

# Saint Mary Star of the Sea College

## Behaviour Management Procedure



### 1. Aim

This procedure outlines the process for managing student behaviour at Saint Mary Star of the Sea College. It reinforces the expectations defined in the Saint Mary Star of the Sea College Code of Conduct and school values; Respect, Responsible and Resilient.

Sources of Authority	
CECWA Policy	Community
Executive Directive	Student Safety, Wellbeing and Behaviour

### 2. Scope

The procedure applies to all students enrolled at Saint Mary Star of the Sea College.

### 3. Procedure

#### **PROCEDURES FOR MANAGING INAPPROPRIATE AND ACKNOWLEDGING PRODUCTIVE IN CLASS BEHAVIOUR**

Please note: The use of any form of child abuse, corporal punishment or other degrading punishment to manage student behaviour is **explicitly forbidden**.

These terms are defined in accordance with the Guide to Registration Standards and Other Requirements for Non-Government Schools:

Child abuse: Four forms of child abuse are covered by Western Australian law:

1. Physical abuse occurs when a child is severely and/or persistently hurt or injured by an adult or a child's caregiver.
2. Sexual abuse, in relation to a child, includes sexual behaviour in circumstances where:
  - a) the child is the subject of bribery, coercion, a threat, exploitation or violence;
  - b) the child has less power than another person involved in the behaviour; or
  - c) there is a significant disparity in the developmental function or maturity of the child and another person involved in the behaviour.
3. Emotional abuse includes:
  - a) psychological abuse;
  - b) being exposed to an act of family and domestic violence.
4. Neglect includes failure by a child's parents to provide, arrange or allow the provision of:
  - a) adequate care for the child; or
  - b) effective medical, therapeutic or remedial treatment for the child.

Corporal punishment: Any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light; typically involving hitting the child with the hand or with an implement; can also include, for example, forcing the child to stay in an uncomfortable position. It does not include the use of reasonable physical restraint to protect the child or others from harm [UN Committee on the Rights of the Child, General Comment No. 8 (2006)].

Degrading punishment: Any punishment which is incompatible with respect for human dignity, including corporal punishment and non-physical punishment which belittles, humiliates, denigrates, scapegoats, threatens, scares or ridicules the child [UN Committee on the Rights of the Child, General Comment No. 8 (2006)].

At the commencement of the year and regularly throughout the year, classroom teachers are responsible for devising, implementing and explicitly teaching the students their in-class behaviour plan; these include high and specific expectations as well as rules, routines and procedures.

A consistent whole school behaviour plan flows across all classes, is easy to maintain by specialists and relief staff and is consistent for children. St Marys school uses a 3-step system, with students understanding what it means to be at Level 1, 2 or 3. Behaviour expectations are clearly defined first, then when students make inappropriate choices:

1. Step 1 - Students are given a verbal warning and informed they are at Level 1. Secondary students skip Step 2 to Step 3.
2. Step 2 - If a student continues to behave inappropriately within the same day, a 2<sup>nd</sup> warning is given, and a conversation takes place with the teacher. The student is directed to reflect on their behavior and informed they are now at Level 2. Each student must know what rule they are breaking and how to recorrect their behaviour.
3. Step 3 - When a student continues the inappropriate behavior for a 3<sup>rd</sup> offence in the same day (Level 3) they are given 'reflection think time' where they complete a behaviour reflection sheet in class to be discussed with teacher at an appropriate time.
4. Depending on the nature of the behaviour a consequence may also be issued. Possible consequences include: recess, lunchtime or afterschool detention, confiscation and/or in-school suspension.
5. Behavioural sheets are scanned onto SEQTA.
6. Parents are advised preferably via a phone call, Dojo or SEQTA message.
7. Should the child receive 3 behaviour reflection sheets in one term, teachers must advise parents that any further behaviour reflection sheets will result in a referral to the Principal to discuss unproductive behaviour. Should there be no improvement a modified behaviour plan will be devised.
8. The Principal must be informed when a student requires a modified behaviour plan.
9. Teachers should use their teacher judgement depending of the severity and frequency of unproductive behaviour and discuss with a member of the Leadership Team if the student may require a modified behaviour management plan. E.g. if a student is continually getting to Step 2, they may need to have their behaviour management plan reviewed.
10. Individual behaviour management plans are devised in consultation with the Leadership Team, Teacher and Parents. Where possible, a case management approach should be used to develop the individual behaviour management plan.

Classroom rules must be displayed and reflect the School Values of Respect, Responsibility and Resilience.

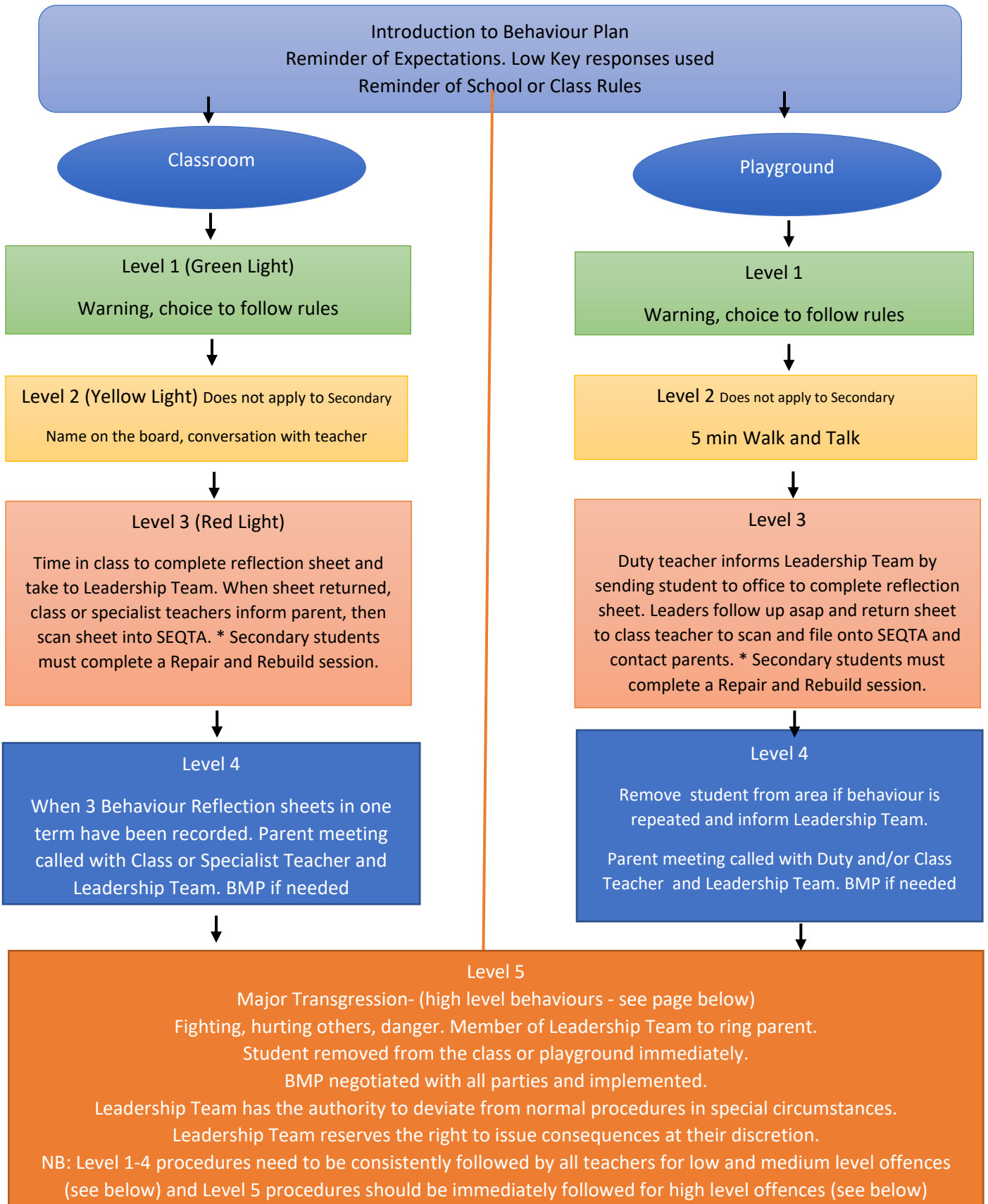
Primary Teachers are to implement an individual reward system in their class to acknowledge productive behaviour.

Every primary class is to celebrate productive class behaviour at least once a week.

Every teacher is responsible for regularly reviewing their classroom behaviour plan.

## Continuum and Procedure for Dealing with Unproductive Behaviour Flowchart

The Behavioural Flowchart is used as a guide for all students and teachers. All staff are expected to use a uniform approach to behaviour management based on the agreed actions as explained on the flowchart.



Low-Level Behaviours	<ul style="list-style-type: none"> <li>● Littering.</li> <li>● Noise making.</li> <li>● Breaking playground rules.</li> <li>● Calling out.</li> <li>● Out of seat.</li> <li>● Talking while others are talking.</li> <li>● Running in the rooms or corridors.</li> <li>● Swinging/spinning/adjusting chairs.</li> <li>● Not having the necessary equipment for class. (once provided)</li> <li>● Late to class (repeatedly)</li> <li>● No homework. (repeatedly)</li> </ul>
Medium Level Behaviours	<ul style="list-style-type: none"> <li>● Lying.</li> <li>● Cheating.</li> <li>● Inappropriate indirect language or gestures.</li> <li>● Inappropriate use of personal electronic equipment during school hours, including social media.</li> <li>● Negative response to teacher direction.</li> <li>● Not following teacher directions.</li> <li>● Inappropriate dress standards.</li> <li>● Name calling.</li> <li>● Inappropriate behaviour in the bathrooms.</li> </ul>
High Level Behaviours	<ul style="list-style-type: none"> <li>● Inappropriate direct language or gestures directed to adults.</li> <li>● Fighting/ Physical Aggression.</li> <li>● Harassment/ Bullying.</li> <li>● Repeated overt defiance</li> <li>● Property destruction or misuse.</li> <li>● Theft.</li> <li>● Forgery.</li> <li>● Internet misuse.</li> <li>● Skipping class.</li> <li>● Dacking.</li> <li>● Taking pictures or video without consent.</li> <li>● Malicious gossip</li> <li>● Teasing.</li> <li>● Spitting.</li> <li>● **Drug use or possession.</li> <li>● **Weapon use or possession.</li> <li>● **Arson.</li> <li>● **Bomb threat.</li> <li>● **Assaults or threats.</li> <li>● **Extreme property damage/ Vandalism.</li> <li>● **Cyber bullying.</li> </ul> <p>**NB Any Behaviour requiring CEO/ Police intervention and decisions are made at the Principal's discretion.</p>

Authorised by	Mr Steve O'Halloran	Signature:	
Position	Principal	Date:	12/11/21
Effective Date:	12/11/2021	Next Review:	2022

# RESPECT RESPONSIBLE RESILIENT

*Saint Mary Star of the Sea College*



## Exclusion from lesson – Repair and Rebuild

Name: \_\_\_\_\_

Homeroom: \_\_\_\_\_

Lesson: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

Subject: \_\_\_\_\_

- *You have been excluded from your lesson.*
- *We need to try to understand why it happened, so that you can avoid getting into trouble again.*

### Secondary students Only

- *You must complete this form before being allowed back into your class.*
- *It will be used at your Repair and Rebuild meeting with your class teacher.*

You are here because YOU decided not to follow the Student Code of Conduct, or YOU decided not to listen to the teacher.

*Describe the behaviour which caused you to be excluded from the lesson. Which of the core values has the behaviour violated?*

*What effect did my behaviour have on other students learning and the class teacher's teaching.*

*Everyone has rights and it is my responsibility to protect them from myself and others. What right did my behaviour take away?*

*The right to learn*

*The right to be treated with respect*

*The right to teach*

*The right to be treated fairly*

*The right to feel safe*

*The right to be treated equally*

*I could have remained in class if I had .....*

*Exclusion from class is serious. What can I do to put things right?*

*What can I change so that I can return to this lesson and stop it from happening again?*

*So that you can return to the class from you were removed you will attend a Repair and Rebuild session with your teacher (Secondary students only).*

*You must convince them that you will be respectful, responsible and resilient in the future.*

*Student Signature ..... Date..... Homeroom .....*



Saint Mary Star of the Sea College

Repair and Rebuild

Student name: \_\_\_\_\_ H/R Year: \_\_\_\_\_

Date: \_\_\_\_\_ Time: \_\_\_\_\_

Subject: \_\_\_\_\_ Teacher: \_\_\_\_\_

Steps to be used in sequence BEFORE exclusion from the lesson:

- Clearly explain to whole class the expectations for the lesson.
- Remind student of inappropriate behaviour and possible consequences.
- If student persists and is disruptive to other students, remove from class. Complete form and send with another child.

Action taken by teacher:

Teacher: \_\_\_\_\_

HOS: \_\_\_\_\_

REPAIR AND REBUILD

Alternative student action to prevent incident reoccurring:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Short term goals:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Long term goals:

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

Pass to Head of School when complete  
INSTRUCTIONS FOR STUDENT (while in office)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

INCIDENT INFORMATION

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Repair and Rebuild

Student must meet with the subject teacher BEFORE they next lesson following all exclusions. The subject teacher had to arrange a convenient time to repair and rebuild the student/teacher relationship. Subject teachers may wish to involve the Head of Secondary for support.

Hand this form to the Head of Secondary when student arrives at the front office/

If staff are unable to complete this form during the lesson, please complete at the end of the day.

If R&R does not take place before the next lesson, curriculum areas will need to make alternative arrangements to accommodate the student.

Subject teacher to inform Head of Secondary and Homeroom Teacher of the Repair and Rebuild outcome.

Satisfactory

Unsatisfactory

Further information:

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Date for review of goals:

\_\_\_\_/\_\_\_\_/20\_\_\_\_

Student Signature:

Teacher Signature:

Details:

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**FOR HEAD OF SECONDARY ONLY**

After Repair and Rebuild:

- Added to SEQTA
- Informed Home Room Teacher
- No further action

**R&R Date** \_\_\_\_\_



## INDIVIDUAL BEHAVIOUR MANAGEMENT PLAN

<b>Student's Name</b>		<b>School</b>	St Mary Star of the Sea College
<b>Date of Birth</b>		<b>Date of Plan/review</b>	
<b>School Staff CEO Consultants Parents</b>		<b>Date of next Review</b>	

*The aim of a behavior & risk management support plan is to extinguish or eliminate undesirable behavior and replace it with appropriate, productive behavior.*

<b>Problematic Behaviour/s</b>	<b>Positive Behaviour</b>	<b>Positive Strategies</b>	<b>Consequences</b>

<b>Additional Information</b>

<b>Documentation</b>

**Updates**

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**Signature:** \_\_\_\_\_ **Teacher**

**Signature:** \_\_\_\_\_ **HOPS/HOS**

**Signature :** \_\_\_\_\_ **Principal**

**Signature :** \_\_\_\_\_ **Parents**