

# BEHAVIOUR MANAGEMENT PROCEDURES

## Inter-relationships



### 1. Aim

The College motto calls us to value the respect and dignity of each person and to foster a caring, compassionate, welcoming and connected community. Students are expected to be self-disciplined and willing to help other students and teachers to build a positive learning environment. They are encouraged to respect themselves, other people and property and to promote a community spirit of good will. At times young people will make errors of judgement and may not behave appropriately. In such cases students are expected to respond honestly, to accept the consequences of their behaviour, to learn from their mistakes and to move forward optimistically. A behaviour management procedure will provide clarity and guidance to staff, students and parents to ensure a harmonious and effective learning environment.

Sources of Authority	
CECWA Policy	Community
Executive Directives	Student Safety, Wellbeing & Behaviour Code of Conduct

### 2. Scope

This procedure is designed for teachers but applies to all members of the College community

### 3. Procedures

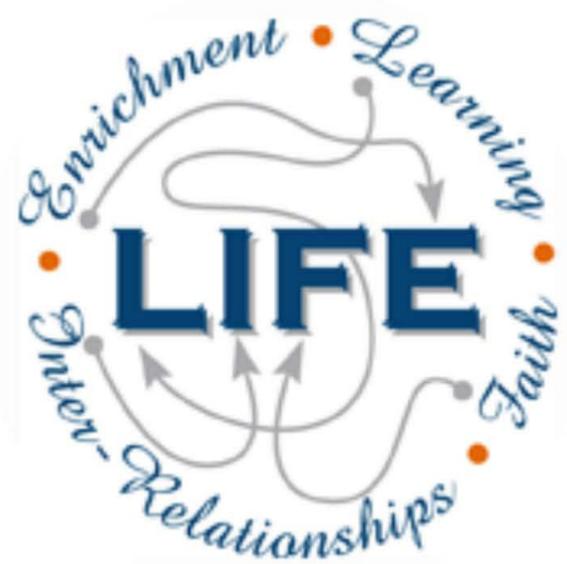
- 3.1 Students entering the College in Year Four to Year Twelve will sign an Enrolment Agreement at the time of enrolment and will be required to abide by the terms of this agreement. Parents of students entering in Pre-kindergarten to Year Twelve will sign the Enrolment Agreement on behalf of their child.
- 3.2 The 'Positive Learning Framework – Four Phase Model' (See Attachment One) will underpin teachers' behaviour management planning. The emphasis of this model is to ensure a positive, caring and relational classroom environment to foster pro-social behaviour and avoid or prevent anti-social behaviour.
- 3.3 Staff will implement student management procedures appropriate to the level and needs of their students in accordance with the Positive Learning Framework – Four Phase Model' and 'Statement of Rights and Responsibilities' (See Attachment Two).
- 3.4 Teachers are responsible for managing student behaviour at the classroom level and following up issues involving students in their classes.
- 3.5 Staff will use a range of positive reinforcement strategies to reward and affirm good behaviour. These may include positive comments and feedback, contact with parents, merits certificates, incentives and positions of responsibility.

- 3.6 Staff may use a range of sanctions for students who are not meeting the required expectations with regard to behaviour. Sanctions may include verbal warnings, moving the student, time out and removal of privileges.
- 3.7 Teachers will keep Parents informed of issues regarding student behaviour and through SEQTA Engage, telephone, email and/or interviews.
- 3.8 House Tutors/Class Teachers are responsible for following up issues regarding punctuality, attendance and uniform.
- 3.9 Duty teachers are responsible for dealing with students who behave inappropriately during duty periods.
- 3.10 The Assistant Principals/Learning Area Leaders will take a proactive approach in supporting their class teachers in managing student behaviour through regular classroom visits, professional conversations, providing feedback and by offering coaching.
- 3.11 For students in Year Seven to Year Twelve, persistent student management problems will be communicated to the House Tutor.
- 3.12 For students in Year Seven to Year Twelve, the Class Teacher shall consult with the Inter-relationships Leader, College Counsellors, Learning Area Leaders, Deputy Principals and, where appropriate, other agencies such as Catholic Education Office consultants to formulate individual behaviour management plans.
- 3.13 For students in Pre-kindergarten to Year Six, the Class Teacher shall consult with the relevant Assistant Principal and College Counsellors, and, where appropriate, other agencies such as Catholic Education Office consultants to formulate individual behaviour management plans.
- 3.14 Where Class Teachers experience continued or wilful behaviour management problems with a particular student the Class Teacher will consult with the Assistant Principals (Years PK – 6) or the relevant Inter-relationships Leader and Deputy Principal, Inter-relationships (Years 7 – 12) for further assistance.
- 3.15 In the event ongoing or serious breaches of the student's enrolment agreement occur the Assistant Principals (Years PK – 6) may seek assistance from the Vice Principal.
- 3.16 In the event ongoing or serious breaches of the student's enrolment agreement occur the Inter-relationships Leader (Years 7 – 12) may seek assistance from the Deputy Principal, Inter-relationships.
- 3.17 In consultation with the Vice Principal, Assistant Principal, Junior School may suspend a student's enrolment and arrange for the student and parents to meet with the Assistant Principal, Junior School to discuss the student's ongoing enrolment in the College.
- 3.18 For students in Year Seven to Year Twelve, the Deputy Principal, Inter-relationships may suspend a student's enrolment and arrange for the student and parents to meet with the Deputy Principal, Inter-relationships to discuss the student's ongoing enrolment in the College. In this instance, students in Years Seven to Twelve will clear his/her locker and will not be permitted to attend school until a satisfactory resolution is reached with the Deputy Principal, Inter-relationships.
- 3.19 In accordance with the Policies and Executive Directives of Catholic Education Western Australia the Principal may terminate a student's enrolment for serious or continual breaches of the student's enrolment agreement.

Flowcharts depicting the levels and flow of responsibility and assistance for managing student behaviour for the Years Seven to Twelve and Pre-kindergarten to Year Six are presented in Attachment Three.

Phase 1	Phase 2	Phase 3	Phase 4
<p><b>Anticipation</b> <b>Self-Awareness and Management Plan</b></p> <p><b>At the start of the year and before each class:</b></p> <ul style="list-style-type: none"> <li>reflect on your own behaviour and modelling. That is, be self-aware (See Models of Reflective Practice)</li> <li>be proactive and plan - indiscipline will happen at some stage</li> <li>foster a positive, caring and welcoming classroom</li> <li>strategically plan the classroom layout and prepare resources</li> <li>articulate high standards and specific expectations</li> <li>write down the rules, routines and procedures</li> <li>check past behaviour records and reports</li> <li>consult with past teachers</li> </ul> <p><b>During lessons:</b></p> <ul style="list-style-type: none"> <li>use students' names and connect with them. That is, investigate strategies to connect with students and build relationships.</li> <li>purposely manage student movement</li> <li>project a sense of 'with-it-ness'. That is a capacity for multitasking, classroom awareness, alertness, intuition, and confidence—all in a way that projects a powerful image to every student in the classroom that the teacher is in control.</li> <li>acknowledge and affirm appropriate behaviour</li> <li>use praise and rewards for pro-social behaviour</li> <li>provide opportunities for autonomy and responsibility</li> <li>Be explicit, succinct, consistent, and fair</li> </ul>	<p><b>Prevention</b> <b>Lesson Design and Delivery</b></p> <p><b>Be Prepared:</b></p> <ul style="list-style-type: none"> <li>plan ahead and be organised</li> <li>arrive and finish on time</li> <li>have a contingency plan</li> <li>have students enter and leave the room in an orderly and controlled manner</li> <li>greet the students</li> </ul> <p><b>Beginning:</b></p> <ul style="list-style-type: none"> <li>ensure you have whole-class attention</li> <li>ensure clear outcomes are conveyed to students</li> <li>incorporate a motivation 'hook for learning' into each lesson — set induction</li> <li>recall prior learning (See Constructivist Learning Theories)</li> <li>ensure a high level of student engagement</li> </ul> <p><b>Middle:</b></p> <ul style="list-style-type: none"> <li>emphasise student centred strategies to ensure active student involvement</li> <li>use collaborative learning strategies and group work</li> <li>manage student movement for resources</li> <li>use effective questioning techniques and responding positively to student answers</li> <li>promote and highlight student success</li> </ul> <p><b>Ending/closure:</b></p> <ul style="list-style-type: none"> <li>check for understanding against outcomes</li> <li>evaluation expectations</li> <li>provide a lesson summary</li> <li>link learning beyond the classroom</li> <li>provide a link to the next lesson—what we will be doing next lesson is ...</li> <li>give clear directions in regard to homework</li> </ul>	<p><b>Intervention</b> <b>Identification, Acknowledgment and Acceptance</b></p> <p><b>Initial Responses - Low-level (minimal/no disruption to lesson flow):</b></p> <ul style="list-style-type: none"> <li>use of dignity (privacy/ politeness/ tone of voice)</li> <li>minimal language (use succinct messages, an assertive tone with eye contact, avoid 'why' questions, redirect to lesson)</li> <li>proximity</li> <li>name and thanks</li> <li>look/eye contact</li> <li>non-verbal communication, gestures, signals and redirection</li> <li>defer to private catch up later</li> <li>clear desists</li> <li>tactical ignoring</li> </ul> <p><b>Moderate-level responses:</b></p> <ul style="list-style-type: none"> <li>use strategies such as circle-time and conferencing</li> <li>identifying motivation</li> <li>identifying the 'game'</li> <li>use empathetic statements</li> <li>offer escape routes</li> <li>offer choices giving student responsibility for actions</li> </ul> <p><b>Escalating/crisis response:</b></p> <ul style="list-style-type: none"> <li>be aware of the extent to which the situation is escalating</li> <li>employ de-escalation or defusing strategies such as appearing calm, centred and self-assured; avoid aggression; use a modulated, low monotonous tone of voice; do not be defensive or aggressive</li> <li>utilise back-up resources and support</li> <li>maintain personal safety and the safety of other students</li> <li>always be respectful and dignified</li> <li>employ crisis-response strategies</li> </ul>	<p><b>Restoration</b> <b>Reparation and Redemption</b></p> <p><b>Sanctions and Penance:</b></p> <ul style="list-style-type: none"> <li>provide opportunities to make amends eg restitution, apology, time in lieu, additional work, compensation, community service</li> <li>always look for learning opportunities through rehabilitation, counselling,</li> <li>behaviour contracts</li> <li>re-sign enrolment agreement</li> <li>probationary status</li> <li>suspension</li> <li>exclusion</li> </ul> <p><b>Restoring Relationships:</b></p> <ul style="list-style-type: none"> <li>seek guarantees of future good behaviour</li> <li>communicate with parents and seek their support</li> <li>document agreed outcomes and record on SEQTA</li> <li>employ the principles of restorative practice:             <ol style="list-style-type: none"> <li>Participation achieved through cooperation rather than coercion.</li> <li>Face-to-face participation of those directly affected.</li> <li>Those directly affected determine the outcome.</li> <li>Fair process including equal access and informed consent.</li> </ol> </li> <li>Provide opportunities for the student to redeem themselves, to clear the slate and move forward in a positive way</li> <li>forgive</li> <li>build trust</li> <li>connect</li> <li>reconcile differences</li> <li>once resolved, put it behind you and move on</li> </ul>

*Holy Cross College*



# Rights and Responsibilities

## All students have a RIGHT:

- to achieve their full potential
- to feel safe and connected in their school environment
- to participate in the Catholic faith life of Holy Cross College
- to excel and extend themselves in their learning and in leadership

## All students have a RESPONSIBILITY:

**L**

- to work to the best of their ability
- to be organised
- to participate in learning
- to encourage one another
- to contribute to a positive learning environment
- to treat others' with dignity and respect

**I**

- to foster a positive, safe and caring environment
- to follow the College's policies and standards of behaviour
- to respect the rights of others
- to be responsible for their own actions

**F**

- to participate respectfully in Mass, Liturgy and prayer
- to actively participate in the faith life of the College and Parish
- to make a difference by serving others

**E**

- to be a reflective learner and plan for growth
- to take all the opportunities that are offered
- to challenge themselves in roles they might not normally consider
- to respect our environment and use the College resources wisely

## Student Behaviour Management Flowchart (Years PK – 6) Attachment Three

<b>Level 1</b> Students	<ul style="list-style-type: none"> <li>• Parents make a commitment to the rules, regulations and policies of the College by signing the Enrolment Agreement behalf of students in Years PK-6.</li> <li>• Understand the rules, rights and responsibilities of the College and classroom.</li> <li>• Respect the rights and dignity of others to learn.</li> <li>• Respect the authority of the College staff and follow direction without dissention.</li> </ul>
<b>Level 2</b> Class Teachers	<ul style="list-style-type: none"> <li>• Implement a behaviour management process that is underpinned by the 'Positive Learning Framework - Four Phase Model'.</li> <li>• Are relational and work to connect with students.</li> <li>• Demonstrate a sense of 'with-it-ness'.</li> <li>• Manage all day-to-day behavioural issues in the class.</li> <li>• Record behavioural issues on SEQTA.</li> <li>• Consult with parents, other teachers and the Assistant Principals for more serious breaches of College rules.</li> <li>• Consult with the College Counsellors and other agencies, where appropriate, such as Catholic Education Office consultants to formulate individual behaviour management plans.</li> <li>• Monitor and address issues in relation to punctuality, attendance and uniforms.</li> </ul>
<b>Level 3</b> Assistant Principals	<ul style="list-style-type: none"> <li>• Takes a proactive approach to support class teachers in managing student behaviour through regular classroom visits, professional conversations, providing feedback and offering coaching.</li> <li>• Assists the Class Teacher to implement the 'Positive Learning Framework – Four Phase Model'.</li> <li>• Liaises with Class Teachers and reviews SEQTA behavioural records and follows up on emerging behavioural trends.</li> <li>• Assist with further interventions when students continue or wilfully fail to respond to actions taken by the Class Teacher.</li> <li>• Deals with serious breaches of College policies and rules by students that occur outside class time.</li> <li>• Regularly consults with the College Counsellors to implement pastoral support and behaviour modification programs for particularly needy students.</li> <li>• In consultation with the Class Teacher, identifies appropriate professional development for Class Teachers in regard to behaviour management</li> <li>• In consultation with the Vice Principal, suspends a student's enrolment and arranges for the student and parents to meet with the Vice Principal.</li> </ul>
<b>Level 4</b> Vice Principal	<ul style="list-style-type: none"> <li>• Provides support to the Assistant Principals on serious matters of student behaviour.</li> <li>• Liaises with the Assistant Principals and the College Counsellors on matters where students continue or wilfully fail to respond to actions taken by the Assistant Principals.</li> <li>• Liaises with the Assistant Principals and reviews SEQTA behavioural records to identify emerging behavioural trends.</li> <li>• In consultation with the Assistant Principals, identifies and provides appropriate professional development for Class Teachers in regard to behaviour management.</li> <li>• In the event a student's enrolment is suspended, meets with the parents and students and decides the future enrolment status of the student and any conditions of re-enrolment.</li> <li>• Consults with the Principal on very serious matters of student behaviour that might require exclusion from the College.</li> </ul>
<b>Level 5</b> Principal	<ul style="list-style-type: none"> <li>• Has overall responsibility of student behaviour management and procedural formulation.</li> <li>• After consultation with the Vice Principal, decides the enrolment status of students following a suspension.</li> </ul>

## Student Behaviour Management Flowchart (Years 7 – 12)

<b>Level 1</b> Students	<ul style="list-style-type: none"> <li>• Commit to the ethos and rules of the College on enrolment by signing the Enrolment Agreement.</li> <li>• Understand the rules, rights and responsibilities of the College and classroom.</li> <li>• Respect the rights and dignity of others to learn.</li> <li>• Respect the authority of the College staff and follow direction without dissention.</li> </ul>	
<b>Level 2</b> Class Teachers	<ul style="list-style-type: none"> <li>• Implement a behaviour management process that is underpinned by the 'Positive Learning Framework - Four Phase Model'.</li> <li>• Are relational and work to connect with students.</li> <li>• Demonstrate a sense of 'with-it-ness'.</li> <li>• Manage all day-to-day behavioural issues in the class.</li> <li>• Record behavioural issues on SEQTA.</li> <li>• Consult with parents, other teachers and the Inter-relationships Leader for more serious breaches of College rules.</li> <li>• Consult with the College Counsellors, Learning Area Leaders, Deputy Principals and the Learning Enrichment Team to formulate individual behaviour management plans.</li> </ul>	
<b>Level 3</b> Learning Area Leaders and House Tutors	<p style="text-align: center;">Learning Area Leaders</p> <ul style="list-style-type: none"> <li>• Take a proactive approach to support their class teachers in managing student behaviour through regular classroom visits, professional conversations, providing feedback and offering coaching.</li> <li>• Assist the Class Teacher to implement the 'Positive Learning Framework – Four Phase Model'.</li> </ul>	<p style="text-align: center;">House Tutor</p> <ul style="list-style-type: none"> <li>• Provide initial support for Class Teachers, if required.</li> <li>• Are relational and work to connect with students</li> <li>• Liaise with Class Teachers and review SEQTA behavioural records and follow up on emerging behavioural trends.</li> <li>• Monitor and address issues in relation to punctuality, attendance and uniforms.</li> </ul>
<b>Level 4</b> Interrelationships Leaders	<ul style="list-style-type: none"> <li>• Provide secondary support to Class Teachers, first in a coaching capacity, and then with further interventions when students continue or wilfully fail to respond to actions taken by the Class Teacher.</li> <li>• Provide coaching for Class Teachers to develop and implement effective classroom management programs and student behaviour management plans.</li> <li>• Deal with serious breaches of College policies and rules by students that occur outside class time.</li> <li>• Liaise with Class Teachers and House Tutors and review SEQTA behavioural records and follow up on emerging behavioural trends.</li> <li>• Regularly consult with the College Counsellors to implement pastoral support and behaviour modification programs for particularly needy students.</li> <li>• Consult with the Deputy Principal, Inter-relationships on matters of student behaviour that may jeopardise the ongoing enrolment of student in the College.</li> <li>• In consultation with the Deputy Principal, Inter-relationships, suspend a student's enrolment and arrange for the student and parents to meet with the Deputy Principal, Inter-relationships.</li> </ul>	

<p><b>Level 5</b> Deputy Principal, Interrelationships</p>	<ul style="list-style-type: none"> <li>• Provides support to Inter-relationships Leader on serious matters of student behaviour.</li> <li>• Liaises with Inter-relationships Leader and the College Counsellors on matters where students continue or wilfully fail to respond to actions taken by the Inter-relationships Leader.</li> <li>• Liaises with Inter-relationships Leader and reviews SEQTA behavioural records to identify emerging behavioural trends.</li> <li>• In consultation with Inter-relationships Leader, identifies and provides appropriate professional development for Class Teachers in regard to behaviour management.</li> <li>• In the event a student's enrolment is suspended, meets with the parents and students and decides the future enrolment status of the student and any conditions of re-enrolment.</li> <li>• Consults with the Vice Principal on very serious matters of student behaviour that might require exclusion from the College.</li> </ul>
<p><b>Level 6</b> Vice- Principal</p>	<ul style="list-style-type: none"> <li>• Provides support to the Deputy Principal, Inter-relationships on serious matters of student behaviour.</li> <li>• Liaises with the Deputy Principal, Inter-relationships and the College Counsellors on matters where students continue or wilfully fail to respond to actions taken by the Deputy Principal, Inter-relationships</li> <li>• Liaises with the Deputy Principal, Inter-relationships and reviews SEQTA behavioural records to identify emerging behavioural trends.</li> <li>• In consultation with the Deputy Principal, Inter-relationships, identifies and provides appropriate professional development for Class Teachers in regard to behaviour management.</li> <li>• In the event a student's enrolment is suspended twice or more within a twelve month period, meets with the parents and students and decides the future enrolment status of the student and any conditions of re-enrolment.</li> <li>• Consults with the Principal on very serious matters of student behaviour that might require exclusion from the College.</li> <li>• Liaise with CEWA team members in regard to matters of student behaviour.</li> </ul>
<p><b>Level 7</b> Principal</p>	<ul style="list-style-type: none"> <li>• Has overall responsibility of student behaviour management and policy formulation.</li> <li>• After consultation with the Vice Principal, decides the enrolment status of students following a suspension.</li> </ul>

Authorised by:	Mrs Julie Hornby	Signature:	
Date:			
Effective Date:	1 July 2021	Next Review:	1 January 2022