

# Behaviour Leadership Expectations Policy

## PASTORAL CARE AT SCOTCH COLLEGE

In all our interactions with students it is the common objective of every member of the College community to provide an environment in which each student feels safe, nurtured, recognised and affirmed, is assisted to grow to the fullness of his potential and to experience a feeling of belonging and connectedness to the whole community.

There are several aspects to pastoral care related to the individual, the community and the curriculum.

We encourage each student to become well integrated, developing his spirituality, sense of responsibility, self-motivation and his capacity to make well-considered and ethical decisions with a concern for the community of which he is an integral part. In addition, we provide the opportunity for each student to develop a growing sense of identity, to feel the freedom to express himself and to accept that there are many ways of functioning as a healthy young man.

We endeavour to uphold and sustain practices that foster the values of:

- mutual respect and responsibility;
- a commitment to co-operation, consideration, courtesy, care and
- engagement in service to the community.

These principles support the development of high-quality interpersonal relationships between teachers, students, parents and staff.

We also encourage each student to be aware of his heritage and tradition, to form links between current students and old Scotch Collegians and to listen to the stories of past students and staff. We anticipate that these links will foster a strong sense of identification and belonging to the community, and that he will see himself as part of a continuing tradition of care. In addition, we seek to strengthen the relationship between home and school and support families in times of crisis.

Pastoral Care is part of an inclusive approach to learning within the curriculum and co-curriculum. These programmes are designed to be respectful of the dignity and rights of each student and to provide learning opportunities that are responsive to his unique need for growth and fulfillment. It is through our delivery of the curriculum and the co-curriculum that we promote respect and sensitivity towards diverse family structures, different ways of expressing spirituality and awareness of cross cultural issues.

## OUR VALUES

From what we value at Scotch College, students and staff have rights which entail responsibilities towards themselves and others in the community.

- **The right to feel safe** – every member of the Scotch community has the right to be safe physically, socially and psychologically. Behaviours such as putting others down, bullying, harassment of any kind disregards/contravenes a person's right to safety.
- **The right to learn** – students have the right to learn without undue, unreasonable and unfair diversions and distractions from others. Teachers will provide a learning environment that delivers an inclusive, flexible and relevant curriculum, designed to address both social and academic learning outcomes.
- **The right to respect** – every member of the Scotch community has the right to be respected, encouraged and to be treated fairly and civilly.

Our Code of Behaviour, defined by the 4 C's - care, courtesy, co-operation and consideration - confirms our responsibilities towards each other. They guide the development of quality interpersonal relationships between all members of the Scotch College community.

### *Care is ...*

- Doing things in a safe manner: avoid dangerous and unhealthy practices
- Treating others with respect and fairness
- Treating school property and other people's property with respect and care
- Behaving in a way that reflects well on the School

### *Courtesy is ...*

- Being polite to all other members of the School community
- Using appropriate language and common courtesies
- Speaking in a pleasant manner and tone of voice
- Being punctual to class and to co-curricular activities

### *Co-operation is ...*

- Being willing to work with and support others
- Being prepared for all classes (having pens, books, paper, other relevant materials etc)
- Completing all necessary tasks on time
- Encouraging and helping each other
- Doing your share
- Following directions the first time they are given
- Following general School rules and guidelines

### *Consideration is ...*

- Being thoughtful towards others
- Listening to others and responding thoughtfully
- Recognising and respecting the uniqueness and talents of others
- Allowing other students to learn in an environment free from disruptive behaviour

# BEHAVIOUR LEADERSHIP AND EXPECTATIONS POLICY

## *Our aim is to enable our students to:*

- Take ownership and responsibility for their behaviour
- Respect the rights of others and acknowledge their responsibilities towards others
- Support positive relationships within the School community
- Support the teaching and learning process together



## *PREFERRED PRACTICES enable our staff to provide professional consistency*

- Establish common rights, responsibilities and rules
- Apply least to most intrusive discipline and management strategies
- Avoid unnecessary confrontation
- Keep the fundamental respect and dignity of the teacher and student intact in all behaviour management contexts



## **BEHAVIOUR LEADERSHIP**



### **CLASSROOM PLANS**

- Define and display faculty based common rights and responsibilities
- Discuss and display class based rules and routines
- Adopt preferred class room practices (*see Appendix 1*)
- Employ negotiable consequences (*see Appendix 2*) including:
  - a consequential chain for positive behaviour
  - a consequential chain for challenging behaviour (*see Appendix 2*)
- Use, when appropriate, teacher/student monitored individual behaviour management plans such as:
  - Stop/Start behaviour plan
  - Personal response sheet
  - Thinking about my behaviour sheet
  - The 3W sheet – what’s working, what’s not, what are some things we can change?

### **OUT OF CLASS PLANS**

- Ensure common rights and responsibilities are known and observed
- Ensure School based rules and routines for outside the classroom are known and observed in regard to:
  - The yard and environs management
  - Sporting and other co-curricular event management
  - Transport management (*see Appendix 3*)
- Employ least to most intrusive discipline and management strategies
- Employ “relaxed vigilance” in all out of class settings
- Use negotiable consequences (*Appendix 2*) including:
  - a consequential chain for positive behaviour
  - consequential chain for challenging behaviour (*see Appendix 2*)

# NON-NEGOTIABLE CONSEQUENCES SCHOOL WIDE

In the classroom, in co-curricular activities, and for the whole school environment.

*Consequences are the outcomes of our 'choices' and our actions.*

## CONSEQUENCES FOR PERSISTENT and CHALLENGING BEHAVIOUR

### STAGE 1

After informing the House Head and Curriculum Leader

For: *repeated* misdemeanours such as:  
*repeated* disruptive and distracting behaviour in class, in the co-curricular and in the School environment  
*repeated* non-compliance with homework (e.g. 3 cases in quick succession)  
*repeated* non-compliance with tutorial responsibilities  
*repeated* improper dress at school or in the co-curricular  
*repeated* late arrival for class

Students will be asked to undertake the following course of action logical to the particular misdemeanour:

- Behaviour recovery involving:
  - Student reflection forms (*see Appendix 5*)
  - Work on a behaviour plan with some accountability or restitution
  - A litter duty (civic accountability)
- Homework recovery involving:
  - Commitment to completing work with support and monitoring from supervising teacher.

During this process the Curriculum Leader, House Head, House Tutor and parents will be informed and there will be feedback to the referring teacher for repair and rebuilding with the student.

### STAGE 2

Where challenging behaviour is ongoing, for example; two episodes of Stage 1 in a term, or for absence without leave from class and co-curricular commitments, students will be asked to be involved in one or more of the following:

- Behaviour recovery involving:
  - accountability to Head of Senior School, the Headmaster, Saturday at School, civic accountability etc.
- Individualised behaviour management plan (House Head, School Psychologist, teacher)
- Case supervision (School Psychologist, House Head)

Parents will be informed and there will be feedback to the referring teacher and House Head.

### STAGE 3

At the Headmaster's discretion and following consultation with case managers and parents there may be cause for either:

- Probation
- Boarding suspension or In-house suspension or Full suspension

### STAGE 4

At Council's decision, and following consultation with the Headmaster and parents, there may be cause for expulsion.

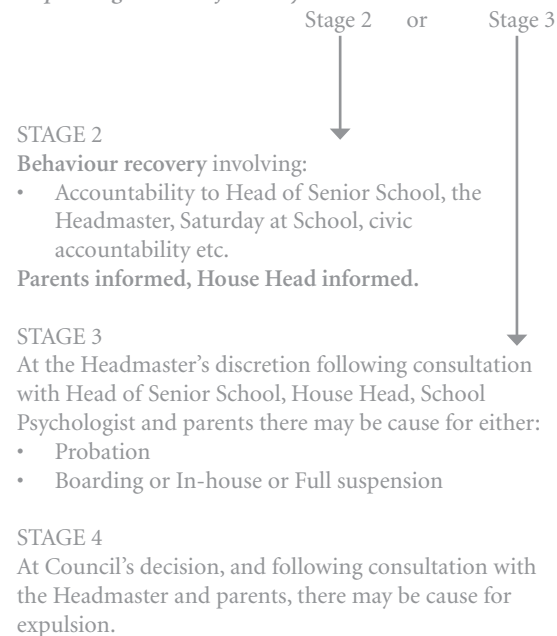
## CONSEQUENCES FOR EXTREME OR MAJOR NEGATIVE BEHAVIOURS

(not necessarily repeated)

For severe behaviours affecting the rights and safety of others and that breach the code of conduct established in the School, for example, continued bullying, drugs or substance taking, vandalism, theft, assault.

Incidences should be reported to a staff member immediately. Head of Senior School and House Head will be informed.

*Depending on level of severity and intention:*



# APPENDICES AND ACKNOWLEDGEMENTS

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## Acknowledgements

In forming this policy, we wish to acknowledge the work and personal support of:

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# APPENDIX 1

*Preferred practices (adapted from Rogers, B. 'Behaviour Management: A Whole School Approach' seminar notes 2004)*

The concept of 'preferred practices' relates to a school-wide consciousness about the way we - as teachers - characteristically lead and manage student behaviour on a day-to-day basis.

The term preferred is deliberate; there are some behaviour management practices we prefer (when it comes to management and discipline) because of certain core values we hold. These core values such as mutual regard, mutual respect and dignity of the individual give a focus and direction to our management and discipline practice.

Within our whole school plan for behaviour leadership, teachers will agree on common behaviour management and discipline practices at the classroom level and 'duty of care' level, and take active responsibility for management and discipline. These preferred practices should not limit a teacher's own sense of professionalism and contextual management and discipline. Rather, they enhance such professionalism and increase the sense of shared professional consistency across the School.

These preferred practices are outlined below:

1. Faculty based classroom rules and consequences will be established and known as the 3Rs (rights, responsibilities and rules). Each classroom teacher will also establish the core routines necessary for the smooth running of classroom learning. For example these might include: entry to room, settling, appropriate seating plans, cues for questions/discussion, appropriate movement around classroom, how to fairly get teacher assistance in learning-task time, appropriate noise levels, pack-up, clean-up and exit from room. The aims of all management and discipline are to: enable the student(s) to own their behaviour, to respect mutual rights and to do so within the context of workable relationships. The teacher will consciously discipline within these aims in order that the core business of the classroom (teaching and learning) can take place.
2. When correcting/disciplining students, teachers should minimise unnecessary confrontation (in management and discipline). Undue criticism, sarcasm, ridicule, embarrassment or public shaming must be avoided. Teachers should tune into their own emotional state and personal triggers, always remaining calm when involved in disciplining students.
3. When developing and utilising corrective discipline teachers will also do the following:
  - plan the 'Language of Discipline' (think about words and meaning with typical discipline language, least to most intrusive management, positive corrective language);
  - balance 'Language of Discipline' with 'Language of Encouragement';
  - keep fundamental respect intact;
  - use a least-to-most intrusive intervention approach when managing and disciplining individuals and groups. Teachers will become 'more intrusive' as necessary. This often means becoming appropriately assertive (it does not mean becoming hostile, mean-spirited or verbally aggressive).

## APPENDIX 1 cont ...

*Preferred practices (adapted from Rogers, B. 'Behaviour Management: A Whole School Approach' seminar notes 2004)*

4. In addressing disruptive behaviour we keep the focus of discipline on the 'primary behaviour' or 'primary issue' and avoid arguing or debating 'secondary behaviours' or side issues (wherever possible). Where possible we direct the student aside from their peers and in a heated conflict situation we allow cool-off time. Some behaviour consequences will need to be deferred until after 'cool-off time' (informal and formal cool-off-time).
5. In response to the implementation of consequences for persistent challenging behaviours we;
  - emphasise reparation, restitution and reconciliation as the norm;
  - emphasise that student behaviour is a 'choice';
  - distinguish between 'negotiable' and 'non-negotiable' consequences;
  - emphasise the certainty of the consequences rather than the severity of the consequences; remembering to keep the fundamental respect intact when applying the consequence.
6. We also 'separate' the distracting, disruptive, offending behaviour 'from' the student (in the way we treat the student).
7. We actively promote positive behaviours with all students through verbal, relational and symbolic encouragement; regular use of descriptive feedback and encouragement should be the norm.

## APPENDIX 2

### NEGOTIABLE CONSEQUENCES - *Consequences are the outcomes of our 'choices' and our actions*

#### Criteria for choosing consequences

- Is the consequence related to the behaviour?
- Is the consequence reasonable?
- Does the consequence teach students anything about their behaviour?
- Does the consequence promote positive behaviour?
- Does the consequence have certainty and not intentional severity?
- Is the consequence linked to repair and rebuilding?

#### **CLASSROOM PLANS**

A consequential chain for positive behaviour, for example:

- Improved educational outcomes
- A positive word (regular, brief, descriptive feedback)
- A note in the diary
- A commendation slip
- A public acknowledgement of successive contributions

A consequential chain for challenging behaviour, for example:

- In class the student may be asked to work away from others in the room;
- The student will be asked to stay back and meet with the teacher;
- The student may be asked to take 'cool off' time and thinking time (*see Appendix 4*). A student shall not be left outside the classroom for an extended period of time;
- A thoughtful, considered note to parents may be written in the student diary;
- The student may be told to leave the room for time out in another place in consultation with Curriculum Leader;

The Curriculum Leader, House Head and House Tutor will be informed of persistent and challenging behaviour.

#### **OUT OF CLASS PLANS**

A consequential chain for positive behaviour, for example:

- Improved educational outcomes
- A positive word (regular, brief, descriptive feedback)
- A note in the diary
- A commendation slip
- A public acknowledgement of successive contributions

A consequential chain for challenging behaviour, for example:

- The student may be asked to walk with the teacher on duty and carry out litter duty or another responsibility;
- The student may be told to do a litter duty in his own time at lunchtime under the supervision of senior student leaders;
- A student may have his behaviour recorded by a duty teacher and presented to the Head of Senior School;
- A student may be removed from the yard at the discretion of the Head of Senior School;
- The Curriculum Leader, House Head and House Tutor will be informed of persistent and challenging behaviour.

When a crisis situation arises, a trusted student can be sent to the Head of Senior School, assistant to Head of Senior School, House Head, Curriculum Leader or to another staff member who will come as quickly as possible to escort the disruptive student to a cool-off time-out area. (*see Appendix 4*)



## APPENDIX 3

*SCHOOL BASED RULES AND ROUTINES - have been developed to support a safe and respectful community*

<i>YARD AND WHOLE SCHOOL ENVIRONS</i>	<i>OUTSIDE OF SCHOOL (at sporting and other co-curricular events i.e in all public venues)</i>	<i>TRANSPORT MANAGEMENT</i>
<p>At Scotch College students should:</p> <ul style="list-style-type: none"> <li>• Observe accepted ‘Code of Behaviour’ according to the 4 C’s;</li> <li>• Exercise great care when moving around the School and between venues (no running, pushing etc);</li> <li>• Place litter in rubbish bins provided;</li> <li>• Store bags and other possessions in lockers;</li> <li>• Keep away from other students’ lockers;</li> <li>• Enter classrooms out of class time only with the permission of a staff member;</li> <li>• Play ball games in specified areas only;</li> <li>• Avoid games and activities that involve negative physical interactions (for example, British bulldog, bar code and mugby games);</li> <li>• Walk sensibly without pushing along corridors and through doorways;</li> <li>• Observe common courtesies when moving around the School by waiting at entrances for staff and other adults to enter/leave before moving.</li> </ul> <p><i>On wet days it is crucial that these above rules and routines are observed</i></p>	<p>At Scotch College students have a responsibility to behave in a way that brings credit to the School and themselves. To this end the School requires that students:</p> <ul style="list-style-type: none"> <li>• Observe accepted ‘Code of Behaviour’ according to the 4 C’s;</li> <li>• Use appropriate language;</li> <li>• Interact with members of the public in a sensible and caring way, observing the 4 C’s at all times;</li> <li>• Display courtesy and respect when travelling on public transport – stand for adult members of the public, do not block entrances and exits;</li> <li>• Dress according to School dress rules on all occasions (at sport, co-curricular and at all public events);</li> <li>• Take responsibility for their own belongings;</li> <li>• Display good sportsmanship and show respect for students from other schools in all competitive and non-competitive situations.</li> </ul>	<p>At Scotch College students should:</p> <ul style="list-style-type: none"> <li>• Observe accepted ‘Code of Behaviour’ according to the 4 C’s;</li> <li>• Always follow directions from staff members;</li> <li>• Treat buses and other public transport with care;</li> <li>• Get on and off buses and other transport in an orderly manner;</li> <li>• Remain with the group unless written permission has been given to leave;</li> <li>• Remove litter from the bus and always check for rubbish before alighting;</li> <li>• Not make offensive gestures out of windows to members of the public or to fellow students and staff.</li> </ul>

## APPENDIX 4

*Time out: cool off time options, when a crisis situation arises.*

*(adapted from Rogers, B. 'Behaviour Management: A Whole School Approach' seminar notes 2004)*

Students learn in many ways, but one of the more powerful ways is by association. If time-out is consistently associated with repeatedly disruptive or any dangerous behaviour then they will at least learn the following:

- Certain behaviours will never be tolerated.
- Refusal to respond to fair guidelines and fair discipline will result in temporary exclusion.
- Time-out will happen when you behave in unacceptable ways.
- All time-out occurs within the concept of 'choice' and of known, fair rules.
- The class is protected from extremes of behaviour, and time-out is seen as a just short-term solution. The rights of the non-disruptive students are protected; this psychological protection gives the other students an assurance that something is being done for their benefit as well as the disruptive student.
- The disruptive student always has a chance to work on a personal behaviour change plan.

A trusted student can be sent to the Head of Senior School, Assistant to the Head of Senior School, House Head, Curriculum Leader or to another staff member who will come as quickly as possible to escort the disruptive student to the offices of the Head of Senior School or the Assistant to the Head of Senior School.

Here, the student will be asked to work on;

- A behaviour management plan that involves reflection (thinking about his behaviour) (*see Appendix 5*)
- work supplied by his teacher/s

As a consequence of this process the Curriculum Leader, House Head, House Tutor and parents will be informed and there will be feedback to the referring teacher for repair and rebuilding with the student.

# APPENDIX 5

## Examples of behaviour management plans

**The 4W Form**

Student: \_\_\_\_\_ House: \_\_\_\_\_  
 Teacher: \_\_\_\_\_  
 Subject: \_\_\_\_\_ Date: \_\_\_\_\_

**Student comments**  
 What I did against the class or school rules.  
 \_\_\_\_\_  
 \_\_\_\_\_

What rules (or rights) did I break or infringe?  
 \_\_\_\_\_  
 \_\_\_\_\_

What is my explanation?  
 \_\_\_\_\_  
 \_\_\_\_\_

What I think I should do to fix things up or work things out.  
 \_\_\_\_\_  
 \_\_\_\_\_

Teacher's comments only Date: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Resolution required (please tick)**  
 Total number of exits from class \_\_\_\_\_

I will work through the conflict with the student

I will arrange a time with the House Head

I will arrange a time with the Curriculum leader (subject issues)

I need the intervention of the House Head or House Tutor to work with me and the student.

Return to Head of Senior School (asap)

**Stop/Start Behaviour Plan**

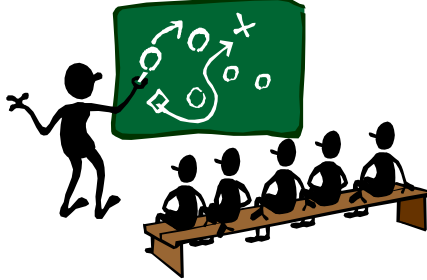


**MY GOALS**

STOP DOING	START DOING
1.	1.
2.	2.
3.	3.

- Is your plan achievable?
- OK, how will you do it? Discuss this with your teacher.
- How will you handle 'bad days'?
- What support will you need from your teacher?

**The 3W Sheet**



**Our Classroom**


1. What's working well in our class and why?  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
  
2. What's not working well in our class and why? Is anything upsetting you? Why?  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
  
3. What are some things we can change? Let's discuss together. Let's make a plan for action:
  - a. Things we can start soon
  - b. Things that will take a bit longer
  - c. How we'll do it.
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

## APPENDIX 5 cont ...

### Examples of behaviour management plans

**STICKY NOTES**  
*(In collaboration with the teacher, student sets own goals for the lesson and ticks the boxes if goals are achieved)*  
*e.g.*

	<b>Focus in class</b> -listen to instructions
	<b>Be prepared</b> -text book <i>pens, rulers, diary</i>
	<b>Write homework in diary correctly</b>

  
THINKING ABOUT MY  
BEHAVIOUR

1. Think about what happened. What did I do?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. Which 'right' was not respected/what rule was broken?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. What is my side of the story?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. What can I do to fix things up?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_