



COLLEGE POLICY

Behaviour Management

1. Rationale

The College's motto 'Choose Life with Courage' is the foundation of the College's Behaviour Management Policy. The motto recognises the need for students to learn to make responsible and informed choices requiring discernment, compassion, integrity and courage. Schools provide a social context which allows students to be supported whilst also being taught how to accept responsibility for their own behaviour. Students need opportunities to develop appropriate behaviours, self-control and resilience, through interactions with peers and staff, and through the curriculum.

At St Mary MacKillop College, it is our hope to provide a school environment characterised by positive relationships between staff, students, parents, our parish and the wider community; an environment that is safe, supportive and respectful of the rights of students to learn and of teachers to teach, and the responsibility of all as members of the school community.

We endeavour to create a positive social climate with a sense of belonging for all members of the school community. It includes demonstrations of respect, kindness, inclusivity and empathy in keeping with Christian values.

The purpose of this document is to support a school culture which promotes high standards of achievement and personal conduct, and clearly articulates response guidelines and consequences for inappropriate behaviour. The management of student behaviour is a staff, parent and student concern. Student behaviour is best managed in ways that promote logical consequences and restorative practices that build and strengthen relationships and are educative in nature. We are committed to providing such opportunities and responding with tolerance and Christ-like compassion.

Parents have a pivotal role to play in the education of their children, both at school and at home. We believe that the full support of parents in the ongoing maintenance of the School Student Behaviour Management Policy. A three way dialogue between student, teacher and parent, which will ensure the principles listed below will be upheld and supported for the betterment of all.

The College community strives to follow the FIRST values which are upheld and promoted.

FIRST VALUES (CHOICES):

- Faith** – We support a spiritual journey informed by Catholic Christian tradition, gospel values and putting faith into action.
- Inclusion** – We are committed to including those on the margin and in need, as Mary MacKillop did.
- Respect** – We value, support, and affirm the unique gifts of each person and the gift of diversity.
- Service** – We are guided by the example of Mary MacKillop whose commitment to 'never see a need without doing something about it' calls us to serve others.
- Truth** – We are authentic. We have deeply held beliefs about what it means to be human and to live life with faith and purpose.

CODE OF CONDUCT

Underpinning the Behaviour Management Policy and Choices

Every individual has the right:

- To be treated with respect and dignity
- To be free of verbal physical and emotional hurt within the College community
- To hold and express an opinion respectfully
- To work in a positive learning environment
- To achieve one's best in all aspects of College learning
- To participate fully in the life of the College
- To work in a clean and safe environment
- To feel proud to belong to St Mary MacKillop College
- To have property respected

Every individual has the responsibility:

- To treat others with respect and dignity
- To refrain from hurtful behaviours
- To respect another's right to hold and express an opinion
- To contribute to a positive learning environment
- To do one's best in all aspects of learning
- To participate actively in College life
- To maintain a clean, safe environment
- To honour the values of St Mary MacKillop College;
- To respect the property of all members of the College Community

2. Definition

Students learn best when they are in a safe and settled environment, that has clear and consistent discipline codes, and high expectations for social behaviour. Our Behaviour Management Policy seeks to instil a respectful culture within the College community, which promotes good decision making.

Standard 14 of the Guide to Registration Standards and Other Requirements for Non-Government Schools states the following:

The use of any form of child abuse, corporal punishment or other degrading punishment is explicitly forbidden, and these terms are defined in accordance with these standards, in appropriate school publications and the Staff Code of Conduct.

PRIMARY CAMPUS CONTEXT

3. Primary Principles

- Every student deserves the right to learn
- Every teacher deserves the right to teach
- Every student and staff member needs to feel safe at school
- Every student needs to accept responsibility for his/her own behaviour, both in and out of the classroom
- Class and School rules are very clear and specific and they need to be followed for the safety and well-being of all.
- Staff should be consistent when enforcing school rules
- The school strives to achieve and maintain quality, high-trust relationships built on the values of kindness, honesty and respect and characterised by good communication, understanding and empathy

PRIMARY CAMPUS RULES

1. Respect each other and all property
2. Be kind and caring towards everyone
3. Play and act safely at all times
4. Walk on brick paving
5. Care for the environment and put rubbish in the bin
6. Wear the school uniform correctly and with pride
7. Use ICT appropriately

THE ROLE OF THE TEACHER

- Be responsible for guiding, monitoring and where necessary, documenting (SEQTA) the behaviour of all students in the class
- Display and remind students of the school rules, including the rights and responsibilities, appropriate and inappropriate behaviours, ensuring children clearly understand what is expected of them
- Develop with the class, appropriate classroom rules and ensure students understand both positive and negative consequences of all school and classroom rules
- Focus, where applicable, on developing logical consequences and restorative practices within the classroom
- Establish effective channels of communication with parents and staff with reference to student behaviours
- Where necessary, develop a Behaviour Management Plan for students requiring extra support in improving behaviours
- Inform the Assistant Head of Primary of any student with concerning behaviours, providing background information of the behaviour history of the student, interventions used and be involved in the intervention process that follows
- Teach and encourage the development of pro-social behaviours and provide regular opportunities in class where behaviour and social skills issues can be discussed and addressed to establish and develop a culture of shared responsibility and respect of the rights of others
- Ensure an outline of any individual Behaviour Management Plans is communicated to specialist and support staff
- Ensure an outline of any individual Behaviour Management Plan is available for relief teachers
- Be punctual to assume the supervision of class after break times and DOTT
- It is expected that classrooms are opened by 8:35am
- Ensure there is a high level of supervision of the behaviour of students within the classroom and during class activities

3. Primary Principles

THE ROLE OF THE DUTY TEACHER

- Be punctual on duty and vigilant when supervising students, moving around the duty area and interacting with students, pro-actively seeking to intervene as required
- Address inappropriate behaviours as required and verbally reprimand and ensure student is clear of expectations of future behaviour
- Address more serious inappropriate behaviours and provide age appropriate consequence (eg play somewhere else, walk with teacher, get a drink)
- Complete TIC (Teacher Incident Card) for serious or continuing incidents of inappropriate behaviour eg swearing, verbal/physical abuse
- Be familiar with rules of the playground

THE ROLE OF THE SPECIALIST TEACHER

- Establish clear rules/expected behaviour applicable to the context and age of students
- Report any serious and/or persistent inappropriate behaviour concerns to classroom teacher and/or add information to child's behaviour record (SEQTA)
- Be ready to assist with intervention strategies to address student behaviour concerns

THE ROLE OF THE ASSISTANT HEAD OF PRIMARY

- Support and guide the process for managing serious and/or persistent inappropriate behaviours
- Assist teachers in the appropriate use of the TIC
- Provide new and relief teachers with guidelines pertaining to the Student Behaviour Management Policy
- Communicate, in consultation with classroom teacher, with parents regarding any serious breaches of the Policy
- Assist/support/mentor all teachers as required in documenting, monitoring and guiding the behaviour of students
- Supervise lunch time detention
- Address students with serious inappropriate behaviours

THE ROLE OF THE HEAD OF PRIMARY

- Be informed and address students with serious inappropriate behaviours and the intervention plan in place
- Inform Principal of any serious and/or ongoing breaches of the Policy

4. Primary Procedures

ENCOURAGING GOOD BEHAVIOURS:

A main focus for staff is to encourage good behaviours and affirm students who manage their behaviour well. This is achieved in many ways and is enhanced by the high trust relationships developed between teachers, students and parents. It includes but is not limited to:

POSITIVE BEHAVIOURS:

- Expectation of 'good' behaviour as being the 'norm' not the exception.
- Intrinsic rewards of behaving well, working hard, being proud, developing good relationships and keeping safe.
- Verbal praise and acknowledgement of good behaviour
- SEQTA notes (productive behaviours)
- Message to parents (diaries, email, note, phone call)
- Class based individual and group rewards
- Merit certificates and awards
- Stickers
- Special helpers
- School Student Leadership opportunities
- Representing the school in various contexts (sport, performing arts, competitions)

CONSEQUENCES OF BEHAVIOUR BREACH INSIDE THE CLASSROOM

We acknowledge and promote positive behaviour as the basis of our behavior management policy.

If a student in Yrs 1-6 breaks a classroom rule the following steps should be followed:

1. Teachers follow their own behavior management strategies they wish to implement in the classroom.
2. When these strategies are exhausted, send the student to a buddy class for 10 minutes.
3. If the student continues to breach the classroom rules they will be sent to admin for a member of the leadership team

CONSEQUENCES OF BEHAVIOUR BREACH OUT OF THE CLASSROOM

If a student in Yrs 1-6 breaks a rule outside of the classroom the following steps should be followed:

- **First occasion:** Warning
Ask the child what rule he/she broke and what the correct behaviour is. Inform the child of the consequence if it occurs again.
- **Second occasion:** Sit out for 5 mins near teacher on duty or walk with teacher on duty for 5 minutes. Ask student to reflect on their behaviour.
- **Third occasion:** Sit out remainder of break in admin building. Classroom teacher to be notified and a TIC should be issued.

If a child breaches good behavior after the first occasion, the Duty teacher must record the behavior on SEQTA as soon as possible, ensuring the classroom teacher receives the 'alert'. TAs on duty can let the particular classroom teacher know and the teacher can record on SEQTA.

LUNCHTIME DETENTION

- These will occur on Tuesdays and Fridays and will be supervised by a member of the Leadership team. Students will be required to complete a reflection sheet. Parents will be notified from the office.

IN-SCHOOL SUSPENSION

- The child will be required to attend school and complete this in-school suspension in the admin block. The classroom teacher will be required to provide work for the student to do. The student will be given appropriate breaks at a time that does not coincide with regular recess and lunch times.

As a result of serious behaviour, attendance at excursions, sporting events, camps or school performances may be restricted at the Head of Primary's discretion.

St Mary MacKillop College

PRIMARY CAMPUS MANAGEMENT PLAN

LEVEL OF BEHAVIOUR	TYPE OF BEHAVIOUR	CONSEQUENCE	REFLECTION QUESTIONS
LEVEL 1	<ul style="list-style-type: none"> • Running on bricks • No hat • Littering • Physical contact (eg pushing) • Rough play • Playing in the toilet • Tackling during games • Speaking disrespectfully • Throwing sand • Inappropriate use of playground/ sport equipment 	<ul style="list-style-type: none"> • Verbal warning 	<ul style="list-style-type: none"> • What should you be doing? • What rule are you breaking?
LEVEL 2	<ul style="list-style-type: none"> • Continuation of Level 1 behaviours • Failure to follow teachers instructions re their behaviour • Name calling • Rough play which causes another child to be physically hurt, or damage to uniform or property • Repeated acts of disruptive classroom behaviour • Swearing • Inappropriate use of ICT • Deliberately teasing/provoking another student 	<ul style="list-style-type: none"> • Verbal warning • Lunchtime detention • Note home 	<ul style="list-style-type: none"> • Same as above • What could you have done differently? • Reflection Sheet (detention)
LEVEL 3	<ul style="list-style-type: none"> • Physical fighting • Biting • Repeated bullying • Closed fist punch • Stealing/vandalizing property • Racist remarks/acts 	<ul style="list-style-type: none"> • In school suspension 	<ul style="list-style-type: none"> • What did you do? • What do you need to do to make that person happy again?

DATE: _____ TIME: _____ VENUE/AREA _____

TEACHER ON DUTY _____

NAME(S) OF CHILDREN _____

CLASS(ES) _____

INCIDENT _____

ISSUING TEACHER _____ SIGNED _____

SECONDARY CAMPUS CONTEXT**5. Secondary Principles****CAMPUS BEHAVIOUR EXPECTATION**

This section of policy relates at the Secondary campus level in order to maintain a safe and supportive school environment:

- Students are expected to follow all instructions given by staff
- Students are not to run or behave in a robust nature in the corridors
- All students are expected to look after the school environment
- Students are not to engage in inappropriate intimate physical contact with other students
- No tackling whilst playing ball games on the oval or courts
- Mobile phones are not to be seen, heard or used during school hours on the College campus. They should remain secured in lockers.
- Electronic devices such as laptops can only be used under teacher supervision.
- Students should show courtesy and respect to all members of the College community
- Students should wear their uniform with pride
- Students do not chew gum
- Inappropriate language is not accepted

CLASSROOM BEHAVIOUR EXPECTATION

In class all students are expected to:

- Follow all instructions given by the teacher;
- Complete set work to the best of their ability;
- Treat others in the classroom with respect and courtesy;
- Observe all special safety and behaviour rules that apply in a particular classroom, workshop, laboratory, gymnasium or other areas where instruction takes place;
- Comply with punctuality requirements;
- Be prepared for class by bringing appropriate stationery, books, equipment, laptops and clothing;
- Act in a manner which does not disrupt the teaching and learning of others;
- Act in a manner which does not endanger the health and safety of self and others;
- Treat College property and property of others with care and respect;
- Not consume food in classrooms.

CONSEQUENCES FOR BREACHES OF BEHAVIOUR

These consequences are not given lightly and are therefore not negotiable.

Time Out

For minor classroom breaches, the student may be required to sit outside the classroom for a short period of time.

Classroom Detention

A teacher may use a form of classroom detention to discuss behaviour issues with a student after class (recorded on SEQTA), and will phone parents/carer if necessary as part of their strategies.

Class Withdrawal (Buddy Class)

A teacher may arrange for a student to complete their class work in a 'Buddy Class' for 1-4 periods. This will be arranged prior to the lesson(s), and the parent/carer will be notified.

Lunchtime Detention: (Given by HOY/HOLA)

A Lunchtime detention may be used for Level 2 breaches of College expectations and rules. Examples include (but are not limited to) mobile phone, planner, uniform, grooming and punctuality infringements.

After School Detention (Given by HOY/HOLA)

More serious breaches of College rules and expectations lead to detention after school. Examples include; truancy, graffiti and accumulated lunchtime infringements (See level 2 & 3 responses). Parents/carer will be phoned to discuss the issue.

In-School Suspension or Part Day in School**Suspension** (Given by HOY or HOLA)

Parent/carer will be informed by the relevant HOLA or HOY to discuss the issue. Examples include non-attendance or an accumulation of After School Detentions, being disrespectful to a teacher and non-compliance. Parents/carer will be phoned.

External Suspension/Exclusion (Principal)

For a serious breach of the College rules or expectations a suspension may result. Examples include physical assault, swearing at a teacher, drug and alcohol possession/consumption and malicious social media use. The student is not to return to school before a meeting with the parent/carer and Head of School/Principal.

6. Secondary Procedures

ENCOURAGING GOOD BEHAVIOURS:

The expectations of all staff and students at MacKillop is that good behaviour is the 'norm' not the exception. We expect everyone in our community to behave well, work hard, develop good relationships and keep safe. All staff encourage good behaviours and affirm students who manage their behaviour well. This is achieved by:

- Providing explicit instruction in behavioural expectations, rules and consequences;
- Giving verbal praise and positive acknowledgement of good behaviour;
- Providing immediate feedback and support to assist students in rectifying poor behavioural choices;
- Communicating with parents to recognise and reward productive behaviours and to address any negative situations in a timely manner, with details recorded in SEQTA;
- Giving class based individual and group rewards (Merit certificates and awards).

STAFF RESPONSIBILITY:

The best way to prevent or reduce misbehaviour is to be a good role model for students. Our staff ensure they:

- Wear an appropriate standard of dress and are punctual to lessons and duty;
- Have a formal routine to start their lesson;
- Show students respect, calmness, diligence and interest in their work;
- Reprimand when necessary and if possible in private;
- Are steadfastly firm, fair and consistent;
- Plan, maintain and regularly change seating plans;
- Use individual or classroom behaviour contracts where necessary;
- Maintain SEQTA notes.

CLASSROOM RESPONSE TO BREACHES IN BEHAVIOUR EXPECTATIONS:

Positive relationships between staff and students are a key factor in managing student behaviour at the College.

If a student breaks a classroom rule or breaches classroom behaviour expectations as outlined in this policy, a range of Positive Behaviour Support strategies may be employed (such as subtle prompting, reinforcing positive examples, redirecting focus, relocation, etc) before the following steps will be taken in the classroom:

- 1. First verbal warning** – the issue is clearly articulated to the student.
- 2. Second verbal warning** – reinforcing the teacher's expectations, and what will occur if they are not met.
- 3. Time out** – the student will be removed from the class for a short break. The teacher will then address the issue with the student privately, before allowing them to re-enter the class.

WRITTEN NOTIFICATION - The parent/carer will be notified of this incident in writing, either with a note in the student's Planner, an email from the classroom teacher or a Letter of Concern. Details will be recorded in SEQTA.

- 4. Classroom Detention** - If the issue is not resolved, the student will be kept in class for 10 minutes at recess or lunch, when the teacher will discuss the issue further with the student.

VERBAL NOTIFICATION - The parent/carer will be notified by a phone call from the classroom teacher. Details will be recorded in SEQTA.

- 5. Class Withdrawal** - the teacher may arrange for a Buddy Class for the next lesson or lessons, and materials will be provided for work that the student can complete independently. The parent/carer will be informed, and details will be recorded on SEQTA.

Behaviour Management

ONGOING CLASSROOM ISSUES OR INCIDENTS OF A SERIOUS NATURE:

- The student will be sent to Admin for the remainder of the lesson, where the Head of Year (HOY) will determine if they need to spend time in the Time Out Zone, under supervision of Heads of School.
- The Classroom Teacher and HOY/HOLA will follow up that day to discuss the issue and make sure the student understands the problem.
- Details will be recorded on SEQTA, and parents/carers will be contacted, so that they are aware of the issue.
- If a student continues to breach the rules, parents/carers may be required to attend a meeting with the teacher, HOY/HOLA and Head of School to discuss the issue. The student may be placed on a Behaviour Contract for a period of time.
- Serious incidents or ongoing breaches of classroom behaviour expectations may be referred to the Principal by the Head of School.

MANAGEMENT OF STUDENT BEHAVIOUR - SECONDARY FRAMEWORK

LEVEL 1: ALL TEACHERS		
<p>Classroom teachers have the responsibility for managing student behaviour in their classroom, during designated duty and other supervision times. They may need to consult with their Head of Learning Area (HOLA) about students who are exhibiting persistent, low level disruptive behaviour, and to discuss appropriate management strategies in a particular subject. Heads of Year (HOY) are consulted for other cross-curricular behaviour issues.</p>		
<p>Behaviour examples</p> <ul style="list-style-type: none"> • Incorrect uniform • Breach jewellery policy • Grooming • Mobile phone confiscation • Punctuality • Offensive or vulgar language • Littering • Chewing gum <p>Classroom Issues</p> <ul style="list-style-type: none"> • Homework / classwork issues • Disrupting others • Not following instruction • Throwing things • Missing resources • No computer, or computer not charged • Academic disengagement • Plagiarising / test issues <p>School Grounds</p> <ul style="list-style-type: none"> • Running in undercover areas • Rough conduct in corridors or tackling on oval • Inappropriate use of playground/sport equipment 	<p>Possible Sanctions:</p> <ul style="list-style-type: none"> • Remove/confiscating an item • Loss of privileges • Classroom detention • Pick up rubbish (duty staff) • Letter of Concern • Phone parents • Record on SEQTA • Conversation with student • Serious breaches referred to HOY or HOLA 	<p>Students with Special Needs</p> <p>The same school-wide procedures for all students, PLUS:</p> <p>Use a visual cue card to remind them of the rules, expected and unexpected behaviours</p> <p>Use a Social Story: a small script for them to rehearse.</p> <p>Please see the Learning Support Coordinator for assistance to create resources:</p>

<p>LEVEL 2: REFER TO HEAD OF LEARNING AREA (HOLA)</p> <p>The Head of Learning Area has the responsibility for the overall management of student behaviour in their Learning Area, assisting staff in managing student behaviour and liaising with the relevant Heads of School in situations which require school consequences and responses.</p>		
<p>Repeated Classroom Level 1 Concerns</p>	<p>Strategies/Consequences</p> <ul style="list-style-type: none"> • Conversation with student • Behaviour Contract • Phone Parent/Carer • Parent/Carer interview <p>Possible Sanctions</p> <ul style="list-style-type: none"> • Letter of Concern • Letter of Academic Progress • Buddy class (1-4 periods) • Time Out Zone (1-4 periods) • Lunchtime detention • After School detention • Part day in-school suspension • Record on SEQTA 	
<p>LEVEL 2: REFER TO HEAD OF YEAR (HOY)</p> <p>The Head of Year aims to create a supportive learning environment by attending to students' individual and collective emotional and social needs. HOYs are responsible for providing teachers with information about students which may affect or influence learning outcomes and behaviour.</p>		
<p>Behaviour examples</p> <ul style="list-style-type: none"> • Continuation of Level 1 behaviours • Disrespecting other students • Unexplained absence from class • Absenteeism • Failure to follow teachers' instructions regarding their behaviour • Inappropriate behaviour • Rough play causing physical harm or damage to uniform or property • Inappropriate use of ICT • Bullying • Non-attendance of detention 	<p>Strategies/Consequences</p> <ul style="list-style-type: none"> • Phone call to parents and possible teacher-student-parent meeting. <p>Possible Sanctions:</p> <ul style="list-style-type: none"> • Letter of Concern • Lunchtime detention • After school detention • Behaviour Contract - includes daily check & connect process with HOY • Time Out Zone - usually 1-4 periods, depending on severity of incident. Teacher provides learning materials for students to work on. Students should NOT be on computers in time out.) • Part day in-school suspension • Record on SEQTA 	<p>Collaboration between HOY & Learning Support Coordinator (LSC)</p> <p>Same consequences as Level 2, PLUS:</p> <p>Phone contact with parents to set up a meeting. LSC is present as advocate and note taker.</p> <p>Creation of a Behavioural Management Plan (BMP)</p> <p>May require multi-disciplinary team meeting to seek additional external services and supports.</p> <p>Health Care Plan</p>

<p>LEVEL 3 – REFER TO HEAD OF SCHOOL</p> <p>The Head of School assists the Principal in leadership, management and administration of the Behaviour Management Policy. They have overall responsibility for coordinating and implementing the behaviour management of students.</p>		
<p>Behaviour examples</p> <ul style="list-style-type: none"> • Continuation or increased severity of Level 2 behaviours • Any form of intentional physical harm: including hitting, punching, kicking, spitting, inappropriate touching • Bullying (ongoing, repeated, intimidating behaviours) • Stealing/vandalising property • Racist or sexist remarks/acts • Ongoing non-compliance • Drug or alcohol issues • Serious social media breach • Disrespectful to staff member 	<p>Strategies/Consequences</p> <ul style="list-style-type: none"> • Parent/guardian interview with Principal • Breach of law - police report • In-school suspension • External suspension (length in consultation with principal). Includes a re-entry interview • Record on SEQTA 	<p>Ongoing collaboration with Learning Support Coordinator (LSC)</p> <p>To review and adjust the implementation of behaviour plan.</p> <p>May include ongoing support from:</p> <p>External service providers, CEWA SWD consultant and/or CEWA Intervention Team.</p>
<p>LEVEL 4 - REFER TO PRINCIPAL</p> <p>The Principal is required to organise the College so that the Behaviour Management Policy operates within the requirements of the Education Act and Catholic Education WA. The Principal makes final decisions regarding suspension and exclusion of students.</p>		
<p>Referral by Head of School</p>	<p>Consequences</p> <ul style="list-style-type: none"> • External suspension (length in consultation with principal). Includes a re-entry interview • Conditional enrolment • Exclusion from the College (approval required from CEWA) 	

PROCEDURAL FAIRNESS

1. The person against whom an allegation has been made, has the right to:

- Know the allegation and any other information which has been taken in to account;
 - Know the process by which the matter will be considered;
 - Respond to the allegation;
 - The right to an unbiased decision;
 - Know the policies and procedures under which the process has taken place.
2. Where possible the Principal will have appropriate school personnel carry out an investigation on which he is to make a decision.
3. Where a grave circumstance warrants a long suspension, the student and parent will be permitted a support person/observer at formal interviews and the key points of the interview will be taken down in writing.