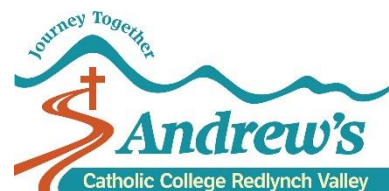


BEHAVIOUR MANAGEMENT POLICY



Policy Manager: Principal/Leadership Team
Attention: Staff, Students, Parents and Carers
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PREAMBLE

While the Catholic School is like any other in the complex variety of events that make up its life, there is one essential difference: *It draws its inspiration and its strength from the Gospel. (RD 47)*

The source of authority for this policy comes from the St Andrew's Catholic College Mission Statement and the policies which give rise to our Catholic identity as outlined in the Gospels and the Diocese of Cairns Catholic Schools for the 21st Century Defining Features. Everything we do at St Andrew's Catholic College is in the context of these documents. In managing student behaviour, we are essentially caring for students and families by creating a school culture and environment based on principles and values contained in the Gospels. By being immersed in this culture and environment, we hope that students will learn behaviours that are in keeping with the values espoused in the Gospels.

A compassionate response to those in trouble is the hallmark.

The Gospels provide examples of the light and ministry of Jesus Christ. Jesus used questions to focus the learner's attention (Matt 11:7–10) and to establish personal contact (John 4: 5-7). His lessons were prepared (Luke 9: 51-52) and he showed respect for individuals (Matt 18:10). He maintained discipline by using silence (Matt 15:21-28) and establishing consequences (John 13:2-10).

The challenge when managing behaviour in a Catholic school is to instil in students an appreciation for the Gospel values. The focus will be solving underlying issues and problems rather than just imparting discipline. This appreciation will hopefully guide their behaviour and help contribute to the development of confident, self-disciplined, self-directed, responsible people with positive mind sets, and who are concerned for the welfare of others.

Gospel values such as love, respect and justice (Luke 15:3-7; Matthew 18:10-17) form the basis for living in a Christian community. Our College by name and mission is such a community, and our behaviour management practices, policies and procedures must emanate from these and other Gospel values.

Underpinning the Gospel values, is our recently developed St Andrew's Way, which along with our College's Values of: Compassion, Service, Justice, Respect and Inclusivity, provides a framework (Connect, Respect and Empower) for all members of our community on how we are expected to behave and operate with others.

DEFINITIONS

Serious Offence:

Catholic Education in the Diocese of Cairns defines a serious offence as an activity or behaviour which:

- seriously undermines the ethos of the Catholic school; or
- consistently and deliberately fails to comply with any lawful order of a Principal or teacher; or
- is offensive or dangerous to the physical or emotional health of any staff member, visitor or any student;
- or, consistently and deliberately interferes with the educational opportunities and endeavours of other students.

Some serious offences are by their nature criminal offences, and schools are obliged to observe legal requirements.

Detention:

A 'detention' is any relatively short period when a student is:

- detained at school, or in a particular class, in student's 'non-class' time (recess, lunchtime, recreation time, after school); or
- excluded from normal classes, or from a particular class or activity, pending negotiated conditions for re-entry (withdrawal/time-out).

This is an appropriate level of response for much irresponsible classroom behaviour. It signals to a student that irresponsible behaviour, which breaks class rules or school rules, will be met with an immediate consequence.

Restorative Process

Sometimes, an effective way of dealing with a behavioural matter is to provide a student with reflection/thinking time and the ability to restore any relationships that may need repairing. The emphasis is on having a restorative conversation and using alternative consequences to the "traditional" detention. Consequence can still be given, where needed. Evidence indicates that when we embrace restorative practices, students are better equipped to maintain relationships, improve their behaviour, and respond to challenge.

Restorative Conversation Questions with a student can include

- 1) What happened?
- 2) What were you thinking at the time?
- 3) What have you thought about since?
- 4) Does what you were doing support our St Andrew's Way? Why? Why not?
- 5) Who has been affected by your actions? In what way?
- 6) What do you need to make things right?
- 7) What are you going to do to make sure this doesn't happen again in the future? How can I help you/your parents help you to do this?

Suspension:

Suspension is the temporary, full-time or part-time withdrawal of a student's right to attend classes/school for a period of discernment and investigation. Suspension may be applied either within school or external to the school.

Any single suspension cannot exceed ten school days without being referred to the Director of Catholic Education. Indefinite suspension or 'rolling suspension', where the student is continually re-suspended for the maximum period, is not ethical or proper. By mutually agreeable arrangements, a student's enrolment may be suspended whilst the student attends an alternative education program.

Exclusion:

Exclusion is the full-time withdrawal of a student's right to attend a particular school, on the authority of the Director of Catholic Education. Exclusion from one school does not prohibit the enrolment of the student in another Catholic school in the Diocese of Cairns unless the student has been specifically prohibited by the Director of Catholic Education from attending any Catholic school in the Diocese of Cairns. Exclusions may be appealed.

Cancellation of Enrolment:

Cancellation of enrolment is the full-time withdrawal of a student's right to attend a particular school, on the authority of the principal. Cancellation of enrolment from one school does not prohibit the enrolment of the student in another school in the Diocese of Cairns. Cancellation of enrolment may be appealed.

POLICY**Rights, Responsibilities, Choices & Consequences**

The College Community believes that with rights come responsibilities and all individuals choose their behaviour. The central tenant of behaviour management is students accepting responsibility for their actions.

We believe that our College community can positively influence students' behaviour and academic performance. Whilst recognising that students may vary in their ability to control their own behaviour, it is understood that a students' every action has a consequence.

The College expects students to develop an understanding of their responsibility and to appreciate the consequence of their actions on themselves and others.

Students need to grow in appreciation of the cohesive nature of the College and their contribution to the development of such a positive, supporting and life giving culture.

Developing appropriate student behaviour is a skill, requiring a procedure and a set of techniques that staff can develop and use effectively for the benefit of all students.

UNDERLINING PRINCIPLES**1. Parents**

Education is very effective when there is an implicit understanding at work between parents, staff and students. Managing behaviour often relies on parental support, so it is essential that they are also kept informed of College expectations and boundaries, and the positive and negative behaviours of their children. Parents, teachers and students all have a role to play and it is through each accepting that they have a responsibility in the process, that success is experienced.

2. Responsibilities, Rights, Code of Behaviour

All students whether in the Junior, Middle, or Senior Years need to have clear behavioural expectations. Because of students' varying backgrounds, we can never presume that students know the expectations of the College. Managing student behaviour therefore involves teaching behaviour and outlining clear expectations for students. As we are a Catholic College, it is also important that students are aware of the Gospel origins of these expectations. Our College Code of Behaviour makes our expectations clear. Responsibilities are things that we would like our students to do without being told. Rights are the basis on which the classroom/school community is built and come from what we value. The Code of Behaviour and the St Andrew's Way protects our rights and helps us to keep order in order to maximise learning.

3. Staff

At St Andrew's Catholic College, we believe that managing the behaviour of students in the College environment begins with the staff member. Through their training, professional development and reading and experience, staff should have an understanding of the students in their care and of current behaviour management strategies.

Classroom rules based on the school expectations of respect for self, others, the environment and property need to be negotiated in each class and displayed in a prominent position.

Staff are also committed to supporting each other. Although much of our day is spent isolated from fellow staff, staff are part of a team and can assume peer support. This support is often needed when managing the behaviour of students. Staff at St Andrew's will act in a professional manner at all times towards their colleagues and towards students.

Classroom teachers have a responsibility to report to parents regarding the behaviour of the children in their care.

Staff should at all times provide positive role models for students and to all in the community consistent with the principles as found in this document and the principles of teaching in a Catholic School.

4. Encouraging Positive Behaviours

To encourage positive behaviours and a supportive school environment, we try to provide a wide range of opportunities for each student to have success. Academic pursuits, public speaking, community work, choir, band and inter and intra-school sport are examples. The consequences of these behaviours are also numerous. Positive progress reports, public recognition through assembly and newsletters, a broad range of experiences, widening friendship groups and self-satisfaction are some examples. The Social-Emotional Learning program provides the theoretical knowledge and essential skills to support positive behaviour development in all associated with the College. Teacher development in the area of profiling and micro-skills will act as a positive preventative action. It will be school practice that all staff participates in profiling and micro skilling.

CONSEQUENCES

Through this policy we will:

➤ Focus on Positive Management

Within the whole College plan, it is imperative that consistency and certainty be maintained in the way which behaviour management strategies are implemented.

Some positive strategies staff should practise include:

- The St Andrew's Way which outlines expected behaviours
- To know and understand College policies, rules and expectations, and how to discuss and explain their necessity in relation to students as individuals and as part of a very large college community.
- Regular referral to and reinforcement of school values displayed on classroom walls
- Positive reinforcement including:
 - ✓ Certificates;
 - ✓ St Andrew's Way Awards/Certificates
 - ✓ Presentation Nights, Sports Night Awards, Music performances, Assemblies;
 - ✓ Positive communication with parents (eg. Phone calls, written praise etc)
 - ✓ Praise of student or group; and
 - ✓ Public recognition of achievements (eg. Assembly, Newsletter, School Magazine, Media).
- Displaying a positive attitude and using positive language when working with students (reinforcing appropriate behaviour).
- Focusing on the behaviour rather than the individual when dealing with inappropriate behaviour.
- Actively seeking parental assistance and cooperation through notes, phone or conferencing in resolving issues with students.
- Avoiding the concept of punishment for inappropriate behaviour and replacing it with the concept of logical consequences.
- Attempting to resolve issues with children before the situation requires more severe consequences.
- Using mediation and restorative justice to resolve conflict.
- Working collaboratively with other Staff / Administration members to resolve conflict
- Each staff member contributes to the college's public image and has a responsibility to uphold this image through dress, behaviour and work habits.

➤ ***Discouraging Unacceptable Behaviours***

Unacceptable behaviours must be discouraged. Providing students with a variety of opportunities to participate and contribute positively to the community is one way of doing this. Students at times may fall short of the college's behavioural expectations. When this occurs, we have a responsibility to remind/reinforce these expectations. The College must also impose consequences that are logical and just and provide opportunities for students to learn and to choose appropriate behaviour so that they can redeem themselves. Restorative practices are key to ensuring productive and positive outcomes and relationships in the future. Each class should have a specific positive behaviour / recognition program.

➤ ***Work with reconciliation as our focus***

A possible tension within a Catholic college hinges the question of forgiveness and reconciliation. If the rights of well-behaved students and conscientious teachers are to be respected, we must consider the question: how many times may a disruptive student be forgiven? In a situation such as this where Gospel values are in potential conflict with each other (e.g. justice to the community vs forgiveness and reconciliation); the ultimate well being of the community must prevail.

A useful guideline to bear in mind is that genuine reconciliation requires not only contrition through promises but a positive and demonstrated effort on the part of the student and the teachers. Sincere commitment involves designing and working towards a plan of positive behaviour. In the absence of demonstrated improvement in behaviour the student will choose to be confronted with the truth of his or her actions and accept the consequences.

After every significant reprimand a re-entry procedure/process needs to occur. An interview with a member of the administration team is required before a student returns to class after a suspension (temporary cancellation of enrolment).

➤ **Logical consequences**

Logical consequences which result from a choice of behaviour will be used, remembering that both positive and negative behaviours have consequences. At St Andrew's Catholic College, staff will endeavour to help students make informed choices regarding their behaviour and make consequences of these choices logical.

➤ **Communication of Policy and procedures**

The expectations of the College and the procedures it will follow should be made very clear to students and their families through means such as the enrolment process, student diary, school assemblies, school newsletters and meetings with parents.

The parent community needs to be informed regarding strategies used by the College in dealing with the issue of classroom management, both through curriculum and in dealing with specific incidents.

INAPPROPRIATE BEHAVIOUR

Inappropriate behaviour is any action that works against the Christian values espoused by the College in its adoption of the Code of Conduct. It includes breaches of the College rules not limited to:

- Disrupting class;
- Disrespect to fellow students, staff, parents or visitors;
- Rude or hurtful comments to fellow students;
- Swearing;
- Striking, kicking or punching;
- Bullying
- Drug use – involvement, supply or purchase
- Vaping or cigarette use
- Being physical aggressive towards others – maintain a “Hands Off” approach

Consequences of Inappropriate Behaviour

Inappropriate behaviour is communicated to students to ensure that they know:

- the behaviour is not acceptable;
- the reason why the behaviour is not acceptable;
- they are receiving a warning / sanction;
- they have the chance to modify their behaviour; and
- they are aware of alternate, acceptable ways to deal with a similar incident should it arise in the future.

Repeated inappropriate behaviour will lead to a series of warnings and action as set out below:

- All serious offences, eg. violent and/or threatening behaviour will be reported directly to the Principal or the Deputy / Assistant Principals.

MAJOR DISCIPLINARY SANCTIONS

Major disciplinary sanctions are last resort actions that are only pursued in the event of serious and/or repeated breaches of the College Behaviour Management Policy. These sanctions are not to be confused with routine disciplinary sanctions.

They may include:

- Suspension – the temporary withdrawal of a student's right to attend the College;
- Expulsion / Exclusion – the total withdrawal of a student's right of attendance at the College.