



St James College
Brisbane

*Behaviour Management
Policy*

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Introduction

As an Edmund Rice faith and learning community we are guided in our actions by the core values of respect and care, justice and reconciliation. Students have the right to be given respect and care for their person, beliefs, abilities, needs and property. They have the right to live in a safe environment and to be treated justly. They also have the right to seek forgiveness. While students have these rights, they also have responsibilities.

Students have a responsibility to respect and care for others, their beliefs and culture, their abilities, needs and property. They also have a responsibility to respect and care for the environment; to treat others justly and to accept responsibility for their actions. Students have a responsibility to make reconciliation and to extend forgiveness to others.

All students are taught through school and assembly and through their house assemblies that the Student Code of Behaviour is based on these values.

The College has a right and a responsibility to challenge inappropriate behaviour and to teach our students how to make better choices. We value the creation and promotion of clear rules and routines and accept the responsibility of helping students understand and follow them. In an effort to be fair and yet consistent in managing student behaviour a broad range of consequences are employed. Consequences for poor choices in behaviour will be based on the model of Restorative Justice and in the interest of the student learning from the experience.

BEHAVIOUR PATHWAY

LEVEL 1

Communication with Students low level inappropriate classroom behaviours.

LEVEL 2

Communication with Parents – repeated low level behaviour

LEVEL 3

Tracking of Student

LEVEL 4

Established pattern of at risk behaviour

LEVEL 5

Referral to Assistant Principal Pastoral / Deputy Principal

LEVEL 6

Referral to Principal

St James College Behavioural Pathway Flowchart

Level 1 - Communication with Students low -

Level inappropriate classroom behaviours

Student Actions

- Constant talking
- Interrupting, calling out
- Moving around the room
- Making inappropriate noises
- Tapping
- Late arrival to class
- Failure to bring books & gear
- Failure to complete set work
- Failure to complete homework
- Persistent calling out in class
- Distracting or disruptive behaviour
- Other low level inappropriate behaviour

Teacher Actions

- Verbal warning or move / isolate or restating expectations of students
- Move to another seat
- Change seating plan
- Combination of above
- Remember positive support strategies as well
- Note home in Student Diary
- Lunchtime detention - teacher supervised and recorded in diary
- Rebuild Teacher / Student relationship
- Refer to the 'Preferred Practices & Strategies' in the Positive Behaviour Guidelines booklet

Level 2 - Communications with Parents -

Repeated low level behaviour

Student Actions

- Students persist with step 1 behaviours
- Behaviours escalates
- Failure to attend lunch detention

Teacher Actions

- Not in diary
- Contact parents by notice of concern / email
- Contact parents by phone
- Issue lunch time detention
- Other appropriate consequences
- Buddy class
- Combination of above
- Remember positive support strategies as well
- Rebuild Teacher / Student relationships
- Please note *failure to attend lunchtime detention an afternoon detention maybe issued

Level 3 - Tracking of Student

Student Actions

- Talking disrespectfully
- Interfering with other students
- Annoying other students
- Throwing objects around the room
- Not following directions
- Putting down others
- Significant one off event
- Student persist with Step 1 behaviours
- Misbehaviour escalates
- Reflects defiance to repeated instruction by staff

Teacher Actions

- Referral to RTR
- Issuing a Community Detention
- Contact parents by telephone / note in diary / notice of concern or email
- Behaviour Monitoring Card can be issued
- Rebuild Teacher / Student relationship
- Liaison officers to be involved
- HD's and HOD's to be involved

Level 4 - Established pattern of at risk behaviour

Student Actions

- Significant one off event
- Behaving in an unsafe manner
- Fighting
- Threatening
- Obscene language
- Patterns of 'at risk' choices / behaviour

Teacher

- Extended detention
- Behaviour Monitoring Card
- BURP
- Community Detention
- Referral to Counsellor
- Interview with House Dean / HOD and parents
- Management plan formulated
- Detention option

Level 5 - Referral to APP / DP

Student Actions

- Significant isolated event ie. Smoking, swearing, illicit substance
- Deliberate unsafe behaviour
- Persistent failure to change

Teacher Actions

- Individual Management Plan
- Assistant Principal Pastoral to be involved
- Deputy Principal to be involved
- Liaison Officers and TLS staff to be involved
- Interview with Students / Parents / APP
- Behaviour Monitoring Card
- Detention option
- Internal suspension
- External suspension

Level 6 - Referral to Principal

Student Actions

- Major one off event
- Continued failure to change behaviours

Teacher Actions

- Review of enrolment
- Principal to be involved
- Interview with Student / Parents / APP / DP and Principal

Positive Behaviour Guidelines

Preferred Practices & Strategies

| Preferred Practice | Strategy |
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| 1. Build positive relationships between teachers and students | <ul style="list-style-type: none"> - Spending time together & e.g. morning, tea, lunchtime, camps - Orienting new students - Openly communicating – using student names, taking a personal interest in students, genuinely expressing emotions, using greetings and farewells, acknowledging special events eg. birthdays |
| 2. Acknowledge individual rights and responsibilities in student management and discipline | <ul style="list-style-type: none"> - St James College strives to put into practice the Gospel values of care, concern and empathy. In all activities the valuing of individual dignity is a guiding principle. - Every student has the right to benefit from the total educational programme offered by the school - Every student and teacher has the right to be treated with respect and courtesy (regardless of sex, race, colour, beliefs, physique, ability) and also has the right to expect that the school will be well respected by the community - Every person in the school community has the right to have public and private property respected and kept safe - Every student and teacher has the right to a healthy and safe school environment - Challenging student behaviour to support these rights and responsibilities |
| 3. Emphasise behaviour as a choice, emphasise behaviour ownership, responsibility & consequences | <ul style="list-style-type: none"> - Communicating to students the consequences of their actions, and exploring the choices they can make to protect the rights of others - Involving students in goal setting |
| a. Recognise the cultural diversity of the student population | <ul style="list-style-type: none"> - Celebrating special events in different cultures eg. NAIDOC week - Prompting cultural activities - Providing flexible options to encourage students to participate in cultural events outside the school - Providing ESL programs - Linking to outside community groups |
| 4. Support the positive behaviour program | <ul style="list-style-type: none"> - Using student names - Using appropriate tone and volume of voice - Emphasising the positives in student behaviour - Using clear, non-judgemental communication - Avoiding over-emotional reactions - Stating the desired behavioural change |
| 5. Model positive behaviours | <ul style="list-style-type: none"> - Acknowledging positive student behaviour and achievement - Using manners and showing courtesy to others |

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| 6. Use the school diary procedure consistently | <ul style="list-style-type: none"> - Record positive and negative student behaviours in the diary where appropriate - Ensure that students use diary correctly ie. Record homework, maintain condition of the diary, acquire the necessary signature - Use objective, behaviour comments - Be consistent in the practice of recording comments |
| 7. Acknowledge and reward positive student behaviour | <ul style="list-style-type: none"> - Picking up on-task behaviour - Privately encouraging positive behaviours - Recognising achievements of students - Using the diary, the selective reinforcement for effort, behaviour and achievement - Using extrinsic rewards appropriately |
| 8. Plan corrective intervention from the least to most intrusive | <p>Using:</p> <ul style="list-style-type: none"> - Tactical ignoring (where appropriate) - Simple, brief directions (finish with thanks, or please) - Rule-reminders (simple reminder or restatement) – especially inclusive positive language: ‘in our classroom we....’ - Simple choice (‘in bag or on my desk thanks’) - Casual or direct question (avoid ‘why’, what are you doing / what should you be doing....) - Redirect (instead of arguing) - Make consequences clear (via ‘choice’) - Direct student to work aside from peers (in room) - Cool-off time - Isolate students (under supervision) in corridor immediately outside of room - Exit/time out (for dangerous behaviour, or continual disruption, or safety issues) |
| 9. Use a range of constructive corrective procedures | <ul style="list-style-type: none"> - Referring to the primary behaviour and separate from the secondary behaviour (the last work / accompanying behaviour). Follow this up later - Avoiding overuse of the work ‘don’t’ - Using partial agreement (‘Yes, maybe. But in this class ...’) - Using privately understood signals - Following up on incidents with after class chats. Separating amicably. - Tuning in to how the student is feeling - Avoiding unnecessary sarcasm, ridicule, embarrassment and put downs which lower self-esteem - Using techniques and games (noise level graph) to monitor student behaviour - Avoiding write-outs as punishment – get students to write about what they did. Why? What rights / rules of others may be affected? What choices they have? What they propose to do next time. |

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| 10. Employ clear classroom rules and consequences | <ul style="list-style-type: none"> - Establishing clear rules and consequences appropriate to the age / class - Stating rules positively where possible - Explaining / discussing reasons for the rule - Making consequences clear via simple choice ('in bag or on my desk thanks') - Planning seating - Establishing procedures for student movement around the room – into and out of room - Setting up activities prior to the lesson - Maintaining the tidiness and cleanliness of the room - Where possible, establishing an aesthetically pleasing environment |
| 11. Support students with learning differences | <ul style="list-style-type: none"> - Keeping up to date with information on students in the class - Planning for mixed abilities - Making clear the routines - Checking to see all directions are clearly understood - Liaising, where necessary, with resource teacher, HOD Teaching and Learning Support and HPC |
| 12. Establish student work requirements and routines | <ul style="list-style-type: none"> - Making clear homework expectations and responding consistently - Establishing module requirements: assessment, tasks, equipment, homework and standards in the first week - Establishing clear guidelines for students' daily work – organisation of written material |
| 13. Engage in the Restorative Practice Process | <ul style="list-style-type: none"> - Following up disruptions later when the initial heat has subsided - Re-establishing working relationships when the discipline has taken place - Being consistent in following through - Looking for opportunities to reinforce the positives |
| 14. Maintain professional standards of teaching practice | <ul style="list-style-type: none"> - Arriving at class on time - Preparing and utilizing a wide range of teaching resources - Planning interesting lessons - Using respectful but assertive tone of voice - Minimizing embarrassment and hostility - Using humour appropriately - Planning activities and instructions carefully in the establishment phase of learning - Using positive language - Encouraging co-operative learning among students - Using objective, behavioural descriptions in diaries and written communication - When correcting student behaviour differentiating the behaviour from the student - Modelling desired behaviour |

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| 15. Carefully attend to yard and other supervision | <ul style="list-style-type: none"> - Arriving at playground duty on time - Arranging replacement teachers to cover duty when absent - Being active and vigilant - Moving around the entire area, including remote corners / toilets |
| 16. Teach co-operatively | <ul style="list-style-type: none"> - Using opportunities to team teach - Networking to share strategies and resources - Observing other teachers' lessons |
| 17. Provide leadership opportunities for students | <ul style="list-style-type: none"> - Provide students with the opportunity to participate in leadership outside the school - Promote peer support within vertical homerooms - Provide processes for the formation and selection of student leaders - Promote student participation in liturgies and major school events |
| 18. Plan procedures for out of school activities (excursions, sport, liturgies, special events) | <ul style="list-style-type: none"> - Completing requirements for excursion preparation and notification - Co-curricular co-ordinator and HPC's planning event and notifying staff of student management procedures and staffing - Gathering appropriate information about students) eg. Medical, dietary, individual needs) and catering for these needs – consider activities, staffing, procedures, safety, arrival and departure, roll checks |
| 19. Utilize wide collegial support | <ul style="list-style-type: none"> - Networking to outside professionals - In-servicing - Developing individual professional planning and review processes |
| 20. Utilize the service of the counsellors | <ul style="list-style-type: none"> - Referring students directly to counsellors to make appointment - Reporting concerns about students at risk to HPC's and counsellors |

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| <p>21. Follow the school Drug, Smoking and Alcohol procedures to help make the school a safe environment</p> | <ul style="list-style-type: none"> - Providing regular age and development appropriate curriculum coverage and skill development in FPD classes – related to health, drugs, alcohol, cigarettes - Promoting health, drug-free lifestyles through the curriculum (health, physical education, nutrition, first aid, outdoor studies, sport, recreation) - Reporting all incidents of smoking to the HPC and recording the incident in the student’s diary - Students who smoke at school or school events will be sent home after contacting parents - Reporting all incidents of possession and consumption of alcohol to the APP immediately. Suspension of the student until the parents are able to attend an interview at the school will occur - Reporting all incidents of possession, usage or involvement with illegal drugs immediately to the App - Applying the following school illegal drugs procedures: <ul style="list-style-type: none"> o The police will be called immediately to conduct the investigation, which will be carried out in the presence of the APP o The APP will supply the police with any available information to assist their investigation o The student will be suspended from the school immediately for an appropriate period of time, usually 2 to 5 days o At the parent interview the place of the student in the school will be reviewed o In order to be reinstated in the school the APP and Principal will need to be convinced that: the behaviour will not be repeated and that the safety of each person in the school will not be adversely affected by the return of the student |
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| <p>22. Develop a safe and non-violent school environment and follow the school's anti-bullying procedures</p> | <ul style="list-style-type: none"> - Promoting (at assemblies, form meetings and posters on class notice boards) the messages that bullying is unacceptable at St James - Providing regular age and development appropriate curriculum coverage and skill develop in FPD classes – related to bullying discussing bullying and related matters with students - Being available and approachable to listen to and support victims of bullying, and following the appropriate course of action - Encouraging all students to be positive resources in countering bullying - Supporting victims through such means as appropriate intervention, counselling, skill development (eg. Assertion), self esteem building activities, conflict resolution and third part facilitation - Watching for early signs of distress in students - Supervising carefully and vigilantly classrooms, corridors and the school playground - Encouraging students to report bullying to the Harassment Officers referring all incidence of bullying to the HPC, who may wish to consult the APP - In-servicing staff regularly on anti-bullying approaches - Supporting parents by providing inservice and information to assist them to help their own son/daughter - Using non-violent methods of behaviour management - Supporting the following anti-bullying procedure: <ul style="list-style-type: none"> o The bullied student will record the events in writing o The bullying students will record the events in writing o The HPC and / or the APP will discuss the incidents with both parents, decide on an appropriate course of action and write a report. This will be kept in the bullying student's file o Where appropriate, the parents/carers of both students involved will be sent copies of all reports, and asked to respond in writing o The HPC will follow up with the bullied student at several later intervals to check that there is no re-occurrence of the behaviour |
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Student Code of Behaviour

| The Rule | How To Keep It |
|--------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. BE IN THE RIGHT PLACE AT THE RIGHT TIME | <ul style="list-style-type: none"> - Never miss school, any lesson, or extra-curricular activity, etc. without proper permission - Be on time to class and all other school activities - Always be in bounds |
| 2. LEARN ALL YOU CAN | <ul style="list-style-type: none"> - Pay attention in class - Become involved in school activities - Work to develop your skills with the help of your teachers - Bring the necessary equipment for every lesson; leave prohibited materials at home - Do the necessary homework, assignments and tests - All honestly with no cheating or plagiarism |
| 3. TREAT ALL STAFF MEMBERS WITH RESPECT | <ul style="list-style-type: none"> - Follow your teacher's instructions - Speak to your teachers politely - Learn how to put your views to staff members in the appropriate way |
| 4. TREAT YOUR FELLOW STUDENT WITH RESPECT | <ul style="list-style-type: none"> - Be courteous and considerate to your fellow students - Avoid anything which might cause them injury or embarrassment - Respect others' rights to learn - Respect other people's property - Be sure to hand in all lost property |
| 5. EARN OUR SCHOOL A GOOD NAME | <ul style="list-style-type: none"> - Wear full and correct uniform - Be neat and well groomed - Behave well at school and when on excursions, sporting trips, etc - Show respect to visitors - Play sport fairly - Do your best in all school activities - Observe the rules against smoking, drinking and use of drugs |
| 6. LOOK AFTER OUR SCHOOL | <ul style="list-style-type: none"> - Take care of the building, furniture, grounds and all our property - Help keep everything clean and tidy; without litter or graffiti - Help prevent theft, destruction or damage of public or private property |

St James College – Behaviour Reflection

STUDENT: _____ HR: _____ DATE: _____

TIME: _____ WITHDRAWN FROM SUBJECT: _____ TEACHER: _____

1. What would the teacher say you were doing?

2. What would you say you were doing?

3. What rules did you break?

4. Why are these rules important?

5. What do you need to do differently next time in class?

6. In what way can you repair any damage done?

7. If you want help, where or from whom can you get it?

Student Signature: _____ HPC/APP Signature: _____

HPC / APP Signature: _____

Comments by HPC: _____

St James College – Referral Form To RTR

STUDENT: _____ HR: _____ DATE: _____

TIME: _____ SUBJECT: _____ REF. TEACHER: _____

STEP 1 – CLASSROOM MANAGEMENT PRACTICES

Whole Class Intervention

- Addressing whole class with verbal directions
- State your classroom expectations clearly
- Reward positive / appropriate behaviour

Individual Intervention

- In class isolation, moving student to spare desk
- Negotiate student participation with class activity
- Appropriate use of diary
- Outline student choices involving clear consequences

STEP 2 – REFERRAL TO RTC

Persistent non-compliance / disruption

Green – Level 1

- Constant talking
- Interrupting, calling out
- Moving around the room
- Making inappropriate noises
- Tapping

Amber – Level 3

- Talking disrespectfully
- Interfering with other students
- Annoying other students
- Throwing objects around the room
- Not following directions
- Putting others down

Red – Level 4

- Behaving in an unsafe manner
- Fighting
- Threatening
- Obscene language
- Obscene language directed at a teacher

Teacher Notes

- Able to come to Room 20 at the end of the session

- Alternate Meeting Time

Date _____ Day _____ Time _____

- Formal Informal

- HPC

Please indicate if you would like a HPC present for an informal meeting.

Teacher's Signature: _____



Notice of Community Detention St James College

Issued to _____

On ___ / ___ / ___ Year Level _____ Homeroom _____

BEHAVIOUR POLICY INFRINGEMENT

- Uniform (repeated non-compliance)
- Littering
- Lateness
- 2 Bad Notes

Other _____

Please indicate detention day and write date below.

Tuesday from 3.05pm to 3.45pm ___ / ___ / ___

Thursday from 3.05pm to 3.45pm ___ / ___ / ___

Issued by _____

House Pastoral Coordinator Signature _____

Parent / Guardian Signature _____



Thursday Detention St James College

NAME _____

Year Level _____ House _____ Homeroom _____

Will be required to attend a detention on THURSDAY AFTERNOON - Date _____ From 3.05pm to 4.30pm

REASON

- persistent lack of cooperation in class
- disobeying College rules
- unauthorised absences from the College
- disrespect to a member of staff
- failure to attend Community Detention
- out of bounds

Other _____

Teacher _____

This notice is to be signed and returned on the day of your detention.

_____ Date _____

House Pastoral Coordinator to sign

_____ Date _____

Parent / Guardian Signature

| | | |
|------------------------------------|---------------------------------------------|----------------------|
| Responsible Officer | Compliance, Fire, Health and Safety Officer | |
| Review | Every 3 Years | |
| Associated Documents | | |
| Approval | Version | Approval Date |
| College Principal/Deputy Principal | 1.0 | 16-11-2018 |