



Positive Behaviour Policy and Guidelines

1. Contents

| | | |
|----|--------------------------|---|
| 2. | Vision Statement | 1 |
| 3. | Rationale..... | 1 |
| 4. | Policy Statement..... | 2 |
| 5. | Guiding Principles | 3 |
| 6. | Procedures..... | 3 |
| 7. | Related Policies..... | 6 |
| 8. | Appendices | 6 |
| 9. | Document Review..... | 6 |

2. Vision Statement

Guided by our Catholic Identity, St Brigid's College ensures high levels of learning and success for all.

3. Rationale

St Brigid's College's Positive Behaviour Policy and Guidelines arise from pastoral care which permeates the relationship between all members of the community of our College. Positive and supportive relationships underpin and foster life affirming connections that support the inherent dignity of each person in the Brigidine tradition. The Positive Behaviour Policy of St Brigid's College reflects the values and goals of our Vision and Mission Statement. Specifically, this policy is informed by the Gospel values of:

JUSTICE

FORGIVENESS

RESPECT

4. Policy Statement

- Courteous behaviour is to be expected from all students, staff members, families and the wider school community.
- All members of the school community are to be respectful to others.
- School community members present with a diversity of needs and require support in a range of ways, including behavioural support.
- A safe learning and work environment for students and staff should be the result of a positive school culture.
- Teacher Advisors should be informed of difficulties with students in their homeroom according to the Positive Behaviour Management Categories.
- Wellbeing Team Leaders should be informed of difficulties with students in their house according to the Positive Behaviour Management Categories.
- All Category Two or higher behavioural concerns must be entered into the SIMON Behavioural Tracking Module. A progressive accumulation of incidences will be discussed with parents/guardians in an interview.
- **Corporal Punishment is NOT permitted within St. Brigid's College under any circumstances.**
- School staff may only use physical restraint on a student when there is an imminent threat of physical harm or danger to the student or others; and where such action (ie to physically restrain or seclude) would be considered reasonable in all the circumstances and there is no less restrictive means of responding in the circumstances.
- As with physical restraint, seclusion should only be used when it is immediately required to protect the safety of the student or any other person, as permitted by Regulation 25.
- Restraint and seclusion must not be included in a Behaviour Support Plan or be used as a routine behaviour management technique, to punish or discipline a student

5. Guiding Principles

The Positive Behaviour Policy will aim to develop the following principles:

- Collaboratively develop and implement fair and respectful whole-school behaviour management and support systems based on Brigidine values, social competencies, and positive relationships.
- Focus on building skills and developing alternative preferred behaviours that considers the motivation behind behaviours.
- Use the students' strengths and interests to increase engagement and success.
- Enable all to grow and be affirmed in their dignity and worth as persons.
- Respect the rights of all members.
- Recognise that our Catholic heritage is one of service so that it develops "*persons who are responsible and inner directed, capable of choosing freely in uniformity with their consciences*". (The Catholic School, Section 31)

6. Procedures

Teachers have the responsibility to develop positive relationships with their students, so that minor behavioural concerns may be addressed quickly and efficiently.

Throughout the positive behaviour management process it is important to that there is procedural fairness to all staff and students involved. All those involved need to have an opportunity to have their say.

Teachers must be aware of the following:

POSITIVE BEHAVIOUR MANAGEMENT CATEGORIES

Category 1 (Non Behavioural Tracked)

Nature: Minor (non-persistent) infringement

Examples: Talking out of turn in class, calling out, inappropriate use of mobile phone in class, leaving place in class, littering, eating food in class including gum, lateness, refusal to cooperate, out of uniform, incomplete homework, playing games on iPad.

Operative: Teacher observing infringement, e.g. subject teacher in classroom, Yard Duty Teacher.

Responses:

| Mandated | Options include: |
|--|--|
| Verbal questioning of behaviour | <ul style="list-style-type: none">• Restorative chat - Speak with the Student• Seating Plan – moving the student/s to another area of the classroom• Lunchtime detention• General classroom management strategies (seek assistance from colleagues) |
| Explanation/reminder/statement of expected behaviour | |

Category 2

Nature: Minor persistent behaviour

Examples: Repeated classroom disruption, repeated inappropriate use of electronic devices, pattern of misbehaviour, repeated lateness to class, repeated out of uniform, repeatedly not completing classwork/homework, repeated category one behaviour, non-compliance with Study Centre Guidelines, repeated use of inappropriate language.

Operative: Subject teacher deals with this whilst making Teacher Advisor aware of incidents.

Responses:

| Mandated | Options include: |
|--|---|
| Behavioural tracking of the behaviour/incident. | <ul style="list-style-type: none">• Restorative Practice – Speak with the Student/s• Consequence in student's own/school time – e.g. lunch yard duty, lunch time detention by observing teacher• Observing teacher contacts parents. Teacher Advisor to do this if it is being repeated across a number of subjects.• Teacher Advisor and Student Wellbeing Team Leader meet with parents if the behaviour is widespread and persistent.• Written apology |
| Communicate with Teacher Advisor about continued behaviour problem. | |
| Phone call or email from the classroom teacher to inform parent of behaviour problem if there is no improvement. | |

Category 3

Nature: Serious misbehaviour

Examples: Bullying, inappropriate action towards a staff member and/or other students, inappropriate use of mobile phone or device, minor theft, truancy, smoking, consuming alcohol, manhandling others, damaging property, vandalism, repeated category one/two behaviours

Operative: Teacher Advisor and Student Wellbeing Team Leaders are informed and given report of particular incidents to follow up.

Responses:

| Mandated | Options include: |
|---|--|
| Behavioural tracking of the behaviour/incident | <ul style="list-style-type: none">• Restorative Practice• Exclusion from extra-curricular privileges, sport, excursions, performing arts etc.• Formal exclusion from class• In-school suspension• After school detention (refer Appendix I)• Monitoring sheet – may require follow up with parents• Meeting with parent, Teacher Advisor and Student Wellbeing Team Leader – possible inclusion of Assistant Principal - Wellbeing• Bully ballot |
| Student discussion with Student Wellbeing Team Leader and Teacher Advisor | |
| Parents contacted by Student Wellbeing Team Leader | |

Note: St Brigid's College follows the guidelines and procedures of the Catholic Education Office Ballarat when dealing with suspensions and expulsions.

<http://web.ceoballarat.catholic.edu.au/downloads/guidelines/Whole%20School%20Behaviour%20Management%20Guidelines.pdf>

Category 4

Nature: Serious or persistent misbehaviour

Examples: Repeated examples of Category 1-3 type incidents, serious theft, serious manhandling of other students or teacher.

Operative: Assistant Principal – Wellbeing manages the situation. May ask Student Wellbeing Team Leaders to manage situation in the short term and provide/gather information. Student Wellbeing Team Leader involved in the resolution of the situation.

Responses:

| Mandated | Options include: |
|--|---|
| Behavioural tracking of the behaviour/incident | <ul style="list-style-type: none">• After school detention• In-School or External Suspension• Monitoring sheet• Meeting with parent and Student Wellbeing Team Leader and Assistant Principal – Wellbeing, possible inclusion of Principal• Restorative practice• Contract• Possible inclusion of external support agencies |
| Assistant Principal - Wellbeing contacts parents | |

Note: St Brigid's College follows the guidelines and procedures of the Catholic Education Office Ballarat when dealing with suspensions and expulsions.

<http://web.ceoballarat.catholic.edu.au/downloads/guidelines/Whole%20School%20Behaviour%20Management%20Guidelines.pdf>

Category 5

Nature: Critical misbehaviour

Examples: Pattern and large value of theft, illicit drugs, assault and physical violence, unresolved category 2-5 incidents

Operative: Principal and Assistant Principal – Wellbeing manage the situation

Responses:

| Mandated | Options include: |
|--|---|
| Behavioural tracking of the behaviour/incident | <ul style="list-style-type: none">• Suspension• Negotiated transfer or expulsion• Police notification |
| Principal/ Assistant Principal – Wellbeing contacts parents and notifies Student Wellbeing Team Leaders and Teacher Advisors where relevant. | |

Note: St Brigid's College follows the guidelines and procedures of the Catholic Education Office Ballarat when dealing with suspensions and expulsions.

<http://web.ceoballarat.catholic.edu.au/downloads/guidelines/Whole%20School%20Behaviour%20Management%20Guidelines.pdf>

Discipline detentions are to be authorised by the Student Wellbeing Team Leaders. Suspensions and weekend detentions are authorised by the Assistant Principal – Wellbeing and the Principal. Uniform is worn to all detentions.

SIMON will accumulate records of all detentions and suspensions. Copies of letters sent to parents for matters of both achievement and behaviour will be kept in the students file.

After school detentions are held on Tuesday and Thursday afternoons from 3.30pm until 4.30pm. All teaching staff will assist with the supervision of these detentions.

More than one after school detention may result in a meeting between parents/guardians and the Student Wellbeing Team Leaders.

Detaining students at lunch time and after school can interfere with other arrangements and should be considered.

NB: Legislation states that students can only be detained for half of the lunch or recess time allocation.

7. Related Policies

1. Student Safety and Wellbeing Policy
2. Pastoral Care Policy
3. Uniform Policy
4. Child Safety policy
5. Mobile Phone Policy

8. Appendices

1. Process for issuing an 'After School Detention'
2. Sequence of Student Behaviour table

9. Document Review

| Prepared: Jan 2012 | <u>Date</u> | <u>Comment</u> |
|---------------------------|--------------------|--|
| Updated: | Feb 2015 | Updated |
| Updated: | Mar 2017 | Updated |
| Updated: | May 2018 | Updated & change of name (formerly known as "Discipline Policy") |
| Updated: | Apr 2020 | To reflect current school structure |
| | | |
| | | |
| Due for Review: | March 2023 | |

Process for issuing an after-school detention

1. Observing teacher behavioural tracks the incident.
2. Observing teacher initiates a discussion with Student Wellbeing Team(SWT) member.
3. Once detention is deemed appropriate SWT processes the detention on SIMON
4. Once processed the parents are notified via email. Students are also given a hard copy to take home and get signed.
5. Signed detention slip is given to the Front Office or SWT prior to the detention for processing and filing.
6. 24 hours notice must be given for all after school detentions.
7. If there is no slip at the time of the detention the supervising teacher will alert the front office to contact home.

| | | | | |
|---|---|--|--|--|
| Consequence of Student Behaviour | Category 5 Principal | Critical Misbehaviour Pattern and large value theft Assault/physical violence, illicit drugs Unresolved category 1-5 behaviours | Mandated Response Behaviour track Principal contacts parents | Other options Suspension Negotiated transfer Police notification |
| | Category 4 AP – Student Wellbeing | Very Serious or Persistent Misbehaviour Theft, serious manhandling of other students or staff Repeated category 1-3 behaviours | Mandated Response Behaviour track AP – Wellbeing contacts parents | Other options Restorative practice Suspension, detention, contract, external agencies |
| | Category 3 SWT | Serious Misbehaviour Bullying, inappropriate action towards a teacher/student Serious inappropriate use of electronic device/phone Minor theft, truancy, smoking, consuming alcohol, manhandling others, damaging property, repeated category one/two behaviours | Mandated Response Behaviour track Discussion with SWT/TA SWT contacts parents | Other options Detention, suspension Monitoring sheet Parent meeting Exclusion from class or extra-curricular Restorative practice |
| | Category 2 TA | Minor Persistent Behaviour Repeated classroom disruption, repeated category one behaviour Repeated out of uniform, lateness, inappropriate use of electronic device/phone Non-compliance of Study Centre Guidelines | Mandated Response Behaviour track Involvement of TA Classroom teacher to contact home if there is no improvement | Other options Restorative practice Lunchtime detention Written apology TA contacts home |
| Category 1 Teacher | Minor Infringement Talking out of turn, calling out Inappropriate use of electronic device/phone Littering, lateness, incomplete homework Leaving place in class, refusal to cooperate | | Mandated Response Verbal questioning of behaviour Reminder of expected behaviour | Other options Restorative chat Seating Plan – moving the student/s to another area of the classroom Lunchtime detention General classroom management strategies |