



St George Girls High School

BEHAVIOUR  
MANAGEMENT  
POLICY

2018

*St George Girls High School creates a supportive and inclusive environment where gifted and talented students are encouraged to explore their potential and achieve their personal best in all aspects of school life. Students are challenged and engaged through authentic learning opportunities that inspire them to develop creativity, confidence and resilience to become resourceful and ethical life-long learners.*

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## Introduction to the St George Girls High School Behaviour Management Policy and Structure

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The Student Behaviour Management Policy and structure is designed to ensure that the core behavioural expectations and processes are clearly communicated and implemented consistently across the school. This document has been created to support staff, students and parents understand the way that inappropriate behaviour is managed across this learning community.

### Core Expectations

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At St George Girls High School every student is expected to demonstrate the following in all of their actions;

- **Respect for self**
- **Respect for others**
- **Respect for property**
- **Respect for the school and broader community**

The aim of this policy is to constructively and positively address individual student behaviour in ways that highlight the need for both **support** and **repair** through a restorative approach. Restorative practice places individual responsibility for inappropriate behaviour in the immediate context of relationships within the school community. Whether those relationships be with peers, staff or the broader school community, it is important to restore relationships in ways that demonstrate mutual respect with the aim of making a long-term difference. Support is offered through the various structures within the school (which include faculties and Head Teachers, the Wellbeing team, the Learning and Support team, the School Counsellor and the Senior Executive) to assist students take responsibility for their own behaviour.

The restorative practice model seeks to develop strong relationships based on mutual respect and to restore a sense of belonging to the school community. Disciplinary consequences therefore centre on **'working WITH'** students making them accountable in an active way, rather than simply **'doing TO'** students by handing out punishment. Restorative processes solicit feelings from teachers, parents, school staff and other students so that a student can understand the impact of their behaviour. Students must also help to repair the relationship and to take responsibility for the true consequences of their actions.

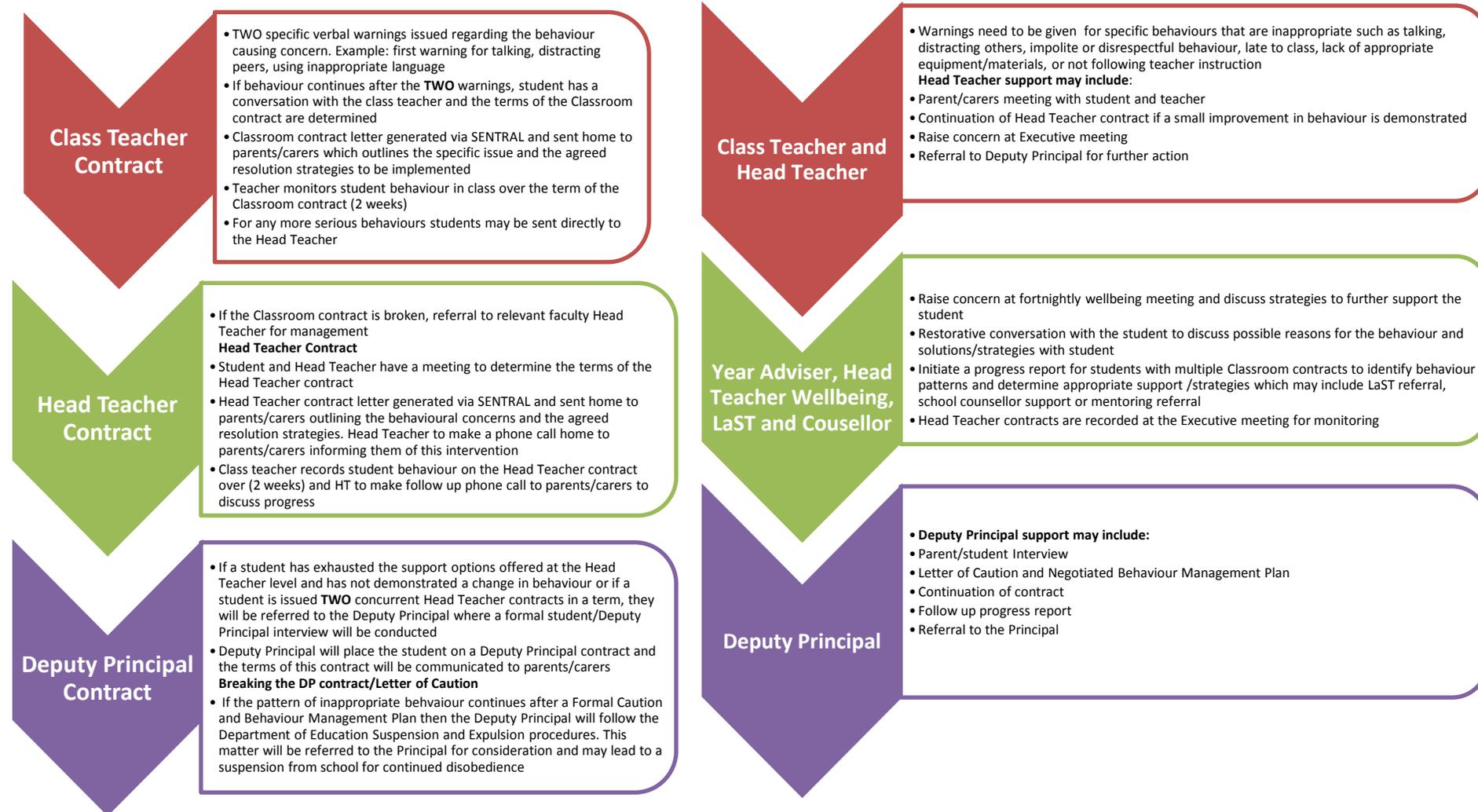


## STUDENT BEHAVIOUR MANAGEMENT FRAMEWORK

### STRUCTURE TO MANAGE INAPPROPRIATE BEHAVIOUR IN CLASS

### INTERVENTION/SUPPORT AT SCHOOL

Class teachers will use a range of individual behaviour management strategies to address inappropriate behaviour prior to the implementation of the procedures outlined below. These may include a phone call home, a letter of concern or an informal interview with the student.



When an incident occurs in the playground or at year meetings, the student is referred to the Head Teacher on Duty. For serious breaches of discipline, students may be referred directly to a Head Teacher or a Deputy Principal for appropriate disciplinary action.



## STUDENT BEHAVIOUR MANAGEMENT FRAMEWORK

### STRUCTURE TO MANAGE STUDENT LATENESS TO CLASS AND SCHOOL

#### Class Teacher Contract

- **TWO** specific warnings issued regarding lateness to class. This is monitored and recorded by the class teacher. If the pattern continues after the explicit warnings, the student is placed on a Classroom contract. The class teacher and the student has a conversation to determine the terms of the Classroom contract
- Classroom contract letter generated via SENTRAL and sent home to parents/carers which outlines the specific issue and the agreed resolution strategies to be implemented
- Teacher monitors student lateness to class over the term of the Classroom contract (usually 2 weeks)

#### Head Teacher Contract

- If the Classroom contract is broken, referral to the relevant faculty Head Teacher for intervention
- **Head Teacher Contract**
- Student and Head Teacher have a discussion to determine the terms of the Head Teacher contract
- Head Teacher contract letter generated via SENTRAL and sent to parents/carers outlining the concern and the agreed resolution strategies. Head Teacher to make a phone call home to parents/carers informing them of this intervention
- Class teacher monitors student lateness to class whilst on the Head Teacher contract usually (2 weeks) and Head Teacher to make follow up phone call to parents/carers to discuss progress.
- Head Teacher contracts are recorded at the Executive meeting for monitoring

#### Deputy Principal Contract

- If a student has exhausted the support options offered at the Head Teacher level and continues to arrive late to class or if a student is issued **TWO** concurrent Head Teacher contracts in a term, they will be referred to the Deputy Principal where a formal student/Deputy interview will be conducted.
- **The Deputy Principal may:**
- Interview the student to discuss their persistent lateness to class
- Contact parents/carers to raise concerns regarding repeated lateness to class
- Develop an attendance monitoring plan
- Place the student on a Deputy Principal contract
- Issue a Letter of Caution and develop a Behaviour Management Plan undertaken for 10 school weeks
- Initiate a follow up progress report and have a parent/carer meeting
- **LATE TO SCHOOL-** The Deputy Principal will be informed of students who continually arrive late to school through the wellbeing structures in place. The most appropriate option/s from the list above will be implemented to address this behaviour
- **Breaking the DP contract/Letter of Caution**
- If the pattern of lateness, either to class or school, continues after a Formal Caution and a current Behaviour Management Plan, then the Deputy Principal will follow the Department of Education Suspension and Expulsion procedures. This matter will be referred to the Principal for consideration and a short suspension for continued disobedience may be imposed

### ADDITIONAL WELLBEING SUPPORT

- Year Adviser and Head Teacher Wellbeing reviews the unexplained absences list from SENTRAL during fortnightly wellbeing meeting and has a targeted discussion/conversation with students of concern
- Year Adviser and Deputy Principal discuss any students of concern at fortnightly meeting to determine appropriate support/strategies to improve student attendance and engagement with learning

#### Additional Wellbeing Support may include:

- Initiate a progress report for students with regular unexplained late to school data entries to confirm pattern and compile feedback from teachers to determine impact on the student learning/progress
- A parent/carer meeting may be convened to discuss concerns and implement additional strategies to improve attendance
- Referral to the HSLO, School Counsellor or LaST for additional support and mentoring



## STUDENT BEHAVIOUR MANAGEMENT FRAMEWORK

### STRUCTURE TO MANAGE STUDENT TRUANCY (Partial Absence)

#### Class Teacher

- For any identified instance of partial truancy the classroom teacher will:
- Fill in a truancy slip and send it to the Administration office for investigation
- If the truancy is confirmed, generate a partial absence letter via SENTRAL to be sent home to parents/carers
- Have a discussion with student as soon as practical (ideally the next lesson) to determine the reasons for the truancy
- Notify the Head Teacher of any truancy and this is recorded at the next Executive Meeting
- Issue a Classroom contract if a further instance of truancy is identified in that class
- Monitor student attendance in class while on a Classroom contract (2 weeks)
- N.B: should the Classroom contract be breached refer to the Head Teacher and continue to monitor while on a Head Teacher contract

#### Head Teacher

- For instances of continued truancy while on a Classroom contract, the Head Teacher will:
- Place the student on a Head Teacher contract, have a discussion with the student and make a phone call to parents/carers to discuss concern and the details of the Head Teacher contract
- Monitor the pattern of attendance in consultation with the classroom teacher
- Make a follow up phone call to parents/carers to discuss the outcome/progress of student attendance and application whilst on the Head Teacher contract
- Record at the Executive Meeting the student(s) that have been placed on a Head Teacher contract for repeated truancy. Should the Head Teacher contract be breached, the Head Teacher informs the Deputy Principal for further disciplinary action
- NB: For students in Years 10, 11 & 12 – N Determination Course Warning letters can be issued for not meeting some or all of the course outcomes/ not applying diligence and sustained effort in the course. The N Award school procedures will be followed concurrently to the disciplinary consequences

#### Deputy Principal

- For a breach of a Head Teacher contract for truancy, or if a student is placed on **TWO** Head Teacher contracts in one term, the Deputy Principal may:
- Interview the student to discuss their persistent pattern of truancy
- Conduct a formal interview with parents/carers
- Develop an attendance monitoring plan
- Place student on a Deputy Principal contract
- Issue a Letter of Caution and develop a Behaviour Management Plan
- Enable a follow up progress report and organise a parent/carer meeting
- N.B. If a student is located off school grounds without permission, they will be sent directly to the Deputy Principal responsible for that year group
- Persistent truancy may be referred to the Home School Liaison Officer (HSLO). A parent meeting will then be scheduled to discuss strategies to improve attendance, the legal ramifications of non-attendance and a formal attendance plan developed and monitored by the HSLO

### ADDITIONAL WELLBEING SUPPORT

- Year Adviser and Head Teacher Wellbeing reviews truancy list from SENTRAL at the fortnightly wellbeing meetings and has a targeted conversation/ discussion with students of concern to identify if there are any wellbeing concerns that may be impacting on their attendance patterns.
- Year Adviser and Deputy Principal discuss any students of concern at fortnightly meeting to determine appropriate support/strategies to improve attendance and engagement with learning if the previous wellbeing team interventions/conversations have not resulted in a change in the pattern of behaviour.

#### Additional Wellbeing support may include:

- Initiate a progress report to receive feedback from class teachers about the students with numerous truanancies identified to confirm pattern and assess the impact on student learning
- A parent/carer meeting may be convened to discuss concerns and implement additional strategies to improve attendance
- Referral to the school counsellor or LaST for additional support and mentoring
- HSLO referral made

# STUDENT BEHAVIOUR MANAGEMENT FRAMEWORK



## STRUCTURE TO MANAGE UNIFORM BREACHES

### Class Teacher and Administration Staff

- Any student who arrives to school out of uniform must present to the front office to obtain a uniform slip from the SENTRAL kiosk at the start of the school day. Students are required to provide a note from parents/carers explaining the reasons for being out of uniform on the day
- During the Period 1 administration time class teachers record in SENTRAL PXP if a student is out of uniform for that day. They ask the student to present their uniform pass to ensure they have obtained one from the SENTRAL kiosk in the morning. All Class teachers are required to monitor students out of uniform over the day and they can check in SENTRAL PXP to ensure that the student has been recorded as out of uniform during period 1
- If a student arrives to class out of uniform and has not been recorded as being out of uniform in SENTRAL PXP in period 1, they must send the student directly to the front office to be entered into SENTRAL and issued with a uniform slip from the SENTRAL Kiosk
- Uniform letters will be generated by Administration staff every 2 weeks to students who have been issued with 3 uniform passes in that period

### Deputy Principal

- Monitor and sign the uniform letters generated every 2 weeks for the students in the year groups they are responsible for. Identify repeat offenders and any patterns of uniform breaches apparent
- **The Deputy Principal may:**
- Interview the student to discuss and identify the reasons for their persistent uniform breaches
- Contact parent/carers to discuss concerns regarding repeated uniform breaches
- Place the student on a Deputy Principal contract
- Issue a Letter of Caution and develop a Behaviour Management Plan undertaken for 10 school weeks
- Initiate a follow up progress report and organise a parent/carer meeting
- **Breaking the DP contract/Letter of Caution**
- If the student continues to attend school without the correct uniform after receiving a Formal Caution and a current Behaviour Management Plan, the Deputy Principal will follow the Department of Education Suspension and Expulsion procedures. This matter will be referred to the Principal for consideration and may lead to a suspension from school for continued disobedience



## STUDENT BEHAVIOUR MANAGEMENT FRAMEWORK

### EXAMPLES OF BEHAVIOURS THAT ARE DEALT WITH AT EACH CONTRACT LEVEL

#### Class Teacher Contract

- Talking in class
- Distracting others
- Late to class
- Not following teacher instructions
- Defiance
- Truancy
- Repeated instances of non-completion of Homework/classwork
- Use of inappropriate language
- Using technology devices inappropriately during class
- Not bringing appropriate materials/equipment/uniform to participate in class
- Low level observed bullying in class

#### Head Teacher Contract

- Breaking the terms of a Classroom contract
- Destruction of faculty resources/equipment
- Dangerous behaviour in class
- Displaying inappropriate language
- Disrespectful behaviour towards a teacher
- Repeated instances of low/moderate observed bullying behaviours
- Repeated instances of Truancy

#### Deputy Principal Contract

- If placed on **TWO** concurrent Head Teacher contracts
- Continued pattern of disobedience and/or defiance
- Aggressive behaviour towards staff, students and community
- Regular pattern of truancy across a number of subjects and repeated instances of leaving school grounds without permission
- Repeated instances of lateness to class and /or school
- Regular uniform breaches
- Anti-social behaviour-e.g. graffiti and use of tobacco
- High level examples of bullying or repeated instances of low/moderate bullying



## The Restorative Questions

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When a behaviour situation arises, the following restorative questions are useful to facilitate the discussion to negotiate the terms of the behavior contract between the teacher and the student.

### Restorative Questions:

- What happened?
- What were you thinking at the time?
- What have you thought about since?
- Who has been affected by what you have done?
- In what way(s) have they been affected?
- What are you going to do to modify your behaviour in order to resolve the issue?

In some instances, the behaviour of one student can affect another student. The following set of questions can be useful to facilitate a restorative discussion between two students in such a situation. In a restorative approach, it is important that the student who has been affected adversely by the behaviour from one of their peers has the opportunity to be heard.

### Restorative Questions to use when another student has been affected:

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

# STUDENT MONITORING CARD



**Student Name:**

**Class:**

**Subject:**

**Date issued:**

**Date completed:**

<b>Date of Lesson</b>		<b>Date of Lesson</b>	
<b>Behaviour</b>	1   2   3   4   5 ○ ○ ○ ○ ○	<b>Behaviour</b>	1   2   3   4   5 ○ ○ ○ ○ ○
<b>Application in Class</b>	○ ○ ○ ○ ○	<b>Application in Class</b>	○ ○ ○ ○ ○
Comment:		Comment:	
<b>Date of Lesson</b>		<b>Date of Lesson</b>	
<b>Behaviour</b>	1   2   3   4   5 ○ ○ ○ ○ ○	<b>Behaviour</b>	1   2   3   4   5 ○ ○ ○ ○ ○
<b>Application in Class</b>	○ ○ ○ ○ ○	<b>Application in Class</b>	○ ○ ○ ○ ○
Comment:		Comment:	
<b>Date of Lesson</b>		<b>Date of Lesson</b>	
<b>Behaviour</b>	1   2   3   4   5 ○ ○ ○ ○ ○	<b>Behaviour</b>	1   2   3   4   5 ○ ○ ○ ○ ○
<b>Application in Class</b>	○ ○ ○ ○ ○	<b>Application in Class</b>	○ ○ ○ ○ ○
Comment:		Comment:	

Student Self Reflection Statement:

**Key:** 1 = Unsatisfactory   2 = Poor   3 = Satisfactory   4 = Good   5 = Excellent



## Official School Caution and Behaviour Management Plan

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For serious breaches of the School's Behaviour Management policy or if a student breaches the terms of a Deputy Principal contract a Formal Caution will be issued. The letter of caution will clearly describe the reasons this disciplinary action was taken and a corresponding 10 week Behaviour Management Plan will be developed in consultation with the student to support them in making the necessary changes to their behaviour to resolve the concern(s).

It should be understood that persistent and serious breaches of the school's Behaviour Management policy may lead to suspension from school.

### Suspension from School

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Suspension is only one strategy within the school's Student Behaviour Management Policy. It is most effective when it highlights the parents/carers responsibility to take an active role, in partnership with the school, to modify the inappropriate behaviour of their child. The school and the government school system will work with parents/carers with a view to assist a suspended student to rejoin the school community as quickly as possible. The Department of Education clearly outlines this expectation in the ***Suspension and Expulsion of School Students Policy and Procedures*** document that can be accessed via the following link:

<https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/suspension-and-expulsion>

Suspension allows students time to reflect on their behaviour, to acknowledge and accept responsibility for the behaviours which led to the suspension and to accept responsibility for changing their behaviour to meet the school's expectations and core philosophy. It also allows time for the school to plan appropriate support for the student to restore them back into the community.

In determining whether a student's misbehaviour is serious enough to warrant a suspension, the Principal will consider the safety, care and wellbeing of the student, staff and other students in the school. In most cases, a range of appropriate student wellbeing and discipline strategies will have been implemented and documented before a suspension is imposed. The student must also be provided a formal written Caution detailing the inappropriate behaviours, as well as clear expectations of what is required of the student in future.

In circumstances where the range of appropriate student wellbeing and discipline options have been unsuccessful in resolving the inappropriate behaviour, the Principal may choose to impose a short suspension of up to and including four school days. Short suspensions may be imposed for the following reasons and will be reported in the following categories:

## Short Suspension (6.2)

### 1. Continued Disobedience

This includes but is not limited to breaches of the school discipline code such as: refusal to obey staff instructions; defiance; disrupting other students; use of alcohol or repeated use of tobacco.

### 2. Aggressive Behaviour

This including but is not limited to:

- hostile behaviour directed towards students, members of staff or other persons, including damaging the property of the school or students; bullying (including cyberbullying); verbal abuse and abuse transmitted electronically such as by email, Facebook, Twitter, SMS text messages or by other electronic means.

## Long Suspension (6.3)

If short suspensions have not resolved the issue of inappropriate behaviour, or the misbehaviour is so serious as to warrant a long suspension, the principal may impose a long suspension of up to and including 20 school days. Principals will impose a long suspension for:

- **Physical violence:**

Which results in injury, or which seriously interferes with the safety or wellbeing of other students and staff (including sexual or indecent assault).

- **Use or possession of a prohibited weapon, firearm or knife:**

When the student:

- uses or possesses a weapon which is listed in Schedule One of the Weapons Prohibition Act. Prohibited weapons include laser pointers, or similar articles with a power output of more than one milliwatt. Prohibited Weapons do not include harmless children's toys such as plastic imitation guns that are clearly intended to be toys;
- uses a knife or possesses a knife (without reasonable excuse\* as defined by the Summary Offences Act 1988);
- uses or possesses a firearm of any type (including live ammunition and replica firearms)

Note – "reasonable excuse" includes ceremonial Kirpans carried by Sikhs for religious purposes.

- **Possession, supply or use of a suspected illegal substance:**

This does not include alcohol or tobacco, but does include supplying other students with illegal drugs or restricted substances such as prescription drugs.

- **Serious criminal behaviour related to the school:**

This includes malicious damage to property (school or community), or against the property of a fellow student or staff member on, or outside of the school premises. If the incident occurred outside the school or outside school hours, there must be a clear and close relationship between the incident and the school.

Subject to factors outlined in 6.3.1, principals may also impose a long suspension for:

- use of an implement as a weapon. When a student uses an implement as a weapon to assault or injure another person (including use of an offensive implement, which is any implement made or adapted to cause injury to another person).

- **Persistent or serious misbehaviour:**

This includes, but is not limited to:

- repeated refusal to follow the school discipline code;
- threatening to use a weapon in a way that might seriously interfere with the safety and wellbeing of another person;
- making credible threats against students or staff;
- behaviour that deliberately and persistently interferes with the rights of other students to learn or teachers to teach, including bullying, harassment and victimisation.