

BEHAVIOUR POLICY



'We are what we repeatedly do. Excellence, then, is not an act but a habit.'

Aristotle



Rationale

Michael Fullan, internationally renowned educationalist, is quoted as saying 'Scratch a good teacher and you will find a moral purpose'. The notion of what it is to be a whole person and of education as the development of the person underpins the Sha Tin College Behavior Policy. Indeed, all our policies have as their foundation stones the elements of inclusivity, international mindedness, knowledge, understanding and appreciation of an array of beliefs and cultures, positive, harmonious inter-relationships, mutual respect and tolerance as well as effective communication. We aim to foster in our students values and attitudes which lead to success in its myriad forms. The academic curriculum and the pastoral system offer opportunities and responsibilities which enlighten them as to how to manage risk, make informed choices and sometimes even cope with change and adversity.

Their self esteem and emotional well being is promoted in a secure, friendly community. We facilitate their growth into young adults who exhibit integrity, autonomy and empathy. We encourage, in partnership with families, their social, intellectual, spiritual, moral and cultural development so all students can distinguish between right and wrong. Active citizenship and lifelong contributions to a just society, in addition to equal opportunities are also important tenants.

Some children who cause problems for others and themselves convey a sense of over confidence and independence. These are the ones who need most care from adults for a number of reasons. Often they lack true self esteem and struggle to earn superficial applause from their peers; some of them need continuous developmental support. Learning difficulties, emotional issues, language barriers or special needs may also trigger behavioural disorder. The caring of the young by adults, teachers as well as parents, enables the growing adolescent to explore what the psychologist Erik H Erikson called the 'crisis of identity' and helps them answer the underlying question: 'What do I want to make of myself and what do I have to work with?

Often the behaviour teachers find the most troubling to deal with is the persistent misbehaviour at a reasonably low level. This is corroborated by a raft of educational research. This type of behaviour includes such things as students speaking out of turn, impinging upon the progress of other students, work avoidance or use of feigned illness as an excuse, verbal abuse and truancy.

Educational experts propose the management and improvement of this behaviour through whole school behaviour policies, consistent action and the involvement in the process of students, teachers and parents. Punitive regimes and inconsistent approaches are unsuccessful strategies.



Mission statement

Good behaviour is essential so everyone has the opportunity to successfully learn

Aims:

To

- Model positive behaviour – staff and students
- Explicitly and implicitly convey high expectations of students academic, via CAS and in all areas of school life
- Clearly articulate rules, codes of conduct and guidelines
- Guide and manage student growth

Strategies:

- Implement a structured and consistent system of rewards and praise
- Utilise incremental, equitable and consistent sanctions
- Set SMART and achievable targets with students for improvement
- Work in partnership with SEN and EAL specialists
- Promote student leadership and positions of responsibility
- Encourage a culture of consultation, collaboration and excellence
- Systematic monitoring and recording of student behaviour, including details of intervention to ensure improvement
- Reflection upon and review of all policies and procedures
- Close liaison with parents and other support networks/agencies

The **Behavior Policy Code of Practice** outlines what is expected of students in lessons:

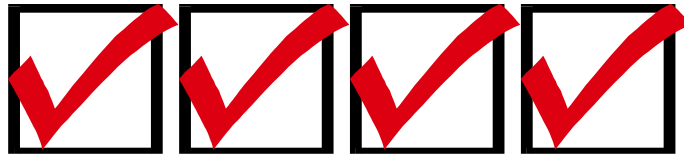
Student entitlement:

The students, teachers, parents and School Council of the College believe that *every* student has the right to learn and nobody has the right to disrupt or prevent learning. Staff will employ staged sanctions if students are at risk or impinging upon the learning of others.

Updated and modified by CMR June 2005



Behaviour Policy Code of Practice



- The best way to learn: Be prepared for lessons. Take books, stationery and all equipment

'The first thing to do is start and the second is to continue.'

- **E**xpect to learn: Respect the right of other students to learn

'Rather die with a man of wisdom than live with a fool'

- Stay **f**ocussed: Don't distract others

'Study well because one word is worth a thousand pieces of gold'

- Take **h**omework seriously and hand it in when it is due.

'Learning is a treasure no thief can steal'



Behaviour procedures – dealing with persistent low-level behaviour

Stage One

This involves identification of the student through referral and/or internal 'Cause for Concern' reports sent to the Tutor and Head of Year. The subject teacher is expected to manage behaviour unless the incident is a serious one. The Tutor also can issue a warning. When the HoY has received three reports, of any nature, during term the HoY/HoD will discuss patterns of behaviour with the student.

Strategies to improve behaviour may take the following forms:

- Monitoring
- Daily Report (for all years) to include Stage One. Subject teacher to be informed of the issue and details of arrangements and further monitoring. *Documentation MUST be kept*
- Thursday after school detention or forfeit of Study Afternoon (Senior Students)
- Ongoing liaison with subject teacher/s or HoD if one subject area is involved. *Confidentiality and dignity of student very important.*
- Meeting with Assistant Principal (Guidance and Achievement) and teachers involved

Stage Two

If the student does not respond to these arrangements the Head of Year/Deputy Head of Year should move to Stage Two to ensure fairness and consistency-

- Place students on 'Individual Behaviour Plan and Report' detailing specific areas of concern and improvement. Student takes this to lessons. *Consult SEN/EAL staff, if relevant*
- Interview parents. Outline concerns and strategies. Define and agree upon parent role. HoY/DHoy to send a letter to parents with complete details
- Another After School detention – Thursday or Friday
- Provide copies of case notes and letters to parents, to the Tutor and the relevant teachers
- Undertake the intense counselling of the student and close monitoring of behaviour
- Repeat this process – *no more than one month duration*
- Consult with Assistant Principal (Guidance and Achievement) about possible in-school suspension

Stage Three

If student behaviour continues to show no improvement, despite regular reviews and full involvement by the parents, the student will move to this stage, which **may** include:

- Case meetings with teachers and Tutor
- Involvement of Educational Psychologist or other outside agencies. *Parental permission needed for this and further causes of action*
- A Customized Contract and a revised Daily Report. This should include *SMART targets and teacher comments on behaviour*
- *Continually briefing all relevant staff and maintaining thorough documentation*

Stage Four

The Head of Year must *reinforce the seriousness* of this stage.

Possible action **may** include-

- In-school suspension on modified timetable – student withdrawn from school from some lessons, but attend those in which they behave and perform to expectation
- A morning or whole day out of lessons – unstructured breaks in order to avoid other students



Sha Tin College 沙田學院

Guidance & Achievement Policies

- Out of school suspension
- Parents and student informed that the student's place for the following year is at risk

Note: If student behaviour does not immediately improve, the Principal will meet with parents and the student. If misbehaviour persists, the parents will be asked to consider withdrawing the student from school.

Guidance :

This process requires a commitment from the student. Often such students are disorganized, de-motivated and lacking self-discipline. The process is flexible so that Heads of Year/Deputies can move students down a stage and/or follow expert advice (for example about medication) and hold a stage in abeyance. The student must make a commitment and accept responsibility if she/he is to remain at Sha Tin College.

The student must be given every chance at the beginning of a new school year. This will be as a consequence of discussion and review. Possibly this could involve beginning her/him at an earlier, less serious stage, but will involve the Head/Depty of Year monitoring student behaviour very closely at the beginning of the school year. It is important that the student, teachers and parents are kept involved and fully informed.

Updated and modified by CMR December 2005



Stage One Letter

School letterhead
Student address and date

Dear _____

_____ has received _____ 'Cause for Concern' slips recently from subject teachers. He/She has also been sanctioned for misdemeanours with _____ lunchtime detentions.

We are closely monitoring your child's progress. There will be several reviews of your child's behavior in the next few weeks by the Tutor, Head of Year and the Assistant Principal (Guidance and Achievement)

Your child will be on a Daily Report to monitor everyday behaviour. Please discuss the Report with your child on a daily basis and sign the Report every day. His/her form tutor will also check the report.

It is expected that _____ will listen carefully to the advice given to her/him and that there will be an improvement in behaviour, as soon as possible.

It is important that you support us in our actions and that you remain in contact with the school. Please contact _____'s Tutor or Head of Year if you wish to discuss this further.

Yours sincerely,

Christine Rowlands
Assistant Principal (Guidance and Achievement)

Head of Year



Individual Behaviour Plan and Report -Stage Two

Date: _____

Name of Student: _____ Tutor Group: _____

Dear parent/guardian

Your child has been placed on an Individual Behaviour Plan to improve his or her behaviour. Please check and sign the Report every day. The Head/Deputy of Year will also check it daily. Your child's progress will be reviewed at least once at a meeting by the Head of Year and the Assistant Principal (Guidance and Achievement)

To: All teachers

Please tick if these targets are met or cross if not, then initial the box. If problem behaviour occurs, please fill in the details section on the back of the sheet.

Targets - negotiated with and agreed to by

_____ (student signature)

- 1.
- 2.
- 3.

Week One

Day 1 2 3 4 5 6 7 8

Parent signature _____

Monday										
Tuesday										
Wednesday										
Thursday										
Friday										



Week Two

Day 1 2 3 4 5 6 7 8

Parent signature _____

Monday									
Tuesday									
Wednesday									
Thursday									
Friday									

Review between Head of Year and Assistant Principal (Principal)

Date:

Signatures:



Details of problem behaviour

Date & Lesson	Incident	Background	Action Taken	Staff signature

Head of Year comment

Parent comment



Stage Two Letter

School Letterhead
Address and Date

Dear (Parents)

Further to our meeting on (date), we have agreed that (student) has not responded as positively as we hoped to the Daily Report and monitoring.

We continue to monitor her/his progress closely and have enacted Stage Two of our incremental Behaviour Policy. Tutor, Head of Year and the Assistant Principal (Guidance and Achievement) will regularly review your child's progress in the forthcoming weeks.

We have also placed your child on an Individual Behaviour Plan. This is in the form of a report with specific targets. Your child has agreed to work on these.

It is expected that (student) will listen carefully to the advice given to her/him and that there will be an improvement in behaviour, as soon as possible. During Stage Two, if (student) does not meet the expectations we agreed together, he/she will face detention.

It is important that you support us in our actions and that you remain in contact with the school. Please contact (student's) Tutor or Head of Year if you wish to discuss this further.

Yours sincerely,

Christine Rowlands
Assistant Principal (Guidance and Achievement)



Stage Three Letter

School Letter
Address and Date

Dear

_____’s behaviour continues to cause us concern. It has not been modified by our previous measures. He/she has been sanctioned by lunchtime and after school detentions but these are proving ineffective.

We consider it necessary to activate an agreed Stage Three Contract with you and _____. Please make an appointment as soon as possible with his/her Head of Year and myself so that we can discuss the terms of the Contract and an agreed course of action. _____ will remain out of school until this interview has taken place. He/she is expected to attend.

We may contact one of ESF Educational Psychologist, for advice on managing this behaviour and we need your permission for this. Mr. Woods may feel it necessary to contact both you and _____ to make an appointment for an interview.

Please continue to support us in our desire to act in unison to bring about a change in _____ behaviour.

Yours sincerely

Christine Rowlands
Assistant Principal (Guidance and Achievement)

(Head of Year)



Stage Three

SHA TIN COLLEGE CONTRACT CODE OF CONDUCT

Name:	Form:
Tutor:	Date:

It is agreed that (student name) will comply with the practices of Sha Tin College which are those expected of any Year ____ student.

Reasons for contract: note - see attached letter

It is expected that (student) will:

- Promptly attend all lessons unless he has a medical certificate to certify illness
- Complete all homework set by the due date
- Meet all coursework deadlines
- Work efficiently, co-operatively and to his maximum capacity in lessons
- Abide by all the rules of the College

Any breach of the above rules will be recorded by the teacher and Tutor, then reported to his Head of Year. (student) will then be sanctioned accordingly: The stages in this sanction are:

Dates

- *One Thursday After School Detention 3.30 – 5.00*
- *Friday After School Detention 3.30 – 5.00
outside the Assistant Principal (Guidance and Achievement) office*
- *Warning by Principal*
- *Friday after school suspension*
- *Meeting with Principal*



(Parent) and (Parent) have agreed to:

- Check and (student's) daily reports*
- Keep in close contact with (student's) Tutor*
- Take appropriate measures to support both (student) and the College*

Student signature _____

Parent signature _____

Assistant Principal
(*Guidance and Achievement*) signature _____

Head of Year signature _____

Date: _____



Stage Four Letter

School Letterhead
Address and Date

(Telephone is an option, but records must be maintained)

Dear (Parents)

_____ has not responded to the terms of the Contract. It is now imperative that we meet with the Principal to discuss _____ future at Sha Tin College.

Please contact the Principal's Secretary to arrange an appointment time for the interview. Your son/daughter is expected to attend.

Yours sincerely

Christine Rowlands
Assistant Principal (Guidance and Achievement)



Our school code of conduct

Safety:

Are my actions safe for myself and others?

Respect:

Do my actions show respect for myself and others?

Honesty:

Do my words and actions represent the truth?

Responsibility:

Do my actions meet the expectation to take care of myself and be a dependable member of the community?

Courtesy:

Do my actions make this a nice place, where people feel welcome and accepted and where they can do their work without disruptions?

Guidance and Achievement CONCEPT

