



# **KATHERINE HIGH SCHOOL**

## **DRAFT**

# **STUDENT BEHAVIOUR MANAGEMENT POLICY AND PROCEDURES**

### **Rationale**

Katherine High School aims to provide students with the best possible learning conditions. It strives to give each student the best opportunity to achieve within a social environment that allows for the development of individual personalities but one that also encourages responsibility, respect and tolerance.

The school recognises that responsibility for each student's wellbeing and management rests with each teacher. It also recognises that clearly defined student behaviour management procedures along with the assistance of a Student Wellbeing Team will ensure that teachers are given the support required to meet these responsibilities.

### **Policy Statement**

Along with our government feeder primary schools in the Rivers Cluster Katherine High School has adopted behaviour management strategies and policies that are philosophically based upon those recommended by Bill Rogers. Bill Rogers has been an educational consultant for many years, written several books on behavioural management and has produced a set of four videos dealing with behaviour management issues in classrooms.

At Katherine High School this means that good behaviour is rewarded and poor and unacceptable behaviour attracts consequences. It also means that when dealing with discipline matters Katherine High School endeavours to create and/or restore relationships that reflect *Real Justice*. The school seeks to ensure that the consequences for misbehaviour have relevance and meaning within the school community context with sanctions viewed as legitimate interventions to foster individual responsibility.

- **Student Code of Conduct**

Katherine High School has a *Student Code of Conduct* that sets out expectations for student behaviour throughout the school. Students are encouraged to take responsibility for their own behaviour. To assist them in this regard the code is displayed prominently in each classroom and a copy is included in the *Student Organiser*. A copy of the code is also contained in the *Parent Information Handbook* and set out under student responsibilities in this document.

- **Behaviour Levels**

In order to reward good behaviour and to provide consequences for poor and unacceptable behaviour the school recognises seven Behaviour Levels. Level 1 is the highest and Level 7 is the lowest. Good behaviour is rewarded through a *Blue Voucher* system and students can advance to the higher levels. Poor and unacceptable behaviour is penalised by moving students to a lower level. An outline of the Behaviour Levels is in every classroom and a complete description of the levels is contained in the *Student Organiser*. It is also provided as Appendix #1 to this document.

- **Unacceptable Behaviours**

Katherine High School has identified unacceptable behaviours. Students who commit one of these offences may be suspended internally and/or externally for a period of time. Suspensions for extreme offences and/or repeated offences may be up to one month. Unacceptable Behaviours listed below are also set out in the *Student Organiser* and the *Parent Information Handbook*.

Unacceptable Behaviours include:

- repeated insolence
- repeated non-compliance
- theft
- assault
- physical and/or verbal intimidation
- harassment and/or bullying
- vandalism of school or another person's property
- possession of weapons, illegal drugs, tobacco and/or alcohol

NB: The NT Minister for Education and Training is the only person who can expel a student from a government school in the Northern Territory.

Please refer to Katherine High School's *Anti-Harassment and Anti-Bullying Policy* for more information on procedures for dealing with complaints of bullying and/or harassment.

- **Discipline Strategies to be used by Teachers**

In order to promote a better working environment in a classroom a teacher may use any of the following strategies:

- repeat the request or instruction
- encourage the student
- explain any concerns about the impact of the behaviour of the student concerned on other members of the class
- move the student and/or isolate within the room
- isolate the student with a buddy teacher (by arrangement)
- isolate the student with a Senior Teacher (by arrangement)
- conduct an informal Lunch Detention whereby the student reports for the second half of the Lunch break (NB: students cannot be detained for Recess or for the first part of Lunch and students cannot be held after school without prior permission of a parent/guardian).

- **Discipline Strategies to be used by a Teacher with the Senior Teacher**

Where classroom discipline strategies have not worked an **Individual Behaviour Agreement Pink Form** may be imposed. The teacher, student and the Senior Teacher identify the specific student behaviours causing concern. The teacher then uses the *Pink Form* to record the student's work and behaviour scores over the following five lessons. If the teacher and the Senior are not satisfied that the student is making any progress then the student may be given another *Pink Form* or referred to the appropriate Student Coordinator.

- **Discipline Strategies to be used by a Teacher with the Student Coordinator Senior Teacher/Assistant Principal**

Persistently poor and/or disruptive behaviour is monitored and addressed by the teacher and relevant Student Coordinator with the use of **Lesson Reports**. *Lesson Reports* come in blue, orange and red forms representing increasingly serious levels.

A student is required to keep a *Lesson Report* sheet for five or ten days during which time s/he must have each teacher comment and rate (with a mark from one to ten)

his/her work output and behaviour in each lesson. An acceptable level of performance is 30/50 or 60/100. Unacceptable performance on a *Lesson Report* may result in suspension from school.

- **Handling a Serious Discipline Situation**

Where an unacceptable behaviour may be involved (such as verbal intimidation of a teacher) give the student an opportunity to retract what s/he has said or a further opportunity to carry out an instruction. If the student is agitated and/or angry s/he should be given time to 'cool off' before offering the opportunity for retraction.

If this strategy does not work remind him/her that s/he may be in breach of an unacceptable behaviour and ask the student if s/he knows the possible penalty for an unacceptable behaviour. If not known inform the student that s/he may be suspended and ask again if s/he would like to retract or do as asked. This strategy will provide most students with the opportunity they need to come back into line. For those who choose not to the consequences will be known.

It is most important that teachers are careful with the tone used as an aggressive tone can undo the impact of the most well chosen words. Always give a student the opportunity to 'save face'.

- **Emergencies**

If there is an emergency and there is no help nearby send a reliable student with a message to the Front Office. This will be delivered to the most appropriate person available (e.g. School Nurse for student injury or the Assistant Principal for a fight).

- **Identified Special Needs and/or Difficult Students**

From time to time there may be particular students who have anger management problems. As part of a more general strategy these students may be issued with an identification card allowing them to leave a classroom room and to report to the Assistant Principal or other nominated teacher when time out is required. Staff will be advised of any students issued with these cards.

- **Support for Teachers**

The school appoints **Student Coordinators and Senior Teachers** (one for Year 7, Year 8, Year 9, Year 10 and Years 11 & 12) to assist teachers with student welfare and discipline matters. Coordinators meet weekly to discuss concerns raised with them by staff. Year Level Home Group teachers meet with the relevant Student Coordinator each fortnight to allow formal information flow and discussion. Teachers are also encouraged to raise concerns at faculty meetings. This information flows to Seniors' Meetings and to Coordinators via minutes and/or the Assistant Principal Student Wellbeing.

The school's **Assistant Principal Student and Staff Wellbeing** usually deals with the more difficult cases identified by Student Coordinators. Students should not be routinely sent out of class to the Assistant Principal as this action circumvents behaviour management procedures and sends a clear negative message to the student about teacher control.

Support for individual teachers is instigated when a teacher completes an **Incident Report** and gives it to the relevant Student Coordinator. *Incident Reports* must be completed in full and record the action (e.g. warning, isolation, lunch detention) taken by the teacher in dealing with the incident being reported. A separate *Incident Report* form should be used for each student involved in any incident.

Where serious discipline breaches are involved the *Incident Report* is to be given directly to the Assistant Principal Student Wellbeing with a request for immediate action.

As a result of an *Incident Report* being submitted a Student Coordinator may:

- interview and counsel the student
- contact parents
- involve the Aboriginal and Islander Education Worker (AIEW)
- involve the Home Liaison Officer (HLO)
- involve the Defence School Transition Mentor (DSTM)
- contact the School Based Police Officer
- impose a Yard Duty
- impose a Lunch Detention
- impose an After School Detention (with parental permission)
- put the student on a Lesson Report

Where necessary the Assistant Principal Student Welfare will:

- investigate claims
- organise conferencing sessions for offenders and victims
- advise and counsel individual staff members
- draft individual behaviour contracts for students
- liaise with the AIEW, DSTM, HLO, Health Promoting School Nurse, School Based Police Officer and/or appropriate personnel from NTDET's Student Services Branch
- secure services from Somerville Counselling and/or the YMCA Diversionary Team
- impose punishments up to and including internal suspension from class/es
- recommend to the Principal that a student be suspended from school.

NB: *Incident Reports* must meet the following NTDET guidelines: *It is not sufficient for the form or the letter to merely recite that the child has misbehaved or that his conduct has been unacceptable or that he has used obscene language or that he has been fighting. It is necessary to recite the actual facts of the matter including the time, place, words used and conduct with respect to the person or persons with whom the child has interacted.*

#### • **Counselling for Staff**

All staff members are encouraged to access the Assistant Principals and the Principal to discuss students, strategies, processes or any other issues. Information on professional counselling services (EASA) available to NTDET staff is also available from Assistant Principals and the Principal.

#### **Responsibilities of Parties**

##### • **Students**

All students are to observe the following **Student Code of Conduct**:

- I. Hats are to be removed before entering a classroom.
- II. Upon entering a classroom seat yourself in a chair and place the materials required for the lesson on your desk.
- III. Use **'please'** when you ask something of someone.
- IV. Use **'thank you'** when you receive something from someone.
- V. Put your hand up if you wish to ask or answer a question of your teacher.
- VI. Listen, and do not speak, when someone else in the class is speaking.
- VII. Do not harass, disturb or annoy any other person in the class.
- VIII. Respect and be considerate of other class members.
- IX. Complete all tasks set by your teacher to the best of your ability.

- X. If you have a concern about any aspect of a class/subject make an appointment to discuss this with your teacher.
- XI. Respect the school environment both inside and outside the classroom.
- XII. Do not bring banned items and/or substances to school.
- XIII. Ensure that you keep your Lunch and Recess area litter free.

**Students are also required to observe all school rules at all times.**

These rules include the following:

➤ *Attendance*

- ❖ Students are required to attend every class in which they are enrolled each day and if absent from school bring a note from a parent/guardian to explain the absence.
- ❖ If late for school, before going to class, students must sign the Late Book at the Front Office.
- ❖ Students must not leaving class during a lesson without a *Lesson Pass* or note from the teacher.
- ❖ Students must not leave the school grounds during school hours unless they are a senior student with a *Study Pass* or have permission from an Assistant Principal, or are a Junior student with the permission of an Assistant Principal (given only when parental permission or proof of an appointment has been provided) and have signed the *Student Sign Out Book* at the Front Office.

➤ *Banned items and substances*

For environmental, security, and/or health and safety reasons the following are not to be used at Katherine High School, during school functions and/or when travelling on school transport:

- ❖ mobile phones
- ❖ electrical/battery operated items
- ❖ aerosol spray cans
- ❖ chewing gum
- ❖ white out
- ❖ permanent markers
- ❖ steel rulers
- ❖ laser lights
- ❖ weapons of any description
- ❖ alcohol, tobacco or any other drugs (unless prescribed and required to be taken during school hours)

NB: The consumption of food and/or drinks in classrooms or inside school buildings is not permitted.

➤ *Dress Code*

Years 7 to 11 must wear full school uniform consisting of the school shirt and shorts with enclosed shoes. Clothing that is prohibited includes any that:

- ❖ is strapless or near-strapless
- ❖ has a plunging neckline
- ❖ reveals the midriff
- ❖ is inappropriately short
- ❖ is inappropriately tight fitting
- ❖ displays offensive words, pictures, motifs or messages
- ❖ open shoes or thongs

Failure to meet the dress code may result in a student being excluded from lessons and/or sent home to change.

➤ *Private Transport and Parking*

Students (with an appropriate driver's license) may drive cars/ride motorbikes to the school in the morning and from the school in the afternoon. Any other use of vehicles, including use at lunchtime, is not allowed without written permission being provided to the Student Coordinator (Years 11&12) from both a parent of the driver of the vehicle and a parent of any intended passenger.

Without exception students are to park cars and/or motorbikes in the car park beside and in front of the Gymnasium. The school accepts no responsibility for any damage to vehicles that occurs whilst they are parked on school premises.

Students must sign in providing the registration of their vehicle.

• **Teachers**

All staff members are required to be actively involved in enforcing school rules and in managing student discipline and wellbeing. All teachers are asked to adopt the principles of restorative justice and the behaviour management strategies of **Bill Rogers** whose basic tenet is that: *effective preparation significantly reduces the level of misbehaviour in the class.*

In addition to ensuring that effective preparation is made for each lesson teachers are asked to:

- Follow the **Explicit Teaching Methodology** promoted throughout the school.
- Remember that not all students learn in the same way and prepare lessons and activities with all students in mind.
- Establish class routines and stick with them so that entry and exit is orderly, rooms remain tidy and acceptable noise levels are maintained.
- Set a positive example to students by always being punctual to classes and organised with resources.
- Move around and remain in reasonable proximity to students and refrain from trying to run a class only from the front of the room.
- Give instructions, make sure they are understood, and move away - expect a student to do as you ask.
- Don't allow students to exploit toilet or drink breaks - where appropriate ask the student to wait a few minutes (set a work target for the interim if possible) and always complete details of student movement out of class on the *Student Movement Sheet* issued each Friday.
- NEVER humiliate a student - remembering that a student is an adolescent and is almost certainly sensitive to peer opinion.
- NEVER back a student into a corner – always try to provide options and allow him/her to choose a course of action and take responsibility for that choice.
- Always try to take a student to one side for a private talk rather than publicly air your concerns and/or opinions about his/her behaviour - remember you may not know of all the issues regarding a student.
- Smile and be positive.

Teachers should also refer to the **Best Practice Principles** identified in the *Elton Report* (1999) and attached as Appendix #2 to this document.

• **School Administration**

The School Administration is committed to providing assistance and support to all teachers by:

- providing and/or facilitating relevant professional development opportunities
- maintaining Student Coordinator positions with time allowance
- supporting the work of the Student Wellbeing Team
- keeping an open door policy with respect to all staff
- facilitating easy access to professional counselling services by staff as requested.

The Assistant Principal Student and Staff Wellbeing provides a series of professional development sessions each year to enable staff to learn about and/or to refresh their knowledge of Bill Rogers' strategies. Copies of Bill Rogers' texts and related videos and other behaviour management texts and videos are available to all staff for loan from the school Library. Professional development training workshops on Restorative Justice and other behaviour management strategies are also provided for staff members as required.

DRAFT

## APPENDIX #1 - Student Behaviour Levels

### Level 1

#### *Reasons for Being on Level*

Through your effort and application you have brought credit to yourself and the school.

You have gained recognition by already receiving a *Certificate of Merit* and now have 100 *Blue Vouchers*.

#### *Possible Consequences*

**Certificate of Excellence**

### Level 2

#### *Reasons for Being on Level*

You are hard working and cooperative and have made a positive contribution to your classes and/or the school in general.

Through your effort and application you have earned 50 *Blue Vouchers*.

#### *Possible Consequences*

**Certificate of Merit**

### Level 3

#### *Reasons for Being on Level*

You have been placed on this level to start at Katherine High School. You are generally cooperative, working well and respecting the rights of others.

OR

Your consistently good behaviour on Level 4 has been noted and you have been promoted. You have probably been scoring high marks on your *Blue Report Form*.

#### *Possible Consequences*

If you have been on Level 3 or above for a minimum of three months you are eligible to stand for election to the Senior or Junior Executive.

If you display any unacceptable behaviour in a class you may be placed on a **Pink Lesson Report**.

### Level 4

#### *Reasons for Being on Level*

Some or all of your teachers are concerned about your behaviour, and report that you are not cooperative in class and/or may be causing problems for others in class or around the school. For example you may be:

- failing to present your homework
- presenting unsatisfactory work
- bullying or harassing members of the school community
- speaking rudely to others
- continually late and/or truanting your classes
- interfering with the property of others.

OR

Your consistently good behaviour on Level 5 has been noted and you have been promoted. You have probably been scoring high marks on your *Orange Report Form*.

#### *Possible Consequences*

Your Student Coordinator will speak to you about your behaviour.

Your Home Group Teacher and your parents/guardians will be informed about your change in behaviour level.

You will be asked to reflect on your behaviour as you will have an opportunity to do something about the problem yourself.

You may be placed on a **Blue Report Form**.

You may be moved to Level 5 if your behaviour does not improve.

## Level 5

### *Reasons for Being on Level*

Some or all of your teachers are concerned about your poor and unacceptable behaviour and your behaviour has been serious enough to significantly interfere with the rights of others. For example you may have:

- caused significant disruption to a class
- interfered with and/or damaged property
- been using banned substances on the school grounds
- threatened another person
- encouraged others to disobey school rules

You may have been on Level 4 and continued to behave poorly.

OR

Your consistently good behaviour on Level 6 has been noted and you have been promoted. You have probably been scoring high marks on your *Red Report Form*.

### *Possible Consequences*

Your Student Coordinator will speak to you about your behaviour.

Your Home Group Teacher and your parents/guardians will be informed about your change in behaviour level.

You may be placed on an **Orange Report Form**.

You may lose one or more privileges and be banned from all sporting trips, excursions, performing arts activities and/or socials.

You may be moved to Level 6 if your behaviour does not improve.

## Level 6

### *Reasons for Being on Level*

You continue to ignore people who have been trying to help you and you need to reflect on your behaviour. You continue to demonstrate the same poor and unacceptable behaviour or worse in class and around the school. For example you may have:

- been violent towards others
- brought prohibited items to school (drugs, weapons etc)

OR

Your consistently improved behaviour on Level 7 has been noted and you have been promoted. You have probably been scoring high marks on your *Red Report Form*.

### *Possible Consequences*

The Assistant Principal Student Welfare will inform your Home Group Teacher and interview your parents/guardians.

You may be isolated from others.

You may lose one or more privileges and may be banned from sporting trips, excursions, performing arts activities and/or socials.

You may be suspended or placed on a **Red Report Form**.

## Level 7

### *Reasons for Being on Level*

You continue to show no respect for others or school rules and have made it clear that you DO NOT want to fit in. You have refused to take opportunities to improve your behaviour and thus failed to help yourself.

You may have committed one or more serious breaches of school rules.

### *Possible Consequences*

The Assistant Principal Student Welfare will inform your parents/guardians that you will be **suspended from school** subject to NTDEET regulations. The Principal may begin **exclusion proceedings**.

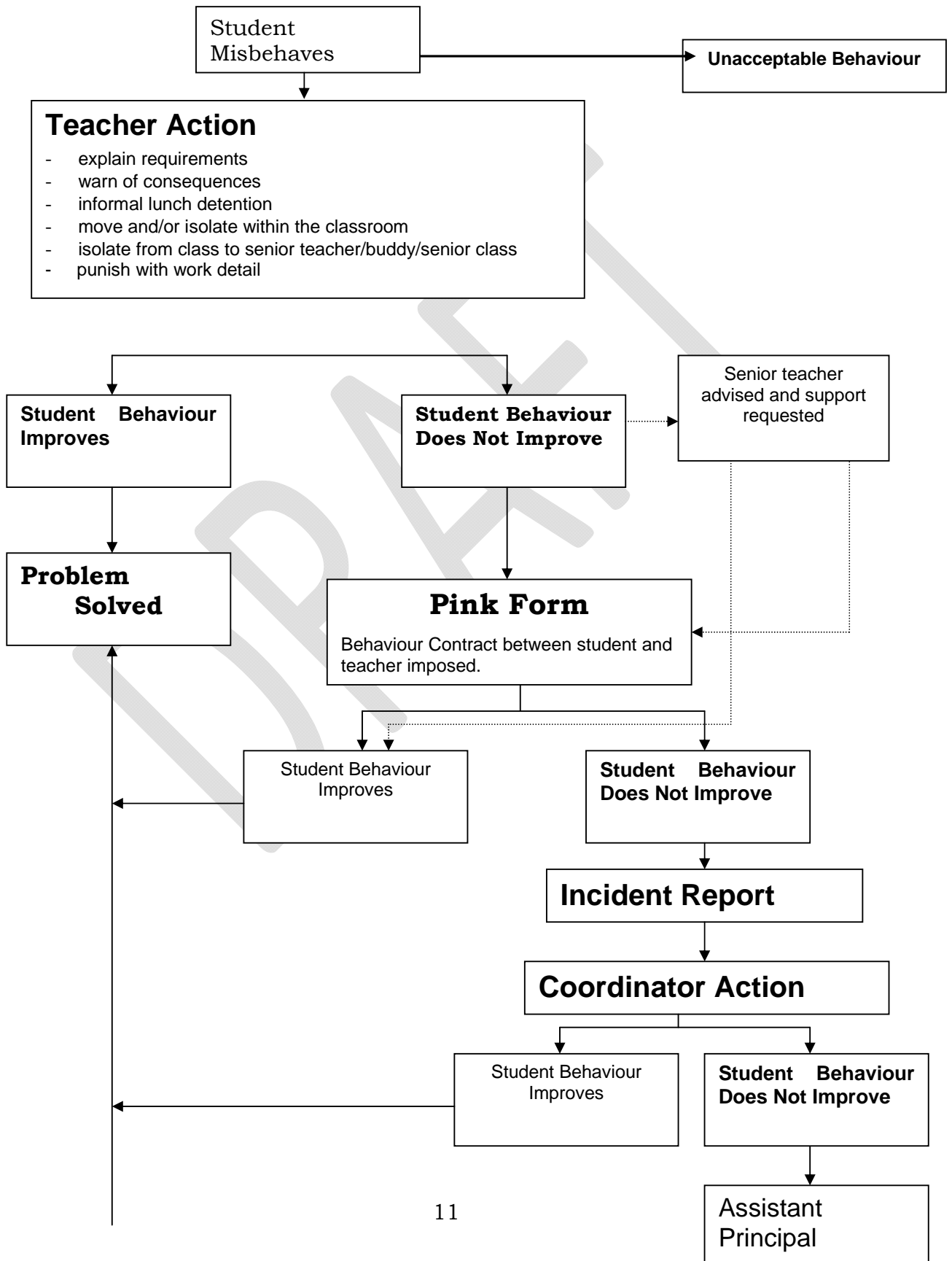
Any return must be negotiated and your behaviour will be monitored on a **Red Report Form**.

## **APPENDIX #2 - Best Practice Principles (Elton Report 1999)**

Educational research found that the most effective teachers utilised the following eight student management principles:

1. built relationships with their students
2. planned their lessons and classroom organisation for the particular group of students being taught
3. continually scanned their classes and watched the interactions of their students
4. were aware of how their behaviour appeared to students and ensured that they modelled the desirable behaviour
5. modelled expected courtesies
6. provided regular recognition and encouragement to their students
7. provided targeted intervention for students with problems (i.e. prioritised the concerns and approached their resolution in a systematic way)
8. provided follow up and feedback to students adhering to any promises or agreements made.

# STUDENT BEHAVIOUR MANAGEMENT



This policy was last ratified by School Council in....

**DRAFT**

DRAFT