



BEHAVIOUR MANAGEMENT POLICY

*For us the lives and faces of young people (each and every one) are places where this God of life reveals Himself to us and we get to know Him.
(Evangelizers in the Midst of Youth #79)*

Rationale

Newman College recognises the need to promote a climate within the College Community, which promotes a high degree of self-behaviour management and self-respect within students, thus allowing them to have a self-fulfilling life at the College.

Definition

Students learn best when they are in a safe and settled environment, that has clear and consistently enhanced discipline codes, and high expectations for social behaviour. Our Behaviour Management Plan seeks to promote a respectful climate within the College Community, where all students receive positive guidance and encouragement towards acceptable behaviour and are given opportunities to interact and develop respectful and positive relationships with each other and with staff members and volunteers.

Scope

The purpose of the Behaviour Management Policy is to identify and articulate the College's expectations regarding student conduct, reflective of the 12 Code of Conduct Statements:

1. *Act safely and competently.*
2. *Give priority to students' safety and wellbeing in all your behaviour and decision making.*
3. *Act in accordance with the values of the Gospel as defined in the Code of Ethical Conduct.*
4. *Conduct yourself in accordance with laws, agreements, policies and standards relevant to your relationship with the school community.*
5. *Respect the dignity, culture, values and beliefs of each member of the school community.*
6. *Treat personal information about members of the school community as private and confidential.*
7. *Give impartial, honest and accurate information about the education, safety and wellbeing of students.*
8. *Support all members of the school community in making informed decisions about students.*
9. *Promote and preserve the trust and privilege inherent in your relationship with all members of the school community.*
10. *Maintain and build on the community's trust and confidence in Catholic schools and the Church.*
11. *Act reflectively and ethically.*
12. *Allow students to have a voice in their decision, safety and well-being.*

The College seeks to provide students with the opportunity to manage and change their behaviour. The Behaviour Management Policy is founded on Respect.

1. Respect for our faith

Acknowledge the faith journey of each person and share positively in the faith life of our Marist school

2. Respect for others

Value differences in other people and respect all who work in the Newman community

3. Respect for self

Value the talents we have and achieve to the best of our ability

4. Respect for learning

Contribute to a safe, orderly and productive learning environment. Interact respectfully with teachers and peers.

5. Respect for the College

Be proud of the College and show consideration for the property of others and of the College

Beliefs and Values

Key to our policy is common beliefs about how we manage behaviour. We believe:

1. Students take responsibility for their behaviour.
2. Appropriate behaviour is acknowledged and celebrated.
3. Unacceptable behaviour has consequences, but is always seen as an opportunity for students to learn.
4. Staff collaborate to maintain standards.
5. Staff model the respectful behaviour expected from students.
6. All consequences are just, educative and promote self-discipline and are restorative in nature.
7. All teachers share the responsibility for maintaining standards.
8. All students must be offered procedural fairness in all aspects of behaviour management.

The College explicitly forbids the use of any form of child abuse (physical, sexual, emotional or neglect), corporal punishment or other degrading punishment and provides clear guidance to all members of the school community about what forms of behaviour management, discipline or punishment are permitted. The College explicitly forbids any forms of behaviour management, discipline or punishment that does not conform to the rules of procedural fairness and non-discrimination.

Rights and Responsibilities

Students and Staff have the right to:

- Be treated with respect and dignity
- Work and learn in a positive environment free from interference or distraction

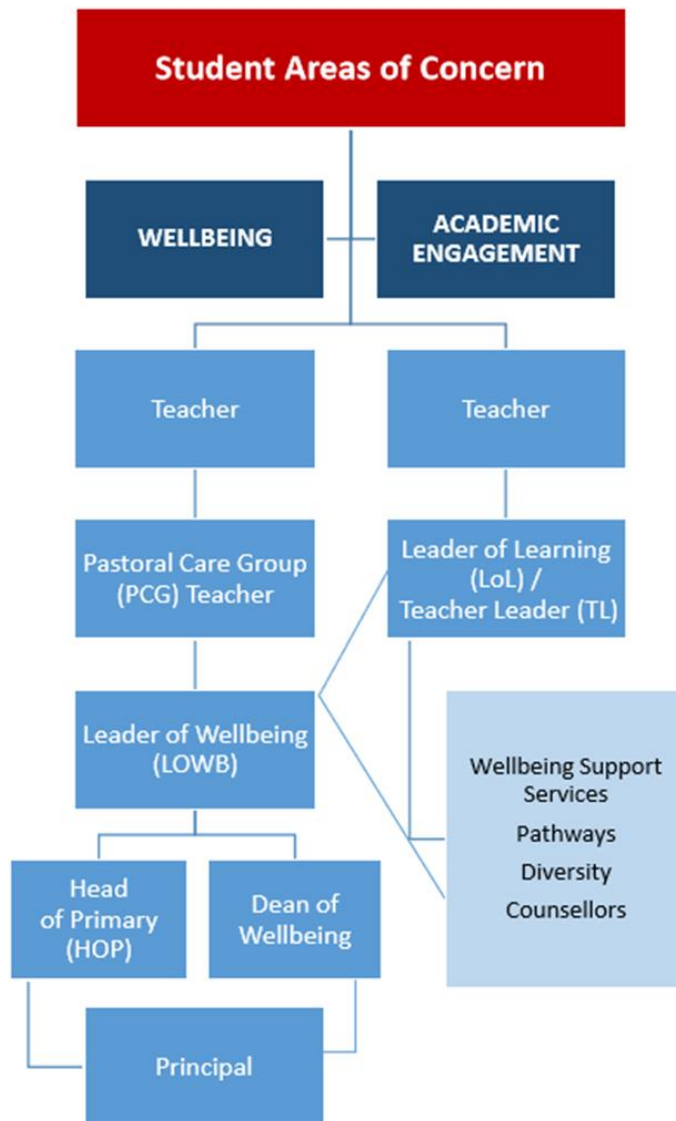
Students and Staff have the responsibility to:

- treat everyone else respectfully and actively
- discourage others from acting disrespectfully
- respect the right of others to learn by being prepared to listen to others' opinions and refrain from any interruption to class

- Be treated fairly
 - Be free from harassment or bullying
 - Have one's person and property respected
 - Feel safe and secure
 - Staff have the right to teach free from student interruption.
- treat others fairly, without prejudice and regardless of their background
 - take an active stand against any form of intimidation or ostracizing of fellow students
 - respect the privacy of others, especially avoiding gossip and disclosing personal information. Avoid damage to property of any kind
 - follow College rules and policies and follow teachers' instructions
 - staff to deliver engaging lessons

The following Student Management models work in conjunction with the Framework for Behaviour Management Policy:

NEWMAN COLLEGE PK-12 WELLBEING SUPPORT STRUCTURES



FRAMEWORK - SECONDARY

STUDENT BEHAVIOUR

ACTIONS

Acceptable Behaviour – Responsibility of All Staff

Starting point for all students

Create a classroom climate where students are connected and engaged in the Vision for Learning. Classroom Climate Checklist.

Stage 1 - Responsibility of Classroom Teacher

Low Level Disruption isolated breach of minor rules, i.e.

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| <ul style="list-style-type: none"> ▪ Talking in class ▪ Disrupting others ▪ Foolish behaviour in classroom/school grounds ▪ Littering | <ul style="list-style-type: none"> ▪ Low key responses – proximity, state the obvious ▪ Teacher explores strategies for discussion & resolution – Reflection on how student can work with you in class ▪ Isolate/move student within classroom ▪ Contact parents/guardians ▪ Lunch detentions ▪ Enter concerns/action taken into SEQTA |
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STAGE 2 - Responsibility of Teacher to escalate to HOD

Repeated Concerns i.e.:

Repeated infringements of:

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| <ul style="list-style-type: none"> ▪ homework, ▪ misbehaviour, ▪ uniform, etc | <ul style="list-style-type: none"> ▪ Possible Study Detention/extra work ▪ Note in Student Diary to be signed by parent/guardian ▪ Contact parents/guardians ▪ Single Period Daily Report Card issued by Classroom Teacher in consultation with HOD ▪ One-to-one conversation - Provide the student with the opportunity to redeem themselves - HOD has more formal conversation ▪ Enter concerns/action taken into SEQTA |
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STAGE 3 - Responsibility of Teacher, LOWB, HOD

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| <ul style="list-style-type: none"> ▪ No positive response to Stage 2. ▪ Numerous behavioural problems over a short period of time across more than one HOD. ▪ Serious breach of College expectations, i.e. persistent refusal to follow expectations of classroom teacher ▪ No improvement on Stage 2 monitoring ▪ Persistently breaching expectation and accumulated detentions. ▪ Repeating a more serious breach of College expectations. | <ul style="list-style-type: none"> ▪ Parents/guardians contacted (letter/telephone) ▪ Student placed on Study and/or Friday Detention. ▪ In-school Suspension ▪ Generic Monitoring Sheet issued by LOWB ▪ Targeted Monitoring Sheet issued by LOWB ▪ Loss of privileges (going to sport/excursions) ▪ Parent/guardian interview with LOWB ▪ Case management begins. ▪ Possible isolation from class. ▪ One-to-one conversation - Provide the student with the opportunity to redeem themselves ▪ Enter concerns/action taken into SEQTA |
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STAGE 4 – Responsibility of HOS, LOWB

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| <ul style="list-style-type: none"> ▪ No positive response to Stage 3 monitoring and other Behaviour Management measures ▪ Very serious breach of College expectations, i.e. physical and verbal violence, consistent bullying, smoking, possession of offensive material. ▪ Workplace and TAFE breaches | <ul style="list-style-type: none"> ▪ Parent/guardian interview with HOS and LOWB. ▪ Targeted Monitoring Sheet issued by HOS. ▪ Saturday Detention ▪ Possible suspension ▪ Provide the student with the opportunity to redeem themselves ▪ Individual Positive Behaviour Plan (IPBP) to be undertaken by the College, including Risk Assessment. ▪ Enter concerns/action taken into SEQTA |
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STAGE 5 – Responsibility of HOS, DP, Principal

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| <ul style="list-style-type: none"> ▪ On-going refusal to conform to College expectations ▪ Most serious breach of College standards. | <ul style="list-style-type: none"> ▪ Parent/guardian interview with Principal ▪ Suspension ▪ Alternative arrangements explored to aid progress. ▪ Continued enrolment discussed if improvement not evident. ▪ Enter concerns/action taken in SEQTA |
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FRAMEWORK - PRIMARY

STUDENT BEHAVIOUR

ACTIONS

Acceptable Behaviour – Responsibility of All Staff

Starting point for all students demonstrating respect for our Faith, of Self, of Others, for the College and for Learning

- Create a classroom climate where students are connected and engaged in the Vision for Learning Classroom Climate Checklist
- Curriculum delivery for Wellbeing

STAGE 1 – Responsibility of the Teacher

Initial occurrence low level disruption and breaches of respect outline:

- In class - Talking, calling out, task avoidance, disrupting others, etc.
- At play - Littering, being unsafe, etc.

- In class behaviour management strategies employed with consistency
- Playground behaviour management strategies employed with consistency
 - 5 minute 'walk & talk' with the Teacher

STAGE 2 – Responsibility of the Teacher

No positive response to Stage 1
 Moderate disruption and breaches of respect

- Rude behaviour, talking back, being unkind, inappropriate language etc.
- Repeated occurrences
- Low level defiance
- Misuse of equipment and/or technology
- Being off task, not following instructions

- Removal from break time with Teacher to complete work and counsel
- Teacher/Student counselling
- Information added to Seqta by Teacher including 'Staff Alert' to Leader of Wellbeing
- Playground Duty File (Leader of Wellbeing to document on Seqta)
 - 10 minute 'walk & talk' with the Teacher
- Parent Informed

STAGE 3 – Responsibility of Teacher, TL, LOWB

No positive response to Stages 1 and 2 (ongoing occurrences) / Serious disruption and breaches of respect:

- Dishonesty, stealing, deliberately unkind
- Hurtful, physical or verbal behaviour
- Defiance
- Bullying
- Serious misuse of equipment and/or technology

- Withdrawn to another class
 - Complete Think Sheet (2 pages)
 - Complete Class Work
- Removal from break time with Leadership to counsel
- Behaviour Contract
- Information and completed Think Sheet documentation added to Seqta by Teacher including 'Staff Alert' to Leader of Wellbeing
- Parent Meeting

STAGE 4 – Responsibility for HOS, LOWB

- No positive response to Stage 3
- Extreme disruption and respect breaches
 - Intentional and/or ongoing aggressive, physical and verbal behaviour to others
 - Continued Bullying
 - Ongoing defiance
 - Continued refusal to conform to College expectations
 - Extreme misuse of equipment and/or technology

- Withdrawn to office
 - Complete Think Sheet (3 pages)
- Complete Class Work
- Break time Detention
- Behaviour Support Plan
- Information added to Seqta by Leader of Wellbeing including 'Staff Alert' to Head of Primary
- Parent Meeting with Teacher, Leader of Wellbeing and Head of Primary

STAGE 5 – Responsibility of HOP, DP, Principal

- No positive response to Stage 4
- Most serious breach of College Standards
 - Extreme behaviours e.g. physical and verbal violence, unlawful behaviour

- In-School Suspension
- Removal of privilege of involvement in College activities (e.g. incursions, excursions, interschool activities, etc)
- Parent meeting Head of Primary/Senior Leadership
- Re-Entry meeting Head of Primary
- Suspension
- Re-Entry meeting with College Principal
- Discussion regarding enrolment with College Principal