



WELLBEING/BEHAVIOUR MANAGEMENT POLICY

Rationale

The ethos of Marymede Catholic College demands that students observe the College regulations in a spirit of cooperation and respect for others. The College espouses the following values: courage, strength, ingenuity, compassion, humility, service, commitment and fidelity and the behaviour of all members of the community needs to reflect them.

Marymede Catholic College must be a place where tolerance and acceptance becomes part of the human condition; where an individual can learn to disagree with another's actions or attitudes without rejecting the person; where one can acknowledge another's limitations or abilities without the need to seek revenge or envy; where one can fail and yet succeed.

Aim

- To ensure that all students are able to develop academically, spiritually, socially and physically in an environment that is safe and conducive to learning.
- For staff to apply the discipline procedures in a consistent manner for the good of the student. It is important that as role models, staff set an example of the behaviour that is required of our students, particularly with regard to courtesy, punctuality and mutual respect.

College Regulations

It is the responsibility of each member of staff to acquaint himself/herself with the College regulations as stipulated in the school diary. In order to ensure fairness, consistency and the smooth running of the College, staff must enforce these regulations. Difficulties in the implementation of school regulations should be discussed/reviewed in Professional Learning Teams on a regular basis.

College Rules

- Follow instructions the first time that they are given.
- Move around the College in a safe and quiet way.
- Keep your hands, feet and objects to yourself.
- Respect people by allowing them to work and play without interruptions.
- Speak politely to people without swearing or using hurtful language.
- Use equipment and property appropriately.

Guidelines for Student Discipline

Whilst our work with the students should be geared to teaching students self-discipline, there will be occasions when it is necessary to discipline students who have not yet achieved the required level of self-discipline. Where students are to be disciplined, the following should be taken into account:

- The disciplinary action should be commensurate with the offence committed;
- Where possible, the discipline should be applied by the teacher. If this does not achieve the desired result, then assistance should be sought from the Head of School;
- Students should not be threatened with after school detention. This form of punishment may be given by the Head of School and it will be given only if he/she believes it is the most appropriate consequence for the particular offense.

If students are persistently disruptive, non-cooperative or rude in their behaviour or relationships with staff or other students, they may be recommended for a detention class to the Head of School.

Individual teachers should not contact the parents without first discussing the matter with the appropriate Pastoral Teacher or Head of School. Often, he/she may be aware of some confidential information which may have influenced the behaviour of the student.

Should a teacher wish to encourage a particular standard of consistent behaviour, a Behaviour Sheet may be required for a student for a particular number of days. These are obtained following approval of the Head of School.

Procedures for Discipline Matters

Students who are unable or unwilling to cooperate and adhere to the regulations of this College will be dealt with in a manner that is appropriate to the offence committed. Consequences are invoked to ensure the teacher is able to teach without interruption and the students may learn in an ordered and stimulated environment. It is expected that any penalty given be done so with the good of the student involved in mind.

The teacher is the primary focus for dealing with disciplinary matters as they arise. The usual procedure in handling such matters involves the following process:

Level 1

Strategies for Dealing with Inappropriate Behaviour

Low level misdemeanours.

Examples of Behaviour

Behaviours relating to each of the College rules. Examples include:

- Running in a quiet area;
- Inappropriate use of play equipment;
- Disruptive behaviour;
- Calling out in class;
- Arriving late to class;
- Not wearing the uniform correctly.

Student Management Practice (Corrective Measures)

Teachers choose the least obtrusive but most effective strategy for the situation:

- Redirection of student – giving friendly reminders;
- Assertive statements – “student name ... you need to be ...”;
- Broken record technique e.g. “student name, the instruction is...” or either “you need ...” or “you need to make the choice”;
- Positive reinforcement of others;
- Move nearer the student;
- Change seating arrangements;
- Eye gestures;
- Check own instructions;
- Check students understanding of task;
- Questioning to maintain accountability;
- Tactically ignore attention seeking behaviours;
- Application of immediate relevant consequence;

Communication and Recording

Communicating or recording behaviours on the College database at this stage is at the teacher’s discretion.

- The teacher must deal directly with the student’s behaviour.
- The behaviour does not need to be documented on the College database.
- The teacher must however document behaviour in the Student Planner and in the teacher’s own planner.
- The teacher must follow through with student’s inappropriate behaviour.
- The teacher should conduct a teacher/student discussion regarding the behaviour.
- Where a student accumulates three Level 1 or 2 Incident Reports, a letter is automatically generated and sent to parents informing them of the breaches of the Code of Conduct.
- The Head of School and the Pastoral Teacher are informed of the breaches through automatically generated emails. The expectation is that Pastoral Leaders will monitor instances of student misbehaviour and will take appropriate action as required. This follow up action should be recorded in the Log Entry section of the database.

Level 2

Strategies for Dealing with Consistent and Unresolved Low Level Behaviours

Examples of Behaviour

For unresolved behaviours involving consistent and persistent low level misdemeanours related to College rules. Examples include:

- Consistent instances of running in a quiet area;
- Inappropriate use of the play equipment;
- Consistently calling out in class;
- Consistent lateness to class;
- Disruptive behaviour that impacts on the learning of others;
- Consistent failure to comply with teacher instructions.

Student Management Practices

Consequences of inappropriate behaviours may include:

1. Time out in the classroom

Time out in the classroom and follow up by the class teacher who encountered the behaviour. The student works at his/her own desk or time out table under strict guidelines for communication with others. In this situation, the student should be supervised at all times.

2. Time out in the yard

Time out in the yard away from the situation and follow up by the teacher who encountered the behaviour.

The duration of time out in both cases is at the discretion of the teacher. Time out should be a maximum of 10-15 minutes.

Communication and Recording

The teacher **must** record the incident on the College database. The teacher must follow up with the student regarding the inappropriate behaviour. Where a student accumulates three Level 1 or 2 Incident Reports, a letter is automatically generated and sent to parents informing them of the breaches of the Code of Conduct.

The Head of School and the Pastoral Teacher are informed of the breaches through automatically generated emails. The expectation is that Pastoral Leaders will monitor instances of student misbehaviour and will take appropriate action as required. This follow up action should be recorded in the Log Entry section of the database.

Level 3

Strategies for Dealing with Persistent and Consistent and Unresolved Low Level Behaviours

Examples of Behaviour

For unresolved situations involving more serious consistent and persistent low level misdemeanours related to College rules. Examples include:

- Argumentative behaviour;
- Rudeness to a teacher;
- Consistent non-compliance;
- Consistent lateness to class;
- An action in the classroom that endangers others.

Student Management Practices

Consequences of inappropriate behaviours may include:

1. Time out in another classroom

The student needs to be removed to a neighbouring class if necessary up to 15 minutes. The student is to write an account of the behaviour that led to this exclusion. On return to class, the teacher must ensure an account of the inappropriate behaviour has been accurately recorded by the student.

2. The teacher must follow up with the student regarding the inappropriate behaviour. Where appropriate, the student must make up the time spent out of the classroom with the teacher encountering the incident.
3. The Pastoral Teacher will negotiate with the student a plan to modify his/her behaviour within the classroom. This may include a behaviour card to monitor this plan.

Other consequences for inappropriate behaviour will include:

1. Parent contact / via letter by reporting teacher / or Pastoral teacher;
2. Make up time of work missed / lunch time make up time / after school detention (with parental knowledge);
3. Communication to Head of School.

Time Out with Yard Duty Teacher

Student needs to be removed from yard area for up to 15 minutes. This may involve walking with a yard duty teacher or removal to another area of the yard. Teacher must follow up with student regarding the inappropriate behaviour.

Communication and Recording

The teacher **must** record the incident on the College database. The Pastoral Teacher will need to follow up with the student as part of the process. The student will negotiate with the Pastoral Teacher a plan to modify his/her behaviour within the classroom or yard. This may include a behaviour card to monitor the behaviour.

The Head of School and the Pastoral Teacher are informed of the breaches through automatically generated emails. A letter is automatically generated and sent to parents informing them of the breaches of the Code of Conduct and signed by the Head of School.

Level 4

Strategies for Dealing with Persistent and Inappropriate Behaviour and/or Serious Actions

Examples of Behaviour

For persistent and inappropriate behaviours related to College rules. Examples include:

- Stone (or projectile) throwing;
- Endangering of self (e.g. climbing a dangerous structure);
- Fighting/smoking;
- Being frequently out-of-bounds;
- Defacement of College property;
- Making threats to the safety of others;
- Continuation of behaviours that disrupt the learning of others;
- Conduct in the public domain that brings the College into disrepute;
- Inappropriate challenging of a teacher's authority;
- Bullying of others;
- Physical or verbal intimidation of others.

These behaviours incur an immediate exclusion from the class and/or playground.

Student Management Practice

Students displaying these behaviours need to be removed from the situation. The student will be referred to and action taken by the Head of School.

Classroom Incidents

If the Head of School is not available and it is safe, relocate the student to another classroom or outside the classroom under direct supervision from the teacher. Another student needs to be sent to the main office with a **green** card to locate the Head of School or another appropriate person to give assistance and to remove the student away from the situation.

Playground Incidents

If the Head of School is not available and it is safe, relocate the student to another area of the yard under the active supervision of another teacher. Issue is to be referred to the Head of School as soon as possible. Action is to be taken by Head of School.

Communication and Recording

The teacher **must** record the incident on the College database. Immediate contact will be made with the parents via phone by the Head of School and a letter will follow. Parents will be expected to attend a meeting to discuss behaviour and action plan.

Consequences for this Type of Behaviour

Referral to Head of School must occur. The student will receive assistance from the Head of School and/or Pastoral Teacher and/or Student Wellbeing Committee and/or the College Counsellor to improve behaviour. Outside agencies may become involved.

Head of School to apply appropriate consequence which could include:

1. Loss of privilege;
2. Exclusion from class;
3. Individual student contract;
4. College wide monitoring to modify behaviour via an improvement plan;
5. Detentions – after school, weekend, curriculum day, holiday;
6. Parental contact/meeting to discuss behaviour plan/contract.
7. Restitution and/or College service;
8. Withdrawal from class/activity;
9. Referral to Counsellor;
10. Referral made to Student Welfare Committee for case management.

Level 5

Strategies for Dealing with Persistent and Consistent Serious Actions

Examples of Behaviour

For persistent and consistent serious actions related to College rules. Examples include:

- A serious instance(s) of damage to College property;
- A serious instance(s) of bullying;
- Instance(s) of physical violence;
- Stealing;
- Possession of illegal substances;
- Possession of weapons;
- Persistent disobedience;
- Criminal behaviour.

Consequences for this Type of Behaviour

The Principal or Deputy Principal or Head of School will remove the student from all classes and College activities and place them on **suspension** (either within the College, short or long term) for the welfare of the College community. A student at this stage may also have repeated unacceptable or violent behaviour or has become guilty of gross misconduct. **Parents will be required to attend an interview to attempt to resolve the situation.**

In the event of any of the above breaches, the teacher is to act in a preventative manner appropriate to the breach committed and report the incident to the Head of School, who will refer the matter to the Deputy Principal or Principal.

Communication and Recording

The teacher **must** record the incident on the College database. Immediate contact will be made with parents via phone by the Head of School and a letter will follow.

Consequences for this Type of Behaviour

Referral to the Head of School must occur. The student will receive assistance from the Head of School and/or Pastoral Teacher and/or Student Wellbeing Committee and/or the College Counsellor to improve behaviour. Outside agencies may become involved.

Negotiated Transfers

Only to be used when previous stages have not produced results.