



STUDENT BEHAVIOUR MANAGEMENT POLICY

1. PURPOSE

The intent of these guidelines is to provide clarity about the management of student behaviour in the School. They are intended to give guidance to staff, with consideration given to students' needs and circumstances.

2. SCOPE

The guidelines set out within this document require a commitment from all staff to contribute to a culture of consistent behaviour management of students in all years.

3. BACKGROUND

St Hilda's Anglican School for Girls promotes values that are in keeping with the Christian ethos. We are an Anglican school that values respect, inclusion, excellence and justice.

All students and staff have the right to be safe and feel safe in their school community. With this right comes the responsibility to be law-abiding citizens and to be accountable for actions that put at risk the safety and wellbeing of others.

St Hilda's management of behaviour is based on the student's individual needs and circumstances. The wellbeing program is very proactive and staff work primarily on positive actions and reinforcement rather than towards a punitive outcome.

There are a number of pathways and structures in place from which staff may choose the way they deal with issues. A set of expectations is displayed in each classroom outlining Code of Behaviour, Good Manners, Good Values and Uniform Expectations.

4. DEFINITIONS

Nil

5. LEGISLATION

Nil

6. RELATED POLICIES AND PROCEDURES

Child Protection Policy

7. GUIDELINES IN MANAGING BEHAVIOUR – SENIOR SCHOOL

Concerns about a student's behaviour should be reported to the Dean of Students, Head of Department, Head of Year, or Principal as appropriate. A note to the Head of Year should accompany each concern. Occasionally circumstances require confidentiality to be kept and there may be a delay before staff can be advised about problems.

7.1 Classroom teacher

The teacher should feel confident to deal with day to day classroom behaviour issues and have at their disposal a number of management strategies from which to choose. If the staff member feels they need support they should refer the student to their Head of Department.

7.2 Head of Department

May choose to:

- speak with the student
- advise the staff member to send a concern or commendation note home
- make contact with the parents via phone or email
- give the student a lunchtime detention (supervised by the departmental staff)
- if behaviour is continued then they may move the student from their normal class to another group (an older group) for a period of time
- refer to Head of Year or School Psychologist if behaviour is of an ongoing or more serious nature

7.3 Head of Year

This role, while not a disciplinary one, still plays a part in more serious student behaviour management. When a student is referred by a Head of Department the Head of Year may choose one or more of the following actions:

- speak with the student
- make contact with the parents via phone or email
- a “record of behaviour/work/ uniform standards sheet” may be given to a student to be signed by each teacher throughout a week or longer period as required
- liaison with Dean of Students, Dean of Curriculum, Head of Boarding, School Psychologists, classroom teacher and tutor
- place student on discussion list for next Wellbeing meeting
- may require student and staff member to complete an incident report
- supervise a lunchtime detention or refer to Dean of Students for an after school detention
- record student behaviour
- may chose to send a record of student behaviour to central file

7.4 Dean of Students

If the student’s behaviour does not improve the Head of Year may refer the student to the Dean of Students. This will result in one or more of the following actions:

- speak with the student
- contact parent to arrange a meeting time
- may require student and staff member to complete an incident report
- a “record of behaviour sheet” may be given to a student to be signed by each teacher throughout a week or longer period as required
- letter of concern being sent home
- liaison with Dean of Curriculum, Heads of Year, Head of Boarding, School Psychologists
- discussion of student at Wellbeing meeting
- record student behaviour
- after school detention
- suspension (in-school or home)
- send a record of student behaviour to central file

8. GUIDELINES IN MANAGING BEHAVIOUR – JUNIOR SCHOOL

Providing Wellbeing includes implementing a range of programs including a whole school approach to virtues and values. Evidence-based programs contain explicit teaching of behaviours, social skills, resilience and the self-management of feelings, stress and behaviour. *Please see attached table for details of class programs undertaken in recent years.*

There are clear pathways for encouraging appropriate behaviour and managing inappropriate interactions. These are undertaken by the teacher in the first instance; discussion as needed with the Early Learning Coordinator (for students in Jr Kindergarten to Year Two) or Deputy Head of Junior School (for students in years 3 to 6) in conjunction with the relevant School Psychologist. Parents may be notified and an action plan implemented depending on the seriousness of the behaviour. The Head of Junior School is notified as part of the process.

Consequences are put in place according to the age of the student, the inappropriateness of the behaviour and if necessary a behaviour management plan may be written to enable the class teacher, specialists and support staff, together with parents and the student(if age appropriate) to work on supporting the student to develop appropriate behaviours.

Students have access to individual counselling with the School Psychologist. If deemed necessary, recommendations may be made to relevant outside agencies for assistance for particular students.

JK - K	Virtues Program Early Years Framework 1-2-3- Magic	Self-management of feelings and behaviours
PP- Year 2	Smart Life Skills 4 Kids Virtues Program	Self-management of feelings, actions and interactions Social Skills
Year 3	Friendly Schools and Families Highway Heroes	Anti-Bullying
Year 4 - 6	Connecting for Friendship Cyber Safety Program Holding Hands Bounce Back Program Bullying in the Girl's World Bystander Program	Resilience and Social Skills Perceptions and self-talk affect feelings, actions and interactions Relationship development

9. BREACH

If this policy is breached, disciplinary action may be implemented.

Responsibility: Dean of Students / Head of Junior School

Review Date: August 2017

Next Review Date: August 2019