BEHAVIOUR MANAGEMENT POLICY

1. Rationale:

1.1 Marcellin recognises the need 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.

1.2 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.

1.3 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 of the College

1.4 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.

2. Key Features of the Behaviour Management System

2.1 A key feature of the Behaviour Management System is to enable the maintenance of high standards in regard to 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:

2.2 that critical to the maintenance of high standards are well planned, interesting, challenging student-centred lessons

2.3 in encouraging students to “do the right thing” because they want to

2.4 in recognising, affirming and encouraging positive behaviour
2.5 that there need to be consequences for inappropriate behaviour which provide the student with an incentive to change
2.6 that all teachers share the responsibility for maintaining standards
2.7 that staff and students should be treated fairly, justly and with respect
2.8 in modelling the behaviour we want students to adopt
2.9 that all students must be offered procedural fairness in all aspects of Behaviour Management strategies.

3. BEHAVIOUR MANAGEMENT PROCEDURES

3.1 Key Behaviour Management Tools (Please see attached table)

3.1.1 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”.

3.2 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 be 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 Co-ordinator and/or Year Co-ordinator for intervention.

3.3 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:

3.3.1 After class chats
3.3.2 Catch up time (homework club, after school, negotiated timelines etc)
3.3.3 Recognising appropriate behaviour
3.3.4 Involvement of student in decision making and joint resolution.
3.3.5 Detention should be focused on “working on the behaviour” and not just “doing time”.

3.3.6 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 Co-ordinator. KLA Co-ordinators are responsible for referring the names of students on detention to the Year Co-ordinators on a weekly basis. These detentions should be between 20 – 60 minutes in duration. Year Co-ordinators 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 Co-ordinator.
3.4 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.

3.5 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 8.30am to 11.30am. 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 Headmaster 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 Headmaster.

3.6 Suspension

A student may be suspended from the College by the Headmaster or Deputy Headmaster. 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 Co-ordinator 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 Headmaster.

3.7 Transfers

When a student transfer to another Catholic school is arranged, it will be done in accordance with Catholic Education Office guidelines.

3.8 Expulsion

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 Catholic Education Office Sydney.
3.9 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.

- Fighting
- Smoking
- Truancy
- Bullying
- Being involved with the possession or knowledge of offensive material
- Being absent from a Saturday Detention

If students are involved with the following issues 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

3.10 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.

3.11 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 matter 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 unbiasness of the process.
<table>
<thead>
<tr>
<th>Framework</th>
<th>Reason for Movement on to this Level</th>
<th>Possible Action</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acceptable Behaviour</td>
<td>Every student begins at this level and remains here until a matter of concern makes it appropriate to move beyond this point</td>
<td>Affirmation through the Award system</td>
<td>All Staff</td>
</tr>
</tbody>
</table>
| Stage 1                 | • 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 | • Explore strategies for discussion and resolution  
• Note in the diary  
• Use 3 W Form  
• Use 4 W Form  
• Use Stop/Start Behaviour plan  
• Extra coursework/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                 | • Repeated classroom infringements  
• Homework not completed 3 times  
• Persistent misbehaviour  
• Persistent uniform issues  
• Talking back to a teacher | • Possible detention/extra work  
• Note in diary to be signed by parents  
• Phone the parent  
• **Level 1 (Yellow)** Monitoring sheet issued by Homeroom teacher in consultation with Year Coordinator. (Possible referral to counsellor)  
• Provide the student with the opportunity to redeem himself | Class Teacher  
Homeroom Teacher  
KLA Coordinator  
Year Co-ordinator |
| Stage 3                 | • No positive response to previous step  
• Numerous behavioural problems over a short period of time  
• Serious breach of College expectations | • Parents contacted (letter/ phone)  
• Student placed on Detention  
• **Level 2 (Green)** Monitoring sheet issued by Year Coordinator  
• Loss of privileges (going to sport/ excursions)  
• Possible referral to counsellor  
• Provide the student with the opportunity to redeem himself | Year Coordinator/  
KLA Coordinator |
| Stage 4                 | • No improvement on Level 2 (Green) monitoring sheet  
• Persistently breaching expectation and accumulated detentions  
• Repeating a more serious breach of College expectations | • Parent interview with Year Coordinator/Student Welfare Coordinator  
• Removal from formal Behaviour Management structure and case management begins  
• **Level 3 (Blue)** Monitoring sheet issued by Student Welfare Coordinator  
• Possible isolation from class  
• Provide the student with the opportunity to redeem himself | Year Coordinator/  
Student Welfare Coordinator |
| Stage 5                 | • No Positive response to Level 2 monitoring sheet and other Behaviour Management measures  
• Very serious breach of College expectations | • Parent Interview with Deputy Headmaster  
• **Level 4 (Red)** monitoring sheet issued by Deputy Headmaster  
• Saturday Detention  
• Possible suspension  
• Provide the student with the opportunity to redeem himself | Deputy Headmaster  
(or nominated delegate in the absence of the Deputy) |
| Stage 6                 | • Ongoing refusal to conform to College expectations  
• Most serious breach of College standards | • Parent Interview with Headmaster  
• Suspension  
• Alternative arrangements explored to aid progress  
• Continued enrolment discussed if improvement not evident  
• Expulsion (*) | 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 Student Welfare Coordinator and/or the Deputy Headmaster may elect strategies that are appropriately responsive to the nature and seriousness of the situation.

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