Emmanuel Catholic College

Policy Document: **Behaviour Management Plan**

CEWA Reference: Reference number
SCSA Reference: Reference number
Date Released: 2017
Due next for Revision: 2023

Rationale

The College Core Values call us to prioritise the dignity of each person and to foster a caring, and welcoming Catholic 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 policy will provide guidance to staff and students to ensure a harmonious and effective learning environment

Our Core Values:
- We will show respect, compassion and service to others
- We will strive for excellence
- We will be consistent and fair
- We will model Christ in our behaviour

Principles

- All members of the College community have rights and responsibilities to ensure a happy, safe and cooperative learning environment.
- The College will give students opportunities to attain the beliefs, values, attitudes, knowledge, skills, practices and positive relationships which will allow them to achieve Christ's vision of the Human Person.
- The College will foster a culture of high standards and expectations.
- The approach to behaviour management aims to be proactive rather than reactive.
- The approach to behaviour management is based on the principle of subsidiarity. That is, issues of unsatisfactory behaviour will be dealt with at the most appropriate level of responsibility and competency.
- Careful consideration shall be given to the overall good of the individual student as well as to the welfare of the school community.
- Behaviour management is based on a pastoral relationship between staff and students.
- The approach to behaviour management will involve working closely with parents/guardians.

Procedures

- All students will receive positive guidance and encouragement towards acceptable behaviour. Students are given opportunities to interact and develop respectful and positive relationships with each other and with staff members and volunteers.
- Emmanuel Catholic College explicitly forbids the use of any form of child abuse, corporal punishment or other degrading punishment, as defined below, and provides clear guidance to all members of the school community about what forms of behaviour management, discipline or punishment are permitted.
- Emmanuel Catholic College only permits forms of behaviour management, discipline or punishment that conform to the rules of procedural fairness and non-discrimination.
- Parents of students entering the College in Years 7-12 will sign an Enrolment Agreement on behalf of their child. This will be a commitment to abide by the College Policies.

- The 'Positive Learning Framework (see attachment) 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.
- Teachers are responsible for managing student behaviour at the classroom level and following up issues involving students in their classes.
- Staff will use a range of positive reinforcement strategies to reward and affirm good behaviour.
- Staff may use a range of sanctions for students who are not meeting the required expectations with regard to behaviour.
- Teachers will keep parents informed of issues regarding student behaviour and through SEQTA, telephone, email and/or interviews.
- All teachers are responsible for following up issues regarding punctuality, attendance and uniform. The Head of Year together with the student's Pastoral Care teacher is responsible for those circumstances where the student is consistently offending with regard to the above issues.
- Yard Duty teachers are responsible for dealing with students who behave inappropriately during Before School, Recess, Lunch and After School.
- The Head of Learning Area 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 advice.
- Persistent student management problems will be communicated to the Head of Year.
- Serious levels of student misbehaviour needs the involvement of the Head of Year or relevant Deputy Principal.
- In consultation with the relevant Deputy Principal, the Head of Year may suspend a student's enrolment and arrange for the student and parents to meet with the Vice Principal/Principal to discuss the student's ongoing enrolment in the College.
- In accordance with the policies and procedures of the Catholic Education Commission of Western Australia the Principal may terminate a student's enrolment for serious or continual breaches of the student's enrolment agreement.

Definitions
Child abuse
Four forms of child abuse are covered by WA law and are defined by the Department of Communities:
1. Physical abuse occurs when a child is severely and/or persistently hurt or injured by an adult or caregiver.
2. Sexual abuse occurs when a child is exposed to, or involved in, sexual activity that is inappropriate to the child's age and developmental level, and 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; and (b) being exposed to an act of family and domestic violence.
4. Neglect is when children do not receive adequate food or shelter, medical treatment, supervision, care or nurturance to such an extent that their development is damaged, or they are injured. Neglect may be acute, episodic or chronic.

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)].

Emotional abuse
Emotional abuse occurs when an adult harms a child's development by repeatedly treating and speaking to a child in ways that damage the child's ability to feel and express their feelings.

Psychological abuse
Repeatedly treating and speaking to a child in ways that damage the child's perceptions, memory, self-esteem, moral development and intelligence. It is a form of emotional abuse.

Rules of procedural fairness
These rules require:
(a) a hearing appropriate to the circumstances;
(b) lack of bias;
(c) evidence to support a decision; and
(d) inquiry into matters in dispute.

Level		Management/Sanction
Level 1 Students	• Commit to the ethos and rules of the College by their enrolment into the College. • Understand the rules, rights and responsibilities of the College and classroom. • Commit to the College Core Values. • Respect the rights and dignity of others to learn. • Respect the authority of the College staff and follow direction without dissention.	
Level 2A Class Teachers	• Implement a behaviour management process that is underpinned by the 'Positive Learning Framework'. • Are relational and work to connect with students. • Demonstrate a sense of 'with-it-ness'. • Manage all day-to-day behavioural issues in the class. • Record behavioural issues on SEQTA. • Consult with parents, Head of Learning Area and the Head of Year for more serious breaches of College rules. • Consult with the College Counsellor, Head of Learning Area, Head of Year and others, where appropriate, to formulate individual behaviour management plans.	Conversation with Student Lunchtime – personal detention
Level 2B Form Teacher	• Provide initial support for Class Teachers, if required. • Are relational and work to connect with students. • Liaise with Class Teachers and review SEQTA behavioural records and follow up on emerging behavioural trends. • Monitor and address issues in relation to punctuality, attendance and uniforms.	Conversation with Student Lunchtime – personal detention
Level 3	• Take a proactive approach to support their class teachers in managing student behaviour through regular classroom visits, professional conversations, providing feedback and offering coaching.	Conversation with Student Detentions – Lunch or

Head of Learning Area / Head of Year	• Assist the Class Teacher to implement the 'Positive Learning Framework'	Afterschool
Level **4** Head of Year	• Provide support to Class Teachers, first in an advisory capacity, and then with further interventions when students continue or wilfully fail to respond to actions taken by the Class Teacher. • Provide information for Class Teachers to develop and implement effective classroom management programs and student behaviour management plans. • Deal with serious breaches of College policies and rules by students that occur outside class time. • Liaise with Class Teachers and Form Teachers and review SEQTA behavioural records and follow up on emerging behavioural trends. • Regularly consult with the College Counsellor to implement pastoral support and behaviour modification programs for particularly needy students. • Consult with the relevant Deputy Principal on matters of student behaviour that may jeopardise the ongoing enrolment of student in the College. • In consultation with the Deputy Principal, suspend a student's enrolment and arrange for the student and parents to meet with the Principal.	Detentions – Lunch or Afterschool Suspension
Level **5** Deputy Principal Vice Principal	• Provides support to the Head of Year on serious matters of student behaviour. • Liaises with Head of Year and the College Counsellor on matters where students continue or wilfully fail to respond to actions taken by the House Coordinator. • Liaises with Head of Year and reviews SEQTA behavioural records to identify emerging behavioural trends. • In consultation with Head of Year, identifies and provides appropriate professional development for Class Teachers in regard to behaviour management. • Consult with the Vice Principal on serious matters of student behaviour that may require suspension. • 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. • Consults with the Principal on very serious matters of student behaviour that might require exclusion from the College.	Suspension
Level **6** Principal	• Has overall responsibility of student behaviour management and policy formulation. • After consultation with the Deputy Principal, decides the enrolment status of students following a suspension.	Suspension/Exclusion

Matching Levels with Student Behaviour

Level **1**	Student knowledge of appropriate College Behaviours and Core Values.
Level **2**	Uniform Concerns Attendance & Punctuality Concerns Classroom organisation Minor misbehaviours in classroom Disrespectful Behaviour – electronic or otherwise
Level **3/4**	Continuous concerns with Level 2 issues Mobile Phone Social inappropriateness – including Social Media, and issues of a sexual nature. Inappropriate materials at school Bullying Disrespectful Behaviour – electronic or otherwise
Level **4/5**	Continuous concerns with Level 3/4 issues Unsafe materials at School Social inappropriateness – including Social Media, and issues of a sexual nature. Theft Aggression to other students Bullying Disrespectful Behaviour – electronic or otherwise
Level **5/6**	Continuous concerns with Level 4/5 issues Issues relating to Illicit Drugs. High level of Aggression to other students or staff.

POSITIVE LEARNING FRAMEWORK Classroom Management – Engaging Students in Learning *Tim McDonald*

Phase 1 **Anticipation** **Self Awareness and Management Plan**	Phase 2 **Prevention** **Lesson Design and Delivery**	Phase 3 **Corrective Actions** **Identification, Acknowledgment and Acceptance**
At the start of the year and before each class: • Be self-aware, reflect on your own behaviour and modelling. • be proactive and plan - indiscipline will happen at some stage • foster a positive, caring and welcoming classroom • strategically plan the classroom layout and prepare resources • articulate high standards and specific expectations	***Be Prepared:*** • plan ahead and be organised • arrive and finish on time • have a contingency plan • have students enter and leave the room in an orderly and controlled manner • greet the students ***Beginning:*** • ensure you have whole-class attention • ensure clear outcomes are conveyed to students	***Initial Responses - Low-level (minimal/no disruption to lesson flow):*** • use of dignity (privacy/ politeness/ tone of voice) • minimal language (use succinct messages, an assertive tone with eye contact, avoid 'why' questions, redirect to lesson) • proximity • name and thanks • look/eye contact • non-verbal communication, gestures, signals and redirection

- write down the rules, routines and procedures
- check past behaviour records and reports
- consult with past teachers, counsellors and other staff who may assist.

During lessons:
- use students' names and connect with them. That is, investigate strategies to connect with students and build relationships.
- purposely manage student movement
- 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.
- acknowledge and affirm appropriate behaviour
- provide opportunities for autonomy and responsibility
- Be explicit, succinct, consistent, and fair.

- incorporate a motivation 'hook for learning' into each lesson — set induction
- recall prior learning (See Constructivist Learning Theories)
- ensure a high level of student engagement

Middle:
- emphasise student centred strategies to ensure active student involvement
- use collaborative learning strategies and group work
- manage student movement for resources
- use effective questioning techniques and responding positively to student answers
- promote and highlight student success

Ending/closure:
- check for understanding against outcomes
- evaluation expectations
- provide a lesson summary
- link learning beyond the classroom
- provide a link to the next lesson—what we will be doing next lesson is ...
- give clear directions in regard to homework

- defer to private catch up later
- clear desists
- tactical ignoring

Moderate-level responses:
- use strategies such as circle-time and conferencing
- identifying motivation
- identifying the 'game'
- use empathetic statements
- offer escape routes
- offer choices giving student responsibility for actions

Escalating/crisis response:
- be aware of the extent to which the situation is escalating
- 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
- utilise back-up resources and support
- maintain personal safety and the safety of other students
- always be respectful and dignified
- employ crisis-response strategies

Restorative responses:

- Reconnect with students
- Provide opportunities for the student to redeem themselves, to clear the slate and move forward in a positive way
- forgive
- build trust
- reconcile differences
- once resolved, put it behind you and move on

BEHAVIOURAL MANAGEMENT POLICY - STUDENT MANAGEMENT PROCESS

The following is used to help support the new Behavioural Management of students in your care. In particular, for those students who are not meeting the required expectations with regards to their behaviour (this could include uniform, organisation, punctuality and homework).
Please remember it is about helping a student reach their potential and building positive relationships with both the student and their parents.

CLASSROOM TEACHER CONCERNS
1. If an issue arises in your class then the first step is to have a conversation with the student and explain your and the College's expectations. Depending on the issue another conversation may follow and perhaps a phone call home. A note of your conversation/s needs to be recorded on SEQTA under Teacher Communication.
2. If the behaviour occurs again then a Notification of Concern is to be put on SEQTA. Parents need to be notified (this may include a small personal teacher sanction eg. Yard duty).

3. If the behaviour continues, a further Notification of Concern is to be put on SEQTA. Parents need to be notified along with the relevant HOLA. Please also alert the relevant HOY.
4. If the behaviour is still causing concern, then the relevant HOLA will record a Notification of Concern/Sanction/Communication on SEQTA. Parents are to be alerted along with the relevant HOY.

- HOYs will also look for behavioural patterns across classes and will also check for multiple SEQTA entries when running weekly reports etc. HOYs will keep HOLAs informed of such occurrences and the plan of action they are intending to take.

PASTORAL CARE TEACHER CONCERNS
1. If an issue arises in your Pastoral Care class then the first step is to have a conversation with the student and explain your and the College's expectations. Depending on the issue another conversation may follow and perhaps a phone call home. A note of your conversation/s needs to be recorded on SEQTA under Teacher Communication.
2. If the behaviour occurs again then a Notification of Concern is to be put on SEQTA. Parents need to be notified (this may include a small personal teacher sanction eg. yard duty).
3. If the behaviour continues, a further Notification of Concern is to be put on SEQTA. Parents need to be notified along with the relevant HOY.
4. If the behaviour is still causing concern, then the relevant HOY will record a Notification of Concern/Sanction/Communication on SEQTA. Parents are to be alerted.

DUTY TEACHER CONCERNS
1. If an issue arises when you are on duty then the first step is to have a conversation with the student and explain your and the College's expectations. Depending on the issue another conversation may follow and perhaps a phone call home. A note of your conversation/s needs to be recorded on SEQTA under Teacher Communication.
2. If the behaviour occurs again then a Notification of Concern is to be put on SEQTA. Parents need to be notified (this may include a small personal teacher sanction eg. Yard duty).
3. If the behaviour continues causing concern, then the relevant HOY will record a Notification of Concern/Sanction/Communication on SEQTA. Parents are to be alerted.

- Please note an incident occurs in the yard that is of a more significant nature then as soon as possible make contact with the appropriate HOY/Deputy.

References
POSITIVE LEARNING FRAMEWORK Classroom Management – Engaging Students in Learning *Tim McDonald*

Related Documents
Nil

Review History

Year of Review	Reviewed by	Amendments / Review
2017	Executive	Reviewed
2020	Deputy Principal Ministry	Amended

Next Review

Year	Responsible
2023	Executive