

Prescott College Southern



School Behaviour Management Guideline

Purpose

Prescott College Southern is committed to providing a safe, nurturing and Christian environment for all our students. Our policy and procedure for behaviour management and expectations of students outline our approach to assist students in maintaining positive behaviour and fostering a culture of accountability, fairness and restorative justice.

Objective

Our objective is to ensure that all Prescott College Southern community members, including staff and students, work together to create a positive learning environment. This includes supporting students to reach their full potential and feel a sense of belonging and connectedness to the school community.

Approach

We recognise that individual choices in behaviour can impact both the individual and others. To address this, we value a restorative approach that encourages accountability and a commitment to restoring relationships. Our Behavioural flow chart outlines expectations for student behaviour, and the restorative approach is used to support students who may have difficulties meeting these expectations.

School Values

Our values are a practical reflection of Jesus and an outpouring of our personal and corporate worldview as a Seventh-day Adventist educational institution. This enables us to create a thriving Christ-centred learning community. At Prescott College Southern, we want all of our students to SOAR, and as a community, we value:

Service

God has given each of you a gift from his great variety of spiritual gifts. Use them well to serve one another.

1 Peter 4:10

Ownership

Don't compare yourself with others. Just look at your own work to see if you have done anything to be proud of. You must each accept the responsibilities that are yours.

Galatians 6:4–5

Achievement

I can do everything through Christ, who gives me strength.

Philippians 4:13

Respect

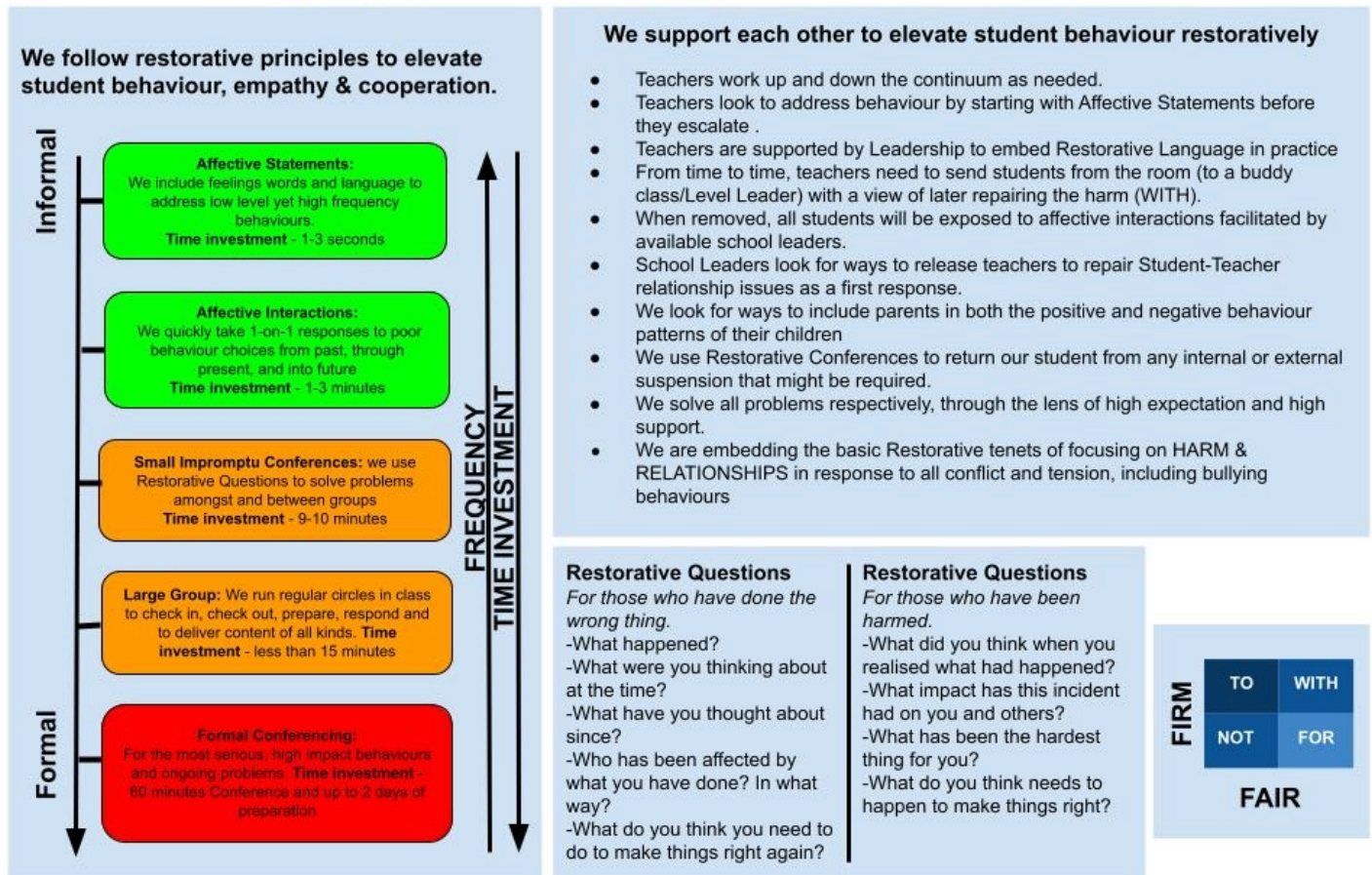
Do to others whatever you would like them to do to you.

Matthew 7:12

Primary School Processes

Teacher Driven Process:

Each teacher is responsible for managing behaviour in their classroom. This involves having the student Refocus, Redirecting their attention and Reteaching expectations. When students make the wrong choice, Restorative Practice seeks to repair relationships that have been damaged. It achieves this by instilling a sense of remorse and prompting the offender to take restorative action, eliciting forgiveness from the victim, and establishing a plan for the future. Below are some questions we can use when repairing the relationship with or between students.



When students misbehave within the 'low level' examples, we have a conversation with them about expectations and log it into SEQTA. If the student repeats the same behaviour, then it is logged again in SEQTA after talking to them and an email is sent to parents from SEQTA. The same process is used for a Minor behaviour. In these situations, an informal consequence may be given.

Moderate behaviours are followed up at an admin level. These are recorded on SEQTA, follow-up is treated on a case-by-case basis but generally involves a restorative conversation, formal consequence (time out of playground, classroom or Suspension), formal notification home & preventative strategies.

The Care Team Approach:

Should a pattern of behaviour develop, or a student display behaviour that is considered 'Major' or 'Critical', the school's administration team will engage parents in a 'Care Team Meeting' in which a formal Behaviour Support Plan will be implemented. This team usually comprises key stakeholders, including the child's teacher, parents, the student themselves, administration and others as necessary. This plan is implemented and reviewed periodically.

Behaviour Support Plans

This process encourages students to identify behaviour triggers, consider positive choices, predict

consequences of their behaviour and make goals for future behaviour.

- The Primary Admin will discuss with the student the unacceptable behaviour and the effect of the behaviour on themselves and others.
- Students will be supported to attempt to make things right. They may also be given a task(s) to do that help others or demonstrate appropriate behaviours in context.
- All Behaviour Support Plans are filed for monitoring and recorded in SEQTA
- The Primary Admin Team will maintain contact with the teacher and the student and follow up on progress at agreed intervals.
- A student may be referred to the Deputy Principal with a recommendation for further follow-up if little or no progress is shown by the student.

Other Behaviour Support Processes (Primary)

Buddy Class

Teachers may need to send a student out of class due to their behaviour. The goal of this is to allow time for the student, teacher and class members to 'de-escalate' and experience success.

Exit Cards

Prescott College Southern values student agency, and an exit card equips students to be proactive in their learning and respond to their emotions positively. Students use the exit card to work quietly up in the office, reset or debrief with Primary Admin.

Supported Playground Area

At times, it might be necessary to withdraw a student from the main playground in order to maintain the safety and welfare of students in the school. This smaller area is equipped with adult support staff and play equipment to help engage students in positive play choices and make goals for positive care, cooperation and consideration upon returning to the general playground.

Office Time Out

At times, it might be necessary to withdraw a student from the classroom as a result of continual or severe disruption to the learning environment. Students who are withdrawn will work in one of the breakout rooms in the office. Primary Admin will have a restorative conversation with the student and inform parents, as necessary, of the Office-Time Out incident.

Off-Campus Activities

Students are required to demonstrate a level of self-regulation and acceptance of school expectations in order to participate in activities that are held off campus such as camps and excursions. Staff will review a student's eligibility to attend these activities based on student progress and engagement and in consultation with parents/caregivers.

Suspension

There are times when a behaviour is of a significant nature that, at the discretion of the Deputy Principal and/or the behaviour review committee, the parent or caregiver may be required to immediately collect their child. A restorative conversation is held with the student upon return and an Individual behaviour plan is introduced to proactively support positive choices. A behaviour contract may also be implemented at this stage.

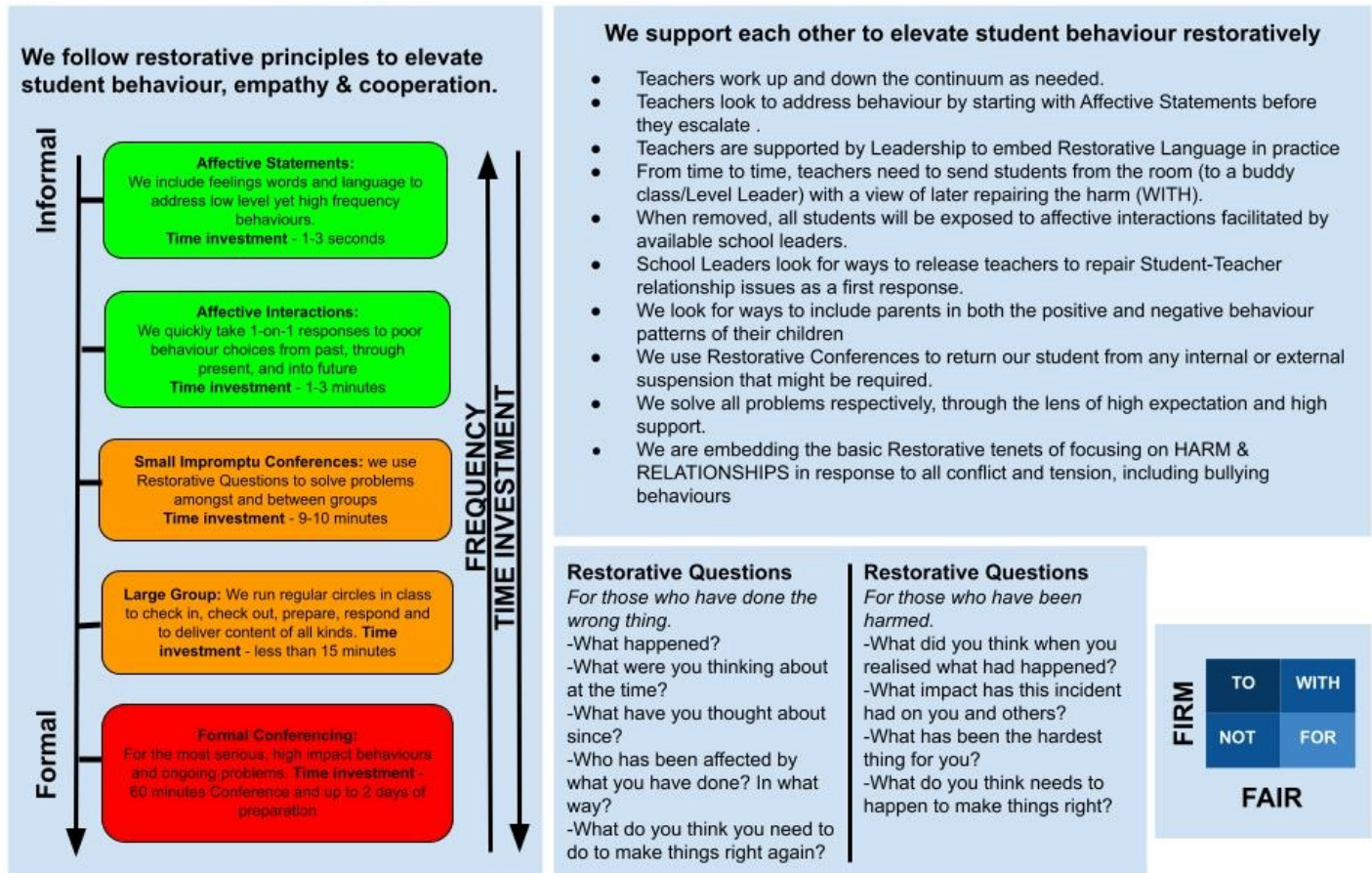
If a student does not show improvement while completing a Behaviour Contract, the Principal will have an enrolment conversation with their parents.

This system is about supporting our students and helping our teachers to be consistent.

Secondary School Process

Teacher Driven Process:

When students misbehave within the 'minor' examples (Level 1 behaviours that affect themselves), the teacher has a conversation with them about expectations. If the student repeats the same behaviour, the teacher has another conversation with the student and parents are contacted via email to inform them of the behaviour. The same process is used for a Major behaviour (Level 1 behaviours that affect others). Level 2 behaviours are a straight infringement which are emailed home to parents. The Year Level Coordinator is made aware of the behaviours as they occur.



YLC Driven Process:

Students will also incur infringements after behaviour concerns accumulate. YLC keeps up to date with the behaviours once they accumulate, issues an infringement and sends an email home. If a student accumulates three infringements in one term, they are issued a Referral. YLC can also issue a straight Referral when students exhibit Level 3 behaviour. The YLC will notify parents of a referral and have students complete a reflection sheet during their recess or lunchtime. This reflection sheet process includes the students restoring the broken relationship with the other student or staff member. If a student is issued a 2nd Referral, they are placed on a YLC Behavioural Contract after the YLC has met with the parents in a care team meeting to discuss the student's behaviour and the support that can be provided outside of school.

The Behavioural Contract involves students setting two goals to help them modify their behaviour. They then take it to every class and rate themselves, and have their teacher rate them on how well they reached their goal. If the number is positive, it gives the teacher an opportunity to provide students with positive feedback. If the number doesn't line up, it gives the teacher an opportunity to talk to the student about how they can improve in the next class. See example below:



Student Instructions:

Present this form to your teacher at the end of each class.

See YLC and present this form for checking each day.

Teachers: Grade and sign accordingly:

4 – Outstanding 3 – As expected

2 – Room for Improvement 1 - Unsatisfactory

Student Name		Day:	Date:
		Student	Teacher
1	Score		
	Comments		
	Teacher to Sign:	Teacher name:	Subject:
2	Score		
	Comments		
	Teacher to Sign:	Teacher name:	Subject:

At the end of the day, the student meets with their YLC to review their sheet. This system isn't about the student getting a perfect score, but about the frequency and intensity of their negative behaviour decreasing. The student stays on the contract for 5 days. If their behaviour has improved, then they come off the contract. The YLC may decide that the student should repeat for another 5 days.

Deputy Driven Process:

If a student hasn't improved while completing a YLC Behaviour Contract, they progress to a Deputy Behaviour Contract. This can also happen if a student shows behaviour in Level 4. The process is the same as above but led out by the Deputy. Once the student successfully completes a Behaviour Contract with the Deputy, they then complete one with their YLC. This helps to give them the support to continue to modify their behaviour.

Level 5 behaviour means the student is suspended with consultation with the Principal. During their suspension, teachers are notified and the student continues to complete their work. The Deputy will send them a reflection sheet to complete and bring back when they return. A re-entry appointment is set up for the parents, student, Principal and Deputy once the student has served their suspension and then they enter into a Behaviour Contract with the Deputy. They then complete a Behaviour Contract with their YLC.

If their behaviour doesn't improve, the Principal will have an enrolment conversation with their parents.

This system is about supporting our students and helps our teachers to be consistent.