

Behaviour Management

Category: Policy

Intended Audience: Staff and Community

Date of Issue: April 2022

Manager: Deputy Principal

Distribution: Internal and TAS website

Used in conjunction with the 'Students Rules and Regulations' Document and 'Student Discipline' Policy.

Rationale

The Armidale School values all students as individuals and their talents and achievements are celebrated. The behaviour management approach seeks to guide students through their journey in a supportive manner whilst ensuring the School's tradition of high standards and expectations are maintained. It is the outstanding achievements and reputation established by the Old Armidalians past, present and indeed future that requires us to unashamedly maintain high standards. Of most importance, all students, staff and stakeholders should expect a positive and safe experience and the behaviour management policy seeks to support this.

It is the view of the School that a conversation should, where possible, precede a consequence for routine behavioural concerns. Students can expect that staff will seek to raise and address behaviour that does not meet expectations. This will take the form of a meaningful conversation with a staff member and the students' Advisor in a timely manner. It is anticipated that the advice provided will be accepted and acted upon by the student immediately.

Behavioural incidents that are deemed to be significant by the School will result in an escalated response involving members of the pastoral leadership team as appropriate. Similarly, when routine behaviour is not addressed by the student despite pastoral support provided the response will be escalated. Any behaviour considered significant will involve communication with the parents.

Policy Brief & Purpose

Our Behaviour Management Policy explains our philosophy and approach to behaviour management at The Armidale School. It seeks to provide clarity on how behaviour concerns will be addressed and consistency will be applied. Clear levels of escalation will be outlined and should be used as a guide for staff, students and parents to understand the severity of the concern as deemed by the School.

This policy is based on procedural fairness (also known as 'the hearing rule') and natural justice, and the student's right to an unbiased decision in relation to accountability and discipline.

The School will distinguish whether unacceptable behavior falls into the category of Routine or Significant and respond accordingly:

Routine Behaviour Concerns: Behaviour that does not align with basic expectations of the School.

Significant Behaviour Concerns: Behaviour deemed to be unacceptable and requiring immediate intervention and escalation from the School.

A Fair and Consistent Approach

It is our aim to ensure behaviour management is always conducted in a fair, consistent and transparent manner. To achieve this, all members of our community play an important role as outlined below:

Students:

It is our expectation that all students will be *Thoughtful, Accountable* and *Safe* in their approach to school life and interactions with all others. Students are provided with many wonderful opportunities at The Armidale School and are actively encouraged to extend themselves through the rewarding experiences facilitated by the School. Students are regularly reminded of 'time and place' and are supported in understanding what behaviour is appropriate in certain contexts and what is expected at all times.

Staff:

Whether supervising, coaching or simply within their duty of care responsibility, all staff play an important role in ensuring there is consistency in our behaviour management approach. To ensure that students are *Thoughtful, Accountable* and *Safe* at all times. The maintenance of standards is the role of all staff and this includes behaviour, personal appearance and respect for people and property. Staff are expected to role model positive behaviour and be available to support and redirect students in need. Staff can recommend a behaviour detention, this recommendation will be assessed and decided upon by the Year Level Coordinator.

Advisor (MS/SS):

The Advisor will **advocate** for the student under their care by highlighting their strengths and use their knowledge to advise staff on strategies to engage and build a strong professional relationship. At the same time, the Advisor will be responsible for ensuring each student is **accountable** to the basic expectations of positive interactions, personal presentation, organisation and time management. The Advisor is responsible for maintaining a record on each student to allow for their progress to be monitored and support to be documented. The Advisor is the key link between home and school and should be the first point of contact.

Classroom Teacher (MS/SS):

The Classroom Teacher is responsible for ensuring that all students have access to a positive learning environment that is not disrupted by others. The classroom teacher will establish clear expectations and implement strategies including contacting home to redirect students and engage them before recording behaviour on Edumate.

Subject Coordinator (MS/SS):

The Subject Coordinator will support teachers in the development of consistent classroom behaviour management skills. The Subject Coordinator can issue an Academic Detention for academic dishonesty, late or non-submission of work.

Year Level Coordinator/Classroom Teacher:

The Year Level Coordinator (Middle/Senior School) or Classroom Teacher (Junior School) is the pastoral leader for students under their care this includes day and boarding students. They will provide additional support for students in need and direct the behaviour management response as required. This can range from suggesting a conversation between student and Advisor, contacting home or escalating the matter to the Head of Middle School or Director of Pastoral Care while keeping relevant boarding leaders informed. Within the Junior School, this referral will go from the Classroom Teacher to Head of Junior School.

Parents/Caregivers:

We actively seek to engage parents/caregivers throughout the behaviour management process to ensure that a collaborative approach can be adopted in achieving a positive learning and reflection experience for students involved. The School aims to work in partnership with parents/caregivers to address behavioural concerns to ensure there is consistent messaging at home and at school.

Behaviour Management Framework

		Expectation	Conversation	Consequence	Escalation
			Advisor/Teacher	JS Teacher/YLC/HoH/Subject Coordinator	Pastoral Leadership Team
		Alignment with values demonstrating pride and connection with TAS	For Teacher/Advisor follow-up with students via a conversation - a conversation note triggers a discussion with the Advisor to identify patterns and contact home if required.	Conversation with students advising contact Home and Consequence - Year Level coordinator to follow-up. Includes repeat behaviour or disregarded instruction.	Escalation - Pastoral Leadership Team – Head of Junior School/Head of Middle School/Director of Pastoral Care/Director of Boarding/Deputy Principal to follow-up and engage parents.
T	Thoughtful	Proud Kind Respectful	Low level disrespect to School, uniform, staff or others. i.e. not following uniform guidelines, disrespect to property, poor language, rudeness.	Moderate disrespect to School, uniform, staff or others. i.e. extreme hair/uniform, disrupting the learning of others, rudeness, damage to property.	High level disrespect to School, uniform, staff or others. i.e. use of inappropriate language, disrespect to staff, wilful damage.
A	Accountable	Honest Acting with integrity Organised Purposeful	Disengaged and disorganised behaviour. Not completing set work, lateness, unexplained absence from co-curricular, chewing gum, use of phone.	Disruptive and disrespectful behaviour. i.e. Disrupting the learning environment for others, intentional lateness, unacceptable absence from co-curricular not following school processes- signing out/in.	Intentional and damaging behaviour. i.e. truancy, bringing the School into disrepute, academic dishonesty.
S	Safe	To all people, property and self	Unplanned behaviour that has the potential to be harmful. i.e. exclusion of others, negative risk taking.	Behaviour that is harmful to others intentionally or unintentionally or deemed to be dangerous. i.e. misuse of technology, unkindness to others.	Behaviour that is dangerous to self or others. i.e. illegal behaviour, high risk actions.

*Note that the indiscretions listed are examples only. Please refer to the 'Rules and Regulations' document for examples of expectations.

Internal Communication Channels Process

We are a School that proudly puts a number of staff around our students in need. It is essential that staff inform all key internal stakeholders when reporting on a student. The following staff should be considered the

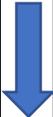
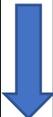
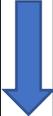
Edumate is the primary tool used by TAS to document and share information during the School day. The Boarding Houses use REACH boarding software to store and share student information. When a behavioural or pastoral concern is identified, staff are required to log the information and share it with the Year Level Coordinator and the Advisor (Boarding Head of House when appropriate). Classroom Teacher and Head of Junior School in the Junior School. If the behaviour relates to academic dishonesty or incomplete work in the Senior or Middle School, the Subject Coordinator should also be informed.

Information included will be factual and not emotive.

Where possible and if it is safe to do so, significant behaviour should be addressed at the time with a clear message that it will be followed up when appropriate i.e. at the conclusion of a lesson, when emotions have calmed. If escalation is required (immediate or other), the Year Level Coordinator is the first point of call followed by the Head of sub-school (HoJS, HoMS, DoPC) followed by the Deputy Principal.

The School expressly prohibits corporal punishment.

Internal Communication Channels Process

		Wellbeing Concern	Behaviour Concern	Academic Concern	Boarding Concern
		Any concerns relating to a student's wellbeing. Serious wellbeing concerns or critical incidents will involve immediate and high-level support.	Any behaviour that is deemed unacceptable by a staff member. Behaviour that is unsafe, unkind, or disrespectful. This relates to any context while representing TAS i.e. in class, breaks, sport etc.	Academic dishonesty i.e. plagiarism, cheating. Incomplete or no work submission.	Any behaviour that occurs in a boarding setting
	Staff Member who observes behaviour.	Completes a report on Edumate including details of any conversation that may have taken place. Informs Advisor and Year Level Coordinator or JS Classroom Teacher in report.	Conversation held between staff member and student occurs. Staff member informs student that the behavior will be logged and referred to relevant pastoral leaders Report completed and includes intervention actions taken by staff member.	Class teacher completes a report on Edumate including details of the academic concern, the conversation between staff member and student and follow-up from staff member. Report Informs Year Level Coordinator, Subject Coordinator and Advisor.	Boarding supervisor to log a pastoral or duty report on the student outlining the concern, conversation and follow-up. Must ensure that the Head of House and Director of Boarding are informed.
	Year Level Coordinator/ Subject Coordinator/ Head of House	The Year Level Coordinator or JS Classroom teacher will determine the next course of action and communicate with the Advisor and Head of Junior/Middle School, or Director of Pastoral Care and School Counsellor as required.	Year Level Coordinator/JS Teacher will determine if further action is required and keep a record to keep track of any behaviour trends. Any further action to be communicated with the Teacher and Student Advisor.	Academic detentions are issued by Subject Coordinators and involve a follow-up on Edumate. Coordinators will inform the Student and Year Level Coordinator.	Head of House will follow-up with behaviour through a conversation or escalation if it is warranted.
	Head of Junior/Middle School/ Director of Pastoral Care/Director of Boarding	The Head of Junior/ Middle School or Director of Pastoral Care will advise or coordinate escalated support.	The Head of Junior/Middle School or Director of Pastoral Care will advise or coordinate an escalated response.	The Director of Studies is the point of appeal and escalation if required.	The Director of Boarding will communicate any students of concern within Pastoral Leadership meetings.
Documentation		JS Teachers, Advisors and Year Level Coordinators will keep records of student journey and communication with home as required.			Boarding Heads of House will keep records of student journey.

School Intervention

At the discretion of the School, the following consequences may be imposed as a response to poor behaviour. Consequences are not intended to be punitive but rather facilitate a period of reflection and potentially service for the School in a structured environment. Any consequence will require staff to have meaningful conversations with students to ensure they understand and feel supported. The School will provide students the opportunity to move on from behavioural indiscretions and support them on their return to the normal routine.

Routine Intervention levels of Escalation

Conversation between staff member and student.

- Behaviour that is below expectations are raised and expectations are clarified.
 - This may occur after a lesson so as to not disturb the learning environment.
- Student's are provided with the relevant information and given an opportunity to respond.
- The staff member will outline expectations and relate to whether the behaviour was thoughtful or safe and if the student is being accountable for expectations.

Meeting with Year Level Coordinator

The Year Level Coordinator will monitor the progress of students within their focus year group.

- Positive affirmation when deserved will be delivered in person and during regular Year Level Meetings.
- When trends in poor behaviour, lack of effort or engagement and disrespect for an individual are identified it will trigger a meeting with the student to outline the next course of action. This meeting will be communicated with parents via phone or email with the correspondence documented and forwarded to the head of sub-school.
- Strategies to address the behaviour will be developed and communicated to students and parents.

The Year Level Coordinator will address Year Level trends in low level poor behaviour through regular Year Level Meetings to outline expectations and clarify the School's position.

Detentions/Reflections

(Selected Afternoons 3:45pm-5:00pm)

In the event of ongoing low level disengagement with expectations or an acute behavioural incident. The Year Level Coordinator or Pastoral Leader can issue a detention at their discretion. Parents/caregivers will be informed in the event of a detention. A detention is a facilitated and documented reflection and commitment from the student moving forward. The reflection will be completed by the student and sent to the Year

Level Coordinator to read, sign and forward to parents/caregivers. On the completion of the reflection, academic study can be completed until the end of the detention session. A reflection which is not thoughtful or lacks acceptance of accountability will see the behaviour escalated to the relevant Head of sub-school.

Academic Detention

(Monday & Thursday 3:45pm-4:45pm)

Subject Coordinators can issue an academic detention via referral from the classroom teacher for repeated incomplete work, academic dishonesty or the failure to submit an assessment item on the due date. Parents/caregivers will be informed of the academic detention by the Subject Coordinators and students will complete and submit the work or progress during the set detention times.

Classroom teachers may issue a *Lunch Time Detention* for students to complete incomplete or unsatisfactory work. The onus is on the student to complete set work without supervision and submit this by the end of the lunch period. Failure to do this would be grounds for an Academic Detention issued and communicated by the Subject Coordinator.

Note that any issued Detention will take precedence over any co-curricular training/rehearsals. Failure to comply with requested detention attendance may result in temporary exclusion (suspension).

Significant Behavioural Incidents

All Significant Offences are to be reported to the Year Level Coordinator (Classroom Teacher JS) and include the head of sub-school; Head of Junior School (PK-5), Head of Middle School (6-8), Director of Pastoral Care (9-12) or Director of Boarding (Boarding Students when in residence). The Heads of sub-schools will lead an investigation utilising relevant staff to assist, involving the collection of evidence, interviews and ensuring the student(s) involved have an opportunity to be heard and that a procedurally fair process is adhered to.

If the event relates to or occurred during co-curricular, the Director of Co-Curricular is to be included also.

Behaviour that is deemed to be a significant offence may result in a suspension or termination of enrolment (expulsion). If the School has any concerns on the safety of members of the community during the investigation a student may be temporarily suspended from school while the investigation is being completed. If a suspension is the decision of the School, the relevant pastoral leader (Head of Junior/Middle School, Director of Pastoral Care/Boarding) will inform parents/caregivers/caregivers in a timely manner.

Upon return, the student and parents/caregivers will be invited to a re-entry meeting with their Pastoral Leader and the Deputy Principal (or his/her delegate) to discuss the student's reflections during their suspension and outlining commitments moving forward. Any suspension is both an opportunity for reflection and a clear warning about continued enrolment if behaviour does not improve.

The Pastoral Leaders may wish to escalate the response to the Deputy Principal if previous measures have proven ineffective. In the event of the Deputy Principal being involved, a conversation regarding the student's enrolment is required with the parents/caregivers and the student. The decision following this meeting will be communicated in writing.

Any decisions made may be appealed through the Deputy Principal in the first instance followed by the Principal.

Reflection Exemplar

- To be completed by student, reviewed by Year Level Coordinator and sent to parents or Escalated to Head of sub-school (Form Completed Digitally).

Reflection Sheet

Name: _____

Year Coordinator/ Advisor: _____

Date: _____

At The Armidale School, relationships are the foundation on which our community is built. Relationships consist of trust, forgiveness, integrity, hope and compassion. Meaningful relationships require service - giving, not taking and seeking to contribute to the common good and a culture of care. This means looking to, and after others as well as oneself.

Your responses need be detailed and honest, demonstrating why you are reflecting. This sheet must be returned to the staff member who asked you to reflect on your actions. You must take it home, have your parent sign it, and return it to your teacher who set the reflection. They will pass it onto your Year Level Coordinator. It is important that a number of conversations take place in conjunctions with this reflection.

What is the reason I am reflecting?

Who has been affected by my actions and how have they been affected?

What did my behaviour look like to others?

How did you feel when you did it?

How might others have felt?

What was my motivation for my actions / why did I act this way?

What personal skills do I need to develop?

A student at The Armidale School is required to be thoughtful, accountable and safe

What will you do in future to demonstrate this?
