

Henderson College

Behaviour Management Policy

Policy Version:	Description of Changes	Application
2017	Policy Constructed	<ul style="list-style-type: none">• Teachers• Staff• Students
2022	Review by Child Wise	



Henderson College

Behaviour Management Policy

PURPOSE:

1. To provide a framework through which Henderson College positively manages the behaviour of its' students in order to establish a culture of respect, integrity, success and compassion at the College.

BACKGROUND:

1. Henderson College seeks to establish and maintain high-level professional standards in relation to all its activities and areas of responsibility. This includes all academic, student welfare, discipline and management issues.
2. This policy is in accord with the College's "Vision", "Mission" and "Philosophy" documents as published and in line with School Council Policy.
3. This Policy is in line with the eleven Victorian Child Safe Standards, the Equal Opportunity Act 2010 (Vic.), the Charter of Human Rights and Responsibilities Act 2006 (Vic.) the Disability Standards for Education 2005 and the Education and Training Reform Act 2006 (Vic.).

ISSUES/COMMENT:

Rationale:

Henderson College aims to nurture the whole child, places child safety at its core and is aligned to the 11 Victorian Child Safe Standards. This includes accounting for equity, diversity, disability and other criteria that reflect the individual nature of all people.

Henderson College's behaviour management plan is centred around a positive framework that aims to help students understand and learn from their behaviour. Any consequences for students are expressed to students in a manner that they can learn from their experiences with the overall goal being to help protect potential victims and help students learn from their behaviour.

As part of this philosophy, Henderson College will periodically publicise student expectations and their rights to its students. It sees students' rights and expectations to learning as two sides of the same coin that are mutually reinforcing toward helping students be accountable for their behaviours and develop into empathetic individuals. Students are ultimately expected to be engaged in their learning while the school will understand that young people make mistakes. As such, the school will help guide students to understanding that their learning is paramount to their individual success and that they do not have the right to detract from the learning of others. Similarly, students will have the right to be engaged in a positive and nurturing learning environment, and when they make mistakes, will have the right to have issues explained to them. This dynamic between rights

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and expectations is designed to help nurture students to look after themselves and one another, therefore being conducive toward a positive learning environment.

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.

Behaviour Management

A collaborative whole-school approach to fair and respectful behaviour practices based on the school's values, clear expected social competencies and positive peer relationships is the framework of the Positive Behaviour for Learning (PB4L) program. The numeral four is used to represent the importance of all four areas of learning and personal development: Mental; Social; Physical; and Spiritual.

Strategies for developing this culture include:

- clearly setting expectations with respect to student behaviour
- establishing specific teaching and learning programs
- communicating expectations with the wider school community
- acknowledging positive behaviours in a range of ways from informal verbal acknowledgement through to structured merit or token awards
- maintaining records with respect to student behaviour.

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).

Henderson College is committed to ensuring procedural fairness when disciplining our students and as such this policy should be read in conjunction with the Procedural Fairness Policy and other related documents listed at the end of this policy.

The Rules and the Expected Standard 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 in the next section, 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)

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

Implementation

1. The implementation of PB4L follows three phases:

- Phase One fidelity is attained when over 80 percent of students and staff at the College know the three behavioural values and have had some experience in their application;
- Phase Two fidelity is achieved by the identification of at-risk locations and/or groups of students, and interventions implemented to help deal with these locations and/or groups;
- Phase Three fidelity is evident by the identification of inappropriate behaviours of at-risk students and personal intervention programs put in place to assist them in dealing with their behavioural issues.

2. **PB4L Phase One** is planned and implemented by all teachers and support staff. Teachers establish behavioural expectations and interventions around the four core values with students at the beginning of the school year. The expectations are displayed in all learning areas. Initial interventions are carried out by the classroom teachers who encourage positive behaviours and teach against negative behaviours.

After reminding a student of the expected behaviour by referring to the PB4L matrix, if the behaviour persists the student will be given a second reminder and reteaching of the expected behaviour. As a third reminder the students will again be reminded and a consequence given. On the fourth occasion of non compliance the supervising teacher may give the student a time to reflect on their behaviour and discuss options for the future during a twenty minute lunchtime Notcha session (Time-out teacher). This will also be an opportunity for the Time-out teacher to reteach the expected behaviour. Each infringement is recorded onto SEQTA.

If a student receives more than three Notches over a two week period in consultation with their parents they will carry out an hour afternoon session.

3. **PB4L Phase Two** is planned and implemented by the Campus PB4L Tier Two team. This team is made up of the Primary and Secondary Coordinators and led by the Principal, or his/her representative.

Criteria for Entry to Tier II

- Behaviours have not changed after Tier One interventions.
- A range of consequences, depending on the age, developmental needs and behavioural context will be considered. These include, but not limited to: Check-in and Check-out behaviour plan with a focus on desired behaviours for the student are clearly described, Time Outs, after school detention, exclusion.
- Parent consultation and support will be sought and maintained throughout the process by the Primary/Secondary Coordinator.

4. **PB4L Phase Three** is planned and implemented by the Leadership and Student Welfare Teams.

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Criteria for Entry to Tier III:

- Major Behaviours that have been unresolved by Tier 2 interventions or that require specialised supports;
- Major Behaviours occur around student wellbeing, learning and/safety that need wrap around supports;
- Students/parent referral for complex issues around quality of life indicators.

Four steps entered on Tier 3:

1. Functional Behaviour Assessment
2. Form a Hypothesis
3. Create a Plan:
 - a) Create a 'Prevent - Teach – Reinforce' (PTR) Plan
 - i. Utilise resources to support PTR plan.
 - ii. Natural and specific support provided (includes support from parents, guardians or family).
 - b) Create a Wellbeing Plan
 - i. Created by a Wellbeing coordinator or in consultation with external mental health providers.
 - ii. Referral to counselling or other mental health/wellbeing supports e.g. counselling, Orange Door, CAMHS, DHS etc.
 - c) Create a Safety Plan (if required)
 - i. Created by a wellbeing coordinator or external providers.
4. Evaluation of the Plan: Social Validity self-evaluation

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The table below are the current Henderson College PB4L Learning and Behaviour Matrix:

Location	Respect	Integrity	Success	Compassion
	I will show Respect when I.....	I will show Integrity when I...	I will show Success when I...	I will show Compassion when I...
Always & Everywhere	<ul style="list-style-type: none"> ● Use manners ● Think of others before yourself ● Be clean and tidy ● Follow instructions and school rules 	<ul style="list-style-type: none"> ● Look after your things ● Confidently wear your uniform ● Care for nature ● Keep your word ● Be prepared in general ● Complete work to the best of your ability 	<ul style="list-style-type: none"> ● Be supportive ● Ask for help ● Think before you act ● Be positive ● Be tolerant of others ● Plan ahead 	<ul style="list-style-type: none"> ● Smile ● Be happy ● Use kind, thoughtful words and actions ● Encourage others ● Say no to bullying
Assembly & Chapel	<ul style="list-style-type: none"> ● Join in actively ● Join in reverently 	<ul style="list-style-type: none"> ● Listen carefully ● Listen with interest 	<ul style="list-style-type: none"> ● Arrive quickly and quietly ● Help out 	<ul style="list-style-type: none"> ● Praise others' achievements ● Encourage others
School Grounds	<ul style="list-style-type: none"> ● Keep areas clean ● Care for nature ● Protect school displays ● Care for equipment 	<ul style="list-style-type: none"> ● Throw rubbish in the bin ● Keep school equipment in good condition ● If something is broken, tell the teacher ● Head to class when the bell goes 	<ul style="list-style-type: none"> ● Share the play spaces ● Share the game ● Share friends ● Make new friends 	<ul style="list-style-type: none"> ● Support each other ● Affirm each other ● Care for each other
Learning Areas	<ul style="list-style-type: none"> ● Care for equipment ● Return items to their correct place (even if it's not yours!) ● Keep areas clean & tidy ● Follow instructions ● Be prepared ● Think before you act 	<ul style="list-style-type: none"> ● Use an inside voice ● Complete tasks promptly ● If something is broken, tell the teacher ● Be honest ● Ask for help ● Return things 	<ul style="list-style-type: none"> ● Be on time ● Be positive ● Be prepared ● Ask relevant questions ● Include others ● Set goals ● Always try your best ● Cooperate 	<ul style="list-style-type: none"> ● Encourage others ● Be helpful ● Care for others
Stadium	<ul style="list-style-type: none"> ● Follow rules & instructions ● Eat outside ● Take care of equipment 	<ul style="list-style-type: none"> ● Put away equipment ● Be a good sport ● Be safe 	<ul style="list-style-type: none"> ● Have a go ● Try your best 	<ul style="list-style-type: none"> ● Be aware of others ● Find help & comfort others when they are hurt
Toilets	<ul style="list-style-type: none"> ● Wash hands ● Use toilet paper wisely ● Behave respectfully 	<ul style="list-style-type: none"> ● Flush the toilet ● Keep toilet areas clean and tidy 	<ul style="list-style-type: none"> ● Don't take longer than needed 	<ul style="list-style-type: none"> ● Let others go first
Technology	<ul style="list-style-type: none"> ● Keep passwords secure ● Follow Technology rules ● Care for equipment 	<ul style="list-style-type: none"> ● Think before you click ● Treat devices with care 	<ul style="list-style-type: none"> ● Think of others ● Stay on task ● Ask a teacher for advice 	<ul style="list-style-type: none"> ● Be safe online ● THINK: is it True, Helpful, Inclusive, Necessary, Kind

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Transport	<ul style="list-style-type: none"> ● Be patient ● Follow instructions ● Enter and exit safely 	<ul style="list-style-type: none"> ● Keep bus tidy ● Use sensible behaviour ● Stay seated ● Listen to instructions 	<ul style="list-style-type: none"> ● Be on time 	<ul style="list-style-type: none"> ● Look out for each other ● Put others first
Canteen	<ul style="list-style-type: none"> ● Use manners ● Share the space ● Be considerate of others 	<ul style="list-style-type: none"> ● Line up patiently in your line ● Treat canteen staff with kindness 	<ul style="list-style-type: none"> ● Make wise choices ● Have your money ready 	<ul style="list-style-type: none"> ● Say please and thank you ● Pick up any rubbish
Lockers	<ul style="list-style-type: none"> ● Keep locker clean and tidy ● Share the locker area respectfully 	<ul style="list-style-type: none"> ● Be efficient 	<ul style="list-style-type: none"> ● Keep locker organised ● Display timetable 	<ul style="list-style-type: none"> ● Assist others when needed ● Let others go first

BEHAVIOUR MANAGEMENT INTERVENTIONS

1. Behaviour Management interventions are described in the Henderson College Behaviour Management flow chart;
2. The flow chart is attached below as an appendix to this policy.

Communication

1. During face to face communication with the school teachers, Head of Primary and Secondary or Principal after the action, students are reminded of the expected behaviours, as referred to in the Behaviour Flow Chart.
2. Communication regarding consequences for unacceptable behaviour is delivered, where-ever possible, 'face to face' and is passed on as soon as is practicable.
3. All communication is documented on the SEQTA Learning Management System.

Parent Notification

1. Parent notification is communicated face to face if available, via phone and/or email may also be made.

Recording

1. All communication with parents in regard to behavior issues is documented on the SEQTA Learning Management System.

Rewards

1. Positive behaviour is acknowledged and reinforced using a variety of strategies such as:
 - Praise;
 - Tangible rewards;
 - Stickers;
 - Certificates;
 - Verbal reinforcements;
 - Commendation notes to parents and students via SEQTA; and the like.

THE TIER 3 TEAM

1. The Tier 3 Team is responsible for making judgements on student behaviour of a critical and severe nature and meets on an ad hoc basis;

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2. The Tier 3 Team is the body that recommends suspension and expulsion, with the final decision confirmed by the Henderson College Council.
3. A register of students who have been subject to suspension and/or expulsion due to critical and/or severe incidents of a violent, sexual, or illegal nature is kept in a secure portal on the SEQTA Learning Management System. Only Senior leaders have access to this documentation.
4. In cases where a reasonable belief has been formed that a student has committed a criminal offence, The College is required to contact Victorian Police and report the incident.
5. The Tier 3 Team is made up of the following members:
 - The Principal;
 - Primary Coordinator;
 - Secondary Coordinator;
 - Learning Support Specialist;
 - Well-being Coordinator;
 - A Chaplain;
6. For more details on the Tier 3 Team see the Tier 3 Team Policy

RESTRICTIVE INTERVENTIONS

1. It is acknowledged that on rare occasions it may be necessary to use restrictive interventions to protect the safety of a student and/or members of the College community.
2. When this is the case, the Principal and/or Primary/Secondary coordinator will be called upon to provide intervention to protect any students or members of the school community under threat of harm. If unavailable, the Well-being Coordinator or Chaplain will provide intervention.
3. This intervention may necessarily involve the use of reasonable physical restraint in situ, and/or the use of reasonable physical force to safely remove the perpetrator from a classroom or building to a safe place.
4. At the discretion of the Primary/Secondary Coordinators, it may be necessary to direct the teacher to take the class to an alternative setting until the perpetrator has moved from a classroom or building to a safe place.
5. Safe places may include, but are not restricted to, the Welfare Officer's office, or Chaplains' office.
6. Counselling will be provided as appropriate by the Principal and/or Primary/Secondary Coordinator or College Welfare Officer and Chaplain.
7. Parents will be immediately notified and requested to come to the College to support their child and College personnel.
8. At the discretion of the Principal or Primary/Secondary Coordinators, police may be called to intervene.
9. Restrictive intervention will be followed up through the procedures and processes of the PB4L Tier 3 Team Policy.

Communication of the Policy

- The school publishes the Behaviour Management policy on its website and parents may access it on the College's student management portal.

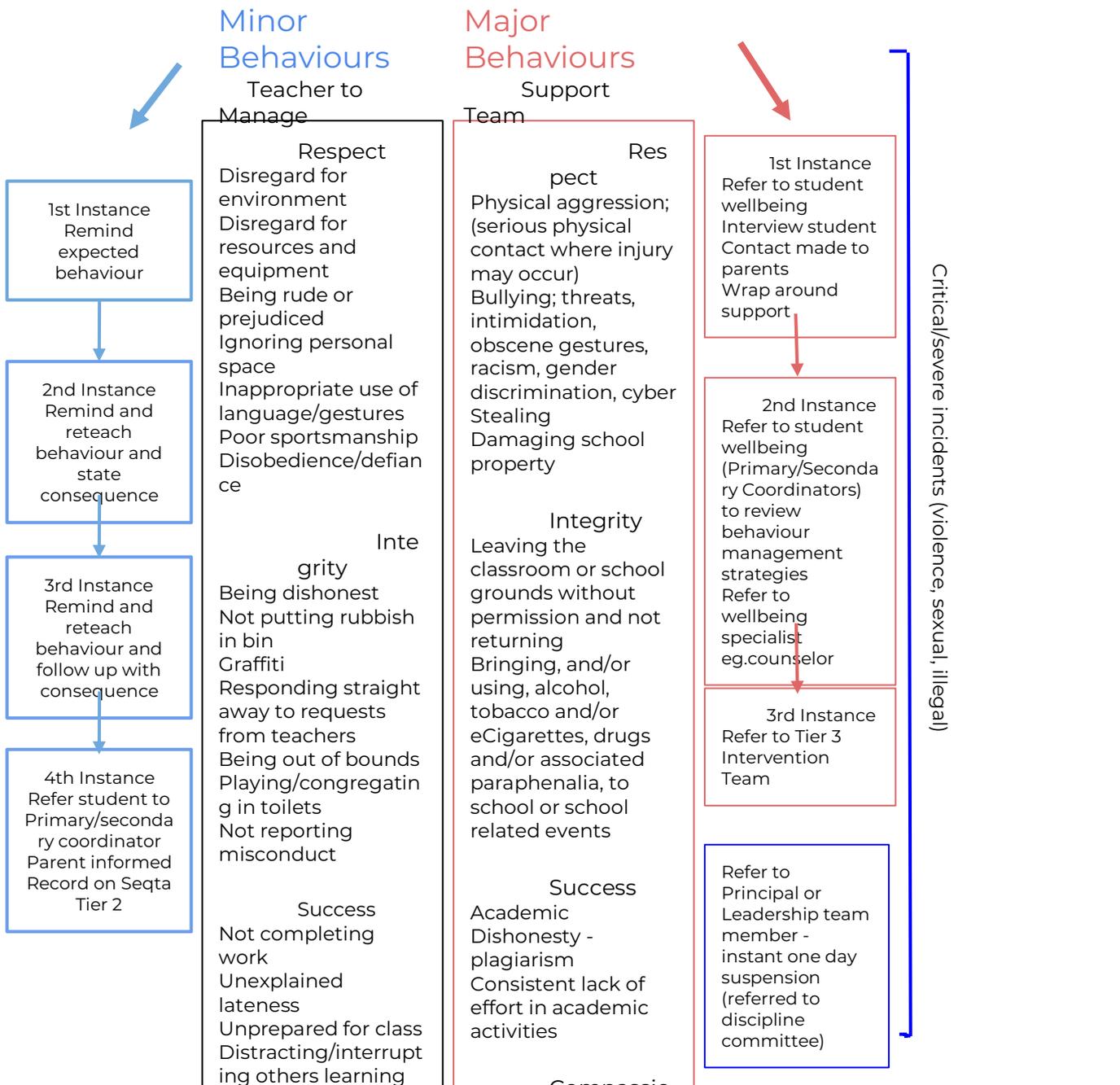
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This Policy is underpinned by the:

- [Anti-Bullying Policy](#)
- [eSmart Policy](#)
- [Child Safe Protection Policy](#)
- [Duty of Care Policy](#)
- [Student Attendance Policy](#)
- [Student Welfare Policy](#)
- [Procedural Fairness Policy](#)
- [Complaints and Appeals Policy](#)
- [Tier 3 Team Policy](#)

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Henderson College Behavioural Flow Chart



Please Note
Repeated minor behaviours are referred to Primary/Secondary coordinators. Each student is to be managed on an individual bases. Therefore, students may be referred straight to Tier 3 due to individual needs, severity of incident etc. Inappropriate behaviour is not limited to those listed above.

Wellbeing Referrals
If a student needs specialized support from OT, Psych, Mental Health, speech to assist their wellbeing, please contact the principal directly.

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