

# Student Behaviour Management Policy

## Guiding Principles

In our school community, we try to live as people who love others as Jesus loved us. His life of unconditional love influences and shapes the way we interact and how we behave. In teaching positive and appropriate behaviour, and in addressing inappropriate and challenging behaviour, we:

- treat each person with dignity and respect;
- build an environment which is welcoming, inclusive and fosters learning;
- see that mistakes are integral to growth, learning and self- discipline;
- try to be consistent, just and forgiving; and
- support young people to be responsible for their own behaviour

## Rationale

At Catholic Regional College St Albans, all students are expected to do their best. Students and staff have the right to learn and teach in a positive environment; and to feel comfortable, included and safe. It is our individual and shared responsibility to ensure that this happens. Therefore, we aim to:

- promote the values of honesty, fairness and respect for others;
- maintain good order and harmony;
- affirm cooperation as well as responsible independence in learning, and
- foster self-discipline and responsibility for one's own behaviour.

In relation to managing student behaviour, we believe that:

- learning and teaching are at the core of what we do at the College;
- a settled school environment is essential to improving learning outcomes;

- student behaviour management is the responsibility of all staff;
- students respond positively if staff are clear, consistent and follow through;
- strong, positive relationships are a pre-requisite to effectively managing student behaviour;
- high quality, engaging and appropriately challenging learning experiences promote positive behaviour;
- consequences need to be reasonable, manageable and followed through;
- young people will grow to be more responsible if they have the opportunity to reflect on their behaviour and the opportunity to begin again; and
- effective student management is a matter of skill, planning and ongoing teacher learning.

## Implementation Guidelines

To ensure the effective management of student behaviour, it is every staff members' responsibility to:

- take an active interest in the learning of their students;
- plan for an orderly classroom;
- expect high standards of behaviour from all members of the class;
- model, in word and action, the College behaviour expectations ;
- consistently use the 'Rights and Responsibilities' and the 'Positive School Wide Behaviour Expectations' as a framework for expected behaviour;
- implement agreed consequences consistently;
- recognise and reinforce appropriate behaviour;
- establish and follow predictable routines to support an orderly and calm classroom;
- understand and implement whole school and class specific 'Health and Safety' expectations;
- be familiar with the yard duty policy and areas, supervise actively and interact positively with students whilst on yard; and
- be familiar with and ready to implement emergency management procedures.

## School Actions and Consequences

Student engagement and positive behaviour is supported through whole-school relationship based practices, as well as targeted and individualised support when required. The College uses the Berry Street Education Model to support positive behaviour across the school.

Effective student behaviour change and student behaviour support is enhanced through internally based school support structures, and externally based family, education, community and interagency partnerships. The School will apply a range of supports and measures to address inappropriate student behaviour. Where a student acts in breach of the behaviour standards of our school community, the School will institute a staged response, in accordance with the CECV Positive Support Guidelines, 2018. Where applicable, behaviour notes and follow up notes or an incident report must be completed on the SIMON Learning Management System, and the Principal and relevant staff notified.

### Positive reinforcement of appropriate behaviour

Appropriate behaviour is recognised and supported through:

- Greeting and welcoming rituals when students arrive for class
- A focus on strengths
- The GEM program and ongoing reflecting on gratitude, empathy and mindfulness
- Class based gratitude activities (journal, wall, tree)
- Teacher modelling
- Berry Street strategies such as positive primers
- Circle Time
- Acknowledgement at year level and whole school assemblies
- Recognition of students through the newsletter and daily bulletin
- Teachers noticing positive behaviours, naming the behaviour and connecting praise with the behaviour.
- PSWB assemblies planned by SRC and Year Levels Councils to celebrate positive behaviours
- Commendations on SIMON that contribute to the McAuley pin

### Consequences for student misbehaviour

The School adopts a staged response to challenging behaviour and appropriate consequences for misbehaviour may include:

#### Initial Consequences

- Non-verbal warning – e.g. eye contact / hand movement / shake of head / teacher positioning to stand near student(s) behaving inappropriately.
- Verbal warning which identifies the misbehaviour and gives student the opportunity to change his/her behaviour.
- Moving student in the room to a less disrupting situation.
- Separating student from the class for a short time to provide an opportunity for the student and the class to settle. If students are outside the classroom, they need to be in sight of the teacher.
- Readmission to class activity based on student agreeing to school behaviour expectations.
- Student required to stay in after class for set period of time.
- Student required to complete work during recess / lunchtime.
- Teacher meets with the student to develop a plan to assist the student in meeting expectations.
- Student engaged in restorative actions with the classroom teacher.

### Addressing on-going and serious behaviour concerns

When there are ongoing concerns about a student's behaviour, when a student is displaying chronic patterns of problem behaviour, or in the case of a particularly serious incident the College works collaboratively to identify the presenting issues, to work out possible causes and to develop evidence based actions to address the behaviour.

This process typically involves ongoing dialogue and problem solving between the teacher(s), student, Year Level Leader, family, Deputy Principal (Pastoral Care) and other staff, as appropriate.

It may involve one or more of the following support strategies:

- Meeting with the student and his/her family to address the concerns and to develop a plan of action.
- Referral to the Learning Diversity Team or the Student Learning Team to identify the causes of the student's struggles and to plan for a targeted intervention.
- Developing or revising a Personalised Learning Plan (PLP).
- Developing a Behaviour Support Plan (BSP) and/or Safety Plan where appropriate.
- Referral to Catholic Education or external Health or Allied Health providers.
- Contact with the Regional/Diocesan Office.
- Frequent monitoring of interventions to see if they are achieving the desired outcome and adjustment as necessary.

In combination with engagement and support strategies, disciplinary actions may also be part of the staged response. These will always be proportionate to the nature of the behaviour, and need to be used in conjunction with identifying and addressing the causes of the behaviour.

Disciplinary measures must be implemented in accordance with the CECV Positive Support Guidelines. They may include:

- Restorative practice
- Withdrawal of privileges
- Withdrawal from class activities for a specified period. Where appropriate, parents / carers will be informed of such withdrawals
- Detention
- Withdrawal from class if a student's behaviour significantly interferes with the rights of other students to learn or the capacity of a teacher to teach a class.
- The student may be temporarily isolated from regular classroom activities to provide an opportunity to de-escalate or for a specified period. Parents / carers should be informed of such withdrawals.
- If students are asked to go to the office for time and space to settle, teachers need to contact the office.
- In circumstances where the student is unable to calm, remains in a heightened state of anxiety or is a danger to self or others, the parents will be asked to take the student home for the remainder of the school day.
- Contracts for conduct/attendance/bullying
- Suspension (in-school and out of school)
- Expulsion

## Suspension and Expulsion

A student may be excluded from school in situations where all other measures have been implemented without success, or where an immediate suspension is the only appropriate course of action in response to the student's behaviour that may put the health, safety and well-being of other students, staff or themselves at significant risk.

If other strategies are unsuccessful in modifying student behaviour, the School will follow the Diocesan Pastoral Care Policies and the Victorian Department of Education and Training (DET) regulations regarding suspension and expulsion.

See Appendix 1 for further information on these measures and the Catholic Education Melbourne website.

Only the Deputy Principal and Principal can initiate the processes for suspension and expulsion, and families must be involved as early as possible in these discussions.

### Corporal punishment

The use of corporal punishment is expressly prohibited at the School and under the *Education and Training Reform Act 2006* (Vic).

### Consultation

As every young person's educational needs can change over time, it will often be necessary for the school to review any additional assistance that is being provided to the young person, in consultation with parents/guardians and the child's treating medical/allied health professionals, in order to assess:

- whether the additional assistance remains necessary and/or appropriate to the child's needs;
- whether the additional assistance is having the anticipated positive effect on the child's individual physical, functional, emotional or educational goals; and
- whether it remains within the school's ability to continue to provide the additional assistance, given any limitations that may exist

### Assessing and Mitigating Risk

To discharge its safety responsibilities, the College uses OH & S risk management procedures. Potential safety hazards are identified and analysed in terms of the likelihood of an event occurring, and the potential consequences if the event was to occur. A similar risk based approach is taken with respect to Student Duty of Care, with the definitions of likelihood and consequences. The College may engage the services of the Catholic Education Office for the purpose of assessing student safety risks and determining how best to support the needs of the students, staff and the broader community.

It is important that all staff consistently enforce school rules and safety policies, and actively engage in ensuring the physical and emotional wellbeing of students.

### Related Policies and Procedures

This policy needs to be read in conjunction with the following policies and procedures:

- School Mission Understanding,
- School Values,
- Building Positive Relationships (Preventing Bullying) Policy,
- Pastoral Care Policy (CRC St Albans),
- CEM Pastoral Care Policy,
- College Rights and Responsibilities,
- College School Wide Positive Behaviour Expectations ,
- Year level policies and procedures.

*(Policy reviewed annually)*

## Appendix 1 – General Information relating to disciplinary measures

### **Withdrawing privileges**

Schools can withdraw student privileges as a consequence of breaching classroom or school behavioural standards. The specific privileges withdrawn will vary between schools and even students at the same school; however, they may include things such as representing the school at inter-school sports or attendance at a school event. This must be time-limited and the risk to the student's engagement should be taken into account. The student must be told why privileges are withdrawn, and how they should behave for privileges to be reinstated.

### **Withdrawal from class**

If a student's behaviour significantly interferes with the rights of other students to learn or the capacity of a teacher to teach a class or where there is possibility of harm to others, that student may be temporarily removed from regular classroom activities. In cases that are more serious the student may be required to leave the classroom for a specified period of time. Schools have a duty of care to ensure that students are supervised at all times, including when they are removed from a class. Where appropriate, parents and carers should be informed of such withdrawals.

Withdrawal from class does not constitute formal school exclusion such as suspension (including in-school suspension) or expulsion.

### **Detention**

Detention is an appropriate response for a wide range of less serious classroom and school behaviour breaches. Detention can effectively reinforce to students the importance of maintaining appropriate behaviour standards.

During detention, teachers may instruct a student to finish schoolwork that has not been completed in regular classroom time as a result of the behaviour, new work or other duties. No more than half the time allocated for any recess may be used for this. Where students are required to undertake detention after school hours, the time should not exceed forty-five minutes.

Where the decision is made that an after-school detention is appropriate, the principal should ensure that parents or carers are informed at least one day before the detention. Where family circumstances are such that an after-school detention would create undue hardship, Catholic Regional College St Albans may choose to negotiate alternative disciplinary measures with the parent or carer. Examples include where students regularly supervise younger siblings in the absence of parents or carers. Schools are permitted to detain students but are encouraged to take into account family circumstances and negotiate with parents and carers as appropriate.

### **Suspension**

Suspension is the process of excluding a student from standard instruction or educational opportunities for part of a day, a full day, or multiple days.

### **Expulsion**

In some instances, it may be appropriate to suspend or expel a student who consistently compromises the safety and order of the school in order to protect the learning environment for remaining students and continue with effective teaching.

Suspension and expulsion are serious disciplinary measures and are for when other measures have not produced a satisfactory response, or where there is a threat to another person and immediate action is required.

### **Procedures for Suspension, Negotiated Transfer and Expulsion**

Catholic Regional College St Albans follows the procedures suggested by Catholic Education Melbourne (CEM) when addressing wrongful behaviour of a very serious nature. Information about these procedures can be found on the CEM website.



# Positive School Wide Behaviours

Catholic Regional College St Albans

## IN THE CLASSROOM

### I respect myself by...

- Engaging in all class activities
- Completing tasks to the best of my ability
- Accepting feedback positively



### We learn by...

- Asking questions when unsure
- Setting and achieving goals for ourselves

### I respect others by...

- Providing assistance to my peers when needed
- Listening to all members of the community

### We respect the environment by...

- Tidying the classroom before leaving
- Caring for property and equipment

"Love one another as I have loved you"

## IN THE COMMUNITY

### I respect myself by...

- Speaking appropriately
- Acting safely
- Waiting patiently whilst staying in line

### I respect others by...

- Being inclusive
- Being considerate



### We learn by...

- Staying inside located boundaries
- Playing ball games in its appropriate areas

### We respect the environment by...

- Interacting with others
- Recycling

## IN CORRIDORS STAIRWELLS AND LOCKERS

### I respect myself by...

- Moving carefully
- Bringing the correct resources to class



### I respect others by...

- Being helpful
- Being mindful of others personal space

### We respect the environment by...

- Keeping the areas tidy
- Taking care of all school property

### We learn by...

- Being organised

"Love one another as I have loved you"

## ON THE OVAL



### I respect myself by...

- Making new friends
- Maintaining a positive mind set



### I respect others by...

- Preventing conflicts
- Being a good sports person



### We respect the environment by...

- Eating before going on the oval
- Being caring towards all property
- Using appropriate equipment in active areas



### We learn by...

- Listening to my peers and teachers
- Cooperating with my peers and teachers
- Being inclusive

"Love one another as I have loved you"

## IN THE YARD AND CANTEEN

### MENU

### I respect myself by...

- Being mindful of my surroundings
- Communicating politely
- Wearing appropriate uniform



### I respect others by...

- Attending to others needs
- Displaying equality
- Supporting everyone

### We respect the environment by...

- Working as a team
- Throwing rubbish in the bin
- Taking care of everyone around me

### We learn by...

- Valuing the right of everyone to learn
- Being positive and persistent
- Participating

"Love one another as I have loved you"

# School Rights and Responsibilities

In our school students and the teacher have the right to learn and teach. Therefore, it is everyone's personal responsibility to:



**Be prepared and punctual.**

**Work with effort and pride.**

**Listen attentively.**

**Follow instructions.**

In our school students and all staff have the right to feel comfortable, included and safe. Therefore, it is everyone's personal responsibility to:

**Respect themselves and others.**

**Resolve issues peacefully.**

**Respect the environment.**

**Respect property.**



## Appendix 4 - Definitions

**Behaviour** is defined as the way in which one acts or conducts oneself, especially towards others. In general terms, it can be considered to be anything we say or do.

**Appropriate behaviour** is behaving in a manner that is *suitable* for a public gathering, respecting the other members of the forum (class, meeting, assembly, gathering) and treating others as you would wish to be treated. Members are encouraged to take responsibility for their actions and to show mutual respect, maturity, and common sense. In general, appropriate behaviour is any behaviour that contributes to the positive learning environment and aligns with our school rules and behavioural expectations.

**Inappropriate behaviour or unacceptable behaviour** (including bullying, harassment and victimisation), may involve actions, words or physical gestures that could reasonably be perceived to be the cause of another person's distress or discomfort. Unacceptable behaviour does not have to be face-to-face, and may take many forms such as written, telephone or e-mail communications or through social media.

**Discriminatory conduct** is conduct whereby an individual is treated less favourably based on a relevant attribute, including their sex, race, sexual orientation, age, disability, religion or belief or gender reassignment. Such action may constitute discriminatory conduct that is contrary to Commonwealth and Victorian anti-discrimination legislation.

**Bullying** is a broad concept, which may generally be characterised as offensive, intimidating, malicious or insulting behaviour, an abuse or misuse of power through means that undermine, humiliate, denigrate or injure the recipient. Bullying generally involves a series or pattern of events in which one individual has demonstrated unacceptable behaviour towards another individual. Please refer to the Catholic Regional College *Building Positive Relationship (Bullying Prevention)* policy for further details.

**Challenging behaviour** is behaviour that significantly challenges the day to day functioning of the school. The behaviour affects learning and interrupts students' and staff capacity to function in a safe and orderly environment.

**At Risk behaviour** is any behaviour that has the potential to cause harm or injury to self or other. This includes physical, emotional or psychological harm.

**Criminal offences refers to** forms of unacceptable behaviour that may be serious enough to constitute a criminal offence. If Catholic Regional College St Albans becomes aware that an offence has been or may have been committed, these concerns will be reported to the police or other authorities, as appropriate.