

Student Behaviour – School Context

Upwey High School 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. We are a child safe organisation and comply with the child safe standards. We work 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.

The school appreciates the diversity in its 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 cocurricular programs. We work at engaging all students in their academic learning.

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 Learning Support Program provides vital assistance and support to students in and out of the classroom. Student leadership capacity is fostered through the Student Council, the House system, the role of the Class, House and School Captains and our Peer Support Mentors.

Student wellbeing (social, emotional and cognitive engagement) is addressed in a number of ways. At risk students are supported by our Student Wellbeing Team which includes the Department of Education and Training (DET) Psychologist, the Student Wellbeing Coordinator and the School Chaplain.

If relationships break down between members of the school community, we use 'Restorative Practices' to restore and rebuild them. 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. Attendance is monitored hourly throughout the day, and student absences are followed up by our Attendance Officers and Team Leaders.

I. School Action and Consequences

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:

- *Using Tribes to establish and develop positive learning environments encompassing fair and democratic classrooms*
- *Ensuring student participation in the development of the understanding 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 Student Wellbeing Coordinator, the Pathways Team Leader and the Learning Support Coordinator where appropriate*
- *Mentoring and/or counselling*
- *Convening student support group meetings*
- *Developing individualised learning, behaviour or attendance plans*
- *Providing broader educational programs (work experience, camps, etc)*
- *Involving community support agencies*
- *Contact with the Regional Office.*

2. Discipline Procedures – Suspension and Expulsion

A student may be excluded from school in situations where 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 wellbeing of other students, staff or themselves at significant risk.

Strategies which may be used prior to suspension include:

- *Use of Focus on Learning and attendance sheets to monitor behaviour*
- *Withdrawal from class activities for a specified period. Placement with VCE/Staff Mentors 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 after school. 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.*
- *Withdrawal of privileges*
- *Saturday detention, in lieu of a first suspension*
- *Convening of a school support group.*

When considering suspension or expulsion, the school follows the Department of Early Childhood and Development's procedures: <http://www.education.vic.gov.au/school/parents/behaviour/Pages/discipline.aspx>

**Corporal punishment is prohibited in all Victorian schools.
Corporal punishment must NOT be used at Upwey High School under any circumstances.**

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Managing Student Behaviour

UHS Expected Behaviours	Initial Response	Leadership Responsibility
<p>Classroom Behaviour</p> <p>Students are expected to follow our whole school community expectations:</p> <ul style="list-style-type: none"> • <i>Attentive Listening</i> • <i>Mutual Respect</i> • <i>Personal Best</i> • <i>Appreciations and no put downs</i> • <i>Respect for our environment - both physical and learning</i> • <i>Follow reasonable instructions from staff</i> <p>Staff use practices based on agreed routines:</p> <ul style="list-style-type: none"> ➢ <i>Create an environment conducive to learning</i> ➢ <i>Use Tribes strategies to build community</i> ➢ <i>Use Calmer Classrooms approach</i> ➢ <i>Use Restorative Practices</i> 	<p>Continued misbehaviour warrants:</p> <p>a. Classroom teacher implementing a staged response</p> <p>Implement a staged response:</p> <ul style="list-style-type: none"> • Speak with the student prior to actioning Record on All Staff. • Restorative Chat with affected parties Record on All Staff. • Parent contact Record on All Staff. 	<p>b. If continued misbehavior, work with Assistant or Team Leader to:</p> <ul style="list-style-type: none"> • Place student with a VCE Mentor Team Leader records on All Staff. • Student may be required to complete Catch Up Learning sessions to catch up lost learning time. Record on Catch Up Learning. • Develop a Behaviour Support Plan (BSP) Team Leader records on Student Management. BSP saved on Attachments. • Student Agreement developed. Team Leader records on Student Management. Agreement saved on Attachments. • Student Support Conference Outcomes recorded on Student Management. Minutes saved on Attachments. • After school or Saturday detention. Record on Saturday Detention or After School Detention. • Refer to Assistant Principal for internal or external suspension. Record on Student Management. Assistant Principal refers to the Principal with recommendation to suspend.
<p>Property and Security</p> <p>Students are to respect all school property. Students are not to deface property. Students must bin all rubbish. Students must not have chewing gum. Students must return borrowed school</p>	<p>Challenge behaviours around rights and responsibilities and impose reasonable consequence e.g. clean up duties in the Learning Commons, Locker Bays or grounds.</p> <p>Retain any evidence of a tag and report to Team Leader.</p> <p>Gum: scrape gum from tables. For repeated offences, referral to Team Leader.</p>	<p>For repeat offenders, place in the Afterschool Detention Record on Daymap – After School Detention.</p> <p>In some cases parents should be notified. Community</p>

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<p>material on time.</p> <p>Students must keep lockers secure at all times. School will not be responsible for loss of valuables.</p> <p>Classrooms must be left neat and tidy.</p> <p>Students are not to enter staffrooms, offices unless supervised.</p> <p>General School Safety Issues – Level 1:</p> <ol style="list-style-type: none"> 1. Use of Offensive Language (eg use of vulgar, sexist or racist language in non-threatening contexts) 2. Classrooms are not to be entered by students without the permission and supervision of a teacher. 3. Lockers: no student is permitted at their lockers during class time or between classes. 4. Corridors are to be moved through quietly and briskly. Students must not run, push, dawdle or waste time. 5. Littering: students should take pride in their school environment. <p>General School Safety Issues – Level 2:</p> <p>School Bags: Students are not permitted to take bags to class or carry them around the school at recess or lunchtime.</p> <p>Mobile Phones and Electronic Devices</p>  <p>Mobile Phone Pc</p> <p>Teachers have the right to decide whether any electronic devices are to be used in their learning space.</p>	<p>Organise for students to remain behind and tidy the room or area.</p> <p>Staff engage with offending student</p> <p>Staff use their restorative procedures to address the issue.</p> <p>Classroom teacher enters details on All staff.</p> <p>Staff use their restorative procedures to address these issues. Immediate Referral to Team Leaders.</p> <p>Confiscate the bag and deliver to Team Leader If period 2 or 4 class, detain students for 5 minutes.</p> <p>Teachers may confiscate these devices, including phones, if they continue to be used when a teacher has requested that they not be used.</p> <p>Items must then be signed into the General Office from which the student can collect at the end of the school day.</p> <p>Record on All Staff.</p> <p>Report ongoing problems to Team Leader.</p>	<p>service is often the appropriate outcome.</p> <p>Parent may be required to meet costs. If extensive and persistent, parent meeting to review enrolment.</p> <p>Record on Daymap – Community Service.</p> <p>Action taken by Team Leader only if initial Restorative Chat has resulted in a further relationship breakdown with the engaging teacher.</p> <p>Team Leader will focus on the breakdown of the relationship ie will follow up with a conference with student and engaging teacher.</p> <p>Team Leader enters on Student Management.</p> <p>Solving the problem: Why is locker not used?</p> <p>Community service at lunchtime.</p> <p>Yellow pass issued to student.</p> <p>Student entered on Community service.</p>

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<p>Bullying and Harassment</p>  <p>Anti Bullying and Harassment Policy</p> <p>Students must not bully, intimidate, exclude or harass others. This includes any verbal or cyberbullying, physical or sexual conduct which is uninvited, unwelcome or offensive to a person (see harassment/anti bullying policy).</p>	<p>Level 1. If the bullying or harassment incident is minor or first time occurrence, teachers may elect to use one or more anti-bullying practices:</p> <ul style="list-style-type: none"> • stopping the bullying/re-statement of rules and consequences • restorative questioning • think time detention • private conference • shared control discussion. <p>Record on Daymap – All Staff.</p> <p>If the student does not take control over his/her behaviour, a Think Sheet should be completed and submitted to the Year Level Team Leader.</p> <p>If the bullying or harassment continues or in instances of severe bullying or harassing, a referral should be made by the Team Leader to the Student Wellbeing Team.</p>	<p>Level 2. The Student Wellbeing Coordinator may:</p> <ul style="list-style-type: none"> • meet with the student to develop a behaviour contract • provide discussion/mentoring of different social and emotional learning • competencies including structured learning activities • conduct a restorative conference separately with the perpetrator and 'target'. <p>Level 3. For 'at risk' students whose bullying or harassing behaviour is severe and for other non-at risk students whose bullying or harassing and other aggressive behaviour is resistant to change, an individual 'strength building' plan should be developed by the Student Wellbeing Team in consultation with student, parents/carers, Team Leader and teachers. Individual strength-building plans and associated interventions help connect the student to positive people, programs and actions in the community, school and home as well as develop the student's inner social and emotional strengths (skills, values).</p> <p>Level 4. Students whose severe bullying or harassing behaviour resists school efforts and represent a significant threat to the safety and wellbeing to themselves and/or others referred to outside agencies for evaluation.</p> <p>Record on Daymap – Student Management.</p>
<p>Prohibited Substances</p>  <p>Drug Policy March 2016</p> <p>Students are forbidden to use or be in possession of, prohibited substances.</p> <p>Smoking</p> <p>Students are forbidden to either smoke or carry cigarettes, matches, lighters etc. both at school and while travelling between home and school, or to be in the company of smokers.</p>	<p>Refer directly to Principal Team</p> <p>Students should be referred to Team Leader who will then refer to Wellbeing for first offence.</p> <p>Subsequent offences will be managed by the Team Leader.</p>	<p>Actions will follow the policy and DET guidelines.</p> <p>Record on Daymap – Student Management.</p> <p>1st offence – Health issue focus – Quit program Record on Daymap – Student Management.</p> <p>2nd offence – Safety issue focus – Community Service Record on Daymap – Community Service.</p> <p>3rd offence – Saturday detention and counselling Record on Daymap – Saturday Detention.</p>

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<p>Suspendable Offences Students may be excluded from classes for a variety of behaviours.</p>	<p>All parties asked for statements. Staff to immediately involve Team Leaders and Assistant Principals. Parents are contacted and informed a suspension will take place. Where appropriate a Student Support Group is held to develop a range of strategies to support the student and parents/carers to address the area of concern.</p>	<p>Assistant Principals to convene a Student Support Group and to explain to the student and relevant person:</p> <ul style="list-style-type: none"> - The reasons for the suspension - The school days on which the suspension will occur - Where it will occur - Provide contact details for additional support services - Develop a <u>Student Absence Learning Plan.pdf</u> <p>If the suspension is for five days provide details of the post-suspension student support group meeting.</p> <p>Provide student and relevant person with a <u>Notice of Suspension Proforma.pdf</u> and the <u>Suspension Procedures.pdf</u> brochure.</p> <p>Develop a <u>Return to School Plan.pdf</u> (as appropriate)</p> <p>Provide School Council President with the notice of suspension.</p> <ol style="list-style-type: none"> 1. Notice of Suspension Proforma saved in student file (Middle Years) or Suspension Folder (Later Years) on U drive. 2. Student Absence Learning Plan and Return to school Plan saved in student file (Middle Years) or Suspension Folder (Later Years) on U drive. 3. Suspension and Student Absence Learning Plan noted on Student Management by Assistant Principal.

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<p>Attendance and punctuality</p> <p>1. Late arrivals to school</p> <p>Students who arrive late to school (<i>at any time during the day</i>) should obtain a Late Pass before joining their class.</p> <p>Late passes are obtained from the General Office.</p>	<p>Student late arrival self-entered by students on Daymap.</p>	<p>After three late arrivals:</p> <ul style="list-style-type: none"> - Attendance Officer notifies Team Leaders, and - families are contacted by Team Leaders and recorded in Attendance – Family Contact
<p>2. Student late to class</p>	<p>Late arrivals to class should be handled by the individual classroom teacher: have a Restorative Chat. Speak to student about lateness and detain at end of lesson if periods 2 or 3 over the issue.</p> <p>Report to Team Leader if ongoing.</p>	<p>Wed afternoon Study Catch-up pds 5&6 - Report to Later Years Centre and sign in</p> <p>After School detention: Team Leaders manage</p> <ul style="list-style-type: none"> - Refer to Student Wellbeing <p>Return to School Plans completed</p> <p>Asst/Team Leaders to monitor students at risk</p>
<p>3. Absenteeism</p> <p>Absenteeism from school must be supported by the written permission of a guardian or parent.</p> <p>Students absent from school must ensure that a signed note/text/email or medical certificate is presented immediately upon returning to school.</p>	<p>Families of students not marked as present period 1 will receive a text message advising that their child is absent</p> <p>On the second absent day, families are phoned by the Attendance Officer, where no response to the sms on the previous day has been received. These calls will be recorded in Attendance – Family Contact.</p> <p>Students with ongoing unapproved absences will be referred to Team Leaders for follow up.</p>	<p>Team Leaders record contact made with the family in Attendance – Family Contact</p> <p>Students are placed on a Watch List.</p>
<p>4. Early Leavers</p> <p>Students who leave school early must have a note from home/text/email signed by their parent/carer prior to signing out at the General Office.</p>	<p>Report to Attendance Officer.</p>	<p>Follow through with student and/or parent//carer if required.</p>
<p>5. Students must not leave the school grounds without permission.</p>	<p>Immediate restorative chat, where possible, with teacher, refer to appropriate Team Leader.</p>	<p>1st offence – Safety issue focus – Community Service Record on Daymap – Community Service.</p> <p>2nd offence – Saturday detention and counselling Record on Daymap – Saturday Detention.</p>

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<p>6. Extended absences Students who are absent from school for extended periods of time..</p>	<p>A Student Support Group meeting is set up. Development of a Student Absence Learning Plan for the student.</p>	<p>Attach information in Daymap.</p>
<p>Uniform Students must adhere to the school Uniform Policy.</p>  <p>Uniform Policy (2018-19)</p>	<p>Classroom teacher checks uniform pass. If no pass, ask student to explain procedure for when they are out of uniform. Have a conversation with student about why school uniform is important. Refer to Team Leader.</p>	<p>Team Leader – Out of uniform process 1st offence – Community Service Record on Daymap – Community Service. Ongoing offences – Saturday detention and counselling Record on Daymap – After School Detention. Track students who are consistently OOU. Check student understanding of the procedure. Contact home. If Wellbeing issue organises for uniform to be purchased through State Schools Relief or provide from second hand shop. If no valid reason, confiscate the item of clothing and offer a loan item. Refer cases of concern, including those requiring a long term pass to AP</p>
<p>Uniform Passes Uniform is expected to be worn by all students. Those out of uniform with a valid reason will be issued a uniform pass.</p>	<p>Students bring a note from home to obtain a short term (1-2 days) uniform pass, available at Year Level Team Office or in extreme cases, a Long Term Pass (red) will be issued by AP.</p>	<p>Student entered on Uniform Pass by Team Leader</p>

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Appendix A: Daymap Student Note Categories

Student Note Category	Permissions	Purpose of Category
All staff	View and edit – all staff	Staff can communicate with each other re student learning
My notes	Personal notes – view and edit by individual teacher	Teachers make notes about their students
Access Restrictions	Information from CASES, teachers may view	Information for teachers regarding access issues
Medical Note	Information from CASES, teachers may view	Information for teachers regarding medical issues
Special needs alerts	Student management staff edit, teachers may view – Short term	Information for teachers regarding identified learning issues
Student management alerts	Student management staff edit, teachers may view – Short term	Student managers communicate with all staff re student issues, including Individual Learning Plans
Student management	Only student management staff may view and edit	Case management records Support group meeting minutes etc
Community service	Only student management staff may view and edit	Lists
After school detentions	Only student management staff may view and edit	Lists
Saturday detentions	Only student management staff may view and edit	Lists
Attendance – Family contact	Admin and student management staff may enter information	Lists
Uniform passes	Admin staff enter pass information, all staff may view	Uniform passes issued after the presentation of an explanatory note or communication
Individual Learning Plan	Only student management staff may edit; all staff view	Information for teachers regarding learning
Assessment	View and edit – all staff	Assessment data
Uniform Passes	Only student management staff may edit; all staff view	Information for teachers regarding students issued a Uniform Pass
Missed SAC	Only student management staff may edit; all staff view	Lists
Student Wellbeing	Only student wellbeing staff may view and edit	Records of referrals and interviews
Pathways	Only student management staff may view and edit	Records of meetings and issues
Attendance	Teachers and Admin staff enter information, all staff may view	Lists

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Appendix B: Resources

Community Expectations	The five community expectations.	UHS Community expectations.pdf
Whole School Approach to Classroom Management	Flowchart describing the responsibilities of staff and student managers in the approach.	Whole School Approach.pdf
ThinkSheet	Reflection sheet for use by students outside of the classroom.	ThinkSheet.pdf
Conference Scripts	Individual (student-teacher), small group and large group conference scripts.	Conference Scripts.pdf
Community Expectations Classroom Sign	Colour presentation for use on classroom walls.	Upwey High Community Expectations Classroom Sign.pdf
Restorative Script Classroom Sign	Colour presentation for use on classroom walls.	Restorative Script Classroom Sign.pdf
Youth and Family Services	A guide to services available at Upwey High School and in the local community.	Youth and Family Services.pdf
Out of Home Care Students	Information, and Teaching and Learning Strategies for Teachers Individual Education Plans (to be completed by Support Groups)	OOHC Students - Teaching and Learning Strategies.pdf Individual Education Plan Proforma for OOHC Students.pdf
Mandatory Reporting Guidelines	Guidelines on how to report. If there is enough evidence for you to form a reasonable suspicion that a student is being physically or sexually assaulted or if they are being seriously neglected, it must be reported to DHS Child Protection, even if the student asks you not to report.	Mandatory Reporting Procedures.pdf
Referral to Student Wellbeing	Complete referral and send to Belinda Connor, cob@upweyhs.vic.edu.au . See services available in Youth and Family Services document.	Student Referral Form to Student Wellbeing.doc
Procedures for Suspension – Family Notification	This information leaflet must be given to families at the same time as a <i>Notice of Suspension</i> .	Procedures for Suspension - Family Notification.pdf
Saturday Detention Notices	This letter must be sent to families the week before a Saturday detention.	Saturday Detention Letter.docx

Key References

Effective Schools are Engaging Schools - Student Engagement Policy Guidelines	DET - Child Health and Wellbeing
Charter of Human Rights	http://www.austlii.edu.au/au/legis/vic/consol_act/cohrara2006433/

Links

<http://www.education.vic.gov.au/childhood/providers/health/Pages/childsafe.aspx>

Evaluation

This policy will be reviewed as part of the school's 3 year cycle or as required by developments in relevant legislation.

Policy drafted by:

Administration

Date ratified by school council:

9 December 2009

Behaviour Management Policy



Policy reviewed by:
Date ratified by school council:
Policy reviewed by:
Date ratified by school council:

Education Committee
October 2014
Education Committee Feb 2018