



TRINITY COLLEGE

Number :	
Title :	Behaviour Management
Effective Date :	
Approved Date :	2 December 2004
Supercedes :	
Dated :	15 November 2004

Preamble:

The management of student behaviour is a staff, parent and student concern. Its success is based upon the recognition of the dignity and worth of all individuals.

Effective student behaviour is evident when there are positive relationships between students, teachers and parents. All members must respect each other and work to:

- Create a positive environment within our school and classroom so that teachers and students can work together in harmony in an environment that respects individuals rights and needs.
- Create a caring school environment where the rights and responsibilities of the individual are recognized and respected.
- Establish a set of rules that protects the rights of all individuals and reinforces acceptable appropriate behaviour.
- Establish a clear set of consequences for individuals who do not accept their responsibilities and break rules, so that they are encouraged to recognise and respect the rights of others and themselves.
- Establish procedures so that conflicts can be solved in a positive, non-violent manner.
- Provide opportunities for staff to engage with students and find the cause of behaviours and provide a framework within which to modify behaviours.
- Respond to each student as an individual whilst ensuring consistency and compassion.
- Seek intervention that focuses on changing the behaviour of the students.
- Be just and fair.

This happens when:

- Consequences are realistic, immediate and appropriate. At times, this will involve negotiation.
- Teachers are responsible for the management of students within their care and must design and instigate initial responses to behavioural concerns.
- Each student is acted upon dependent on the individual needs and situation causing concern.

Policy:

At Trinity College, there is a commitment to promote and recognise positive behaviours

Principal and Senior Staff members have agreed to:

- Provide a link between parents and staff
- Support teachers with student behaviour management
- Ensure consistency in the implementation and maintenance of the behaviour management procedures throughout the College.
- Design and assist with programs for individual children
- Provide new and relief teachers with guidelines pertaining to behaviour management procedures
- Participate in pastoral care teams to monitor the school's behaviour management procedures, and guide individual students
- Complete communication notes in synergetic, the school database

Teachers have agreed to:

- Support rights and responsibilities as set out in this policy
- Support the school behaviour management policy
- Communicate with staff and parents about matters of concern
- Establish and maintain classroom rules
- Document student misbehaviour and adopt strategies to deal with these concerns
- Provide input for the review of student behaviour management procedures
- Consistently apply the school's behaviour management procedures
- Complete school documentation requirements when referring a child for support

Students have agreed to:

- Respect the rights of others to learn
- Support the rights and responsibilities as set out in the behaviour management policy
- Acknowledge and value difference
- Follow the school's procedures concerning behaviour management
- Follow class rules

Procedures:

Positive Behaviour Management

Each school will provide clear procedures to reinforce the College's behaviour management policy. In the case of each school, positive rewards are offered to recognise positive behaviour. These include but are not restricted to:

House points

Leadership roles

Displayed work

Public recognition through assemblies and publications

Prizes and awards of excellence across all aspects of College life

Management of behaviour causing concern

RECEPTION TO YEAR 5

JUNIOR SCHOOL

Trinity College firmly supports the right of both staff and students to work and learn without being impeded by other people's negative behaviour. When students choose not to conduct themselves according to the school rules, the staff will adopt a consistent sequential approach when dealing with negative behaviour.

Behaviour Management in the classroom is managed by the teacher in the first instance. Each junior school will have well articulated procedures for teachers to follow.

The following step procedure is listed as an example that may be used by junior schools:

Step 1. Proximity Praise/Reward – Where a student is not following the rules, praise at least one other student who is in close proximity for behaving appropriately; praise the misbehaving student upon following instructions; prompt or redirect the student to return to the appropriate behaviour; check that the student can cope with the activity.

Step 2. Rule Reminder – Referral to class rules (no more than five, worked out within class, stated simply). Reinforcement or clarification of class rules and teacher expectations.

Step 3. Warnings – Verbal reprimands according to individual classroom procedures.

Step 4. Loss of Privilege - Second time a rule is broken the student can lose a privilege. At this time verbal contact with parents is made, a comment is placed in the student communication file and a written note is sent home in the diary.

Step 5. Isolation in Class / timeout – Further infractions of class rules leads to a student receiving isolation in the classroom, either until the set work is completed, or until the next break time.

Step 6. Buddy Teacher – If a child refuses to settle during classroom isolation the student can then be placed in a buddy teacher's classroom. This is not a strategy that resolves the situation. It is to be used only whilst the behaviour causing concern can be addressed. Work must be provided and students must complete a think sheet. Parents must be advised and a note must be made on the Student Communication file.

Step 7. Detention – If further infractions continue or a single serious incident takes place, students are detained for a period during normal breaks. This is supervised by the class teacher or the Head of Junior School. Parents are advised in writing.

Step 8. In School Isolation or Time Out –

Highly disruptive students sent to Head of Junior School with referral note who sends a written advice to the parents and requests an interview. The student remains under the supervision of the Head of Junior school for an agreed period. The Student Services team and Principal are involved at this stage. Students must complete a think sheet

Step 9. Suspension – For severe incidents suspension may be used at the discretion of the school principal.

Step 10. Exclusion - Is only to be used in consultation with the College Headmaster.

YEARS 6 – 10

MIDDLE SCHOOL

Trinity College firmly supports the right of both staff and students to work and learn without being impeded by other people's negative behaviour. When students choose not to conduct themselves according to the school rules, the staff will adopt a consistent sequential approach when dealing with negative behaviour.

Behaviour Management in the classroom is managed by the teacher in the first instance. Each middle school will have well articulated procedures for teachers to follow.

The following step procedure is listed as an example that may be used by middle schools:

Step 1. Proximity Praise/Reward – Where a student is not following the rules, praise at least one other student who is in close proximity for behaving appropriately; praise the misbehaving student upon following instructions; prompt or redirect the student to return to the appropriate behaviour; check that the student can cope with the activity.

Step 2. Rule Reminder – Referral to class rules (no more than five, worked out with class, stated simply). Reinforcement or clarification of class rules and teacher expectations.

Step 3. Warnings – Verbal reprimands according to individual classroom procedures.

Step 4. Loss of Privilege - Second time a rule is broken the student can lose a privilege. At this time verbal contact with parents is made, a comment is placed in the student communication file and a written note is sent home in the diary.

Step 5. Isolation in Class– Further infractions of class rules leads to a student receiving isolation in the classroom, either until the set work is completed, or until the next break time. Parents are to be advised through the student diary.

Step 6. Notification of Concern. The Head of House is involved to support the staff member in resolving the issues causing concern. Parents are contacted, note is made in the Student Communication file and a meeting between the teacher, student and Head of House is held.

Step 7 Referral to Dean of Students- Referral is made by the Head of House to the Dean of Students. Action for matters that have become ongoing may include Monitoring card – level 1 (1 week) or Behaviour management card – level 2 (2 weeks). Parents will be sent formal notification of concern and be invited for an interview.

Step 8. In School Isolation or Time Out –

Highly disruptive students sent to Dean of Students with referral note. Verbal contact and written advice is sent to the parents requesting an immediate interview. The student remains under the supervision of the Dean of Students for an agreed period. The Student Services team and Principal are involved at this stage. Students must complete a think sheet.

Detention – If further infractions continue or a single serious incident takes place, students are detained for a period during supervised detention. This is supervised by a nominated teacher. The student must complete a Think Sheet and complete a Community service requirement. The Dean of Students monitors students sent to detention. Parents are advised in writing. The student is referred to the pastoral care team.

Step 9. Suspension – For severe incidents suspension may be used at the discretion of the school principal.

Step 10. Exclusion - Is only to be used in consultation with the College Headmaster.

YEARS 11-12

TRINITY COLLEGE SENIOR

At Trinity College Senior students are regarded as being at the centre of their learning and as a consequence are expected to exercise a high level of personal discipline and independence. Students have both rights and responsibilities and should exercise them to ensure the smooth running of the school.

Students are encouraged to take responsibility for actions they have employed. Consequences to actions of a negative nature will occur and serious breaches of College policy will result in suspension or exclusion.

Effective communication with parents will be encouraged at all levels of Trinity College Senior.

The key personnel for pastoral care of students are the Tutor, the Year Level Coordinator, and the student's support team including Counselling, Pathways and Learning Support.