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BEHAVIOUR MANAGEMENT POLICY

Responsible Officer	College Principal
Effective Date	2016
Superseded Documents	
Review Date	2019
Associated Documents	

BEHAVIOUR MANAGEMENT POLICY

RATIONALE:

AIMS:

IMPLEMENTATION:

EVALUATION:

BEHAVIOUR MANAGEMENT

a) RATIONALE

The aim of the College Behaviour Management Policy is to guide the development of the students' skills and attitudes towards the attainment of good standards of self-discipline so each student is confident, resilient, and aware of their responsibilities as part of the Christian and wider community. Emphasis is given to elements of the Quality Learning Environment component of the Quality Teaching approach to curriculum.

A Restorative Justice approach is used to encourage students to seek and receive forgiveness in order to restore relationships.

Needs of Students

If our aim is to develop students who value faith, relationships, community and learning, our responsibility as teachers is to have an understanding of the needs of our students.

The basic needs of students include:

Understanding

The teacher must show understanding in matters of discipline, such as extenuating circumstances, such as home background, previous events, or health of the student, which may affect the behaviour of the student in given circumstances.

Consistency

So that students develop an awareness of the required standard of behaviour, teachers need to ensure consistency. Teachers must create an understanding of acceptable social behaviours and the purpose of rules.

Responsibility

A teacher has a great responsibility to maintain a standard of behaviour of the students in their care. They must develop the organisational skills of students so that College activities may proceed with minimal disruption and so develop the students' own sense of responsibility.

Sense of Worth

Teachers need to increase the level of self-esteem, class and College spirit, so that students will behave well, because they believe that they are individually worthwhile, and because they are members of a worthwhile community. As worthwhile members of the community, we expect that their behaviour will be aimed at gaining approval of those around them: parents, teachers and peers.

Consideration

Teachers must be prepared to give consideration to the students and listen to them. In this way, students will feel that they are important, worthwhile people who can approach teachers when the need arises.

Moral Autonomy

To be self-disciplined, students need to develop a sense of moral autonomy; that is, they are able to decide and choose what to do in a given situation – whether it be right or wrong according to their sense of moral behaviour.

Self Discipline

There are many situations in students' daily lives which demand a choice in behaviour. Students need to be made aware that they are faced with a choice, and that they can choose to do the right thing or the wrong thing. They must also realise that they must accept responsibility for the consequences of their decisions for themselves and others.

b) INDIVIDUAL STAFF CLASSROOM MANAGEMENT PLANS

All staff are encouraged to develop their own Behaviour Management plan, in keeping with Diocesan and College policies. These plans take into consideration all students in their classes, especially those with special needs, and involve strategies teachers will use to manage student behaviour. Staff are encouraged to individualise these plans to suit student needs.

c) IDENTIFYING LOW, MEDIUM AND HIGH LEVELS OF INAPPROPRIATE BEHAVIOUR, AND CONSEQUENCES

Behaviours that compromise students becoming people who value community and learning, and relationships reflecting an understanding of Gospel values, may be of varying degrees of seriousness, depending upon their impact on others.

Low Level Inappropriate Behaviours

Clearly low level inappropriate behaviours should attract less severe consequences than high level behaviours. Equally clearly, if such behaviours recur, they may be deemed to no longer be low level inappropriate behaviours.

Examples of low level inappropriate behaviours:

- eating in classrooms
- talking out of turn
- speaking disrespectfully to others

- inappropriate comments or language
- not being prepared for class
- calling out
- littering
- using equipment without permission
- uniform infringements
- others (not an exhaustive list)

Medium Level Inappropriate Behaviours

Repetition of low level behaviours may result in such behaviours being deemed medium level. Often these behaviours are the type that inhibit the teaching and learning in the classroom, affecting both teacher and other students.

Examples of medium level inappropriate behaviours:

- throwing objects
- being disrespectful to others
- swearing or unacceptable language/comments to others
- repetition of a 'low level' behaviour
- using banned substances, such as aerosol deodorants, liquid paper, permanent markers
- disrupting the class
- disobedience
- being out of bounds
- fighting **
- vandalism **
- other activities deemed serious by the College

(NB. ** these behaviours may be regarded as high level, depending on the seriousness of the act)

High Level Inappropriate Behaviours

These behaviours seriously hinder the enjoyment of others of facilities offered by the College, which threaten the health or safety of the offender or of others, which seriously affront a teacher or challenge a teacher's authority, which deny other students the opportunity to learn, or which upset the smooth running of the College.

Examples of high level inappropriate behaviours:

- refusal of a teacher's authority
- swearing at a member of staff
- blatant disrespect
- examination infringements
- possession of cigarettes / weapons
- stealing
- truancy
- victimisation
- refusal to attend lunch time detention
- smoking
- fighting **
- vandalism **

NB. Selling, possession or use of illegal drugs means an automatic referral to the Principal, and will generally result in the termination of enrolment and police notification. (Refer to Diocesan guidelines).

These levels of inappropriate behaviour can be applied to ALL students, though it is unlikely many students in Kindergarten – Year 6 will exhibit High Level Inappropriate Behaviours. In the event of such incidents occurring, may be handled differently depending on the age of the student.

BEHAVIOUR MANAGEMENT STRATEGIES

1. Classroom teachers use a range of strategies from correction in class, isolation within the class, and occasionally lunch time detention.
2. Teachers often use a restorative approach to have students reflect on their behaviour, and its effect on others.
3. Issues needing to be passed on to a Co-ordinator:
 - Studies Co-ordinator, if behaviour is an in-class incident,
 - Primary or Secondary Student Co-ordinator, if behaviour is outside the classroom, or across classes.May result in further attempts to use a restorative conferencing approach, or may result in detention.
4. Parents may be notified of inappropriate behaviour, using a Behaviour Notification form, or through a phone call. (*Teachers are asked to speak to the appropriate Primary / Secondary Student Co-ordinator before making such a call*).
5. Inappropriate behaviour of a serious or repeated nature may result in:
 - loss of privileges, such as removal from a rep sports team,
 - after school detention,
 - Off Playground in K-6.
6. As a rule, students must be directly supervised at all times. Therefore, students should NOT be placed in a room without a teacher present, nor sent out of the classroom, not visible to the teacher.
7. Kindergarten to Year 6 teachers employ a buddy procedure for teachers requiring immediate assistance in the classroom to deal with behaviour issues. In Year 7 to 12, teachers call for assistance by sending another student to the office, or to their Co-ordinator's classroom, requesting support.

NB. Teachers wishing to report inappropriate behaviour are asked to fill in a Behaviour Notification form, to be lodged with the appropriate Primary or Secondary Co-ordinator.

d) THE ROLE OF THE PRIMARY AND SECONDARY CO-ORDINATORS IN BEHAVIOUR MANAGEMENT

The function of the Primary and Secondary (Student and Studies) Co-ordinators in the Behaviour Management process is to instigate strategies / tools for managing inappropriate behaviour. These may include:

- monitoring student behaviour
- interviewing students
- use of behaviour contracts
- investigation of issues
- communicating with parents and staff
- consulting on the removal of student privileges, such as withdrawal from representative sport

Primary and Secondary Co-ordinators use all the processes of Restorative Justice to restore faith, harmony and integrity for students, staff and families.

They identify behaviour that is damaging to relationships and to students' learning, and its effects on others, especially where that behaviour:

- is a matter of safety

- is undermining the teacher's authority in the classroom.

They empower the students to recognise and own their behaviour, and repair any damage to relationships, restoring their own integrity.

They support staff by being able to identify and recommend strategies for managing issues impacting on students' behaviour, and make appropriate referrals where needed.

They give students the opportunity to seek and receive forgiveness.

e) OFF PLAYGROUND PROCEDURE (K-Year 6)

Students are placed on a 20 minute off playground time for behaviours that may be unsafe or are a breach of school rules. This is held in the last half of the second break twice per week. It is supervised by Primary Co-ordinators.

Staff are asked to fill in the Off Playground book, kept in the Staff lunch room, as well as a formal notification of the incident leading to the student being given this consequence, which is sent home to the parents of the child. During Off Playground, the supervising teacher may engage the students in some Restorative Justice talking, to encourage the children to look at their own behaviour in the light of its consequences for themselves and for others.

If a child has been placed on Off Playground on repeated occasions, a parent interview will be sought. This interview may involve the Primary Co-ordinator, class teacher, parent and child. An Individual Behaviour plan may be decided upon. This may include a daily Behaviour card for up to a 2 week period.

NB. Off Playground is NOT to be used for homework catch-up, or as a punishment for students not completing their work in class or at home.

f) AFTER SCHOOL DETENTION (Years 7-12)

High Level inappropriate behaviours will be, at the least, dealt with through after school detention.

- After school detentions are held ONCE per fortnight (alternate Thursdays)
- The Secondary Co-ordinators supervise these hour long detentions.

A copy of the detention notification is given to the student by the issuing teacher, and a copy is to be sent home to parents via mail.

After school detentions operate in the following ways:

- Students present supervisor with their signed detention slip
- Students are to copy the College rules from their diary
- Students may be given a further task to reflect upon their behaviour
- Students may be given an alternate task, e.g. playground beautification, depending upon the reason for the detention
- At the end of the detention, supervisor collects all completed work
- Students observe strict silence during detention
- Failure to observe detention rules **may** result in a further detention
- Failure to attend detention **may** result in an automatic doubling of the detention owing. Failure to attend this further punishment **may** result in suspension and parent interview
- After 3 afternoon detentions, the Secondary Student Co-ordinator is notified and **a parent interview may take place.** (NB. The Co-ordinator rostered on to detention will check students attending detention that day have not accumulated three detentions. If they have, they will pass this information onto the Secondary Student Co-ordinator)

Detention Slips

Detentions issued at St Catherine's Catholic College fall in to two categories.

- Out of class detentions – eg. truancy, playground etc.
- In class

Out of class detentions are negotiated through the relevant Secondary Student Co-ordinator. In-class detentions are negotiated through the respective Studies Co-ordinator, before final consultation with Secondary Student Co-ordinators.

Out of Class Detentions (Lilac)

The detention slip is signed by:

- Relevant Secondary Student Co-ordinator
- Pastoral Teacher
- Issuing teacher
- Parent / Guardian

The Secondary Student Co-ordinator determines the date of the detention prior to signing. A check of the Detention folder will be necessary. Once the detention has been completed, the documentation is to be lodged with the respective Secondary Student Co-ordinator for filing.

In-Class Detentions (Red)

The detention slip is signed by:

- Relevant Studies Co-ordinator
- Pastoral Teacher
- Class Teacher
- Parent / Guardian

The Secondary Student Co-ordinator is consulted, and determines the date of the detention, checking the Detention folder. Again, documentation is lodged with the Secondary Student Co-ordinator, after the detention has been completed.

NB. The Studies Co-ordinator will liaise with the Secondary Student Co-ordinator over the incident.

g) SUSPENSION AND EXPULSION PROCEDURES

Suspension means a temporary withdrawal of student's right to participate in and attend school. This may take the form of short or long suspension, and may be in-school or out-of-school.

St Catherine's Catholic College recognises that this is a serious disciplinary measure and should only be used when other disciplinary measures have not produced a satisfactory outcome. It may also be used when a student commits a highly serious offence. The decision to suspend a student is to be made by the Principal.

In normal circumstances suspension is subject to:

- That appropriate welfare strategies and discipline options have been applied and documented.
- That appropriate support personnel within the College have been involved.
- That discussion has occurred, prior to suspension, with the student and parent regarding unacceptable behaviour.
- That factual records of all discussion and action have been taken.
- That appropriate communication processes are in place, including with the student and student's parent / guardian.
- A student is not sent home before the end of the school day until a parent / guardian have been informed, and if necessary, agreement reached about arrangements for the collection of the student from school.
- The student should take home a letter informing of the suspension, the reasons for it, and the process to be followed for interview.

NB. The complete **Diocesan Suspension and Expulsion Processes** is in the Catholic Schools Office Pastoral Care Policy, available on the Catholic Schools Office website www.mn.catholic.edu.au

h) HANDS-OFF

Hands-Off consists of two components:

1. Hands off in affection
2. Hands off in aggression

This directive aims to:

- provide students with a safe environment
- enforce appropriate standards of behaviour in a social setting
- restrict rough play

Hands-Off simply means that students are not to touch other students.

The punishment for failing to follow this directive varies according to the circumstances, but may include exclusion from the playground or afternoon detention, in the event of aggressive or persistent affectionate behaviours.

i) CORPORAL PUNISHMENT

St Catherine's Catholic College recognises that the use of corporal punishment is abhorrent and illegal. Under no circumstances is corporal punishment allowable or acceptable within the College's Pastoral Care and Discipline procedures.

The College does not encourage or endorse the use of corporal punishment by parents, as a response to incidents that have taken place at school.

