

# BEHAVIOUR MANAGEMENT PROCEDURE

Originally released: 2016  
Reviewed: 2017, 2018, 2020, 2021, 2022

Due for Review: 2023

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

## RATIONALE

The Bunbury Catholic College procedure that promotes responsible behaviour is based around the concept of restorative justice; it is a plan that seeks to restore the relationship between people, when there has been some damage caused through inappropriate or offending behaviour on the part of one or more parties. The plan aims to create an environment of positive cooperation, based on mutual respect, where all are encouraged to make responsible choices, recognise the rights of others, and be accountable for the choices they make with regards to their behaviour.

Guided by the College Motto “Act justly, love tenderly, and walk humbly with your God”, we seek to create a community where all members are able to be effective and reflective citizens.

## PRINCIPLES

1. The fostering of a community where the best interests of the child are paramount
2. The adherence to Gospel values, as espoused by our Catholic identity
3. The creation of a community that values people and property
4. The development of self-discipline, honesty and integrity
5. The encouragement of responsible choices
6. The establishment of a safe and productive learning environment
7. The enhancement of learning opportunity through a strong work ethic
8. The development and support of a consistent and fair approach to behaviour

## PROCEDURES

1. The College has a behaviour management framework which includes:
  - The rights and responsibilities of all members of the College community. This is covered in the Choose Peer Respect Plan and the Code of Conduct
  - The roles and responsibilities of all staff with respect to behaviour management, as defined by the behaviour management process
  - A commitment to achieving a supportive culture and positive learning environment

2. As required, teaching staff will contact a student's parents to engage in a consultation process, when behaviour management issues are encountered. Parents are informed and engaged in the process when planning individual behaviour management plans.
3. Professional learning is provided to all teaching staff to ensure our behaviour management strategies are successfully implemented.

## **ROLES AND RESPONSIBILITIES**

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### **STUDENTS**

Students are expected to contribute towards a dynamic working environment at Bunbury Catholic College. They are encouraged to take responsibility for their behaviour and actions, and to implement positive changes, as needed. At all times, the safety and well-being of all students and staff at the College is a priority. The Code of Conduct, as implemented by the College, aims to provide guidelines for staff, students and those within the community, on agreed behaviours that ensure the wellbeing of all.

### **HOMEROOM TEACHER**

The Homeroom Teacher is the first point of contact at the College. The Homeroom Teacher ensures the well-being of the students in the Homeroom through aspects such as organising rosters, checking student planners, monitoring absences, actively supporting Year group initiatives and taking a pastoral interest in the welfare of each Homeroom member. All student concerns within the Homeroom should be referred to the Head of Year.

### **CLASSROOM TEACHER**

The Classroom Teacher is an integral part of the behaviour management at the College. It is the Classroom Teacher's duty to ensure that a safe and productive work environment prevails in each lesson. The Classroom Teacher must also take, and maintain, an up-to-date record of student attendance for each lesson.

Should there be some student concerns, the Classroom Teacher must initially implement his or her own classroom management strategies. Strategies include behaviour modification ideas, resubmission of work or parent contact. The Head of Learning Area must be informed if academic issues persist. The Head of Year must be informed if behavioural issues persist.

### **HEADS OF LEARNING AREAS AND HEADS OF YEAR**

The Head of Learning Area and the Head of Year must be informed if there are serious, ongoing academic and or behavioural issues. The Head of Learning Area will implement appropriate actions, as needed. This includes contact with the student's parents. The Head of Year or the Head of Learning Area may institute other measures such as an after school detention, additional contact with parents, the implementation of a behaviour modification plan. This plan is drawn up in consultation with teachers, parents and the student.

A referral to the College Counselling Team may also be appropriate. This is usually initiated by the Head of Year, in consultation with teachers and/or parents.

## DEPUTY PRINCIPAL

The Deputy Principal works in consultation with the Heads of Year and the Heads of Learning Areas. The Deputy Principal will contact parents/carers, as needed. He or she can issue external or internal suspensions and refer students to the Promotions Panel, for discussion. The Deputy Principal may deal with particularly grave instances from the outset, keeping Heads of Year and parents informed.

## PRINCIPAL

The Principal will intervene in disciplinary issues, if the situation has not been resolved at other levels. The Principal will conduct a formal interview, should a student be seeking readmission/re-entry to the College. Matters requiring the involvement of outside agencies will be determined at the discretion of the Principal

## TEACHING STRATEGIES TO ENCOURAGE RESPONSIBLE BEHAVIOUR

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The development, both academic and social, of every student at the College can be ensured by implementing some of the strategies listed below

- Be guided by our Catholic ethos and the Choose Peer Respect Guide
- Create an environment that is friendly and welcoming; one that values the dignity of every person
- Listen actively to the students
- Apply College policies consistently
- Concentrate on the development of positive relationships with both students and parents
- Develop a sound understanding of behaviour patterns
- Maintain a consistent approach to discipline within the classroom
- Take appropriate action, as needed, to ensure a productive learning environment
- Encourage students to take responsibility for their own actions and their learning environment
- Monitor the behaviours of students identified as having either academic or social needs
- Keep parents informed of their child's progress and behaviour
- Ensure all information that pertains to student welfare is entered onto SEQTA
- Use the "buddy system" for students who need support

## STUDENT STRATEGIES TO ENCOURAGE RESPONSIBLE BEHAVIOUR

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Students are encouraged to approach their learning environment as young adults, with a true sense of responsibility and ownership.

- Familiarise yourself with, and understand, the Choose Peer Respect Guide
- All students are encouraged to disclose to staff/responsible adult, any situation where they feel unsafe/demeaned/anxious about a particular experience
- Be aware of the welfare of those around you

- Be accountable for your actions
- Strive to maintain a positive attitude in all circumstances
- Make a concerted effort to do your very best, in all aspects of life at the College
- Be informed about College expectations and consequences
- Do not be afraid to ask for assistance, as and when you need it
- Strive to modify behaviour according to the guidelines provided by Staff
- Be conscious of, and protect, your environment, within both the classroom and the College grounds
- Appreciate the opportunities and experiences provided by the College and those who support you.

## PROCESSES TO ADDRESS NON-COMPLIANT BEHAVIOUR

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In the event that a student is unable to, or refuses to, comply with the Responsible Behaviour Plan and its guidelines and strategies, the following sanctions will apply:

- Recess or lunch time duty, under the supervision of a classroom teacher or a Head of Year
- Reflective session on the behaviour and strategies to restore good standing
- After school detention, under the supervision of the detention teacher in charge, or the Deputy Principal; parents/carers are informed of this sanction by telephone, through a Seqta Direct Message or through a letter home
- Exclusion from College incursions/excursions; parents are notified by the Head of Year or organiser of the event
- Internal/external suspension under the supervision of the relevant Deputy Principal;
  - Parents are informed by the relevant Deputy Principal, usually through a meeting of all parties, including the student
  - Students are expected to reflect on their behaviour, complete school work that is being taught during the day, participate in reflective activities under the supervision of the relevant Deputy Principal
  - Appearance before the review panel, consisting of the relevant Deputy Principal, Head of Year, Head of Learning Area, others as deemed appropriate. Both parent(s) and student are required to attend this meeting. A formal record of this meeting will be provided to parents; it will also be retained on the student's file.
  - Interview with the Principal (or Principal's delegate). Parent(s) and student are required to attend this meeting. A formal record of this meeting will be provided to parents; it will also be retained on the student's file.
- Exclusion from the College. This process is undertaken in conjunction with CEWA. The best interests of the individual student shall be balanced against the common good of the College community.

## FLOW CHARTS – DEALING WITH BEHAVIOUR MANAGEMENT ISSUES

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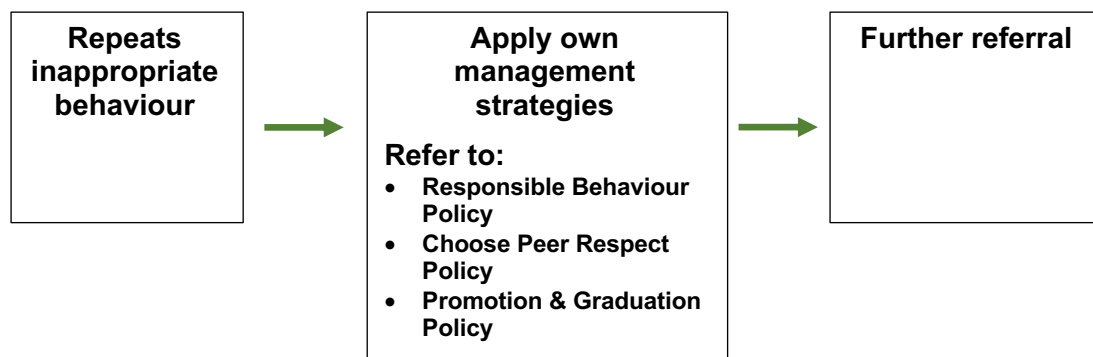
### **Note:**

The processes outlined in the flow charts are to be used as a guide for managing student behaviour. They are provided as a means of assisting all teachers with the management of student behaviour and serve to familiarise families with the behaviour management processes in place at the College.

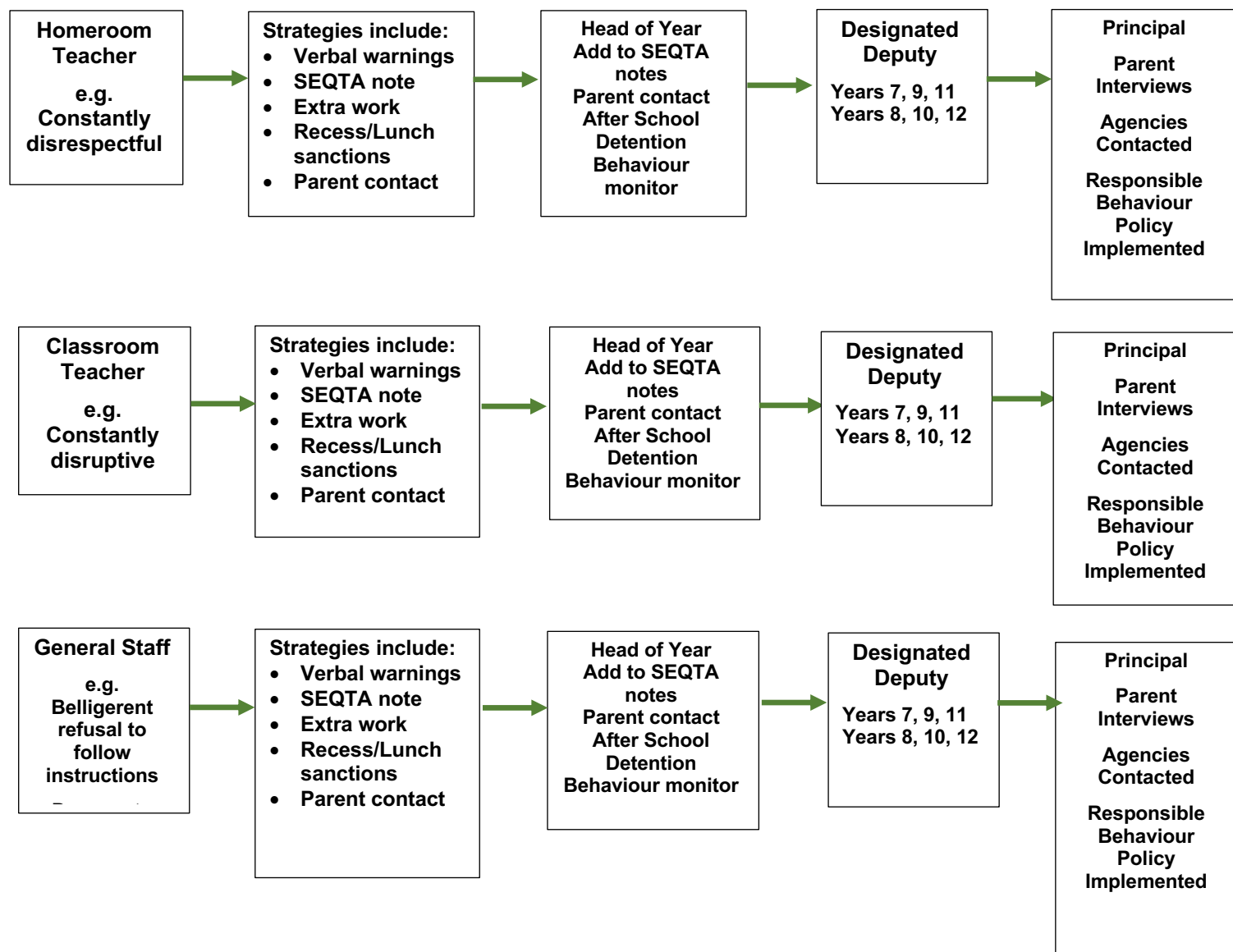
It is recognised that there will be incidents of a serious nature where steps in the process may be modified.

## STUDENT MANAGEMENT STRATEGIES FLOW CHART

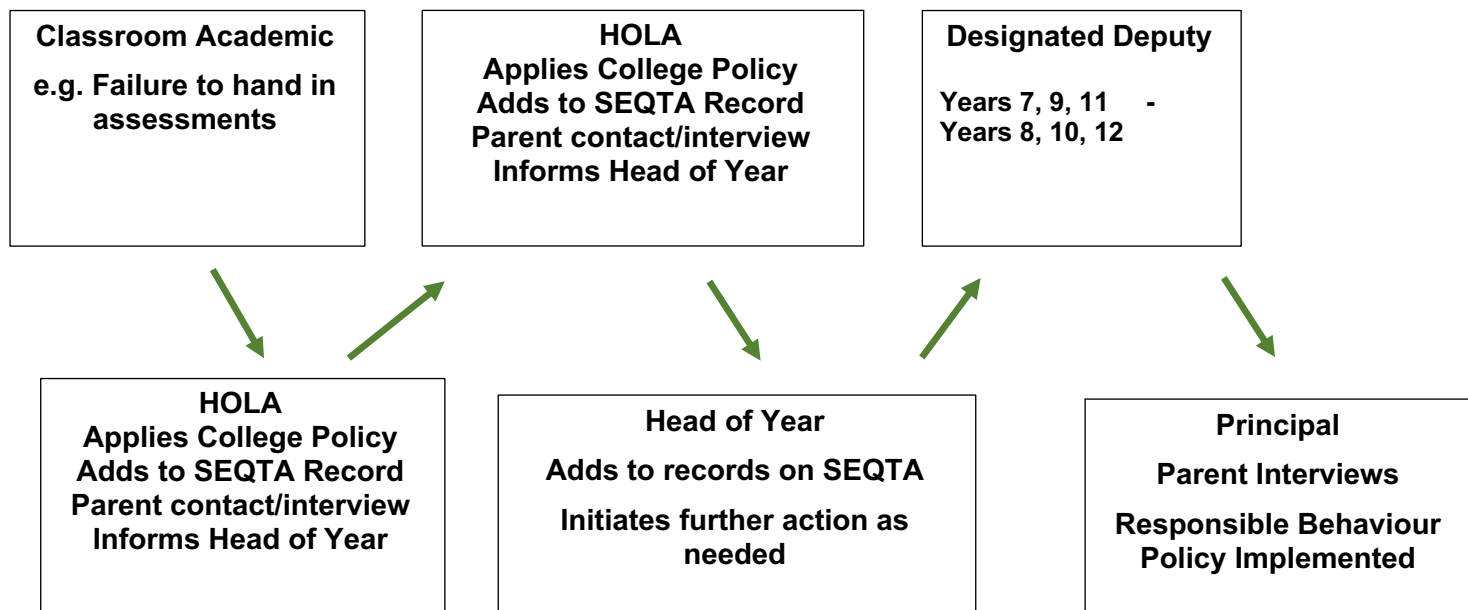
### Behavioural Issues



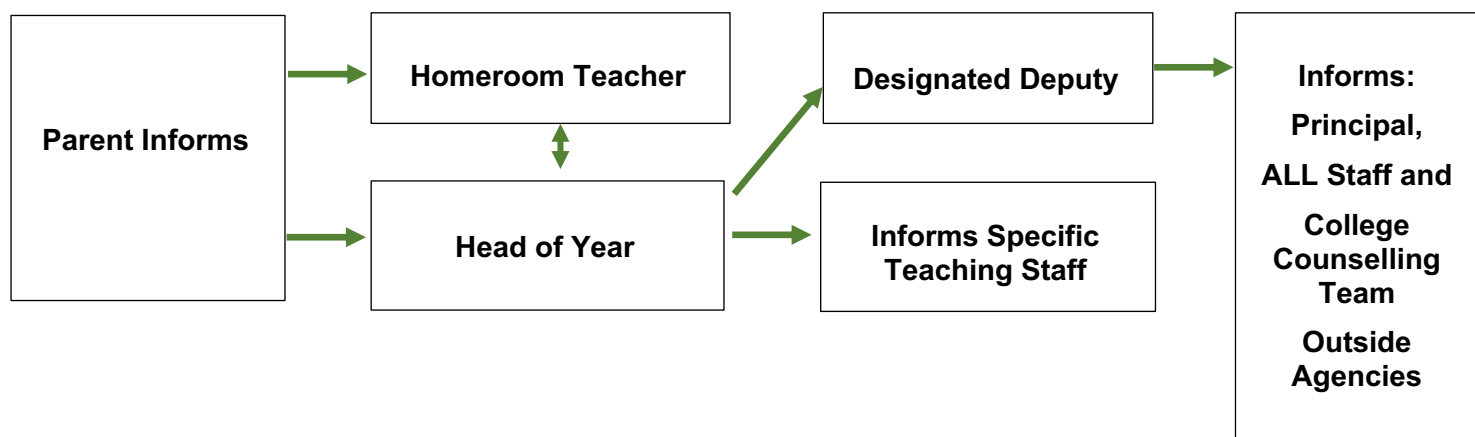
### Behavioural Issues - Examples



### Academic Issues



### Pastoral Issues: Parent Reference



## PROCESS FOR STUDENT BEHAVIOUR SANCTIONS

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Teacher applies own strategies to restore relationships and implement appropriate consequences.

### LEVEL 2

**Serious** or ongoing **academic/behavioural** concern in a subject area

Inform/seek advice from HOLA and CC Head of Year

**Serious** or ongoing concerns in Homeroom context

Inform/Seek advice from Head of Year

**Serious** or ongoing pastoral **behavioural** concern in/outside classroom.

Inform/seek advice from Head of Year

### LEVEL 3

In the case of **very serious** issues, the student should be referred directly to the relevant Deputy Principal.

### LEVEL 4

In the case of **extremely serious** or ongoing concerns the Deputy Principal may seek advice from or refer the student to the Principal.



## DESCRIPTION OF POSSIBLE SANCTIONS

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### LEVEL 1

#### Recess/Lunchtime Detention

If a student consistently fails to meet College expectations, despite a teacher's use of their own restorative practices and strategies, the student may be given a recess or lunchtime detention.

The nature of the detention should depend on the nature of the behaviour for which it is imposed. For example, a student who shows little respect for College property and the property of others may be required to clean desk tops and chairs, or remove rubbish from specified areas. This should be recorded on SEQTA, supervised by the teacher issuing the detention and should be no more than fifteen minutes in duration. A conversation to restore the relationship between student and teacher should always follow. The Head of Year bench is an option, in consultation with the relevant Head of Year.

#### Confiscation of Non-Approved Uniform Items or Banned Objects

Any member of staff may confiscate non-approved uniform items students are wearing or any unauthorised items brought to the school. These should be clearly labelled and sent to Student Services (Front Office). If this is a first offence, students may collect the non-approved uniform items and unauthorised items at the end of the school day. Parents may be required to collect items from the front office if the student is a repeat offender.

#### Uniform and Grooming Sanction

If a student does not comply with the College's uniform or grooming requirements, the teacher concerned should notify the parents, and relevant Head of Year via SEQTA. Should the student fail to comply with the College's standards within the nominated time, the Head of Year will contact the parents to resolve the situation.

#### Referral to a Buddy Class

It is not appropriate to send a student outside of the classroom for a significant part of the lesson.

Where a student's behaviour in class is directly impacting on the learning of other students and cannot be dealt with immediately, the student may be sent to a 'buddy class' of appropriately older/younger students. The student will be issued with work to complete. Parents should be informed of any exclusion from class via SEQTA, and a conversation to restore the relationship between student and teacher should always follow with the intention that the student returns to their normal class as soon as possible.

#### Keeping Students in After Class

If a student is given sufficient warning of this consequence during class and still fails to make good choices, they may be kept in for a specified time after class. This may only occur for lessons which back on to recess and lunchtime so not to impact on other classes or the journey home (buses!). It is not appropriate to keep a whole class behind at recess or lunch time if only a few are at fault.

### LEVEL 2

#### Academic Tasks: non-completion

When students do not meet their responsibilities in relation to assessments and other course requirements, it is important that individual staff members manage this initially, to ensure that the required work is completed so that authentic learning can progress. All instances where course


requirements are not being met, despite opportunities being put in place, should be directed to the relevant Head of Learning Area/Subject Coordinator, for additional guidance and support. The initiating teacher must enter any failure to complete course work/tasks onto SEQTA. Remember to tick the “guardian” box on SEQTA. HOLAs may decide to place the student on an after-school detention to assist in rectifying the situation. The initiating teacher will decide the nature of the work e.g. completing an overdue assignment or completing an assessment under test conditions. Parents and students should be notified at least 24 hours beforehand if an after-school detention has been issued. If the student submits the work to an appropriate standard before the detention, the HOLA may decide that he/she is no longer required to attend.

### Pastoral concerns

When students do not meet College pastoral expectations and responsibilities, despite professional management strategies being put in place repeatedly, teachers should direct their concerns to the relevant Head of Year, for additional guidance and support. The initiating teacher must enter any behaviour/wellbeing concerns and the steps that they have already taken, onto SEQTA. Remember to tick the “guardian” box. The Heads of Year check their year groups each day to monitor areas of concern. One of the strategies the Head of Year may elect to implement is to place the student on an after-school detention. The initiating teacher may be asked to provide suitable work for the student to complete during the detention.

### After School Detention

After School Detention is conducted on a Tuesday from 3.00 - 4.00pm and supervised by a senior staff member. After School Detention is imposed by the relevant Head of Year or Head of Learning, in consultation with the relevant Deputy Principal. The intention of an after-school detention is to ensure that students can reflect on the choices they have made and thus re-set their focus for the future. To this end, students are asked to complete a reflection sheet during the detention, in addition to any additional work, as instructed by the issuing HOY or HOLA. If a student fails to attend an after-school detention, parents will be notified of their responsibility to ensure their child attends.

Authorised by	Michael Pepper	Signature:	
		Date:	2-5-2022
Effective Date:	2 May 2022	Next Review:	November 2023