

GLOSSOP HIGH SCHOOL

STUDENT BEHAVIOUR MANAGEMENT POLICY

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Purpose/Rationale

- Glossop High School has a responsibility to prepare young people for successful participation in society.
- All individuals and groups within the Glossop High School community must teach and model the values of safety, learning, respect and determination.
- Individuals choose and must accept responsibility for their own behaviour which will impact on life choices.
- We will uphold the rights of all teachers to teach and all students to learn.

We will provide

- A safe, inclusive, working environment conducive to learning, free from harassment and bullying.
- All students with the opportunity to experience success.
- Opportunities for student leadership and participation in decision making.
- Support services and special programs to meet individual needs.
- Opportunities for co-curricular experiences.

This is achieved through

- Students being challenged supported and encouraged to participate in order to reach their potential.
- The establishment of positive and trusting relationships.
- Accepting personal responsibility and taking pride in oneself, one's school and in the achievement of others.
- Celebrating success and acknowledging achievement.
- Ensuring the curriculum is inclusive and relevant.
- Reinforcing responsible behaviour as well as managing inappropriate behaviour.
- Promoting collaborative practices which encourage a positive school climate.
- Students developing an understanding of rights and responsibilities.
- Consequences for both responsible and irresponsible behaviour being developed and applied consistently.
- Teaching staff being given opportunities to develop skills in student behaviour management.

Responsibilities

Leadership Team

- Model effective Restorative processes.
- Ensure that anti-bullying and grievance procedures are clearly defined and understood by all members of the Glossop High School community.
- Ensure SBM Policy is consistently and appropriately applied.
- Support the school's values and policies.
- Promote and reinforce responsible behaviour.
- Be available for consultation and support about management of student behaviour.
- Ensure appropriate Professional Learning programs are conducted so staff have an understanding and knowledge of behaviour management strategies.
- Access services and agencies which can support students in developing responsibility for their behaviour.

Teachers

- Use Restorative Justice processes.
- Develop and foster positive relationships with students.
- Apply the Student Behaviour Management Policy consistently.
- Support the school's values and policies.
- Structure the teaching program to facilitate learning that is inclusive.
- Develop supportive classroom management strategies.
- Develop with their students a classroom behaviour code.
- Inform parents of any concerns at an early stage.
- Encourage students to seek support.
- Focus on the behaviour and not the student.
- Model appropriate grievance procedures.

Parents

- Ensure students attend school regularly and support school values and policies.
- Inform the school of any issue which might impact on the student's wellbeing.
- Work in partnership with school personnel in the implementation of the student behaviour management code to ensure a supportive learning environment.
- Encourage and support students in their learning and wellbeing.
- Model appropriate grievance procedures.

Students

- Attend school regularly.
- Support the school's values and policies.
- Endeavour to resolve conflict appropriately by following the school's grievance procedures

The responsibility for managing student behaviour in the classroom rests with each teacher.

Teachers build classroom tone and a safe supportive work environment

- Establish explicit classroom expectations and sound classroom practices.
- Develop respectful relationships.
- Acknowledge and celebrate successes.

In dealing with students who do not meet expectations or consistently follow school values.

- Respond in a non-confrontational, non-escalating manner.
- Remind class openly, or individual student privately, of expectations / classroom agreements.
- Small consequence (eg: Brief removal from classroom under teacher's own supervision/ yard duty/ stay in at lunch).
- Restorative meeting with student by the teacher.

For persistent departures from expectations

- Remind student in a non-confrontational manner of classroom agreements.
- Send to a Buddy Class or Reflection Room (Middle Campus), Round Room (Senior Campus).
- Restorative meeting with student by the teacher.
- Brief documentation (school system).
- Contact with parent.
- Seek advice/inform the Year Level Coordinator.

Repeatedly interfering with teaching and learning; non-responsive to the above

- Reflection Room or Round Room until Restorative meeting held with sending teacher.
- Parents notified re the Behaviour.
- Home Group and Year Level Coordinator informed via the Reflection Room records (Middle Campus) or Blue Alert (Senior Campus).
- Home Group and/or Year Level Coordinator follow-up.
- Behaviour Contract.

Severe breach of behaviour code

- Escort the student to a Leader.
- Take Home

Actions

A **Recess /Lunchtime Detention** can be issued as a consequence for not meeting basic student expectations. It can be issued at the teacher's convenience.

- persistent failure to meet Home Group expectations (diaries, home communication, punctuality, uniform).
- non-compliance of accepted behavioural standards inside or outside the classroom.
- persistent lateness to lessons.

The removal from class to either the **Reflection Room or Round Room** should only be used for higher-level classroom misbehaviour following prior intervention.

- A student should be clearly warned that their behaviour is inappropriate. Repeated refusal to comply with clearly stated expectations after a warning warrants a removal to one of the aforementioned areas.
- More serious misbehaviour will involve intervention by Year Level Coordinators, Student Counsellors and/or a Senior Leader.

A **Take Home** is issued for students who have been referred to leaders for severe breaches of behaviour code or persistent unwillingness to comply with reasonable instructions on one given day.

A system level procedures such as **Suspension** and exclusion will be used to support a change in the behaviour of students who do not respond to school level consequences of irresponsible behaviour or if the incident is deemed significant such as physical violence

RESTORATIVE JUSTICE IN ACTION

At Glossop High School, the teachers are trained in and follow Restorative Justice processes.

Restorative Justice is a process that advocates that the people most effective at finding a solution to a problem are the people who are most directly affected by the problem.

Restorative processes create opportunities for those involved in a conflict to work together to understand, clarify and resolve the situation and work together towards the harm caused.