

# Behaviour Management Policy

## 1. Aim

To establish fair and consistent discipline strategies that permits students to learn free from disruption and to allow for the smooth and safe running of the School, the uninterrupted delivery of the curriculum and the development of self discipline within the students.

## 2. Philosophy

Management practices can vary according to:

- the learning styles of the client group: the year level, classroom dynamics, clusters ( e.g. ESL,)
- the demands of the subject ( eg. senior courses, practical, safety issues)
- the experience and permanent status of the teacher (eg. relief teachers will use different strategies)
- the location of the classroom (eg. excursions, outdoors, labs, computer rooms).

Good behaviour management practice requires a conscious effort by teachers to embrace a philosophy and practice of teaching that:

- provides positive feedback to students
- adopts an approach to teaching that encourages student involvement
- emphasises due rights, responsibilities and rules
- minimises hostility and embarrassment in teacher-student interaction
- develops and maintains respectful treatment
- ensures students are made aware of subject requirements
- provides due right of reply to the student
- follows up and follows through with disruptive students
- recognises and uses a support structure to improve and enable a positive working and social environment for student and staff alike
- acknowledges their role as managers of the classroom
- requires ongoing learning and reflection of methodology.

Parents are a vital element in the behaviour management process. It is essential that the school maintain good communication with parents at all times. The behaviour management process is a partnership between teacher, student and parents where respect is mutually given and expected.

## 3. Outcomes

Discipline should be seen in terms of what it is trying to achieve:

- self discipline

- self control
- respect for the rights of others.

#### **4. Goals of Discipline**

- to develop students' self discipline and self control
- to encourage student accountability for their own behaviour
- to enable students to be on task with their learning
- to enhance self esteem
- to encourage the individual student to recognise and respect the rights of others to learn in a safe and cooperative environment
- to affirm cooperation and responsible independence in learning
- to promote the values of, respect, responsibility, integrity, co-operation, achievement
- to enable rational conflict resolution
- to ensure that students are aware of the consequences of their actions.

#### **5. Code of Conduct**

The Darwin High School Code of Conduct outlines responsibilities for students and staff.

##### **5.1 Student Responsibilities**

###### **5.1.1 Classroom**

- obey all aspects of the Code of Conduct and safety guidelines
- care for and respect students and staff and other people in the School
- care for their own property
- care for School property
- follow a reasonable request given by a teacher
- use appropriate language with Staff and other students
- be punctual
- not leave the class without the teacher's permission
- when leaving class to go to the toilet, etc. have in possession a Lesson Pass (Year 10 & 11)
- make sure all litter is placed in bins
- not to consume food/drinks in School buildings
- dress according to School Dress Code
- seek assistance through School Personnel eg classroom teachers, Form group teachers, Year Coordinator, School Counsellor, Assistant Principal or Principal
- complete all class, homework and assignments to the best of their ability
- behave in a way which does not impede the learning of others
- remain within the boundaries of the School.
- when inside buildings, mobile phones are to be turned off, put out of sight and not used.

### **5.1.2 School Yard**

- place all litter in bins
- assist in cleaning up litter when requested by Yard Duty teacher
- give name and year when asked by a teacher
- not to associate with people who do not belong on School property
- follow the Code of Conduct
- do not leave the School property without following the sign out procedures at the Front Office.

### **5.1.3 Excursions**

- follow the Code of Conduct
- respect and care for public property
- use appropriate language
- stay with the class at all times unless instructed otherwise
- make sure all litter is placed in rubbish bins
- respect members of the public.

## **5.2 Staff Responsibilities**

- place all litter in bins
- to ensure safety of students whilst at School or on excursions
- to respect students' rights and responsibilities
- to teach and help students without interference from other students
- to be recognised as professionals and dress appropriately
- to expect support from School Community
- to be treated with respect
- to maintain classroom discipline
- to teach effectively, provide a positive learning environment and establish acceptable School behaviours
- to act professionally and positively
- to foster links with members of the School Community
- to model respectful behaviour
- to use School Behaviour Management Procedures when dealing with unacceptable behaviour
- seek assistance if there is a problem
- not allow students to leave the classroom until the bell sounds
- provide students with a lesson pass for toilet,
- ensure that students care for and respect their classrooms at all times.

## **6. Consequences**

Consequences are related to misbehaviour, imply no elements of moral judgement, are concerned with present/future behaviour, are based on logic not on retaliation and are applied consistently, calmly and fairly. For logical consequences of inappropriate behaviour to be most effective, Students and

Staff must be able to see the connection between their behaviour and the consequences.

Depending on the nature of the breach of discipline, students who fail to respond to the Code of Conduct may be:

- warned
- reminded
- isolated within the classroom
- given garbage detention
- given faculty detention
- referred to the Faculty Senior, the Year Coordinator, or the Assistant Principal and parents may be contacted
- internally or externally suspended.

The following breaches are examples of when a student may be suspended

- Theft of School or personal property
- Swearing at a teacher
- Vandalism
- Possession of illegal drugs or drug equipment, including alcohol
- Fighting
- Persistent disobedience
- Physical intimidation
- Harassment
- Persistent disruptive behaviour
- Bringing to School or possessing weapons at School
- Breach of the Network Use Agreement

## **7. Dissemination of Information**

The rules and consequences are to be made explicit to all students, teachers, and members of the Administration and parents through:

- the Website
- Parent and Teacher Nights
- Parent Information Nights
- Staff Handbook
- Relief Teacher Handbook
- Display in prominent places around the School: A Covered Way, the School Library, B Foyer, A Foyer etc
- Reminders in Contact
- Daily Notices to students and Staff
- Reminders at Year level assemblies.

## 8. Principles

### 8.1 Natural Justice

The concept of natural justice, taken from the *Public Sector Employment and Management Act*, is in this context, comprised of two fundamental principles

- a person directly affected by an impending decision must be afforded a fair hearing prior to that decision being made
- the decision-maker should be impartial.

### 8.2 Fair Hearing

A fair hearing will vary according to the seriousness of the proposed action and the other circumstances of a particular case. It will ordinarily involve the following action prior to any decision being made:

- giving the person directly affected adequate notice
- furnishing the person with the full particulars of the material which is to be considered and which is adverse to his or her cause
- providing an opportunity for the person to answer that material and otherwise make his or her submissions.

A person may use the appeal process if they believe that justice has not been served.

### 8.3 Impartiality

The requirement to act impartially stems from the principle that a person shall not be judge in his or her own cause. Hence the decision-maker should not have a personal interest in the outcome or otherwise be perceived to be biased.

## 9. The Appeal Process

### 9.1 Classroom/School Yard/Excursion

Any student who believes that an injustice has occurred in their dealings with a teacher is entitled to seek a review by referring the matter to the relevant Year Coordinator. Irrespective, the matter must be completed within a week. Failing a satisfactory resolution, the matter may be referred to the relevant Assistant Principal who will investigate the complaint and make a decision on the merits of the case.

### 9.2 External Suspensions

At Darwin High School, the relevant Assistant Principal will notify parents of the Principal's decision to suspend by telephone and inform them of the reasons for suspension. This is done as a matter of priority. Parents will receive written notification of the suspension with the reasons indicated.

Any appeal to a period of suspension will be referred to the School Principal, who must provide the Parent/Guardian with a more detailed

written account of the reasons for the decision to suspend within 24 hours. Failing a satisfactory resolution, the Parent/Guardian may refer the matter to the appropriate Schools Director. All complaints to Department of Education (DoE) concerning suspension and any school related concerns, must in the first instance, be referred to the appropriate Schools Director. The Schools Director will first ensure that that the matter has been discussed with the Principal. If not, the Parent/Guardian is referred back to the School.

The Schools Director will form a Review Panel consisting of a Principal and a delegate of the School Council. It is the responsibility of the School Council Chair to determine the Council delegate.

The Review Panel must meet, accept written submissions and come to a decision within a period of 24 hours. The School and the Parent/Guardian are required to provide the Panel with written evidence to support their claims. The Panel will consider the evidence presented and determine the merits of the case in confidence. In going to review, the Parent/Guardian must consent to relevant sections of the Student File being provided to the Panel (see attached Consent Form).

The Panel's task is to ascertain whether the period of suspension determined by the School Principal is appropriate. As a consequence, the Panel may ask the School to provide a copy of the School Behaviour Management Policy as well as information on the various periods of suspension given to other students and the types of misdemeanours associated with those periods of suspension. The Panel may also ask questions of both parties if clarification is needed.

The Panel will either uphold the Principal's decision or make a recommendation to the Principal to alter the decision. The recommendation may indicate an alternative period of suspension. It is important to note that under the Act, the Principal is the only person who has the power to suspend. Likewise, only the Principal can revoke a suspension.

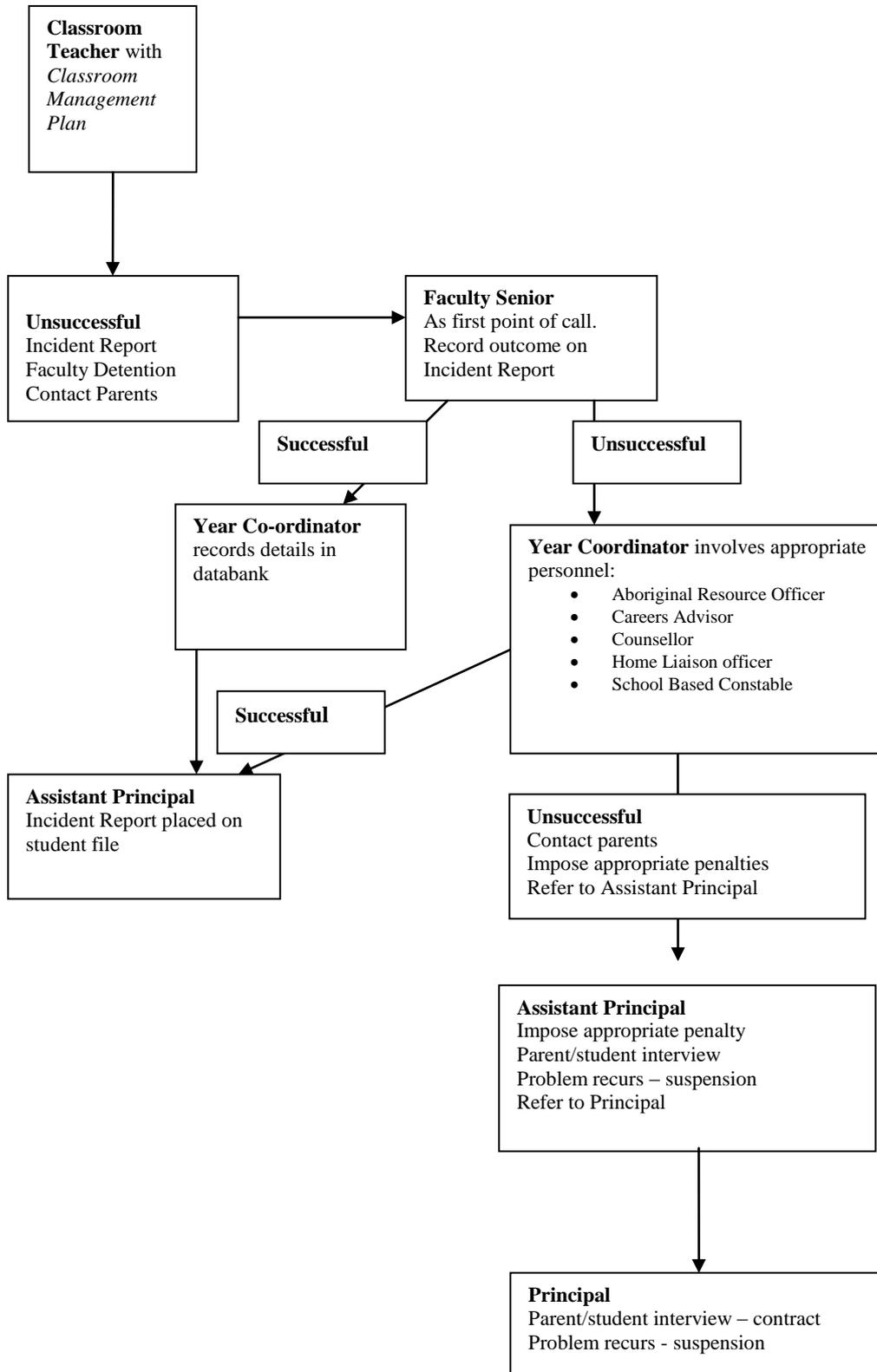
The Panel will notify both parties of the recommendation. In the case that the School decision is not upheld, it is incumbent on the Principal to convene a meeting with the appellant and re-consider the period of suspension.

The Review Panel's decision is not subject to further appeal. There is no further avenue for appeal within the NTDEET for those persons wishing to alter a period of suspension, other than those available under law.

It is not intended for the review process to be overly onerous or time consuming. The Panel must keep notes but is not required to write a lengthy report. The Parent/Guardian receives the Principal's reasons for suspension prior to the Panel meeting. The Principal is entitled to

receive a copy of the Parent/Guardian submission to the Panel. All other material is returned and no copies are retained.

## 10. Flow Chart for Behaviour Management



**Students are to be sent straight to the relevant Assistant Principal for:**

- |  |  |
|--|--|
| Inappropriate footwear eg thongs                             | Inappropriate clothing eg immodest dress |
| Swearing at a teacher  | Vandalism                                |
| Fighting   | Bringing or possessing weapons to school |
| Possession/use of illegal drugs (incl. alcohol & cigarettes) | Any other Bottom Line Offences           |