



Behaviour Management Procedures

Student behaviour management at St Mary MacKillop College seeks to protect personal and school community safety, heal destructive behaviours, restore relationships, encourage reconciliation, enhance wellbeing, foster responsibility, enable personal growth, and promote the common good and the significance of resilience. (Adapted from CEOB Pastoral Care Policy 2010)

Student Connectedness and Engagement: An essential element of human wellbeing is the experience of belonging, of being connected to others in a community, being accepted and valued, and being positively involved and engaged within a community.

Behaviour management practices at St Mary MacKillop College must promote and reflect the pastoral care and wellbeing of all students and community members.

Students and staff at St Mary MacKillop College are expected to conduct themselves in a manner which is in line with College Community Expectations. This extends to all areas of school life.

College Community Expectations

- We are on time and ready to learn
- We always follow staff instructions
- We all use appropriate language
- We respect ourselves, others and our learning environment.
- We are responsible for our own behaviour.

It is also expected that all students follow the *Code of Conduct* for students which has been developed with the CECV guidelines and is designed to promote an environment which provides the maximum opportunity for all students to experience success and optimise their learning potential. A copy of this Code of Conduct is printed in the Student Diary.

In the Classroom

The Class Room Teacher is responsible for the management of student behaviour including lateness within the classroom. Teachers at St Mary MacKillop College should ensure that the behavioural management strategies employed in their classrooms are motivated and informed by the Pastoral Care Policy, a commitment to Restorative Practices and through sound, educational pedagogy. Teachers are encouraged to form positive relationships with students and to reflect on the approach taken to engage students in learning.

Restorative Practices

The philosophy of Restorative Practices informs a positive and formative approach to student behaviour management. Restorative practices are *mandated* in all Catholic schools in Victoria. Where appropriate, teachers should ensure that they promote this as a way of addressing student behaviour. This may be with the assistance of Wellbeing Staff, House Leaders or the Deputy Principal.

Restorative Questions: When things go wrong

What happened / What are you doing?

What were you thinking at the time?

What did I ask you to do?

What have you thought of since?

Who has been affected by what you have done? In what way were they affected?

What do you think you need to do to make things right?

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Procedure for sending students to Pastoral Care Centre (PCC)

Students can be sent to PCC if they are:

1. a danger to others
2. significantly interfering with the education process of others.

In the second instance teachers need to have gone through realistic steps within the classroom first such as:

1. Direct the students to correct behaviour and requesting them to stop.
2. Moving students to another seat, separating them from others.
3. Restorative conversation. Students should commit to appropriate behaviour and work ethic.

If a teacher sends a student to PCC they should:

1. Send another student to PCC with a note to check that the student has arrived.
2. At the end of the lesson, or when practical, the teacher should go to PCC and meet with the student and their House Leader to further resolve the situation and negotiate return to class. It is important that the teacher take appropriate action to follow up the student prior to them re-entering the next class.

Tracking and Resolutions:

1. All behaviour incidents of concern, including exits from class, should be documented on SIMON in the Behavioural Tracking section.
2. Where possible, teachers should endeavour to resolve all classroom incidents with the students involved. It is important that teachers assist students to take responsibility for their actions. It is important that students are accountable to their teachers and acknowledge their behaviour.
3. Behaviour tracking should detail the incident and the type of support required. Follow up notes can be added as required.

Students leaving class for Wellbeing concerns

1. Some students are issued with a 'blue card' which enables them to exit themselves from class and go to the PCC. This is a supportive structure put in place in discussion with Wellbeing staff, House Leaders and the student.
2. Staff will be made aware of students issued with a blue card. However, if staff are taking a group of students unfamiliar to them and are presented with a student who has a blue card, they should allow the student to exit the class without any confrontation.
3. At times some students are extremely emotional and may wish to speak to a House or Wellbeing staff member for particular reasons. If this is the case the student may leave class and go to PCC but should be accompanied by another student who then returns to class.

Concerns regarding a group of students or a class

If a staff member is aware of particular challenges with the behaviour of a group of students or a particular class they should initially discuss this with a House Leader. From that point the teacher and House Leader can begin to develop a strategy to address the situation. This may also involve the Domain Leader or the Deputy Principal.

Consequences for Behaviour

When dealing with a student who is demonstrating behaviour that conflicts with the College Community Expectations, teachers may include a consequence for the behaviour in their response. This may include tasks such as completing subject work at lunchtime, cleaning of the classroom, yard clean-up, reparation work or if necessary a formal detention.

Formal Detention

Formal Lunchtime or after school detentions can be used where appropriate as part of addressing unacceptable behaviour. A supervision structure is provided for this. Formal Detentions may be issued:

1. After a teacher has repeatedly asked a student to change their behaviour without modification.
2. If a student's behaviour is destructive or if a student refuses to follow clear and reasonable instructions from a staff member.

It is the responsibility of the students' House Leader to process the requested detention. The House Leaders will supervise and maintain the detention system in conjunction with rostered staff. The House Leader and Deputy Principal will work with staff to address any concerns with student behaviour or management.

It is expected that a discussion occurs between the student and the teacher prior to the detention being processed. The reasons for the detention should be clearly outlined and acknowledged by the student. A follow up conversation should also occur to ensure the student commits to appropriate behaviour.

The response by the teacher in dealing with incidents should be in accordance with the following principles:

1. The response is educative and related to the identified behaviour.
2. The response is restorative and should result in improved working relationships.
3. The response should consider the individual student and their circumstances. It should engage the student and promote connection with the community.
4. The response is in accordance with the Catholic Vision, Mission and Priorities of the College.

It is recommended that teachers give themselves time to make measured decisions where appropriate.

The Homeroom Teacher or House Leader is available for assistance and will contact parents as required. They should be referred to for repeat behaviours.

Parent Contact and Involvement

1. Lunchtime detentions: It is the responsibility of the HL to contact parents for repeat lunchtime detentions. They will work in conjunction with the student, subject teacher and parents to develop a plan that will resolve the issue.
2. After school detentions: The HL will contact parents advising of the incident details, the time and date of the detention to be completed and expectations of the expectations.

Depending on the level of student behaviour, House Leaders may develop Behavioural Management Plans in consultation with teachers, students and parents. Behaviour of a Serious Nature is dealt with by House Leaders and/or Deputy Principal/Principal.

Corporal punishment is forbidden at St Mary MacKillop College. (Appendix 2 CEOB Pastoral Care Policy 2010)

Behaviour of a Serious Nature

If a student's behaviour is of a serious nature then the student should be sent immediately to the Pastoral Care Centre. House Leaders and/or the Deputy Principal or Principal will address the issue. Based on guidelines set by the *CECV (Policy 1.14)* student wrongful behaviour of a serious nature is activity or behaviour of a student which:

- Seriously undermines the ethos of the Catholic school; and/or
- Consistently and deliberately fails to comply with any lawful order of a principal or teacher; and/or
- Is offensive or dangerous to the physical or emotional health of any student or staff member; and/or
- Consistently and deliberately interferes with the educational opportunities of other students

In-School Withdrawal

1. Withdrawal from class and/or other school activities, if judged necessary as a behaviour management process, may occur at the discretion of the House Leader and Deputy Principal. It is important that a student's connectedness and engagement with the school is maintained.
2. Management processes for the withdrawal of the student from some aspect(s) of the school program are to be structured positively to assist in the student's return to acceptable behaviours.
3. The PCC has withdrawal areas for the student to reflect upon their behaviours and attitudes, the impact of these on themselves and others, reasons for preferring acceptable behaviours, and ways to find encouragement and assistance to achieve this goal.
4. Subject work is to be provided by teachers upon request.

Internal and Out-of-school Suspension

1. If an internal or out-of-school suspension is judged appropriate by the College, the school will notify the student's parent(s)/guardian(s).
2. The Principal or Deputy Principal are the only staff members with authority to suspend a student.
3. The communication is to include the reason for the suspension, the purpose of the suspension, and the date(s) on which the suspension will occur.
4. The parent(s)/guardian(s) be offered the opportunity to participate in a meeting to consider these and other related matters, including:
 - the legal and pastoral responsibilities of the parent(s)/guardian(s) during the time of suspension
 - the school's responsibility for providing learning material during the time of suspension
 - the process of settling back into the school environment, and how this is to be facilitated
 - arrangements for monitoring the student's progress following his/her return to school.
5. If an initial verbal contact with the parent(s)/guardian(s) is not possible, it may be necessary to ask the student to take the written notice home to them as their first notification. This decision rests with the Principal or Deputy Principal, taking into account the age of the student, legal requirements, duty of care, and other relevant circumstances.

Behaviour Management Plan

For students who display repeat poor behaviours, a Behaviour Management Plan may be implemented to address individual students' needs and assist in their growth.

This is an agreement reached formally between the school, a student, and the student's parent(s)/guardian(s), (supported by authoritative advice, if and when required, in relation to the student's medical or mental health needs) regarding future behaviour of the student and its management. The House Leader, with the support of the Deputy Principal, is responsible for convening this process.

The following matters will be considered and written into the plan:

- the positive, formative purpose of the plan
- duration of the plan
- expectations regarding the student's future behaviour
- means by which the student will be supported in achieving this behaviour
- means by which the student's behaviour will be monitored and managed
- circumstances which could require the plan to be amended or reviewed (e.g. medical or mental health advice)
- arrangements to apply following a satisfactory conclusion of the plan
- arrangements to apply if the student's behaviour is not in accord with the plan's stated expectations.
- Parents informed and involved in the plan.
- Subject teachers informed of the plan.
- Signed by the parties involved, and dated.

Student Support Group

A Student Support Group will be established by the Deputy Principal when it is judged by the College that:

1. The Behaviour Management Plan established has been ineffective in changing student behaviour.
2. A student has engaged in ongoing wrongful behaviour of a serious nature within the school community.

The Support Group will:

- Consist of the Principal (Chairperson), House Leader, Wellbeing Coordinator (or nominee), the Student and their Parents/ Guardians. The student or parents may nominate to bring a support person who is not acting for fee or reward.
- Consider the behaviour of the student and the implications for the student and the school community
- Consider the personal and social needs of the student, and how they may best be responded to.
- Determine what behaviour management action within the school's stated processes is most appropriate
- Identify strategies to assist the student, following successful behaviour management, to re-establish his/her place satisfactorily in the school community.
- Establish and document regular meetings to be filed in school records.
- Access any relevant agencies to provide support.
- Ensure that decisions are implemented.
- Honour confidentiality at all times.
- Aim for consensus on decisions where possible. Where this is not achievable, the Principal (or Principal's nominee) makes the decision, in accordance with school policies and directives.