

# Heritage College

## Behaviour Management Policy



### Document Control

Revision Number	Implementation Date	Review Date	Description of Changes	Prepared By	Approved By
New Policy	June 2022	July 2022		Heritage College	School Council
001	June 2022	September 2023	Minor Adjustments	Heritage College	



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## Rationale

“Train up a child in the way he should go; even when he is old he will not depart from it”. Proverbs 22:6 (ESV). God shows in His Word, that children require training and guidance while they are young. A behaviour management policy, should thus provide assistance for all staff to be able to train children in the way of righteousness.

At Heritage College our vision is to follow Christ's example and provide holistic education for an abundant life. We believe in behaviour management that follows the 'restorative practice' model within the Positive Behaviour for Learning (PB4L) framework.

## Aims

- To increase the personal, social and emotional safety of students, thus allowing for a context conducive for learning and teaching.
- To provide support for staff by providing clear, unified guidelines for managing student behaviour
- To support all sections of the college community through a structured system of behavioural expectations and outcomes

## Source of Obligation

The Education and Training Reform Act (Vic) (s4.3.1(6)) and the Standards for Registration of a School as regulated by the VRQA, require that our policies relating to the discipline of students are based on principles of procedural fairness and must not permit corporal punishment.

## Prohibition of Corporal Punishment

It is our policy that corporal punishment is prohibited.

The use of any corporal punishment by a staff member is strictly prohibited. Any staff member who breaches this rule will be subject to disciplinary proceedings which may include dismissal from school.

## Procedural Fairness

Students have a right to procedural fairness in dealings that involve their interests. This includes disciplinary decisions. The principles of procedural fairness include the right to: know what the rules are, and what behaviour is expected of students have decisions determined by a reasonable and unbiased person know the allegations that have been made, and to respond to them be heard before a decision is made to have a decision reviewed (but not so as to delay an immediate consequence). Heritage College is committed to ensuring procedural fairness when disciplining our students.



## Expected Standards of Behaviour

Students are expected to abide by the policies of the School, the Student Code of Conduct, the Student Behaviour Management Procedure (PB4L) as outlined in the Student Handbook, and the directions of teachers and staff.

Examples of written rules that students are expected to follow are dealt with in:

- Alcohol (Student Use Of)
- Assault (Student Against Student)
- Bullying Prevention & Intervention
- Cyber Safety
- Drugs & Vaping - Illicit (Student Use Of)
- Information & Communication Technology
- Mobile Phones (Student Use Of)
- Truancy
- Uniform Policy

## Consequences

There are a range of consequences that students will face if they breach school discipline expectations, or are disobedient. These include, but are not limited to:

- Tier 1,2,3 interventions to modify student behaviour
- Counselling support
- Warnings or reprimands (verbal and written)
- Check-in and check-out with a support person
- Time outs
- Clean up duties
- Cancellation of privileges
- Withdrawal from school activities
- Lunchtime detentions
- After school detentions
- Exclusion
- Stand down
- Suspension
- Expulsion

## Procedures for Suspension and Expulsion

Heritage College has developed specific procedures that must be followed when considering the suspension or expulsion of a student. Refer to our [\*\*Suspension and Expulsion Policy\*\*](#).

## Individual Behaviour Contracts

Individual behaviour management contracts may be made in certain circumstances. Behaviour Management contracts will be negotiated between school staff, students and parents/guardians, and will consider the student's:

- age
- developmental needs
- behavioural context.



Desired behaviour/goals of the student will be clearly described. The contract will outline changes required to the learning environment to support the student to modify their behaviour. The School will refer the student to other support available and review, assess, change and modify the plan as needed.

## Implementation

This policy is implemented by:

- staff training and professional development opportunities in behaviour management
- communicating this policy to the School community
- monitoring the effectiveness of the policy
- reviewing and evaluating the policy annually.

These policies and procedures are communicated to staff, students, guardians, parents and the School community through:

- the parent portal
- the School website
- the Staff Handbook
- the Student Handbook

## Evaluation

This policy will be reviewed as part of the College's annual review cycle.



## Appendices

### Appendix A: Heritage College Core Values



Excellence



Resilience



Respect



Service

### Appendix B: Heritage College Behavioural Elevation Plan



## Heritage College Behavioural Elevation Plan

The following has been adapted from Real Schools to comply with PB4L

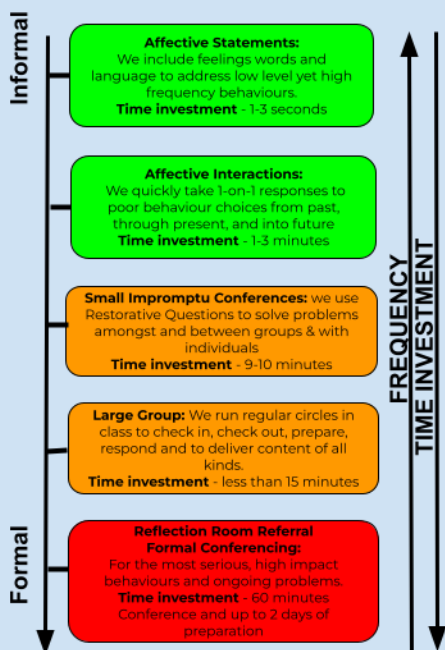
**EXCELLENCE**

**RESILIENCE**

**RESPECT**

**SERVICE**

We follow restorative principles to elevate student behaviour, empathy & cooperation.



We support each other to elevate student behaviour restoratively

- Teachers work up and down the continuum as needed.
- Teachers look to address behaviour by starting with Affective Statements before they escalate.
- Teachers are supported by Leadership to embed Restorative Language in practice
- From time to time, teachers need to send students from the room (to a buddy class/Level Leader) with a view of later repairing the harm (WITH).
- When removed, all students will be exposed to affective interactions facilitated by available school leaders.
- School Leaders look for ways to release teachers to repair Student-Teacher relationship issues as a first response.
- We look for ways to include parents in both the positive and negative behaviour patterns of their children
- We use Restorative Conferences to return our student from any internal or external suspension that might be required.
- We solve all problems respectively, through the lens of high expectation and high support.
- We are embedding the basic Restorative tenets of focusing on HARM & RELATIONSHIPS in response to all conflict and tension, including bullying behaviours

#### Restorative Questions

*For those who have done the wrong thing.*

- What happened?
- What were you thinking about at the time?
- What have you thought about since?
- Who has been affected by what you have done? In what way?
- What do you think you need to do to make things right again?

#### Restorative Questions

*For those who have been harmed.*

- What did you think when you realised what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

**FIRM**

TO	WITH
NOT	FOR

**FAIR**



## Appendix C: PB4L Behaviour Expectations Matrix



### HERITAGE COLLEGE PB4L MATRIX

	<b>LEARNING SPACE</b> <i>Class times, classrooms, indoor and outdoor learning time. Wherever learning takes place under teacher direction.</i>	<b>OFF CAMPUS</b> <i>Buses, camps, excursions, community</i>	<b>DIGITAL SPACE</b> <i>On any digital device.</i>	<b>SHARED SPACE</b> <i>Playground, chapel, front office, grounds.</i>	<b>BATHROOM</b>	<b>All Areas OR Always</b>
<b>EXCELLENCE</b>	<ul style="list-style-type: none"> <li>Ask meaningful questions</li> <li>Complete work and hand in on time</li> <li>Be prepared</li> <li>Focus on the task</li> <li>Seek help when needed</li> <li>Arrive on time</li> </ul>		<ul style="list-style-type: none"> <li>Bring your device fully charged every day</li> <li>Be tactful in how you talk to others online</li> <li>Use appropriate digital resources for school</li> </ul>		<ul style="list-style-type: none"> <li>Go to the bathroom during break times</li> <li>Flush the toilet</li> <li>Wash your hands</li> <li>Save water</li> </ul>	<ul style="list-style-type: none"> <li>Wear correct uniform with pride</li> <li>Use appropriate language</li> <li>Wait patiently</li> </ul>
<b>RESILIENCE</b>	<ul style="list-style-type: none"> <li>Have a go at new things</li> <li>Keep Trying</li> </ul>	<ul style="list-style-type: none"> <li>Uphold school ethos and accept given direction or redirection</li> </ul>	<ul style="list-style-type: none"> <li>Learn to accept technology failures</li> </ul>		<ul style="list-style-type: none"> <li>Wait for playtime to go to the toilet if you can</li> <li>If you have an accident it is ok to seek teacher assistance</li> </ul>	<ul style="list-style-type: none"> <li>Learn from your mistakes</li> <li>Be fair</li> <li>Accept your circumstances</li> <li>Be willing to say sorry and be willing to forgive</li> <li>Take responsibility for your actions</li> <li>Be flexible</li> </ul>

	<b>LEARNING SPACE</b> <i>Class times, classrooms, indoor and outdoor learning time. Wherever learning takes place under teacher direction.</i>	<b>OFF CAMPUS</b> <i>Buses, camps, excursions, community</i>	<b>DIGITAL SPACE</b> <i>On any digital device.</i>	<b>SHARED SPACE</b> <i>Playground, chapel, front office, grounds.</i>	<b>BATHROOM</b>	<b>All Areas OR Always</b>
<b>RESPECT</b>	<ul style="list-style-type: none"> <li>Wait quietly for each class</li> <li>Be considerate of others' opinions and beliefs</li> <li>Follow instructions the first time</li> </ul>	<ul style="list-style-type: none"> <li>Listen actively to the person in charge</li> <li>Use your seatbelt</li> <li>Finish any food or drinks prior to boarding the bus</li> </ul>	<ul style="list-style-type: none"> <li>Ask before taking photos/video</li> <li>Only post appropriate things online</li> <li>Keep passwords and personal information private</li> <li>Always give credit to sources</li> </ul>	<ul style="list-style-type: none"> <li>Share play spaces with everyone</li> <li>Play fairly</li> </ul>	<ul style="list-style-type: none"> <li>Wash your hands</li> <li>Be mindful of others' privacy</li> <li>Save water</li> <li>Flush the toilet</li> </ul>	<ul style="list-style-type: none"> <li>Keep hands to yourself</li> <li>Use the bin</li> <li>Be an active listener</li> <li>Use your manners</li> <li>Use appropriate voice/noise levels</li> <li>Move at appropriate speeds</li> <li>Make safe and appropriate choices</li> <li>Report anything unkind</li> <li>Report any bullying</li> <li>Include others</li> <li>Wait patiently for your turn</li> <li>Speak clearly</li> <li>Use equipment properly</li> </ul>
<b>SERVICE</b>	<ul style="list-style-type: none"> <li>Learn as much as you can and let others do the same</li> </ul>		<ul style="list-style-type: none"> <li>Report any inappropriate or bullying behaviour</li> </ul>	<ul style="list-style-type: none"> <li>Leave the space better than when you arrived</li> </ul>	<ul style="list-style-type: none"> <li>Clean up your mess before you leave</li> <li>Report any damage or mess to a teacher</li> </ul>	<ul style="list-style-type: none"> <li>Look for ways you can show initiative</li> <li>Look for opportunities to serve others</li> <li>Be mindful of your own and other's spaces</li> </ul>



## Appendix D: Behaviour Escalation Process/Response Continuum



# Heritage College Behaviour Response Continuum

The following flowchart is designed to assist staff in dealing with inappropriate behaviour

