity to do work (especially if they are in Senior Secondary); however, they may be expected to do community service tasks around the School. This is at the discretion of the Deputy Principal – Secondary.
- After-school detentions should take precedence over all other school activities.

Saturday and Student-Free Day Detentions

- Saturday and Student-Free Day Detentions may be issued by a Deputy Principal for a range of reasons these include:
 - serious offences against the rules and the good order of the School;
 - other instances which may arise and as determined by the Principal or the Deputy Principal – Secondary .
- A Saturday Detention may involve additional school work or community service around the school.

In-School Suspension

- This consequence may be applied at the discretion of a Deputy Principal after consultation with the Principal.

Suspensions

- Certain behaviours may result in the suspension of a student.
- After the situation has been investigated by a Deputy Principal (usually the DP – Secondary), he/she must consult with the Principal with a view to suspension.

- The length of the Suspension will depend on the level of seriousness at which the behaviour is viewed.

Exclusion

- In certain cases, the Principal may decide that a student should be excluded from the School.

The Cumulative Effect

- If a student continues to accumulate detentions and does not moderate his/her behaviour, then a meeting between the Deputy Principal – Secondary, the parents and the student will occur to determine the appropriate course of action.
- If poor conduct continues then the student may be suspended or excluded at the discretion of the Principal.

Measuring the severity of behaviours to decide what consequence is most appropriate in a given situation

- It is very difficult to always have a clear cut consequence for behaviours as there are levels of each type of behaviour and each case should be evaluated on its own specific set of circumstances (e.g. generally we consider disrespect to staff members a behaviour that should not be tolerated under any circumstances, but there is a huge difference between a student rolling his/her eyes in a situation or answering back briefly to directly disobeying a teacher's instructions or swearing at the teacher; similarly, we do not accept swearing in our school, but there is a difference between a teacher inadvertently hearing a student swearing quietly to his/her friends or shouting profanities so loudly that everyone else (especially younger students) hear what is being said.)
- Deputy Principals and Heads of House have the discretionary power to respond to individual behaviours in a firm but fair manner.
- Of great importance here is that staff members in positions to administer the more serious consequences for behaviours must be mindful of how others are responding to those same behaviours, so that students and other staff members see the system as being fair and consistent.
- To this end communication is very important and this is facilitated by regular meetings discussion and consultation. Note: The Pastoral Committee, which consists of the Heads of House, the Chaplain and the Deputy Principal – Secondary, generally meets once a fortnight, with student behavioural issues always on the agenda.