

# DOMINIC COLLEGE

*A Catholic School in the Salesian Tradition*



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## BEHAVIOUR MANAGEMENT POLICY

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Approved By	
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Related Documents	PC Policies and Procedures

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## 1. Source of Obligation

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Division 5 of the Education Act 2016 (Tas) (Act) sets out disciplinary procedures for government schools. The Student Behaviour Procedure published by the Department of Education (DET Procedure) also provides guidance for government schools on student behaviour procedures.

## 2. Behaviour Management Policy

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Every student has the right to a learning environment free from bullying and intimidation and to feel safe and happy at school. They also have the right to be treated fairly and with dignity.

Behaviour Management is necessary to ensure the safety and welfare of all our students, teachers and staff and to provide a conducive learning environment.

This Behaviour Management Policy sets the framework through which Dominic College manages student behaviour.

## 3. Adoption of Legislative and Authority Guidance

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Although Dominic College is not a government school, it is our policy that Dominic College follows the guidance provided in the Act and refers, in general terms where appropriate, to the DET Procedure in relation to student behaviour procedures.

## 4. Prohibition of Corporal Punishment

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It is our policy that corporal punishment of any type is prohibited.

The use of any form of corporal punishment by a staff member is strictly prohibited. Any staff member who breaches this rule will be subject to disciplinary proceedings which may include dismissal.

## 5. Behaviour Management

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Dominic College seeks to develop a culture of positive behavior by setting clear expectations of students and encouraging positive behaviour.

Strategies for developing this culture include:

- 5.1 clearly setting expectations with respect to student behaviour;
- 5.2 establishing specific teaching and learning programs;
- 5.3 communicating expectations with the wider college community;
- 5.4 acknowledging positive behaviours in a range of ways from informal verbal acknowledgement through to structured merit awards; and
- 5.5 maintaining records with respect to student behaviour.

## 6. Rights & Responsibilities

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Dominic College requires and encourages positive behaviour based on defined rights and responsibilities and all students need to realise that the following rights and responsibilities go hand in hand.

Students have a right to:

- Understand their responsibilities at school
- Learn and play in a safe and supportive environment
- Feel happy and secure in a caring environment
- Be treated respectfully and equitably
- Enjoy personal safety and safety of property
- Experience a clean and tidy environment

Students have a responsibility to:

- Live the College Values in words, actions and deeds
- Be familiar with College expectations outlined in the College Diary
- Participate positively and enthusiastically in all class, school and school-related activities
- Follow directions of a staff member
- Follow school and classroom rules
- Work, learn and play safely
- Show respect for others
- Use appropriate language
- Listen to others
- Be well-mannered and polite
- Show respect for property
- Be trustworthy and honest
- Allow others to learn
- Be punctual and regular in attendance
- Bring all necessary learning materials to class
- Complete all school work and homework
- Wear school uniform neatly and correctly
- Remain within school boundaries and designated areas
- Bring only permitted substances to school
- Discourage or report inappropriate behaviour
- Behave in an appropriate manner at school, on buses (according to Bus Policy) and in public spaces
- Contribute to a positive classroom, school and community ethos.

## 7. Procedural Fairness

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Students have a right to procedural fairness in dealings that involve their interests. This includes disciplinary decisions.

The principles of procedural fairness include the right to:

- know what the rules are and what behaviour is expected of students;
- have decisions determined by a reasonable and unbiased person;
- know the allegations that have been made and be provided with an opportunity to respond to them;
- be heard before a decision is made; and
- to have a decision reviewed (but not so as to delay an immediate sanction).

Dominic College is committed to ensuring procedural fairness when disciplining a student.

## 8. What is Unacceptable Behaviour?

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Section 36(2) of the Act provides a definition of unacceptable behaviour.

Such behaviour includes behaviour which:

- constitutes refusal to participate in the education programme;
- constitutes disobedience of instructions which regulate the conduct of students;

- is likely to impede significantly the learning of the other students of the college;
- is likely to be detrimental to the health, safety or welfare of the staff or other students of the college;
- causes or is likely to cause damage; or
- is likely to bring the college into disrepute.

Unacceptable behaviour may also constitute any other behaviour that the Principal determines.

## 9. Authority to Suspend

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Where any teacher or staff member decides that an act by or the behaviour of a student may warrant suspension or expulsion the teacher or staff member must refer the matter in the first instance to the Principal, or the Deputy Principal who can make a reasonable and unbiased decision.

The Principal may delegate this authority to the Deputy Principal in the Principal's absence.

## 10. Procedures for Suspension and Expulsion

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The Principal, after following the procedures set out in the Exclusion from School Policy, will make a decision about the facts of the allegations against the student. The Principal may then decide whether to suspend or expel a student based on the following considerations:

- the safety of all students, staff and visitors;
- the seriousness of the student's acts;
- the response or remorse of the student, if applicable;
- the pastoral care and welfare of the student; and
- the student's prospects for rehabilitation.

*Refer to our Exclusion from School Policy.*

## 11. Consequences

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The Principal or teaching staff are permitted to impose:

- warnings or reprimands (verbal and written);
- time outs;
- clean up duties;
- cancellation of privileges;
- withdrawal from College activities;
- additional duties;
- community service;
- lunch time detentions;
- after school detentions; or
- Saturday or School vacation break detentions;

as a consequence of unacceptable behaviour.

Detention is considered as an immediate consequence for unacceptable behaviour in the first instance. Where appropriate, detention should be used to provide students with an opportunity to reflect on their behaviour.

## 12. Detention

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### Definition

Detention means that a student is detained in a school building, and not allowed to have free time or go home when classes have finished or must come in for extra time on, for example, a Saturday.

Detentions are used as a means to invite students to reflect on poor choices and there is a commitment that they be issued with fairness and consistency for infringements.

### Principles

- i. Students undertake detention at a reasonable time and place.
- ii. Detention will have a set period of time, though the time will vary and students may be assigned to one or more days of detention.
- iii. Detention periods are supervised, and may include periods of quiet reflection, or community service work for the school.
- iv. If a student does not abide by the school's detention rules, more detentions may be added.

### Procedures

Where students are detained after school to complete school work, or to undertake additional or new work or duties:

- i. Parents are informed at least the day before the detention
- ii. Records of detentions are maintained
- iii. Lack of completion of detentions will require further processes of student management and consequences.

## 13. Individual Behaviour Management Plan

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Individual Behaviour Management Plans may be made in certain circumstances.

Behaviour Management Plans will be negotiated between college staff, students and parents/carers, and will consider the student's:

- age;
- developmental needs; and
- behavioural context.

Desired behaviour/goals of the student will be clearly described. The plan will outline changes required to the learning environment to support the student to modify their behaviour. All Individual Behaviour Management Plans will be recorded in writing and communicated to the student and the student's parents/carers and any appropriate staff. A copy will be placed on the student's file.

Note that a failure by the student to abide by the agreed behavioural conditions of the Individual Behaviour Management Plan may result in further sanctions being imposed, including suspension or expulsion.

The College will refer the student to other support available and review, assess, change and modify the plan as needed.

## 14. Implementation

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This policy is implemented by:

- staff training and professional development opportunities in behaviour management;
- communicating this policy to the college community;
- monitoring the effectiveness of the policy; and
- reviewing and evaluating the policy annually.

These policies and procedures are communicated to staff, students, parents/carers and the College community through:

- the parent portal;
- the Dominic College website;
- Staff Handbook;
- Student Handbook; and
- announcements in the weekly newsletter.

## 15. Levels of Behaviour Management K-6

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LEVEL ONE	
<p><i>These are behaviours that are dealt with by the <u>class teacher</u> through the use of minimal interactions. This stage is about focussing on the primary behaviour and an immediate solution.</i></p>	
Examples of Level One Breaches	Examples of Level One Consequences
<ul style="list-style-type: none"> <li>• Disruption in class</li> <li>• Disrespect</li> <li>• Poor sportsmanship</li> <li>• Homework infractions</li> <li>• Littering</li> <li>• Pushing or tripping</li> <li>• Low level teasing</li> <li>• Incorrect uniform</li> <li>• Inappropriate hair or jewellery</li> <li>• Minor breaches to ICT policy</li> </ul>	<ul style="list-style-type: none"> <li>• The student will be reminded of the College's four expectations and encouraged to modify his/her behaviour accordingly.</li> <li>• Continued disruptive behaviour in class, playground or co-curricular activities will result in time out/thinking time.</li> <li>• Key restorative questions will be asked</li> </ul>

## LEVEL TWO

*These behaviours are moderately serious behaviour concerns or repeated level one misbehaviours. Logical consequences for level two breaches of conduct will be decided by the classroom teacher in consultation with the Coordinator of Pastoral Care K-6.*

*A record of the incident will be recorded on SEQTA by the classroom teacher and parents will be notified.*

Examples of Level Two Breaches	Examples of Level Two Consequences
<ul style="list-style-type: none"> <li>• Repeated level 1 behaviours</li> <li>• Swearing</li> <li>• Continual teasing</li> <li>• Pushing tripping</li> <li>• Disrespect of property</li> <li>• Dishonesty</li> <li>• Indirect bullying</li> <li>• Serious breaches to ICT policy</li> <li>• Stealing</li> </ul>	<ul style="list-style-type: none"> <li>• Restriction of privileges and activities</li> <li>• Making up for missed work at lunch time or at home</li> <li>• Relocation of student to a buddy class</li> <li>• Detention</li> <li>• Individual positive behaviour chart</li> <li>• Home/School reporting system (via email, behaviour chart or journal)</li> </ul>

## LEVEL THREE

*These are viewed as serious breaches of Dominic College's expectations or repeated behaviours that have required a level 2 response.*

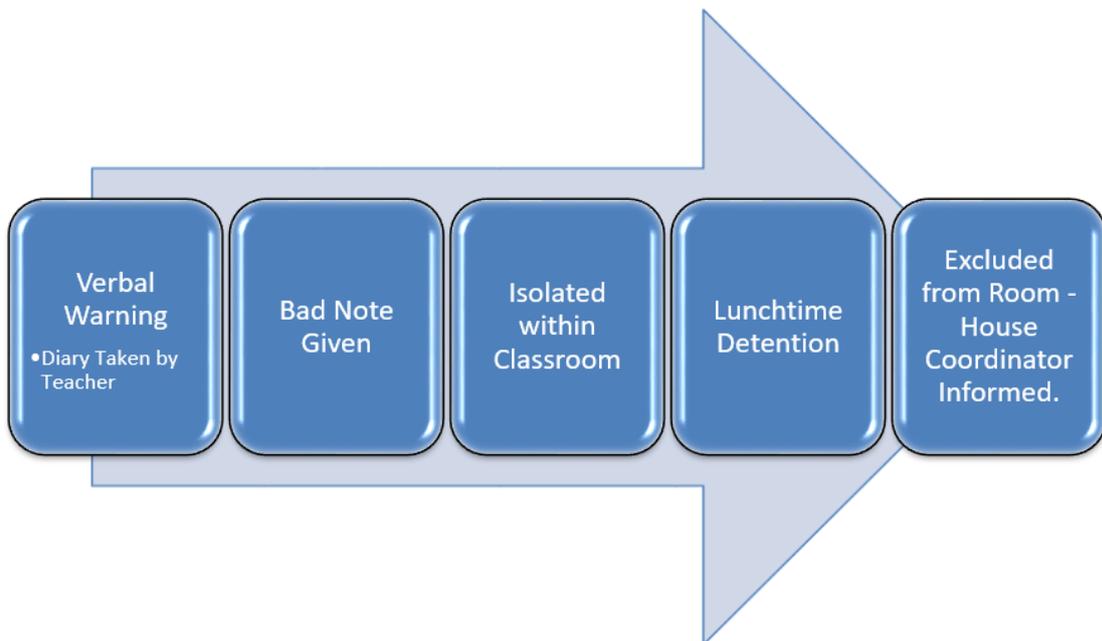
*A record of the incident will be recorded in SEQTA and parents will be contacted by Coordinator of Pastoral Care K-6.*

*The Coordinator of Pastoral Care K-6 and the Classroom teacher will meet and discuss a logical consequence.*

Examples of Level Three Breaches	Examples of Level Three Consequences
<ul style="list-style-type: none"> <li>• Repeated level 2 behaviours</li> <li>• Endangering self or others</li> <li>• Blatant defiance of a teacher</li> <li>• Repetitive defiance</li> <li>• Vandalism</li> <li>• Physical or verbal abuse</li> <li>• Bullying – physical/verbal</li> <li>• Purposeful cyber-bullying with malicious intent</li> </ul>	<ul style="list-style-type: none"> <li>• Individual positive behaviour chart</li> <li>• Home/School reporting system (via email, behaviour chart, or journal)</li> <li>• Replacement/repair of damaged property</li> <li>• Detention</li> <li>• Restriction of privileges</li> <li>• Internal or external suspension</li> </ul>

## 16. Levels of Behaviour Management 7-10

LEVEL ONE	
<p><i>These are behaviours that are dealt with by the <u>classroom teacher</u>.</i></p> <p><i>This stage is about focusing on the primary behaviour and an immediate solution.</i></p>	
Examples of Level One Breaches	Examples of Level One Consequences
<ul style="list-style-type: none"> <li>• Talking</li> <li>• Interrupting</li> <li>• Disruption</li> <li>• Turning Around / Moving at inappropriate times.</li> <li>• Distracting Others.</li> </ul>	<ul style="list-style-type: none"> <li>• Diary Note</li> <li>• If behaviour continues, use flowchart below.</li> </ul>



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## LEVEL TWO

*These behaviours are moderately serious behaviour concerns or repeated level one misbehaviours.  
A record of the incident will be recorded on SEQTA by the subject teacher and parents will be notified.*

### Examples of Level Two Breaches

Continuing to break General Classroom Behaviours.

Any Uniform Issues:

- o PE Uniform
- o Make-Up
- o Earrings
- o Wrong Shoes

Computer Issues

- o Inappropriate Content
- o Laptop Flat
- o Locker Unattended

Any dangerous or unsafe behaviour

Unprepared for Class

Inappropriate language not directed at a person

Diary not signed by parent

Late to School without a Note.

### Examples of Level Two Consequences

Lunchtime Detention Recorded in Student Diary and on SEQTA.

Parents notified via SMS.

## LEVEL THREE

*These are viewed as serious breaches of Dominic College's expectations or repeated behaviours that have required a level 2 response.*

*A record of the incident will be recorded in SEQTA.  
House Coordinators and the Subject teacher will meet and discuss a logical consequence.*

Examples of Level Three Breaches	Examples of Level Three Consequences
<ul style="list-style-type: none"> <li>- Mobile Phone / iPod Use</li> <li>- Diary Results (D's in same area in term period).</li> <li>- Truant from class (one afterschool per lesson missed).</li> <li>- Level 1 Harassment</li> <li>- 4<sup>th</sup> Offense with Level 2 action.</li> <li>- Breaking Hands Off Rule – Physical Altercation (minor) or Kissing</li> </ul>	<p>Afterschool Detention Recorded in Student Diary and on SEQTA. Parents notified via SMS.</p>

## LEVEL FOUR

*These are viewed as serious breaches of Dominic College's expectations.*

*House Coordinators and the Subject teacher will meet and collated information will be sent to the Principal or Deputy Principal for further advice/consequence.*

Examples of Level Four Breaches	Examples of Level Four Consequences
<ul style="list-style-type: none"> <li>- Swearing at a staff member</li> <li>- Level 2 Harassment</li> <li>- Fighting</li> <li>- Hair Dye</li> <li>- Drugs or Alcohol at school</li> <li>- Level 3 Harassment</li> </ul>	<ul style="list-style-type: none"> <li>· Student will be placed on either Internal or External Suspension dependent upon Leadership Advice.</li> </ul>