

BEHAVIOUR MANAGEMENT GUIDE

2020



CRICOS NO: 01645K

*Woodcroft College is vibrant, innovative and inclusive.
It seeks to provide an excellent all-round education
in a Christian environment.*

School Philosophy

Woodcroft College is future-oriented, equipping students with the knowledge, attitudes and skills they need to gain worthwhile employment, be responsible global citizens, and model their lives on Christian values and beliefs.

The curriculum is diverse and broadly based.

It is centred on the intellectual, physical, emotional and spiritual needs of students.

It encourages them to:

- Pursue academic excellence, yet caters for individual differences in learning styles and abilities
- Strive in all areas of human endeavour from the subject-based disciplines to the arts, outdoor education, sports and leisure-time activities
- Become confident, active, resilient, self-reliant and successful lifelong learners
- Grow in faith through Religious and Values Education, corporate worship, and service to others in school, local community and international projects.

The curriculum, co-curriculum and pastoral care program have a global perspective, preparing students for citizenship in a democratic, multicultural society.

They are encouraged to:

- Be themselves, showing tolerance and respect for the rights of others
- Appreciate social, religious and cultural differences
- Grow in self-respect, taking responsibility for their own actions and conduct
- Become leaders, experienced in decision-making.



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Introduction

The existence of clear guidelines for the management of behaviour at Woodcroft College is essential to the creation of a harmonious community that maximises the opportunities for the students to study effectively and to socialise amicably. To maintain the tradition of caring for the individual student, members of staff aim to create an environment in which students feel safe, and are free to express themselves appropriately while involved in College activities. To this end, Woodcroft College will not accept behaviour which upsets the harmony and positive relationships promoted in our school community or which negatively reflects upon the good image of our school in the community.

Guide Objectives

The objectives of this guide are to provide a framework for staff, students and parents which:

- Encourages students to develop self discipline and a sense of self worth, to respect the rights and feelings of others, and to take responsibility for their own actions.
- Promotes positive outcomes from staff and students in academic and cocurricular pursuits.
- Ensures that students, staff and parents clearly understand the school's expectations of student behaviour.
- Establishes a set of principles for dealing with inappropriate student behaviour.
- Provides the opportunity for all students to achieve to their potential.

Guidelines

- A consistent approach by the whole school is required to maintain a positive influence in the school community. This includes teachers, non-teaching staff, students and parents.
- Support for staff will be available in order to develop and improve skills to encourage positive working relationships between staff, students and parents.
- Clearly defined action will be taken for inappropriate behaviour.
- Classroom rules or essential class agreements will be drawn up which are relevant to the different areas of the school.
- The rules and consequences of not working within the rules/agreements will be well known and accepted (see Appendix 1).
- Students will be encouraged to accept responsibility for their own behaviour.
- A non-confrontational approach will be adopted with the aim of helping the student to resolve a problem if it occurs.
- Encouraging appropriate behaviour will be preferred to managing misbehaviour.

Pastoral Care

The Pastoral Care system provides a pro-active approach that nurtures quality relationships at Woodcroft College which minimise the occurrence of inappropriate behaviour. In the school's daily and routine life, the ways in which people interact with one another are a significant determinant of each person's sense of self worth, belonging and well being.

The fostering of high quality relationships among teachers, students, parents and ancillary staff is a responsibility shared by everyone. Teachers in particular set the tone and establish the importance of Pastoral Care by their witness and example. They need to be known as caring, compassionate adults who take a real interest in the lives of their students. Similarly, students need to recognise their own potential for building acceptance, trust, esteem and friendships among their peers. Such recognition brings with it a responsibility to uphold and nurture these life-giving values and qualities.

Staff Responsibilities

Each member of the teaching staff has a responsibility to care for the welfare and discipline of the students in their classes. Teachers aim to create an environment in which students feel safe and free to express themselves appropriately within the community of the school. In the event of concern about a student's welfare or as a result of unacceptable behaviour, other members of staff may be consulted. These might include Heads of Year, Heads of Sub-School, School Counsellors and the Deputy Head.



Rights, Rules And Responsibilities

Rights

Students at this school have the following rights. The right to:

- **Move:** about the classroom and school in safety according to the rules.
- **Communicate:** to express themselves appropriately, share ideas and ask questions, or essential agreements.
- **Be treated fairly:** to be respected by others, to be treated equally, regardless of religious, physical, cultural, racial or sexual differences.
- **Be safe:** to be free from intimidation in school and classroom, to be safe and secure, and to have their property protected.
- **Know:** have their problems discussed rationally.
- **Learn:** without interference, to the best of their ability in a good working environment.

Rules

School Rules/Essential Agreements are the means whereby limits are set by the community so that our rights can be protected and responsibility and accountability can be practised. The Behaviour Management Plan attempts to incorporate the following key areas in establishing a positive working environment.

Communication

- It is expected that students will follow the instructions and directions of their teachers.
- It is expected that students will use appropriate language which allows everyone to work positively and cooperatively (swearing, hostile “put downs” and aggressive behaviour are unacceptable).
- It is expected that students will be courteous, considerate and cooperative at all times.
- It is expected that students will avoid disruptive behaviour (for example, noise inappropriate to the task) in class and in the school grounds.

Learning

- It is expected that students will bring the necessary equipment, books, and completed homework to class.
- It is expected that students will be prepared for classes and be on time.
- It is expected that if students are late they will make up lost time.
- It is expected that students will seek the teacher’s assistance in appropriate ways.

Movement

- It is expected that students will walk and not run in corridors and along walkways.
- It is expected that students will not ride bikes or skateboards around the school grounds.
- It is expected that students will not leave the school grounds without permission.
- It is expected that drivers will exercise due care when entering or leaving the school property.

Safety

- It is expected that students will not bring toys or games to school unless invited to by the classroom teacher for units of work.
- It is expected that students will not bring dangerous items to school such as real or imitation weapons, drugs or alcohol.
- It is expected that students will not consume drugs, drink alcohol, or smoke on school property.
- It is expected that students will tell a teacher if they are aware of any infectious disease that could be harmful to themselves or others, or of a health condition that requires special care or medication.

Settling Disputes

- It is expected that students will solve problems rationally, without recourse to violence, threats or abuse.
- It is expected that students will respect the rights and differences of others.
- It is expected that students will have the opportunity to present their side of the story to a teacher or school counsellor.

Care of the Environment

- It is expected that students will keep the school clean and tidy.
- It is expected that students will use the bins for litter.
- It is expected that school furniture and property will be cared for. Graffiti on desks, chairs or walls is unacceptable.
- It is expected that all students will take their share of the responsibility for yard duty and care of the school environment during the year.

Responsibilities

No one can enjoy rights without responsibilities. One person's right to learn, ask a question, or be treated with respect is enjoyed only when other members of the school community are behaving responsibly and fairly. It is important that responsibility is encouraged in all students.

Student Conduct Process

If a rule is not adhered to, the matter will be assessed and appropriate action taken. There are different levels in this process and the following people may be involved at different stages:

Junior School

1. Class Teacher
2. School Counsellor/Junior School Coordinator
3. Head of the Junior School
4. Deputy Head/Head

Middle and Senior Schools

1. Tutor Teacher
2. School Counsellor
3. Head of Year
4. Head of Sub School
5. Deputy Head/Head

Behaviour Management in the Junior School

In the Middle and Senior Schools, each student is allocated to a Tutor Group. In the Junior School, classes are allocated to a homeroom where, in most cases, they take their different lessons. The Tutor Teacher is the primary carer for students in their group. Tutors report to the Head of Year. Each Head of Year is responsible to the Head of School who is in turn responsible to the Head. The School Counsellors play an important role in the pastoral process and provide advice and support to students, parents and teachers.

The School environment should be a safe and happy place where all children play and learn co-operatively and respect the rights of other people, all property and the environment. For this to happen it is expected that:

Teachers will:

- Model appropriate behaviour.
- Acknowledge and promote positive behaviour and apply the behaviour code in a consistent, fair and just manner.

Students will:

- Learn and understand the behaviour code and operate within its parameters.
- Recognise and accept that there are consequences for inappropriate behaviour.

Behaviour Management in the Classroom

- Each class to have an agreed set of rules clearly visible and understood by all
- An example of classroom rules/agreements
- Respect other people
- Respect all property (take care of property at all times)
- Raise your hand to speak
- One person speaks at a time
- Work and behave cooperatively at all times
- Work at a suitable noise level
- Behave in a safe manner

Consequences for breaking a rule may include:

1. A reminder
2. A warning
3. One minute with head down or time out in room
4. 5 minutes time out in classroom R-2, 10 minutes for Years 3-5
5. 10 minutes withdrawal to another classroom or withdrawal from an activity for R-2, 20 minutes for Years 3-5
6. Time out with Head of School or withdrawal to office (this will be recorded on student's behaviour card)
7. Half an hour for R-2. One hour for Years 3-5
8. A contract to return to class. Parents will be notified through a diary note that they are to sign before the following school day. For repeated incidents within a certain period of time (as determined by College Staff), parents will be interviewed
9. Suspension of student either internally or externally. Parents will be notified in writing and interviewed
10. A contract to return to class
11. Exclusion from the school

Note: *In the case of violence, arguing with the teacher or socially unacceptable behaviour, go straight to step 5, 6, 7 or 8, depending on how serious the student's behaviour has been.*

Behaviour Management in the Playground

The school playground should be a safe and happy place where all children can have equal opportunity to use the grounds, equipment and playtime resources. Inappropriate behaviour increase stress and leads to an increased potential for injury.

In the playground a student is expected to:

- Play safely
- Do as he or she is asked by adults in charge
- Stay in the correct areas and within the school grounds, unless he or she has written and signed permission to leave
- Move around the school safely
- Dress in accordance with the school uniform requirements and wear the recommended school hat during sports lessons, and at recess and lunch times
- Be friendly and courteous to all people. Use appropriate and courteous language at all times
- Use communication skills to try and solve problems
- Recognise the rights of others to share in an environment which is safe, secure and free of harassment

In the event of inappropriate behaviours the teacher will take action as stated below:

Level 1: Minor Infringements

1. Stop the behaviour
2. Explain the rules
3. Separate the children involved
4. Counsel the children about their behaviour

Level 2: A Definite Infringement of School Rules

1. The student is issued with a yellow Time-Out Ticket
2. He/she then needs to report to the Time-Out Duty Teacher in the Time-Out Room - students spend 10 minutes in the Time-Out Room
3. Offences are recorded on each student's individual Behaviour Card
4. Three time-outs within 5 consecutive school days require the student to go to the Junior School Office for a half day suspension

Level 3: Major Infringements of School Rules. This may include aggressive or dangerous behaviour

1. The student is withdrawn from the playground for half to 1 hour in total. It may be necessary for the student to return the following day to complete the amount of time required.
2. Details of the incident and behaviour of individual concerned are to be documented and parents notified.

Level 4: Seriously Aggressive or Dangerous Behaviour

1. The student is withdrawn to the Junior School Office and the parents contacted immediately
2. Details of the incident and the behaviour are recorded
3. The student may be suspended from the school. It may be necessary to have the School Counsellor or other outside agencies involved to support the student's return to school
4. The student may be excluded from the school

Note: *All children requiring adult help during playtime should go to the Yard Duty Teacher first. "Do as you are asked by an adult in charge" is a school rule/school essential agreement. Any student who disobeys the request of a teacher faces consequences.*

Behaviour Management in the Middle and Senior Schools

Level 1: Subject Teacher/Tutor

The subject teacher addresses the inappropriate behaviour with the student. It is important that the subject teacher take careful note of any special need of students, as communicated by a specialist teacher (e.g. Student Services) or Student Counsellor. This will have been facilitated by the Tutor informing the teacher of any special behaviour issues.

Level 1 breaches include:

- Uniform discrepancies – jewellery, make-up and personal grooming
- Lateness to class/school
- Littering
- Talking in class inappropriately
- Distracting others from working
- Lack of equipment or readiness for lessons
- Inappropriate use of ICT/mobile phone during school time
- Misuse of property
- Not having or using the daily diary appropriately
- Minor harassment or other unwelcome behaviour

Possible consequences include:

- A warning
- A personal apology, verbal or written
- Yard duty with the teacher
- Withdrawal: in the school grounds/within class/from school camps and excursions.
Students who misbehave are not to be left unsupervised: they should be in the teacher's sight
- The student being placed in another class
- Lunchtime detention

Teachers on Yard Duty

If possible, the teacher should address the inappropriate behaviour with the student on the spot.

Possible consequences include:

- A warning
- Yard duty with the teacher
- Lunchtime detention
- Thursday afternoon detention

Level 2: Subject Teacher/Tutor

The subject teacher/tutor addresses the inappropriate behaviour with the student.

Level 2 breaches include:

- Constant breach of Level 1 offences
- Chewing Gum
- Being truant
- Minor physical harassment
- Disobedience (failing to obey a direct and reasonable instruction)
- Being in an out of bounds area
- Verbal harassment
- Discrimination
- Misuse of College property
- Uniform discrepancies
- Swearing or inappropriate language
- Inappropriate use of ICT/phones during school time

Possible consequences include:

- Parent contact (let the Head of Year know beforehand)
- Referral to the Student Counsellor
- Thursday after school detention
- Internal Suspension
- Referral to Head of Year

Thursday After School Detention

A student may be put on a Thursday after school detention for infringements of College rules. His/her name should be recorded in the BMS system. Parents must have at least twenty four hours notice of detention. Detentions run from 3.15 pm until 4.00 pm. Students need to report to the Student Administration. Students complete a series of questions as guided by Heads of School and/or participate in silent reading. If a student receives more than three detentions, he/she may be required to attend an interview with his/her Head of Year or Head of School.

Internal Suspensions

Students are withdrawn from class and work in the Head of Year's Office or Student Administration Office.

Level 3: Head of Year/Student Counsellor/Head of School/Deputy Head/Head

The Head of Year/Head of School addresses the inappropriate behaviour with the student.

Level 3 breaches include:

- Persistent breaching of Level 2 offences
- Possession of illegal items e.g. knives, drugs or firearms
- Serious and intentional physical assault
- Threatening a member of staff
- Smoking
- Fighting
- Possession and/or use of alcohol and illegal substances
- Sexual harassment
- Theft
- Use of social media which threatens the security, health or well-being of a student or staff member

Possible consequences include:

- Suspension
- Contract
- Withdrawn Enrolment/Expulsion

External Suspension

A student is withdrawn from the College for a specified period as determined by the Head of Sub School. On return the student should meet with either the Counsellor, Head of Year or Head of Sub-School as deemed appropriate.

Withdrawn Enrolment

A student's enrolment is withdrawn from the College.

Note: *When a student's behaviour warrants it, and after consultation between Head and Head of Sub School, the student may be suspended from the College for up to three days or expelled. The essence of the school's behaviour management practice is that classroom discipline is the responsibility of the supervising teacher. Beyond that, and for serious breaches of the rules, it is the responsibility of the Head of Year and the Head of School. The Head is responsible in cases where the student's expulsion from the College is being considered.*

Behaviour Management Notices

Staff in Middle and Senior Schools have a pad of Behaviour Management Notices which they should carry with them to class and tutor groups.

They are to be used in conjunction with the school's Behaviour Management Plan. The distribution of the notices is important:

- For Years 6 to 10, the original notice should be stapled to the student's diary along the side of the perforated slip. The teacher should give the green copy to the student's tutor, and the yellow copy to the appropriate Head of Year for recording and filing.
- For Years 11 and 12, students will receive their Behaviour Management Notice via email.

	Woodcroft College	
BEHAVIOUR MANAGEMENT NOTICE		
Student: Subject:		
Teacher: Tutor Group: Date:		
<input type="checkbox"/> Unacceptable Uniform	<input type="checkbox"/> Non submission of work	
<input type="checkbox"/> Student Diary Concern	<input type="checkbox"/> Work not completed	
<input type="checkbox"/> Tutor Group / Lesson non-attendance	<input type="checkbox"/> Unacceptable Behaviour	
Consequence	Date	Details, if applicable
<input type="checkbox"/> Catch-up class	
<input type="checkbox"/> Lunch detention	
<input type="checkbox"/> After school detention	
<input type="checkbox"/> Internal suspension	
Enter information/booking onto system (YLM Assistant can advise)		
White sheet stapled in student diary. Parent/Caregiver signature required.		
Green sheet forwarded to Tutor. Yellow Sheet forwarded to Year Level Manager.		
Parent / Caregiver signature:		Date:

Fair Procedure

Students facing disciplinary action are entitled to natural justice. This means giving them the opportunity to prepare a reply to allegations/charges about their behaviour and, in serious cases, to take advice from a parent before responding to those allegations/charges. In serious cases, the parents should attend interviews with the child.

Possible Actions

Community Conferencing

This is a process that may be used to bring affected parties together to:

- explore the harm to all those affected;
- decide what needs to be done to repair the damage; and
- minimise the chance of the incident happening again.

Involving Police

The involvement of police could include situations of:

- assault;
- possession or distribution of drugs;
- carrying weapons or theft;
- behaviour that seriously threatens security, health or well-being of any person; and
- behaviour of inappropriate or illegal visual imagery.

Normally police interviews with a student should not be conducted at school. If a situation arises where such an interview must occur, the student's parents should be invited to attend or the Heads of School or Deputy Head should represent them.

Issues relating to searching students and/or their property

Such searches, approved by the Head of Sub School, should be restricted to situations where theft, or the possession of dangerous/illegal substances/weapons, is suspected.

Searches should be carried out privately, discreetly and respectfully in the presence of a witness.



Contracts

A contract (behaviour or work) is a work plan or agreement between staff, parents and students to enable an effective use of time at school. It also enables the student to focus on aspects of behaviour and work ethics, with full support of staff, to enable a successful learning outcome. When developing contracts with students, it is important to balance the short and long term aspects of behaviour and task performance. We should help the student to be task specific and to set achievable targets. Students are required to work within the school rules. The emphasis is on present and future behaviour.

The contracts deal with the following:

- what are you currently doing (about behaviour, work attendance)?;
- what rights, rules/responsibilities are affected?;
- what should you be doing?; and
- how can we help?

The contract can be informal or formal (written with the student) depending on the seriousness of the disruptive behaviour and its frequency. Parents and guardians should be encouraged to be involved as is necessary and appropriate. We want to be able to support students in taking responsibility for their own behaviour whether by a simple contract or a behaviour-change contract.

One way to express it may be set out as follows:

1. The behaviour I agree to change (be specific);
2. How I intend to do it (be specific.); and
3. How the teacher/school will help me to do it.

Contracts requiring staff input (i.e. written comment) will be submitted daily to the Head of Year. A copy is to be taken home to be signed by the parent or guardian. The signed copy is to be returned by the following day. Contracts will be reviewed regularly.

Review and Evaluation

Rights	Responsibilities	Rules	Routines
To Learn	To contribute positively to an excellent learning environment.	Be punctual, attend all classes and obey the teacher.	Take the correct materials and diary to every lesson.
To courtesy and respect.	To treat others with courtesy, respect and dignity.	Use good manners at all times.	Enter and leave in a quiet and orderly manner.
To a clean and pleasant environment.	To keep the furniture, buildings and grounds clean and tidy.	Always place rubbish in the bins provided.	Tidy and clean the area before leaving.
To feel safe.	To care for each other.	Think of others before saying or doing anything.	Greet teachers and students in a friendly way.
To feel proud of the school	To uphold the good name of the school.	Wear the appropriate uniform correctly.	Behave as a caring and responsible person at all times.



Bullying and Harassment Policies - Junior School

The following documents outline the bullying and harassment procedures and strategies that students and parents can use in situations of bullying and/or harassment.

What is harassment?

Harassment occurs when someone's behaviour makes you feel:

- offended and angry;
- scared or frightened;
- uncomfortable;
- embarrassed; and/or
- insulted or 'put down'.

It may happen in the classroom or in the yard, or even on the way home from school.

Some kinds of harassment are:

- bullying;
- cyber bullying;
- teasing;
- picking on others because of their race or gender;
- name calling, put-downs, excluding others because of their race, gender (sex) or disability;
- spreading rumours about others; and/or
- others are saying or doing rude things to you.

If this makes you feel:

- frightened;
- hurt;
- uncomfortable;
- embarrassed;
- miserable;
- spreading rumours about others; and/or
- angry.

Then you should tell someone about it.

If you are being harassed you can use any of these options:

- walk away;
- ignore it;
- go to a safe area, e.g. the Library;
- take it to a class meeting;
- say, "Stop it, I don't like it";
- talk about it with your friends;
- see the School Counsellor;
- tell your Class Teacher or any Teacher at the College;
- tell your Mum or Dad; and/or
- write a letter to the Head of the Junior School.

When you tell someone about your problem, he/she will:

- listen to you;
- keep what you tell them private; and
- talk to you about what can be done.

Harassment of any sort should NOT happen.

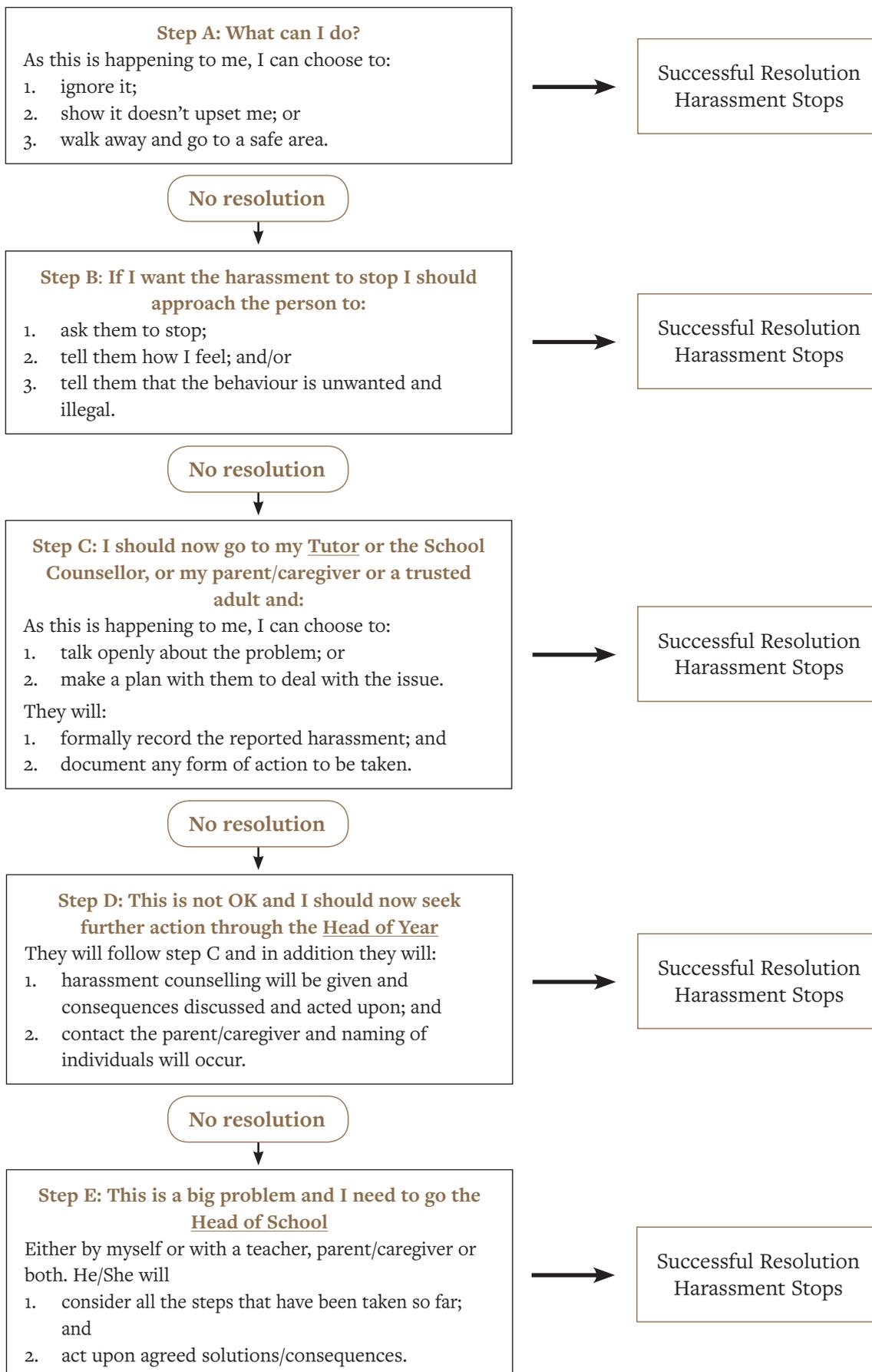
This is a Christian school. As Christians, we should be:

- courteous to others;
- caring towards others;
- cooperative with those around us; and
- considerate of others at all times.

All students of Woodcroft College are important. We need to feel good about ourselves so we can learn and be happy at school. Feeling good about yourself helps you to study and it improves your chances of success at school.



Woodcroft College Bullying / Harassment Grievance Procedures - Middle/Senior Schools



Lines of Communication at Woodcroft College

Behavioural Issues

Tutor ↔ Subject Teacher ↔ Relevant Head of Year

Personal Issues

Tutor ↔ Subject Teacher ↔ Director of Student Services /
Relevant Head of Year

Academic Issues

Subject Teacher ↔ Faculty Manager

Subject Counselling involves:

1. Information meeting for parent and students
2. Information gathering from academic staff
3. Individual counselling with Subject/Career Counsellor
4. Choice with parents consent (signature)
5. Subject changes with consent of parents in writing

Career Counselling involves:

1. Vocational Interest Questionnaire (Year 10)
2. Career Education (Year 10)
3. Work Experience and Vocational Education & Training (Year 11)
4. Tertiary Information Week (Year 12)
5. SATAC Counselling (Year 12)
6. Vacation Counselling (January)





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