



# HALLS HEAD COLLEGE

## **Maintaining a Positive School Environment**

Behaviour Management in Schools (BMIS)  
Policy



# Contents

PART ONE	<b>Overview and Vision</b>	page 2
	Classroom Behaviour	page 3
	Classroom Misbehaviour	page 4
	Behaviour Management Process	page 5
	Fast Track Incidents	page 7
PART TWO	<b>Creating a Positive Environment</b>	
	Creating a Positive School Environment	page 10
	Guidelines for Teachers	page 11
	Teacher Check List	page 12
	Low Key Responses	page 13
	Rights and Responsibilities	page 14
	Code of Conduct	page 15
	School Rules	page 16
	The House System	page 17
PART THREE	<b>Good Standing Programme</b>	
	Concept of Good Standing	page 18
	Operation of Good Standing	page 21
PART FOUR	<b>Anti Bullying Programme</b>	
	Bullying Management Policy	page 22
	Bullying Progress Chart	page 25



# PART ONE

## HALLS HEAD COLLEGE BEHAVIOUR MANAGEMENT POLICY

### Overview and Vision

Halls Head College is a community of learners.

We foster a co-operative and supportive learning environment that is inclusive and responsive to the needs of all students.

We aim to develop independent learners who have a strong sense of self-worth and compassion for others.

Our vision will be realised through an enduring partnership involving all members of the college community.

#### **Halls Head College will achieve its vision through a commitment to:**

- Achieving our personal best
- Respecting and valuing each individual
- Valuing diversity amongst our students
- Adopting a student centred approach to developmental learning
- Catering for individual needs
- Fostering a collaborative team approach
- Providing students with a safe and caring environment
- Developing students self discipline
- Preparing our students for a changing world & the demands of community life & work force

The activities of Halls head College are guided by a number of principles. These principles inform the operation of the college and decision making processes.

#### **Halls Head College is committed to:**

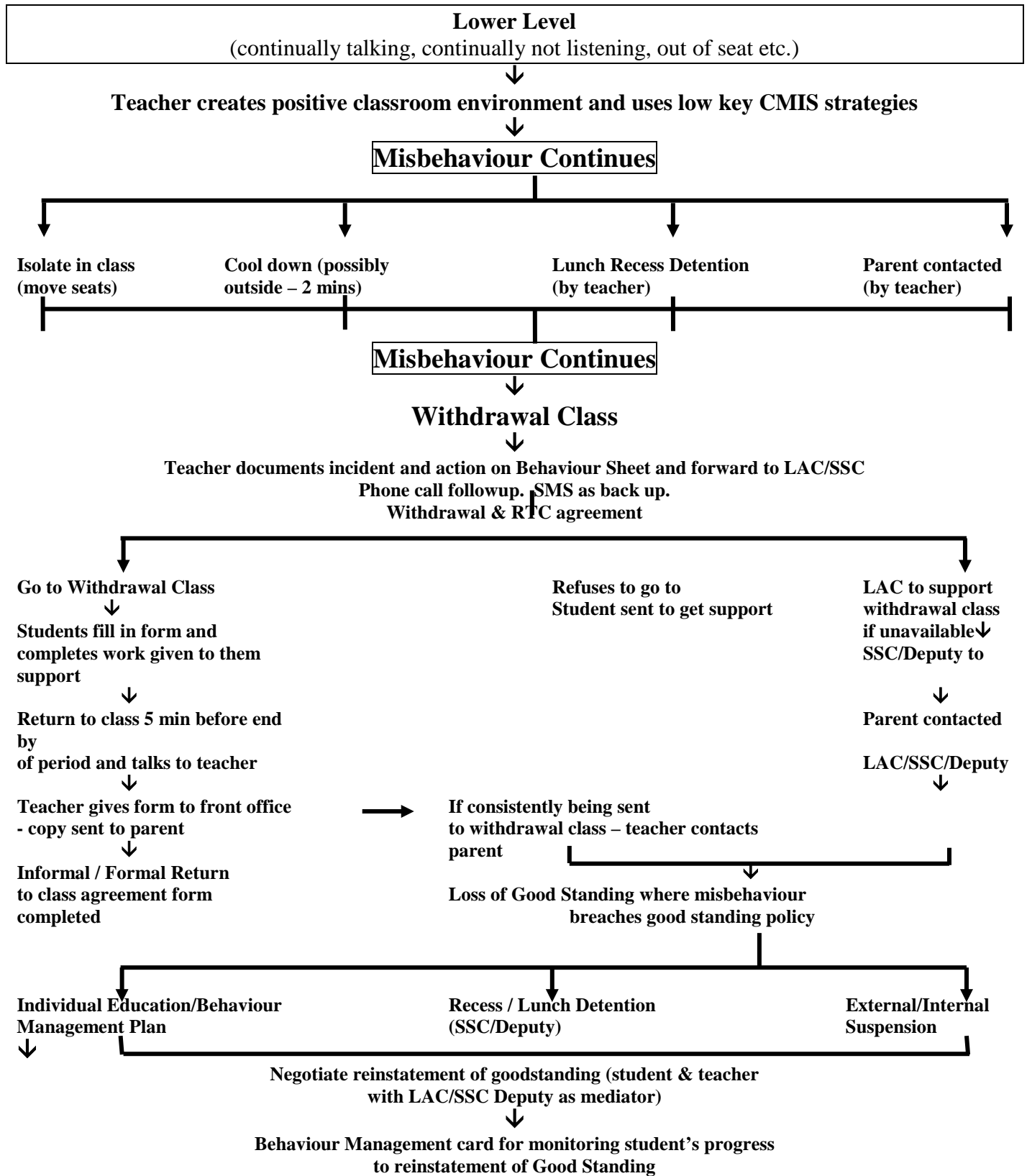
- A belief that all students learn
- A culture of personal best and excellence
- Catering for the unique needs and characteristics of the adolescent
- A student centred approach for developmental learning
- Respect and value of the individual based on values of equity and social justice
- Providing our students with a safe and caring place for learning
- The promotion of healthy, active lifestyles for students
- Staff as learners who engage in reflection of practise and activity in order to improve student learning and
- Staff as role models to our student community
- Values: Care, Courtesy, Cooperation, Courage

Our motto of learning for life conveys a two sided message that underpins the ethos of HHC. All our students are learning for life beyond school. They are developing knowledge, skills and values that will support them throughout their lives. Our challenge is to ensure that their learning experiences are relevant and empowering. We engage all our students in the learning process.

Students of the Twenty First Century need to be lifelong learners. They face an ever-changing world that will require them to learn new skills. Our responsibility is to ensure that our students acquire vital transferable skills like problem solving, teamwork and communication. Our students will take responsibility for their own learning.

# CLASSROOM MISBEHAVIOUR

In conjunction with Maintaining a Positive School Environment document



# CLASSROOM MISBEHAVIOUR

In conjunction with **Maintaining a Positive School Environment** document

**High Level**  
Fast Track Incidents – Verbal and physical abuse of staff or students, major disrespect of school property, continual refusal to follow teacher’s instructions, suspected drug use etc.  
(refer page 21)

**Teacher documents incident** on Behaviour Sheet  
(to be done at first opportunity)      Incident Investigated



**LAC/SSC Deputy**  
Parent contact (by SSC or Deputy)



Loss of Good Standing



Internal or External Suspension  
(SSC/Deputy)

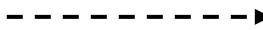
Recess / Lunch detention



Negotiated reinstatement of Good Standing  
(student/teacher/SSC or Deputy/Parent)



Individual Education/Behaviour Management  
Plan for student (Appendices)



Behaviour Management Card for  
monitoring student’s progress to  
Reinstatement of Good Standing

# BEHAVIOUR MANAGEMENT POLICY

## BEHAVIOUR MANAGEMENT PROCESS

Behaviour	Teacher Management	Possible Strategies	Management Notes for Staff
<p style="text-align: center;"><b>1. Teacher Management</b></p> <p><b>Examples</b>            Failure to bring equipment            Lateness            Talking at inappropriate times            Failing to complete work            Inattentiveness            Rudeness            Offensive language            Bullying            Social conflicts</p>	<p>It is the teacher's responsibility to address inappropriate behaviour. Teacher discusses the issue with the student and uses a variety of strategies to modify behaviour.</p> <p>The teacher should contact the parent in cases of serious or repeated behaviours.</p> <p>Behaviour Management Data Entry Sheets are to be used to record behaviours for entry onto SIS.</p>	<ul style="list-style-type: none"> <li>• Create Positive Environment</li> <li>• Use of low key responses</li> <li>• Warning</li> <li>• Reprimand</li> <li>• Isolation in class</li> <li>• Seating plan</li> <li>• Parent phone call</li> <li>• Community Service consistent with student misbehaviour (eg yard duty)</li> <li>• Letter of Concern</li> <li>• Detention</li> <li>• Withdrawal to Withdrawal Class</li> <li>• Completion of Withdrawal Class Think Sheet</li> <li>• Discussion and resolution with student – Formal or informal Return to Class Agreement</li> </ul>	<ul style="list-style-type: none"> <li>• Detentions are to be supervised in classrooms by the teacher who sets the detention. Students given detention at recess or lunch must be given adequate time to go to the toilet and get a drink/eat. Detentions set afters school are to be pre-arranged with the parent/guardian.</li> <li>• Student to be sent to Withdrawal Class with Restorative Think Sheet AND class work to complete.</li> <li>• Student to bring completed Think Sheet back to teacher.</li> <li>• Teacher and student are to discuss way forward (informal Return to Class Agreement)</li> <li>• Teacher and student may need to negotiate a Return to Class Formal Agreement</li> <li>• Teacher to give completed Think Sheet to school officer for letter of Notification of Withdrawal from Class to be sent to parent.</li> <li>• Entry made on SIS by school officer</li> </ul>
<p style="text-align: center;"><b>2. SSC/LAC/TIC/Senior Teacher Support</b></p> <p>The class teacher has exhausted alternatives. (Documented). The teacher seeks the support of the SSC.</p> <p><b>Examples</b>            Persistent failure to bring equipment            Continued lateness            Continued talking at in appropriate times            Failing to complete work            Inattentiveness            Persistent rudeness            Offensive language            Bullying            Social conflicts</p>	<p style="text-align: center;"><b>LAC/SSC/TIC/Senior Teacher Assistance in Management</b></p> <p><b>Only when the teacher has exhausted all of the strategies in stage one, are they to proceed to stage 2.</b></p> <p>The teacher will seek the support of the LAC or SSC.</p> <p>The teacher in consultation with LAC/TIC considers strategies to manage the student's behaviour. This will include a discussion of the appropriateness of the teaching and learning program.</p> <p>The LAC/SSC may decide to withdraw the student from class.</p>	<ul style="list-style-type: none"> <li>• Discussion of situation with LAC or SSC. Documentation of strategies provided.</li> <li>• Discussion and resolution with student (3 way conference)</li> <li>• Learning Area/Team withdrawal</li> <li>• Completion of Think Sheet</li> <li>• Completion of Return to Class Agreement</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher is to renegotiate with the student, return to class.</li> <li>• The student completes a Think Sheet and the teacher will arrange to meet the student before school, at recess or at lunch time prior to the next class period to complete Return to Class Agreement. The LAC/SSC is to be involved at this stage.</li> <li>• If a student does not meet the appointment and the Return to Class Agreement is not completed</li> </ul>

	<p>Where a teacher sends a student from a class the teacher <b>must</b> arrange to meet with the student prior to the next class. The teacher is to contact the parent (compulsory) and may arrange a parent interview.</p> <p>Behaviour Report entered into SIS by class teacher.</p>		<p>the teacher will refer the student to the LAC/SSC. The LAC/SSC will arrange for a meeting between the student, teacher and SSC to complete the Return to Class Agreement.</p> <ul style="list-style-type: none"> <li>• The student will not return to class until agreement is reached. Appropriate work is to be provided by the teacher until the student returns to class.</li> <li>• Misbehaviour by a student in withdrawal will result in the referral of a student to the SSC. The SSC will determine appropriate consequences for the student.</li> </ul>
<p><b>3. SSC/LAC Intervention</b></p> <p>The class teacher and LAC/TIC/Senior Teacher have exhausted alternatives. (Documented). The teacher and LAC/TIC/Senior Teacher seek the support of the Team Coordinator/Assistant Team Coordinator.</p> <p><b>Examples</b> Persistent misbehaviour and non response to actions of LAC/TIC. Misbehaviour across learning areas.</p>	<p><b>Teacher and LAC/TIC seek support of Team Coordinator</b></p> <p>The teacher in consultation with Team Coordinator considers strategies to manage the student's behaviour. This will include a discussion of the appropriateness of the teaching and learning program and strategies so far used.</p> <p>The Team Coordinator/LAC is to contact parents at this stage and may arrange a parent interview.</p> <p>Behaviour Report entered into SIS.</p>	<ul style="list-style-type: none"> <li>• Discussion and resolution with student.</li> <li>• Mediation by SSC/LAC</li> <li>• Withdrawal from class</li> <li>• Internal suspension</li> <li>• Behaviour card</li> <li>• Behaviour contract</li> <li>• Individual Behaviour Management Plan</li> <li>• Parent Meeting</li> <li>• Case Conference</li> <li>• Alternative educational program</li> <li>• Loss of Good Standing</li> <li>• Referral to support agencies</li> <li>• Class change</li> </ul>	<ul style="list-style-type: none"> <li>• The LAC/SSC will arrange for a meeting between the student, teacher and LAC/SSC to complete the class Return agreement. The parent may also be involved in the completion of the Return to Class Agreement.</li> </ul>
<p><b>4. Fast Track Incidents</b></p> <p>Bullying Verbal or physical abuse of a member of the school community Wilful damage Fighting Making threats Stealing Possession or use of prohibited substances Possession of weapons</p>	<p><b>Teacher - Refers to Team Coordinator/Assistant Team Coordinator/Deputy Principal</b></p> <p>The Learning Team/LAC and Deputy Principal manage the student behaviour.</p> <p>The Team Coordinator/Assistant Team Coordinator is to contact parents at this stage arrange a parent interview.</p> <p>Behaviour Report entered into SIS.</p>	<ul style="list-style-type: none"> <li>• Discussion and resolution with student.</li> <li>• In-school Suspension</li> <li>• Suspension</li> <li>• Procedures begun to exclude student.</li> </ul>	

# BEHAVIOUR MANAGEMENT POLICY

## FAST TRACK INCIDENTS

Students who are involved in serious offences and major misdemeanours will be fast tracked **through the Student Services Coordinator or the Learning Area LAC/TiC** to a member of administration immediately.

Fast track incidents include:

- Verbal abuse of any member of the school community
- Physical abuse of any member of the school community
- The making of threats towards any member of the school community
- Carrying weapons of any description
- Carrying or using drugs of any description
- Being under the influence of any drug including alcohol
- Wilful damage
- Refusal to follow lawful instructions
- Behaviour that affects the safety of self or others.

## SUSPENSION PROCEDURES

**The college Principal, Deputy Principal's and Level 3's can, if deemed necessary, suspend students from school if:**

- The student fails to work within the boundaries of the school's BMIS policy.
- The student uses, sells or has possession of drugs/alcohol at school or at school functions.

**What the School needs to do when suspending a student:**

- Schools are required to inform parents/guardians verbally and/or in writing of their intention to suspend before any formal process is begun. This is to allow the students and parents/guardians the opportunity to be listened to before any suspension takes place
- The only exception is when there has been a serious breach of discipline and there may be a danger to staff, students or school property
- A student who is suspended for three or more consecutive days or has accumulated 5 or more days of suspension throughout the year, must be provided with educational materials so they can keep pace with their peers. This can include assignment work or assessment tasks that need to be completed. Teachers are required to deliver work to Admin Assist for suspended student within 1 working day.
- A student can be given permission to return to school to submit work or assessment tasks.
- If a student is suspended from school a letter must be provided to both the student and parents by independent means. The letter confirming suspension is to include:
  - the reason for the suspension from school;
  - the duration of the suspension and date that the student may return to school;
  - the name of a school staff member that parents or the student can contact; and
  - information regarding any particular conditions attached to the suspension.



**Conditions that are attached to a period of suspension must specify:**

- any variations to the expectation of the student's non-attendance on school property;
- the school response to a student entering school property without specific permission being given by the principal;
- that the parent is responsible for the student during the period of suspension from school;
- any conditions that need to be met prior to the student's re-entry to school; and
- any other specific conditions considered to be necessary by the principal.

**POST SUSPENSION PROCEDURES**

- When a student is suspended the Principals or Deputy Principals will note whether or not an interview with parent/guardian will be required on the student's return to school. The purpose of the interview is to enable a reintroduction to school with the aim of preventing the student from re-offending.
- On return to school, the student will be interviewed by the relevant Student Services Coordinator, who, depending on the offence, will implement:
  1. A **Behaviour Card** to monitor classroom behaviour (***If suspension was a result of behaviour in class***) or
  2. **Recess/Lunch Detention** for a designated period (If suspension was a result of behaviour out of class. i.e. fighting, drug offences etc).
  3. An **Individual Behaviour Management Plan** developed in consultation with teachers, parents and the student.
- These strategies will assist to monitor the student's behaviour and indicate whether the student's educational programme needs to be modified. Successful completion will result in reinstatement of Good Standing.

# BEHAVIOUR MANAGEMENT POLICY

## PARENT INVOLVEMENT

In accordance with the Department of Education's Behaviour Management in Schools Policy, parents will be contacted by school personnel when;

- Behaviour management issues arise. Parents will be encouraged to participate in seeking information and assistance in the responses to student behaviour. Parents will be engaged in the process for planning individual behaviour management.
- Students are to be detained after school as a consequence of a breach of school discipline. Parents will be informed of the reasons for and the duration of the detention. If necessary, arrangements must be in place for the student to get home after detention, which has been agreed upon by the parents and/or caregivers.
- A student is going to be withdrawn from school activities as a behaviour management practice. (This is distinct from short-term withdrawal as part of a teacher's class Behaviour Management Plan).
- Students are to be suspended. A written letter must be provided to both the student and parents. Parents must be given an opportunity to respond to the issue and request consideration of the proposed suspension. The Principal can suspend a student immediately when there is a serious breach of school discipline that threatens the safety of a person at the school. As soon as practicable, written notification will then be provided to parents with the opportunity to respond.

The school will inform parents of education instruction made available to students while on suspension when he or she has three or more consecutive school days or has accumulated five days suspension within the year.

- A recommendation for an exclusion order has been made. Parents will be given every opportunity to show why the recommendation should not proceed. Parents and students will be informed by letter of the recommendation for an exclusion order. Parents can request a review of the exclusion in writing to the District Director within seven days of the receipt of the principal's letter.
- As a last resort, a student may be physically restrained. Using physical restraint as a planned strategy requires strict adherence to a plan agreed upon with the student's parents and performed by teachers who have undergone the Professional Assault Response Training.
- A student will be placed in low stimulus isolation because their behaviour places themselves or others at risk. This strategy must be negotiated with the student's parents, in adherence with behavioural programme.



## PART TWO

### CREATING A POSITIVE ENVIRONMENT

The major way of preventing problems is to create a positive learning environment. This feeling should exist both in the classroom and around the School. By establishing a positive classroom environment a teacher can do much to prevent disruptive behaviour.

A positive environment is also supported through reward systems that encourage appropriate behaviour. At Halls Head College, the pastoral care system, educational programme provided in a team structure, the House System and associated activities, the Good Standing Programme, centralised letters of commendation and individual teachers classroom reward systems support a positive school environment.

The School has also developed school *Rights and Responsibilities*, a *Code of Behaviour* and *School Rules* to underpin a positive environment. Individual class teachers build positive classroom practices around these.

#### **Strategies to promote positive behaviours include:**

- Seating Plan
- Arrive to class on time
- Smile/Positive greeting
- Rules clearly displayed
- Organised lessons
- Set routines
- Set clear class goals
- Clear instructions
- Classroom management plan
- Establish relationships
- Individual encouragement
- Merit Certificates
- House Point system
- Letters of Commendation
- Phone contact with parents
- Structured free time
- Videos
- Group praise
- Marbles in jar (stamps/stickers)
- Whole team/school activities
- Recognition-newsletter/assembly
- Recess/lunch activities
- Excursions
- Comment in diary
- Consistent approach in line with school rules
- Model positive behaviours/language
- Work with student strengths
- Liaise with Learning Area specialist/colleagues
- Develop trust
- Cater for individual needs
- Show interest in the whole student
- Material rewards (e.g. canteen vouchers/pencils/lollies)
- Incorporate community members in teaching programme
- Anecdotal records of positive behaviours as well as inappropriate behaviour concerns on SIS
- Student commitment to Pledge Against Violence

# CREATING A POSITIVE ENVIRONMENT

## GUIDELINES FOR TEACHERS

### 1. Classroom Rules

- *Have a few important rules and make them known to students the first time the class is encountered.*
- *Give reasons for rules.*
- *Periodically remind students of the rules in an informal way.*

### 2. Communication and Effective Listening

- *Use "You're okay but your behaviour is not" approach.*
- *Be a good listener; don't do all the talking.*
- *Be friendly and consistent.*
- *Give students individual attention when possible.*
- *Show interest in what students have to say.*
- *Tune into students' experiences.*
- *Use "I" messages, not "You" messages.*

### 3. Knowing Students

- *Know names (learn seating plan).*
- *Develop rapport outside the classroom. (E.g. school social, yard duty, athletics carnival).*
- *Be aware of student's capabilities and limitations. (E.g. reading orally to class).*
- *Get to know about a student's family background, interests etc.*

### 4. Being an Effective Teacher

- *Be prepared. Make prompt start to lessons.*
- *Consider variety, interest and motivation.*
- *Prepare lessons suited to students' needs and abilities.*
- *Take advantage of opportunities for professional development.*

### 5. Praise and Encouragement

- *Make a deliberate practice of encouraging students and praising work and behaviour, both as individuals and as a group. Display work.*
- *Identify mistakes non-critically. Avoid embarrassing the student. Encourage students to learn from their errors.*
- *For each lesson try to make the first contact with your class a positive one.*
- *Praise students' efforts in areas outside of your teaching subject.*

### 6. Mutual Respect

- *Treat students with respect.*
- *Expect respect in return.*
- *Do not use statements about students which imply disparaging names or "labels".*
- *Maintain a "hands off" approach and respect personal space with students.*

### 7. Build a Positive Relationship

- *Give students time of day (smile, say, "Hello").*
- *Always be courteous and expect courtesy in return.*

### 8. Withdrawal System

- *Establish collegiate support for each class.*
- *Use your collegiate class as a "cooling off" place.*
- *Negotiate a return to class agreement with students (formal or informal) upon their return to class.*

# CREATING A POSITIVE ENVIRONMENT

## TEACHER CHECKLIST

<p style="text-align: center;"><i>Classroom Rules</i></p> <p style="text-align: center;"><b>DID I.....</b></p> <ul style="list-style-type: none"> <li>• <b><i>establish classroom rules;</i></b></li> <li>• <b><i>communicate them to the students;</i></b></li> <li>• <b><i>make sure they understood;</i></b></li> <li>• <b><i>reinforce them;</i></b>  <div style="text-align: center;"><i>and</i></div> </li> <li>• <b><i>consider student involvement.</i></b></li> </ul>	<p style="text-align: center;"><i>Classroom Procedure</i></p> <p style="text-align: center;"><b>DID I.....</b></p> <ul style="list-style-type: none"> <li>• <b><i>arrive on time or even before time;</i></b></li> <li>• <b><i>prepare for the lesson adequately;</i></b></li> <li>• <b><i>know the subject matter;</i></b></li> <li>• <b><i>prepare the room for the students;</i></b></li> <li>• <b><i>motivate and maintain interest in the lesson;</i></b></li> <li>• <b><i>make my instructions clear;</i></b></li> <li>• <b><i>achieve what I set out to achieve;</i></b></li> <li>• <b><i>involve ALL students in the lesson;</i></b>  <div style="text-align: center;"><i>and</i></div> </li> <li>• <b><i>show interest by moving around the classroom.</i></b></li> </ul>
<p style="text-align: center;"><i>Classroom Climate</i></p> <p style="text-align: center;"><b>DID I...</b></p> <ul style="list-style-type: none"> <li>• <b><i>give “Time of Day”;</i></b></li> <li>• <b><i>recognise and reinforce acceptable behaviour and effort;</i></b></li> <li>• <b><i>show interest in the students; and</i></b></li> <li>• <b><i>show consistency and fairness towards the students.</i></b></li> </ul>	<p style="text-align: center;"><b>HAVE I IDENTIFIED THE PROBLEM(S)?</b></p> <p style="text-align: center;"><b>CAN I SOLVE THE PROBLEM(S) MYSELF?</b></p> <p style="text-align: center;"><b>OR</b></p> <p style="text-align: center;"><b>DO I DISCUSS WITH COLLEAGUES?</b></p>

# CREATING A POSITIVE ENVIRONMENT

## LOW KEY REPOSES

1. **Win students over.**
  - meet students at the door
  - demonstrate personal interest
  - smile; humour; enthusiasm
  - politeness
  - use student names
2. **Use a signal to begin.**
  - develop a signal or routine that means "quiet please"
  - pause until silence or near silence is attained
  - make the pause active – scan the room, move into the students
3. **Be on the alert. Stop things before they go too far.**
  - eye contact – the look
  - finger motions
  - use of students' names
  - a shake of the head or subtle "cough"
4. **Use proximity.**
  - move about the room while teaching or students are working
  - move toward the inappropriate student
  - use touch? And avoid eye contact at this time
5. **Deal with the problem not the student.**
  - e.g., deal with the objects, do not embarrass the student
6. **Plan student movement (*transitions*).**
  - who does what by when
7. **Deal with the allies first.**
8. **When asking questions, signal the type of response you want.**
  - hands
  - no hands
  - call out
  - choral
  - tell your neighbour
  - write it down
9. **Come on back.**
10. **Private discussion.**
11. **Planned ignore.**

## CREATING A POSITIVE ENVIRONMENT

# Rights and Responsibilities

All members of the School Community have the <b><i>RIGHT</i></b> to:	All members of the School Community have the <b><i>RESPONSIBILITY</i></b> to:
<ul style="list-style-type: none"><li>• be treated with courtesy and respect</li></ul>	<ul style="list-style-type: none"><li>• show respect and courtesy to others</li></ul>
<ul style="list-style-type: none"><li>• work in and enjoy a safe, secure and clean environment</li></ul>	<ul style="list-style-type: none"><li>• keep our environment safe, secure and clean</li></ul>
<ul style="list-style-type: none"><li>• teach and learn without disruption</li></ul>	<ul style="list-style-type: none"><li>• ensure that there is no disruption to another person's teaching-learning environment</li></ul>
<ul style="list-style-type: none"><li>• achieve their educational potential</li></ul>	<ul style="list-style-type: none"><li>• respect student, staff and school property</li></ul>
<ul style="list-style-type: none"><li>• have their property respected</li></ul>	<ul style="list-style-type: none"><li>• ensure that their actions do not discredit the school</li></ul>
<ul style="list-style-type: none"><li>• be proud of their achievements</li></ul>	<ul style="list-style-type: none"><li>• do their best at all times</li></ul>

# CREATING A POSITIVE ENVIRONMENT

## Code of Conduct

Based on the four school values

### CARE

*Feeling concern for, or doing something positive for yourself or others*

We value a supportive learning environment that encourages an open and positive relationship between the staff, students and members of the community.

We endeavour to show this by:

- A caring approach towards each other by not tolerating bullying or put downs.
- Caring for the school environment
- Caring about achieving to the best of your ability.
- Caring about your personal presentation.

### COURTESY

*Being considerate and generous by respecting all members of the school community*

We understand that to establish a positive school environment it is essential that the whole school community needs to maintain a courteous approach to each other and to others in the outside community.

We all endeavour to show this by:

- Using manners in any interaction with all people inside and outside of the school community.
- Listening to each other without interruption.
- Being on time to all classes.
- Being prepared for all classes.

### CO-OPERATION

*Working together to achieve a common goal*

The school community needs to be able to work together so students can feel they are in a safe environment where they can develop the intellectual and creative abilities they need to be life long learners.

To achieve this goal we must all co-operate in the classroom and the community by:

- Working together.
- Participating in all aspects of school life in a positive manner.
- Supporting the school rules.

### COURAGE

*The strength to stand up when you need to, to aim for success in the face of obstacles, and to back down when it is called for.*

We endeavour to show this by:

- Making good choices.
- Showing initiative at school and in the wider community.
- Striving to succeed and achieving your best regardless of others.
- Being an individual and being proud of it.
- Commitment to Pledge Against Violence



# CREATING A POSITIVE ENVIRONMENT

## SCHOOL RULES

These rules are based on the School Code of Conduct. They are for the purpose of defining boundaries of student behaviour and reflect the endorsed position of the school community.

### Student Compliance

- Follow a teachers instructions first time given.

### Designated Student Access Areas

- Students are only permitted in designated areas of the school.
- Students are only allowed in a classroom when a teacher is present in the room.
- Students are only allowed to use a computer when a teacher is present in the room.

### Leaving School Grounds

- Students must sign in and out at the front office or the HH ESC office if arriving late, or needing to leave the school grounds during the day.
- Students may only leave the school grounds during the day with the written permission of a parent or guardian. Students must obtain a "Leave Pass for Partial Absence from School" from the Office.
- Students may not leave the grounds to go home for lunch.

### Prohibited Substances and Items

- Prohibited substances are not permitted on the school grounds. This includes alcohol, tobacco, illegal drugs and other substances, which may be used for illicit purposes.
- Prohibited items are not permitted on the school grounds.
- Skateboards & scooters

### Transport

- Students are to behave in a safe and respectful manner on school buses.
- Students bringing bicycles to school should securely lock them in the bike racks provided.
- Skateboards and scooters are not to be ridden to school.

### Students out of Class

- Students out of class during lesson time must carry written permission or a Teacher Class Pass.

### Uniform

- It is a condition of enrolment that students comply with the school dress code as described in the student handbook. Thongs are not permitted. Beanies are not permitted.
- Health and Safety Regulations require students to wear enclosed shoes in all practical areas including Science.
- Hats must be taken off in the classroom.

### Classroom and Grounds

- Punctuality to class will be modelled by all members of community.
- Rubbish must be disposed of in bins provided.
- Personal and school property will be respected at all times.
- Food and drink (including gum) must not enter classrooms.
- Use of mobile phones and media devices are banned in classrooms and the school yard.

# CREATING A POSITIVE ENVIRONMENT

## THE HOUSE SYSTEM

The house system is a rewards system that fosters positive relationships between students and staff and which encourages students to actively contribute towards the betterment of themselves and the entire school community.

A whole school approach allows for a united front towards building tradition and developing positive relationships in the school environment as students work collaboratively amongst year groups towards a common goal for their house.

The appointment of House Leaders allows for enhanced opportunities to utilize students as leaders within the school. Within those roles students promote school initiatives such as anti-bullying policies and peer-support systems as well as developing leadership skills which can be applied in the wider community.

**The elected House Leaders form the Student Council.**

With a vast array of activities earning students house points, the focus is on promoting and rewarding positive action and behaviour.

The structured, ongoing approach is working to add further value to school activities and is developing a strong tradition and sense of belonging for the entire school community.





# PART THREE

## THE CONCEPT OF GOOD STANDING

This policy aims to recognise and assist College students to take responsibility for their education and actions, and to encourage each to improve his or her performance.

The outcome sought is for each student to maintain a consistent focus on their intended educational outcomes by responsibly meeting all the requirements to achieve success. It is intended that all students will at all times maintain "Good Standing" through consistent academic participation, preparation for class, behaviour and compliance with the school dress code.

Every student will begin the school year with Good Standing. This entitles the students to the rights and privileges of the College.

### The Loss of Good Standing

Students may lose their Good Standing by exceeding the limits in regard to behaviour, dress, or attendance or through poor performance or participation in the academic program. Good Standing will be withdrawn by the Learning Area Consultant, Student Services Coordinator or Deputy Principal on the basis of recorded breaches of this policy. Good Standing will be lost until a student completes ten consecutive days of satisfactory performance on a Behaviour Card, or, in the case of Academic issues, it will be regained by either completion of the task/s missed or ten consecutive days of compliance with issues raised in Letters of Concern that have been sent home (or where other parent contact has been made).

### The Consequences of the Loss of Good Standing

Students in this position will have a notation placed on SIS and will be refused permission to attend College activities (e.g., camps), work experience, reward excursions, sporting or other school representation until the status of Good Standing is returned.

### **The Notification of the Loss of Good Standing:**

**Letters of Concern will notify parents if a student is *at risk* of losing Good Standing.**

**The staff member responsible for removing a student's Good Standing will notify parents of this in a Letter of Loss of Good Standing.**

A record of students who have lost Good Standing will be relayed to staff and will be updated regularly. Staff will consult the list to determine which students may not participate in College activities. Ample opportunity will be given prior to events for students to regain Good Standing if they choose to regain it.

### **The Regaining of Good Standing**

Good Standing can only be regained through the Learning Area Consultant, Student Services Coordinator or Deputy Principal who withdrew it.

To redeem Good Standing **a student must apply** to the Learning Area Consultant, Student Services Coordinator or Deputy Principal to have Good Standing reinstated. It is the **student's responsibility** to initiate the reinstatement of Good Standing. Students will need to address the issues raised that led to Loss of Good Standing and as part of this process students may also have to demonstrate satisfactory performance on a Behaviour Card for ten days or satisfactorily complete missed tasks.

# Equipment

## Minimum Equipment List

The following items are expected to be in every student's possession for every period:

- Exercise book or paper in file.
- School diary
- A Pencil Case containing: 2 blue pens, 2 red pens, 2 pencils, a ruler and an eraser
- for Math's – a calculator
- for Physical Education – sports uniform
- for T&E and Science classes – enclosed footwear
- for Art – Art Kit
- Other items specified by the class teacher. (e.g. Novel, Instrument, etc.)

Class teachers will check equipment is brought to school; Compliance is required to a minimum of 90% of the time.

## Minimum Equipment Requirements Procedures

- Classroom teachers are to advise students of minimum daily equipment requirements or required materials.
- Classroom teachers will monitor students' minimum equipment on a daily basis using the equipment checklist.
- Classroom teachers will advise students that failure to bring in the equipment will result in a Letter of Concern.
- After a student has received three fails to bring equipment, parent contact is to be made by Classroom Teacher and details recorded on SIS (Letter of Concern or phone call).
- Students will lose Good Standing when they have not reached 90% compliance. (This equates to a student failing to bring correct equipment on 5 occasions in a term.)
- Teachers are to use good judgment as to who are the regular offenders and who has genuine reasons, prior to recording names. (Genuine students may need to be referred to SSC to access equipment in the short term.)
- LAC/TIC to follow up repeat offenders when need arises or week 4 and 8 with additional parent contact. Once students have lost their good standing a letter will be sent to parents by LAC/TIC.
- A loss of good standing report will be generated by the front office and forwarded to SSC/LAC/TIC to monitor Good Standing.
- Student's losing good standing will be discussed at the start of Management to provide across Learning Area and Year Group communication.

## **Attendance**

- Year Coordinators monitor attendance data on a daily basis.
- teachers are responsible for issuing and following up on Blue period absentee slips.
- Form teachers will issue the "Absentee return letter".
- When returned, signed by a parent, these are to be placed in the form folder.
- If students fail to bring back the signed letter within two days, Form teachers are to attempt to contact parents and record this contact on SIS, This can constitute an "Explained Absence' *if a parent provides a suitable reason* and a note about this can be left in the form folder for entry. Any uncertainty about the validity of the explanation should be referred to the SSC.
- Form teachers are then to pass on the details of the students who are not returning letters to SSC.

## **Uniform**

- Form teachers are to monitor and record uniform infringements each morning on a data checklist within the form folders.
- Form teachers will send students who do not have correct uniform to the front office where Level 3 will issue a uniform pass/ and or change of clothes/ and or contact parents.
- Data collected from will be forwarded to SSC and entered into SIS by the ladies in the front office.
- After three uniform infringements SSC will issue a Letter of Concern.
- Students will lose Good Standing when they have not maintained 90% compliability. (Which equates to a student failing to wear correct uniform on 5 occasions in a term)
- SSC will follow up repeat offenders when need arises with additional parent contact. Once students have lost their Good Standing a letter will be sent to parents by SSC.
- If after Good Standing is lost and students still fails to wear uniform, SSC will organize a parent meeting.
- A loss of Good Standing report will be generated by the front office and forwarded to SSC/LAC/TIC.
- Student's losing Good Standing will be discussed at the start of Management to provide feedback.

## **Good standing data**

- Parents are to be advised of student's loss of Good Standing through the specific Letter of Concern, sent regarding either academic or behaviour issues.
- Students will be Red Flagged on a weekly basis at Management Meeting.
- SSC will monitor students at risk who are red flagged because the student is displaying negative behaviour/academic concerns in multiple Learning Areas. SSC will case manage these students.

HALLS HEAD COLLEGE

OPERATION OF GOOD STANDING

The period of loss of Good Standing is a minimum of **TEN** school days.

**The following rules will apply to the concept of Good Standing:**

	Good Standing Requirements	Loss of Good Standing	How to Redeem Good Standing
Attendance	<b>A student attends regularly and any absences are satisfactorily explained. Attendance is maintained at or above 90%. Attendance includes being on time to school and individual classes throughout the day.</b>	<b>A student who is found repeatedly truanting will lose Good Standing. Truanting is when students miss or leave class without permission, are repeatedly late or leave school without signing out. Excessive unexplained absences may lead to loss.</b>	Students will have to demonstrate satisfactory attendance. Students may also have to demonstrate satisfactory punctuality/attendance on a Behaviour Card.
Behaviour	Student behaviour is within the Guidelines of the Student Code of Conduct.	<b>A student who has internal or external suspension, or repeatedly transgresses College Code of Conduct will lose Good Standing.</b>	Students may also have to demonstrate satisfactory performance on a Behaviour Card or enter into an Individual Behaviour Plan.
College Dress	<b>Student's dress conforms to the College's Dress Code and is maintained at or above 90% of the time.</b>	<b>A student who has been referred to the Student Services Coordinator for continued lack of conformity to the College Dress Code will lose Good Standing.</b>	Students will have to demonstrate satisfactory adherence to the College Dress Code. Students may also have to demonstrate satisfactory performance on a Behaviour Card.
Academic Concerns	<b>Student's performance in all Learning Areas is deemed acceptable if the student complies with the Code of Behaviour, is prepared for class with the essential equipment and completes set tasks and homework.</b>	<b>A student who has received TWO notifications of unsatisfactory performance from a teacher, OR notifications from several teachers in a term, will lose Good Standing. Notifications may be through letters sent home or other contact with a parent/guardian.</b>	Students will apply to the LAC for reinstatement of Good Standing and will have to demonstrate that the issues leading to loss have been addressed. This <i>may</i> require satisfactory performance on a Behaviour Card or have a teacher confirm satisfactory completion of missed work before Good Standing is reinstated.



## PART FOUR

### BULLYING MANAGEMENT PROGRAMME

#### BULLYING MANAGEMENT POLICY

##### 1 School Policy on Bullying

The College does not tolerate bullying or harassment. Staff at Halls Head College are committed to maintaining an environment where acts of bullying are minimised.

To this end, at Halls Head College;

- Encourage the reporting of bullying incidents.
- Victims of bullying will be supported.
- Perpetrators of bullying will be counseled.
- Bystanders of the bullying incident will be counseled

*Definition: Bullying is repeated actions involving a more powerful person or group oppressing a less powerful person or group.*

These might be:

- *Verbal:* the student is called names, put down or threatened
- *Physical:* the student is hit, tripped, poked, kicked or belongings damaged or stolen
- *Social:* the student is left out, ignored or rumours are spread
- *Psychological:* the student is stalked or given dirty looks

Bullying is different from ordinary teasing, rough and tumble or schoolyard fights. What makes it different is that the incidents are ongoing, and there is usually an imbalance of power, size and strength between the students involved.

The Bullying Progress Chart demonstrates possible consequences for students who are involved in bullying, as either a bully or a victim.

##### 2 Staff, Student and School Community Training and Education

###### Teaching Staff:

The school is committed to training staff to deal with bullying.

- Using positive student management/anti bullying strategies – the basis for prevention is respectful relationships.
- In using Cooperative Learning Strategies to foster positive interactions between students.

Students – the school is committed to involving students in:

- Proactive programmes to empower them and enable them to solve their own problems and develop relationship and citizenship skills.
- Bullying surveys to identify potential or perceived risks.

Parents – the school is committed to involving parents by providing:

- Information on school website that provides strategies, processes and procedures for dealing with bullying and harassment.
- Parents are informed through the school newsletter on how to access community based resources and information on developing effective relationships and behaviour in student and to enable them to seek support.

### **3 Managing Bullying Incidents**

Intervention by staff in incidents of bullying, harassment and abuse are documented using Standard School Proformas.

Intervention by staff incidents of bullying will include the involvement of parents of all students involved. The role of teachers, students and parents in addressing the incidents will be documented.

#### **Teaching staff will take a proactive stand against bullying by:**

- appropriate classroom management, including using seating plans to minimize opportunities for negative interaction between students
- identifying where bullying occurs and encouraging early notification of bullying incidents
- creating opportunities for students to share concerns
- encouraging students to seek immediate help when bullying is witnessed or experienced
- addressing incidents of bullying and harassment as they occur in the classroom
- addressing incidents of bullying and harassment as they occur in the school yard
- recording and monitoring incidents of bullying and harassment using Standard School Proformas
- referral of serious and ongoing incidents to the Student Services Coordinator in the first instance.
- contacting and consulting parents regarding bullying issues
- responding to student or parent complaints of bullying
- record incidents of bullying in SIS

Student Services Coordinators, Youth Worker, Community Police Officer and Deputy Principals will address cases of bullying as they arise, taking into account the nature and severity of the problem and the likely effectiveness of possible modes of intervention. Staff may:

- use the modified No Blame Approach, modified Pikas Method of Shared Concerns, mediation and counseling;
- mediate meetings between bullies and victims, seeking commitment that bullying will stop;
- support for the victims of bullying by suggesting strategies to minimize incidents of bullying and providing strategies and opportunities for them to increase their resilience;
- liaise with parents;
- refer students to the school psychologist or school nurse for counseling;
- manage complex bullying cases and report to the Deputy Principals
- impose appropriate sanctions such as designation of specific areas to limit the influence of bullies



School Psychologist/School Nurse will, with appropriate consent:

- Counsel bully in appropriate behaviours
- Counsel victim to use strategies to minimize incidents of bullying
- Refer victim and/or bully to external agencies for intervention as appropriate
- Liaise with parents
- Assist to develop management plans
- Refer victims and their families to DET support services, including mediation services.

Students will:

- Participate in restorative practices including, but not limited to, such things as mediation, arbitration and mentoring.

Parents will:

- Report and discuss with teachers, Student Services Coordinators or Deputy Principals incidents of bullying.
- Participate in restorative practices including, but not limited to, such things as mediation, arbitration and mentoring.

#### **4 Providing Support for Students**

Students involved in incidents of bullying are provided with support in the following manner:

- Ongoing counseling by the Student Services Team – Student Services Coordinators, Deputy Principals, School Psychologist and School Nurse.
- Students and parents will be referred to external agencies for further support, where appropriate.
- Students will be provided with a Management Plan to ensure that continuation of an educational programme and that the student remains engaged in schooling
- Students will be provided with a Management Plan for re-entry into schooling where appropriate.
- Peer support

#### **5 Providing Support for Parents**

Halls Head College will support parents in dealing with bullying concerns.

In incidents of bullying both the bully's and the victim's parents will be notified. Parents will be invited to be involved in the support given to victims and informed of these processes put into place to address the bullying.

Parents will also be advised of likely sanctions that would be imposed should the bullying continue.

Parents will also be advised of external agencies that are able to offer support to families.

# BULLYING MANAGEMENT POLICY

## BULLYING PROGRESS CHART

Student or parent reports incident to staff member

Staff member observes incident



Staff member listens to complaint and student completes Student Incident Report.

Complaint Investigated

Immediate intervention strategies include counseling, mediation, modified No Blame, modified Shared Concern Method, parent, bully victim meeting and victim impact statement.

Student Incident Report lodged with Student Services Coordinator

*OR*

Staff member involves Student Services Coordinator who listens to complaint and completes Student Incident Report.

Details entered on SIS

### **BULLYING CONTINUES**



Involvement by a student in further incidents may, with student consent, result in the involvement of the school psychologist and/or nurse, meeting with parents.

Management Plan developed for all parties, i.e. bully, victim and bystanders and sanctions imposed.

School psychologist to refer student and parents to external agency support as appropriate

Psychologist completes Student Incident Report.

Details entered on SIS

### **BULLYING CONTINUES**



Sanctions invoked to protect victim including suspension.

Student Services Coordinator/Deputy Principal completes Student Incident Report.

Details entered on SIS.

