





Red Cliffs Secondary College

Council Policy

Policy Title:		Behaviour Management	
Date Ratified by Council:		October 11th 2016	
Council President:	Philip Hand	Signature:	
Principal:	David Browne	Signature:	

Rationale

To ensure that the College community has a common understanding of behaviour management that promotes learning and a safe environment where students and staff can thrive.

Policy

1. Student Behaviour

The College actively seeks to engage with parents and the community to ensure a positive and inclusive school culture in which every student has the opportunity to succeed. The College works collaboratively with students and parents/ carers to establish fair and respectful behaviour policies and practices, based on the school's values, expected social competencies and positive peer relationships. There are also intervention strategies in place to address inappropriate behaviours which can negatively impact on the learning environment of the self and others. **See Appendix A for Statement in regard to bullying**

The College appreciates its diverse student and parent population, and has measures in place to ensure all students enjoy the same level of access to the school's curriculum and co-curricular programs. Our pastoral and mentoring programs (including peer support) are tailored to address students' personal and social learning at various stages of their secondary education. Our program for students with disabilities provides vital assistance and support to students in and out of the classroom. Student leadership capacity is fostered through the Student Representative Council, the house system, the role of the college captains and our peer support mentors.

Students receive added support in their learning through our community networks and the relationships we form with external training providers and employment agencies. We also have a dedicated careers officer who students can access.

Student wellbeing (social, emotional and cognitive engagement) is addressed in a number of ways. At risk students are supported by our Wellbeing Team which includes the DET Psychologist, Social worker, Speech Pathologist and Visiting Teacher. The Student Wellbeing Coordinator who is a trained social worker, the college Nurse and Chaplain. We also have a full time teacher who manages our school based Flexible Learning Program. External agencies such as local Youth Services, the Salvation Army, and Centrecare, DHHS MFC, Headspace and MASP work with students and families on a more targeted and individualised level.

When relationships break down between members of the school community, we use “Restorative Practices” to restore and rebuild these. Staged responses are implemented in addressing ongoing behavioural issues, and suspension from school is viewed as a last resort.

The school places an emphasis on 100% attendance, and has in place attendance targets in the AIP. We promote the belief that “Everyday Counts.” Attendance is monitored throughout the day, and student absences are followed up by our Year Level Co-ordinators and Sub school Managers.

The College values parent / carer input into its operations and curriculum offerings and seeks feedback through the Parent Opinion survey, and from parent representatives on School Council. The school encourages parents to contact the school if they have concerns or praise for the school. The school has regular parent teacher interviews and students receive written reports each term. The student portal gives parents on-line access to the work their child is doing and the progress they are making. A regular newsletter is produced to keep parents and carers aware of what is happening in the school.

2. Rights and Responsibilities:

It is the right of all members of the School community to experience a safe, pleasant and supportive learning and teaching environment. Staff, students and parents/ carers have a right to be treated with respect, and enjoy an environment free from bullying (including cyber bullying), harassment, violence, discrimination or intimidation.

Teachers also have the right to be informed, within privacy requirements, about matters relating to students that may impact on their teaching and learning for that student.

Students have a responsibility to contribute positively to the educational experience for themselves and other students, to participate fully in the school’s educational program, and to ensure that their behaviours demonstrate respect for themselves, their peers, their teachers and all other members of the school community.

Parents/ carers have a responsibility to take an active interest in their child’s educational progress, model and reinforce positive behaviours and ensure their child’s regular attendance. They have a responsibility to support the school in maintaining a safe and respectful learning environment for all students, and engage in regular and constructive communication with school staff regarding their child’s learning.

Teachers have a responsibility to demonstrate the standards set by the Victorian Institute of Teaching. That is, to know how students learn and how to teach them effectively, know the content they teach, know their students, plan and assess for effective learning, create and maintain safe and challenging learning environments, and use a range of strategies to engage students in effective learning. Teachers also have a responsibility to fairly, reasonably and consistently implement the Student Engagement Policy and Behaviour Management Policy.

All members have an obligation to ensure school property is appropriately used and maintained.

3. Shared expectations:

	Students	Parents/Carers	Principals/Teachers & Staff
Engagement (participation in the classroom and other school activities)	<p>Demonstrate</p> <ul style="list-style-type: none"> • <i>preparedness</i> to engage in and take full advantage of the school program • <i>effort</i> to do their very best • <i>self-discipline</i> to ensure a cooperative learning environment and model the school values • <i>team work</i> 	<ul style="list-style-type: none"> • Promote positive outcomes by valuing the importance of education and liaising with the school on their child's progress/needs • Support their child in their preparedness for the school day and in the provision of a supportive home environment • Monitor their child's school involvement and progress and communicate with the school when necessary • Are informed and supportive of school programs and actively participate in school events/parent groups 	<ul style="list-style-type: none"> • The school will comply with its duty of care obligations and have a responsibility to provide an educational environment that can effectively engage all students • The school will provide appropriate, relevant and challenging curriculum that gives students the opportunity to have input into their learning and experience success
Attendance	<p>All students are expected to:</p> <ul style="list-style-type: none"> • attend and be punctual for all timetabled classes every day that the school is open to students • be prepared to participate fully in lessons • bring a note from their parents/carers explaining an absence/lateness 	<p>Parents/Carers are expected to:</p> <ul style="list-style-type: none"> • ensure that enrolment details are correct • ensure their child attends regularly • advise the school as soon as possible when a child is absent • account for all student absences • keep family holidays within scheduled school holidays • support their child's learning during absences and work with the school to reintegrate students after prolonged absences 	<p>In accordance with DET procedures the school will:</p> <ul style="list-style-type: none"> • Proactively promote regular attendance • mark rolls accurately each lesson and follow up on absences • identify trends via data analysis • report attendance data in the school's Annual report • support students whose attendance is problematic by developing plans and working with families to implement individual strategies
Behaviour	<p>Students are expected to:</p> <ul style="list-style-type: none"> • take responsibility for their learning and have high expectations that they can learn • take responsibility for their behaviour and its impact on 	<p>Parents/Carers are expected to :</p> <ul style="list-style-type: none"> • have high expectations of their child's behaviour and an understanding of the school's behavioural expectations • communicate with the 	<p>The school will deliver an inclusive and comprehensive curriculum which promotes positive behaviours and emphasises the well being of every child focusing on pro-social behaviours in curriculum content</p>

	<p>others</p> <ul style="list-style-type: none"> • model the school's core values of diversity, achievement, responsibility and endeavour • comply with the school's Behaviour Management Policy and work with teachers and parents in developing strategies to improve outcomes 	<p>school in regards to their child's circumstances</p> <ul style="list-style-type: none"> • cooperate with the school by assisting in the development and enforcement of strategies to address individual needs 	<p>The school will employ whole school and classroom practices to establish a climate in which appropriate behaviour is the norm for all students and focus on the implementation of preventative and early intervention strategies to deal with attendance and behavioural issues</p> <p>The school will consistently apply its Behaviour Management Policy through a shared collegiate understanding and only exclude students in extreme circumstances.</p> <p>The school recognises that for some students additional support may be needed in the form of staged responses and is committed to working with families to reintegrate students after exclusion</p>
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See appendix B for Common classroom / school expectations.

4. School Action and Consequences

Corporal Punishment is prohibited in all Victorian schools. Corporal punishment must NOT be used at this school under any circumstances.

Student engagement, regular attendance and positive behaviours will be supported through relationship based whole-school classroom practices, including targeted and individualised support when required.

Whole school practices include:

- Establishing predictable, fair and democratic classrooms and school environments
- Ensuring student participation in the development of classroom and whole school expectations
- Providing personalised learning programs where appropriate for individual students
- Consistently acknowledging all students
- Empowering students by creating multiple opportunities to take responsibility and be involved in decision-making
- Providing physical environments conducive to positive behaviours and effective engagement in learning

Inappropriate behaviours, including irregular attendance, will be supported through a staged response, including:

- Understanding the student's background and needs
- Ensuring a clear understanding of expectations by both students and teachers
- Providing consistent school and classroom environments
- Scaffolding the student's learning program
- Engaging in "Restorative Practices"

Broader support strategies will include:

- Involving and supporting the parent/carer.
- Involving the Year Level Coordinator, Sub School Manager, Wellbeing Manager, Careers officer, the Special Programs Leading Teacher, Principal class and other professionals where appropriate
- Mentoring and/or counselling
- Convening student support group meetings
- Developing Individual Student engagement Plans
- Providing broader educational programs (Work Experience, camps)
- Involving community support agencies
- Contact with the Regional Office

We have a staged response when dealing with incidents of poor behaviour. **See appendix C Unacceptable Behaviours- Initial Level of Responsibility**

A student may be excluded from school in situations where all other measures have been implemented without success, or where an immediate suspension is the only appropriate course of action in response to the student's behaviour which may put the health, safety and well-being of other students, staff or themselves at significant risk. Consequences which may be used prior to suspension include:

- Withdrawal of privileges
- Use of behaviour and attendance sheets to monitor behaviour
- Withdrawal from class activities for a specified period. Where appropriate, parents/carers will be informed of such withdrawals
- Detention: teachers may require a student to complete school work or additional work or duties at recess or lunch break, or afterschool. No more than half the break time may be given to detention and afterschool detentions will not exceed forty-five minutes. Parents will be informed at least the day prior to the detention and in family circumstances where this would create undue hardship, the school may negotiate an alternative disciplinary measure with parents/carers.
- Convening of a school support group.

When considering suspension or expulsion, the College follows the DET's procedures in Student Engagement and Inclusion Guidance 2014

Appendix A

STATEMENT AGAINST BULLYING

Red Cliffs Secondary College will not tolerate bullying in any form. Bullying is treated as a serious breach of the Student Code of Conduct. Emphasis is placed on:

1. Respect for the rights of others.
2. Honesty and trust.
3. Common sense and courtesy.
4. Actively valuing diversity and promoting positive student interaction.

All students at Red Cliffs Secondary College have the right to feel safe in an environment where they are encouraged to maximise their potential talents, interests, ambitions and skills.

STEPS TO BE TAKEN

1. SELF MANAGEMENT

- Stay calm.
- Ignore it – use self talk, remember that bullies often have problems they disguise by bullying others.
- Walk away.
- Laugh it off.
- Identify a network of trusted adults or peers you can talk to about your problem.
- Seek support from your own network – remember it is OK to let someone know what is happening.

If this does not work - Persist

2. CONFRONT THE PERSON

- Speak to them one to one. Ask them why they are doing this.
- Take a friend with you.
- Stand up for yourself. Use statements like “I feel . . . when you . . .”
- Tell them that you don’t like what they are doing and you want it to stop.
- Tell them they are breaking the school rules and that there will be consequences for their behaviour.

If this does not work - Persist

3. SEEK HELP

- Go to a teacher, parent, Year Level Co-ordinator, Wellbeing Co-ordinator, Sub School Manager, Assistant Principal or another adult for help.
- Tell the adult everything.
- Decide upon a plan with the adult.
- Your plan of action may include speaking to the Year Level Co-ordinator, Wellbeing Co-ordinator, Sub School Manager or Assistant Principal.
- Persevere until you find an adult who will help you with your problem.

CONSEQUENCES

Any student found to be bullying another person may face a range of consequences. These range from detention to expulsion for severe repetitive offences. The College will deal very seriously with those who retaliate against someone for reporting incidents of bullying.

The specific types of consequence include:

- Parent notification and involvement
- Counselling
- Detention
- Suspension (in serious and repeated instances)
- Expulsion (in cases of aggravated and persistent harassment)

If you are aware of other students being bullied or harassed, encourage them to speak to a teacher, Year Level Co-ordinator, Sub School Manager, member of the wellbeing team or Assistant Principal.

WHAT WE DO TO PREVENT BULLYING AT RED CLIFFS SECONDARY COLLEGE

Staff will:

- be role models in word and action at all times;
- be observant of signs of distress or suspected instances of bullying;
- supervise all interior and exterior areas to reduce opportunities for bullying;
- report suspected incidents to the appropriate Year Level Co-ordinator, Student Sub School Manager or Assistant Principal;
- take steps to help the victim and address the situation with the bully without putting the victim at further risk;
- inform parents of the victim and bully, outlining procedures;
- facilitate restorative classroom conferences.

Students will:

- refuse to be involved in any bullying situation;
- report any incident or suspected incident and help to break the code of secrecy.
- respect the right of all students and recognise their differences;
- speak out and report incidents of bullying as it could ease a student's pain and prevent other students from being bullied.

Parents are encouraged to:

- watch for signs of distress in their student/s;
- advise their student/s to tell a staff member about the incident. Encourage the student/s to report and deal with the problem themselves as this empowers them to deal with the problem without parental involvement;
- inform the school if bullying is suspected and continuing;
- encourage their student/s not to retaliate;
- communicate to their student/s that parental involvement may be deemed necessary by the school to fully address the problem;
- attend interviews at the school if their student/s is involved in a bullying incident as a victim or perpetrator.

Appendix B

COMMON CLASS RULES AND ROUTINES FOLLOWED BY ALL CLASSES

Students are to:

- be on time for class and bring all required equipment and materials.
- behave in a courteous manner and respect the rights of others to learn.
- follow all instructions of staff members the first time they are given.
- take the College diary to all classes. If they wish to leave class, they must have a pass from the teacher.
- respect school and personal property. Leave all rooms clean and tidy.
- make sure the following items are not taken to class: food(including chewing gum), drink (except bottled water), iPods, phones and other prohibited items.
- make sure that their possessions and valuables are stored securely (using combination lock) in the lockers provided by the school and that school bags are not taken to class.

Class based rules and routines are developed by individual faculties and classroom teachers.

- Teachers will also develop rules and routines based on the requirements of their particular subjects and teaching spaces.
- These rules and routines will be clearly explained to the class when the subject is introduced.

Outside the class setting: To ensure the well being and security of students, these rules must be followed:

In the yard

- Students must not leave the College grounds without permission.
- Students must not be in out of bounds areas.
- Students must treat people and property with respect and not engage in any harmful or dangerous behaviour.
- Students must not use offensive language when speaking to people.
- Students must not meet visitors at school boundaries.
- All visitors must report to the front office.

In corridors

Students should move in the corridors and on the stairs in a safe and orderly manner. Noise is to be kept to an acceptable level.

- Students should wait outside classrooms in an orderly manner.
- Corridors are to be kept tidy. Bags and other personal property should be stored securely so that people can move safely through the corridors.
- Deliberate damage to College property, surrounds and lockers is unacceptable.

The canteen

- Canteen staff and canteen duty staff are to be treated with respect and courtesy. Their instructions must be followed.
- Students are to queue as directed.
- Litter is to be placed in bins.
- Students are not to loiter in the area asking for money from other students.

Unacceptable Behaviours - Initial Level of Responsibility

This is a guide – teachers must document classroom level incidents and their actions in dealing with the matter on the SMT00L. The move from teacher level to YLC will be if the incident continues to occur after the teacher has put in class based consequences which are documented on the SMT00L and there has been no improvement in behaviour .

Teacher	Transition Triggers	YLC	Transition Triggers	Sub School Manager	Transition Triggers	Assistant Principal	Principal	OTHER
<p>Disruption to class room learning, yelling, pen tapping, talking when others are talking. Not prepared for class Non completion of work Refusal to follow an instruction Technology misuse Phone / ipod misuse Teasing Entry into rooms without permission Vandalism in class Chewing in class Food and drink in class apart from water. Poor manners / disrespectful / negative aggressive body language Uniform – checking of passes Unsafe yard behaviour Unsafe locker/ corridor behaviour. Out of bounds Graffiti Offensive language in conversation Not doing DEAR properly</p>	<p>Exit from class to buddy. Ongoing repetition of behaviour despite teacher intervention Parent request.</p>	<p>Allegations of threats of physical harm / harassment Damage to other people's property including uniform Truancy /Absences from certain classes Exits from class and return to class meeting.</p>	<p>Ongoing repetition despite intervention of YLC. Extreme behaviours Matter requires external suspension. Parent request</p>	<p>Physical fighting/ Threats of physical harm / harassment Racial vilification Sexual harassment Theft Matters requiring suspension up to two days Management of in school suspensions. Truancy Smoking at school Significant bullying issues</p>	<p>Ongoing repetition despite intervention of sub school managers. Matter requires external extended suspension. Matter has been referred to the region. Parent request</p>	<p>Swearing directly at a staff member. Physical violence towards a staff member. Bus misbehaviour including misbehaviour at the bus shelter after school. Matters directed by region. Matters needing a suspension of more than two days. Matters involving weapons at school. Matters requiring a locker search. Drug matters other than tobacco Alcohol at school Matters involving students driving cars to school etc.</p>	<p>Expulsion Appeals on decisions by AP Matters directed by region.</p>	<p>Police will be called as required for Physical violence Threats Damage to property Theft Allegations of sexual assault Trespass Cyber bullying Phone bullying Use of well-being team and external agencies as needed and mandated</p>