



MARCELLIN COLLEGE RANDWICK

Behaviour Management Policy

Marcellin aims to develop a climate within the College community which promotes a high degree of **Self-Behaviour Management and Self-Respect** within students thus allowing them to have a self-fulfilling life at the College.

The College also seeks to develop in students an understanding of the need for rules of behaviour, the need to respect these rules and the need to have appropriate punishment applied when rules are broken. The Behaviour Management Policy is designed to assist students towards greater Self-Behaviour Management and behaviour that is more appropriate in the future.

This is outlined in our Code of Conduct:

CODE OF CONDUCT

Respect for our faith

Acknowledge the faith journey of each person and share positively in the faith life of our school

Respect for others

Value differences in other people and respect all who work in the Marcellin community

Respect for self

Value the talents we have and achieve to the best of our ability

Respect for learning

Contribute to a safe, orderly and productive learning environment. Interact respectfully with teachers and peers

Respect for the College

Be proud of the College and show consideration for the property of others and the College

A key feature of our Behaviour Management Policy is to provide students with the opportunity to manage and change their behaviour. This involves negotiating outcomes that are beneficial to both students and the College.

Key Features of the Behaviour Management System

A key feature of the Behaviour Management System is to enable the maintenance of high standards regarding learning, behaviour, interpersonal relationships, uniform and College facilities. Although all teachers come to the classroom with varying experiences and philosophies about Behaviour Management, here at Marcellin we believe:

- that critical to the maintenance of high standards are well planned, interesting, challenging student-centred lessons
- in encouraging students to “do the right thing”
- in recognising, affirming and encouraging positive behaviour
- that there need to be consequences for inappropriate behaviour which provide the student with an incentive to change
- that all teachers share the responsibility for maintaining standards
- that staff and students should be treated fairly, justly and with respect
- in modelling the behaviour we want students to adopt
- that all students must be offered procedural fairness in all aspects of Behaviour Management strategies.

Key Behaviour Management Tools (Please see attached table)

Establishing relationships, expectations and making students accountable

A key feature of any Behaviour Management system is the relationships developed with the students. Teachers should actively attempt to get to know the boys and take an interest in their lives. Teachers should also be very clear about expectations and apply them consistently with respect. Students need to be made accountable for their actions and this should be done again with respect. Remember to focus on the behaviour, not the student, and look at rewarding good behaviour rather than just identifying bad behaviour. Building a positive classroom environment is a critical step in the Behaviour Management process. In the words of Saint Marcellin Champagnat “Love them all, love them equally”.

College Diary

The College Diary is the first point of contact with parents. Diaries are signed each week by parents and the Homeroom teacher and as such comments both positive and negative need to be recorded. Therefore, it is critical that the diary is brought to class each day and be displayed during homeroom. If a pattern of poor behaviour develops the class teacher or Homeroom teacher is to contact the parents and explore strategies to rectify the problem. If the problem persists, the matter is referred to the KLA Coordinator and/or Year Coordinator for intervention.

Class Based Detentions

Teachers are responsible for the management of their own classroom issues and as such will engage in numerous strategies to encourage behavioural change in students. Detentions **MUST** be focused on restoring student behaviour and **NOT** on retribution. These strategies may include:

- After class chats
- Catch up time (homework club, after school, negotiated timelines, etc)

- Recognising appropriate behaviour
- Involvement of student in decision making and joint resolution.
- Detention should be focused on “working on the behaviour” and not just “doing time”.

Parents are notified of these detentions via the College Diary and students must have their parents’ signature next to the notification. Class based detentions must be run by the class teacher as well as being approved and monitored by the KLA Coordinator. KLA Coordinators are responsible for referring the names of students on detention to the Year Coordinators on a weekly basis. These detentions should be between 20 – 60 minutes in duration. Year Coordinators will then monitor cross KLA issues. Failure to turn up to one of these detentions will result in a Wednesday afternoon detention. Students who fail to respond to these interventions are to be reported to the Year Coordinator.

Wednesday Detentions

The College detention system operates on Wednesday afternoons from 3.30pm to 4.45pm and is supervised by teachers. Students are issued with these detentions for more serious infringements, for example, consistently failing to follow College expectations.

When a student is issued with a Detention Form, he is to present this to his parents/guardian for a signature and return it to the teacher supervising detention.

Failure to attend a Wednesday Detention, without authorisation, is a serious infringement and will incur a Saturday Detention.

Saturday Detentions

Saturday Detentions are issued for serious issues at the College or persistent problems such as lateness. If a student has been notified of a Saturday Detention, then parents should understand that a serious problem has occurred at the College. Parents and students are notified in writing.

Saturday Detentions are held two or three times per term from 8.30 am to 11.30 am. Students are to attend in full College uniform, with their College diary and writing material. The only acceptable reason for being absent from this detention is a medical condition that requires professional treatment and explained by a medical certificate which is presented to the Deputy Head on return to the College.

Failure to attend a Saturday Detention will result in an automatic suspension from the College until an interview can be arranged with the Deputy Head. In addition to the suspension the student will still need to complete a Saturday detention.

Suspension

A student may be suspended from the College by the Headmaster or Deputy Head. Suspension is a most serious level of Behaviour Management. The length of suspension will vary in accordance to the seriousness of the offence. It is the student's responsibility to make satisfactory arrangements to submit an assessment task to the KLA Coordinator if assessment tasks are missed during a period of suspension.

Whilst on suspension students are required to complete one full booklet of study/ revision notes for each day suspended. These booklets must be completed when the student presents for an interview, normally with the Deputy Head.

Transfers

There are occasions where the Headmaster will consider it in the best interests of the parties involved, to collaborate with a colleague Principal and the Regional Consultant, to arrange for the transfer of a student from Marcellin College to another systemic Catholic school in the Archdiocese of Sydney. The Regional Consultant will give final approval for such transfers. The transfer of a student will generally only be considered where the level of unacceptable behaviour has risen to the level where the continued enrolment of that student is not in his educational interests, or the interest of others in the school community.

Exclusion

In the event of a serious breach of College rules and regulations, the Headmaster, under the authority of the Regional Director reserves the right to terminate the enrolment of the student in line with the guidelines of the Sydney Catholic Schools.

Consideration for exclusion will generally only be given after the procedures for suspension and transfer have been exhausted and the Headmaster has consulted with the Regional Consultant.

In serious situations immediate exclusion is required, in order to assure community safety and wellbeing.

Important College Rules

The following rules are firmly upheld by Marcellin College and have been instituted for the wellbeing of all students. They enable effective education to occur and their violation will normally incur a period of suspension from the College.

- No fighting
- No smoking
- Truancy
- No bullying
- Not being involved in the possession or knowledge of offensive material
- Not being absent from a Saturday Detention

If students involved in the following, they may forfeit their right to a position at the College.

- Use, possession of or selling illegal drugs
- Use or possession of illegal weapons
- Damaging College property
- Stealing

Corporal Punishment

Marcellin College expressly prohibits the use of corporal punishment by any staff member, or member of the wider Marcellin community including parents, to enforce discipline at the College.

Staff are advised annually of their obligations under the Child Protection Act 1998 and subsequent legislative changes in respect to Child Protection.

Procedural Fairness

All students engaged in Behaviour Management Strategies are offered procedural fairness. That is, in the process of all investigations, students are dealt with fairly and justly. Students have the right to:

- know the allegations related to the complaint or grievance and any other information which will be taken into account in considering the matter
- know the process by which the case will be considered
- respond to the allegations
- know how to seek a review of the decision made in response to the allegations

In most cases the person conducting the investigation will not be the decision maker, adding to the fairness and unbiasedness of the process.

College Counsellor

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FRAMEWORK FOR BEHAVIOUR MANAGEMENT AT MCR

Framework	Reason for Movement on to this Level	Possible Action	Responsibility
Acceptable Behaviour	Every student begins at this level and remains here until a matter of concern makes it appropriate to move beyond	Affirmation through the Award system	All Staff
Stage 1	<ul style="list-style-type: none"> • A matter of concern in a subject area. • Isolated breaches of minor rules e.g. talking in class, not paying attention, disrupting others, uniform issues 	<ul style="list-style-type: none"> • Explore strategies for discussion and resolution • Note in the diary • Extra classwork/homework/ revision work/writing diary rules • Recess/lunch short detentions • Provide the student with the opportunity to redeem himself 	Class Teacher Homeroom Teacher
Stage 2	<ul style="list-style-type: none"> • Repeated classroom infringements • Homework not completed 3 times • Persistent misbehaviour • Persistent uniform issues • Talking back to a teacher 	<ul style="list-style-type: none"> • Note in diary to be signed by parents • Teacher referral (blue form) written by teacher and given to Year Coordinator • Level 1 (Yellow) Monitoring sheet issued by Year Coordinator (Possible referral to counsellor) • Incident report added into Sentral • Student placed on Wednesday Detention • Provide the student with the opportunity to redeem himself 	Class Teacher Homeroom Teacher KLA Coordinator Year Coordinator
Stage 3	<ul style="list-style-type: none"> • No positive response to previous step • Numerous behavioural problems over a short period of time • Serious breach of College expectations 	<ul style="list-style-type: none"> • Parents contacted (email/phone) • Incident report added into Sentral. Possibly attach copy of email or correspondence to the entry. • Student placed on Saturday Detention • Loss of privileges (going to sport/ excursions) • Possible referral to counsellor • Provide the student with the opportunity to redeem himself 	Year Coordinator/
Stage 4	<ul style="list-style-type: none"> • Persistently breaching expectation and accumulated detentions • Repeating a more serious breach of College expectations 	<ul style="list-style-type: none"> • Parent interview with Year Coordinator/Director of Welfare • Incident report added into Sentral with details of interview. • Possible isolation from class • Provide the student with the opportunity to redeem himself. 	Year Coordinator/ Director of Wellbeing
Stage 5	<ul style="list-style-type: none"> • No Positive response Behaviour Management measures • Very serious breach of College expectations 	<ul style="list-style-type: none"> • Parent Interview with Deputy Head • Incident report added into Sentral with details of interview. • Possible suspension • Provide the student with the opportunity to redeem himself 	Deputy Head (or nominated delegate in the absence of the Deputy)
Stage 6	<ul style="list-style-type: none"> • Ongoing refusal to conform to College expectations • Most serious breach of College standards 	<ul style="list-style-type: none"> • Parent Interview with Headmaster • Incident report added into Sentral with details of interview. • Suspension • Alternative arrangements explored to aid progress • Continued enrolment discussed if improvement not evident • Transfer or exclusion (*) 	Headmaster

Some students by specific action, attitude or pattern of behaviour may require Behaviour Management strategies that are beyond the scope of this framework. On these occasions the Director of Wellbeing and/or the Deputy Head may elect strategies that are appropriately responsive to the nature and seriousness of the situation.

(*) In the event of a serious breach of College rules and regulations the Headmaster reserves the right to terminate the enrolment of the student in line with the guidelines of the Sydney Catholic Schools.

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