

BEHAVIOUR MANAGEMENT POLICY & PROCEDURES

Lowanna College: School Number 01-8821

Rationale:

Positive and responsible student behaviour is essential to the smooth running of a school, to the achievement of optimal learning opportunities, and to the development of a supportive and cooperative school environment.

Aims:

- To build a school environment based on positive behaviour, mutual respect and cooperation.
- To manage unacceptable behaviour in a positive and professional manner.
- To establish well understood and logical consequences for poor student behaviour.

Implementation:

1. At Lowanna College we value respectful relationships. As such, Lowanna College has a set of behaviour norms for all members of the College community, inclusive of staff, students and parents. These behaviour norms are based on the value of mutual respect.
2. The Education Training and Reform Act (2006) prohibits the use of corporal punishment in any Victorian Government school and additionally, the discipline of students at Lowanna College is based on procedural fairness.
3. All aspects of this policy are to be carried out in accordance with the Department of Education and Training (DET) discipline policy guidelines, inclusive of Ministerial Order 625 Suspensions and Expulsions. These policy guidelines contain detailed information that all Victorian Government schools must adhere to. These can be found at: <http://www.education.vic.gov.au/school/principals/participation/Pages/discipline.aspx>
4. Regulation 15 of the Education and Training Reform Regulations (2007) provides that “a member of staff of a Government school may take any reasonable action that is immediately required to restrain a student of the school from acts or behaviour dangerous to the member of staff, the student, or any other person.”
5. As with physical restraint, seclusion should only be used when it is immediately required to protect the safety of the student or any other person, as permitted by Regulation 15. Seclusion is the involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving. This includes situations where a door is locked as well as where the door is blocked by other objects or held closed by staff. It does not include timeout, which is a behaviour management technique, that involves the monitored separation of the student in a non-locked setting, and is implemented for the purpose of calming.
6. Schools can discipline students for behaviour incidents occurring at school, at a school activity away from the school grounds, or while travelling to or from school or a school activity.
7. Staff at Lowanna College are responsible for maintaining accurate records of student behaviour through the use of the ‘Compass’ learning management system.
8. Disciplinary measures should always be proportionate to the nature of the behaviour, and are best employed in combination with support measures to identify and address causes of the behaviour.
9. Consequences for breaches of behaviour expectations at Lowanna College will involve a graded series of sanctions including counselling, withdrawal, loss of privileges or suspension, as outlined in the Lowanna College Student Behaviour Management System (attached) and DET guidelines.
10. Parents or guardians will be informed of, and actively encouraged to assist in the development of their children’s behavioural performance, by the classroom teacher, the relevant year level coordinator, and/or a member of the Principal team.

This policy is to be read in conjunction with other policies and procedures relating to student welfare and wellbeing.

Evaluation:

This policy can undergo a minor review at any time, with a major review as part of the College's three-year review cycle.

This policy was last ratified by College Council on 15 August 2016.



Student Behaviour Management System

Follow Up

The teacher will meet with the student at the next available recess or lunchtime and discuss ways to overcome the issue via the use of the Behaviour Reflection Sheet.

This process of Repair/Rebuild is vital to the students successful return to class.

Warning 1

The student will be told that their behaviour is unacceptable and they are receiving their first warning.

01

Immediate Removal

If a student is violent, physically threatening or verbally aggressive they may be given a Red Card and exited to Time Out and/or a suspension, immediately. In this situation the student will still be expected to complete a Behaviour Reflection Sheet and meet with their teacher and Year Level Coordinator to reach an agreement about returning to class, in the same manner as outlined in this model.

04

Red Card

If the student continues to be disruptive or further refuses to engage in the lesson they will be given a Red Card and exited from the classroom. Students will be given a Behaviour Reflection Sheet to complete, and will be asked not to return for the remainder of the lesson.

Warning 2

The student will be told that their behaviour is unacceptable and they are receiving their second warning. The student and teacher will have a short conversation and the student will be reminded of the behaviour expected.

02

03

Warning 3

The student will be told their behaviour is unacceptable and they will be required to move as per teachers instructions. The student and teacher will again have a short conversation to remind the student of the behaviour expected. In addition, the student will be informed that any further misbehaviour will result in their removal from the classroom for the remainder of the lesson.

The process below has been put in place to deal with repeat offenders; students who continue to interfere with the learning of others:

1st Red Card: Student and teacher to complete a Behaviour Reflection Sheet. This information is passed on to the relevant Year Level Coordinator and the teacher notifies a parent/guardian.

2nd Red Card: Student and teacher to complete a Behaviour Reflection Sheet. This information is passed on to the relevant Year Level Coordinator and the student will receive a lunchtime detention. The teacher will phone the parent/guardian and notify them of their child's lunchtime detention.

3rd Red Card: Student and teacher to complete a Behaviour Reflection Sheet. This information is passed on to the relevant Year Level Coordinator and the student will receive an after school detention. The Year Level Coordinator will phone the parent/guardian to arrange the after school detention and will post a Formal Notice home. This Formal Notice informs the student that if they continue to interfere with the learning of others and receive another Red Card, they will receive a 1 day suspension. The Formal Notice must be signed by the student and their parent/guardian and returned to the relevant Year Level Coordinator.

4th Red Card: Student and teacher to complete a Behaviour Reflection Sheet. The Year Level Coordinator will phone the parent/guardian to inform them the student will receive a 1 day suspension. Upon completion of their suspension the student will make an appointment to meet with their parent/guardian, the teacher, the Year Level Coordinator and/or the Mini School Principal to discuss their return to class.

All subsequent Red Cards will result in a 2 day suspension.

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