



Behaviour Management Procedures & Guidelines

SOURCES OF AUTHORITY	
CEWA Policy	Community
Executive Directive	Students Safety, Wellbeing & Behaviour

AIM

The Behaviour Management Procedure's purpose is to establish clear guidelines for a student's behaviour and a teacher's response. It constitutes the formal procedures followed to ensure the aims of the School are achieved and the respect and dignity of each person is maintained and enhanced.

The School aims to promote the personal well-being and growth of students individually and collectively. Every member of the school community has the right to go about his/her daily business happy and relaxed, free from interference by others in the pursuits of goals, sensitive to the needs of others and disposed to contribute positively to the common good while achieving personal ends. However, the community nature of school and the wider differences in student readiness to accept and benefit from the efforts of staff on their behalf, creates a need for a formal approach to deal with situations where breakdowns in good order and efficient running occur or are likely to occur.

PRINCIPLES

Five Common and Shared School Rules

Five rules have been established to cover all behavioural situations in our school. This will ensure a uniform approach to the school's behaviour management, establishing consistency and effective education and enforcement.

1. Respect everyone's right to learn, teach and work in all lessons.
2. Respect everyone's right to work and play safely and happily.
3. Respect everyone's possessions by using these correctly and appropriately.
4. Respect other people's differences in opinions, preferences and responses.
5. Treat all in our school with the respect, courtesy and dignity they deserve.

PROCEDURES

The class teacher is always the first point of contact for breaches of good behaviour. If necessary, it may be that a student is referred to the Head of School or, in the case of Secondary students, the House Coordinator. Parents will be contacted for ongoing or serious breaches of good behaviour.

Records

All records of behaviour, both productive and unproductive, are entered into SEQTA, the School's electronic data program.

Individual Behaviour Plans

Students with a record of inappropriate and unacceptable behaviour or non-compliance to rules may need to be placed on an Individual Behaviour Plan. This would be established in conjunction with the teacher and Head of School after consultation with the student and parent. Advice may be sought from the School Counsellor.

Formal Discipline

Formal disciplinary procedures are used to encourage acceptable conduct before more serious action is required.

- Disciplinary procedures are implemented progressively.
- Discipline may be exercised by any staff member to the level of informal counselling, reprimand, withdrawal of privilege, setting additional work for completion at home, or in personal time, at school, confiscation of unauthorised items, and referral of students to senior staff.
- Contact with parents may occur at all levels of disciplinary action, and most certainly, when such action relates to serious breaches of regulations.
- Serious breaches of regulations and/or persistent minor breaches are dealt with by the Heads of School and/or Principal. Action at this level may include referral of students for professional help, detention and suspension from school.
- Students who breach school regulations in a serious manner or who fail to cooperate with efforts to have them correct persistent breaches of regulations risk exclusion from St Joseph's School.

Guidelines for In-School Suspension

In-School suspension is the withdrawal of a disruptive student from the general classroom environment or playground and placement in the administration block or in the classroom of another year level if necessary.

The placement of students into In-School Suspension will be authorised by the Head of School and/or the Principal in consultation with the classroom teacher as one of a number of behaviour management measures in dealing with students with disruptive behaviour.

- Details of students' unacceptable behaviour will be documented and provided to the Head of School by the teacher involved and will be entered into the school's behaviour management records on SEQTA.
- Teachers are responsible for ensuring that students on In-School Suspension are provided with an adequate amount of work. Work is to be from the student's normal learning program at a level that the student can carry out without explanation or assistance from the supervising staff member.
- The Head of School or their delegate are responsible for ensuring that the student on In-School Suspension is safe and remains isolated from peers.
- The student will be granted permission to leave the room for toileting purposes and to attend an alternate work program should this be necessary. They are to be given a separate break time to their peers.
- The Head of School will notify parents or guardians of In-School Suspension and request a meeting to discuss the ongoing management of the student in question.
- Students who are absent from school during the period of their In-School Suspension will complete the requirements of the In-School Suspension on their return to school.

Guidelines for External Suspension

External suspension is when a student's suspension period must be served at home and not on school grounds. The Principal may authorise the suspension of students in cases of either repeated serious misbehaviour or of serious misconduct.

Whilst suspensions can be for repeated misbehaviour, they may also be administered when a student chooses to engage in a serious high-level offence. These include but are not limited to incidents such as physical, sexual or emotional abuse, bringing drugs, alcohol or dangerous weapons to school and for serious damage to the property on school grounds.

Parents/guardians will be notified when a suspension is deemed necessary. A re-entry interview with the parent and child is required before the student can return to their classes.

A series of suspensions within a semester will result in a meeting being required with the student, parent and the Principal to discuss the student's ongoing position in the school.

POSITIVE REWARDS

St Joseph's School is a wonderfully diverse community of students and staff. Our staff teach in safe, well supported classrooms where students are expected to respect and honour teachers whilst engaging actively in learning. Students are encouraged to attend school, ready to give their best.

Reward systems help students understand the strong life correlation between positive choices and positive consequences. Whilst most students usually make good decisions, there are occasions where some do not.

SECONDARY

St Joseph's Secondary Campus operates a positive reward system using house points. At the beginning of each lesson/homeroom the student is awarded a House Point by that teacher and the onus is on them to keep that point through their correct and positive behaviour. If a student's behaviour is not what is expected, then teachers may remove that House Point for that lesson.

At the end of each semester, all students take part in a reward day. The rewards are determined by the number of House Points they have accrued over the semester. The more House Points, the greater the reward.

House Points may also be awarded by staff members who notice students doing extra around the school, being good role models etc. House Points are also linked to student attendance. Students who are absent from the class will not be awarded the House Point unless a medical certificate is supplied to the school.

PRIMARY

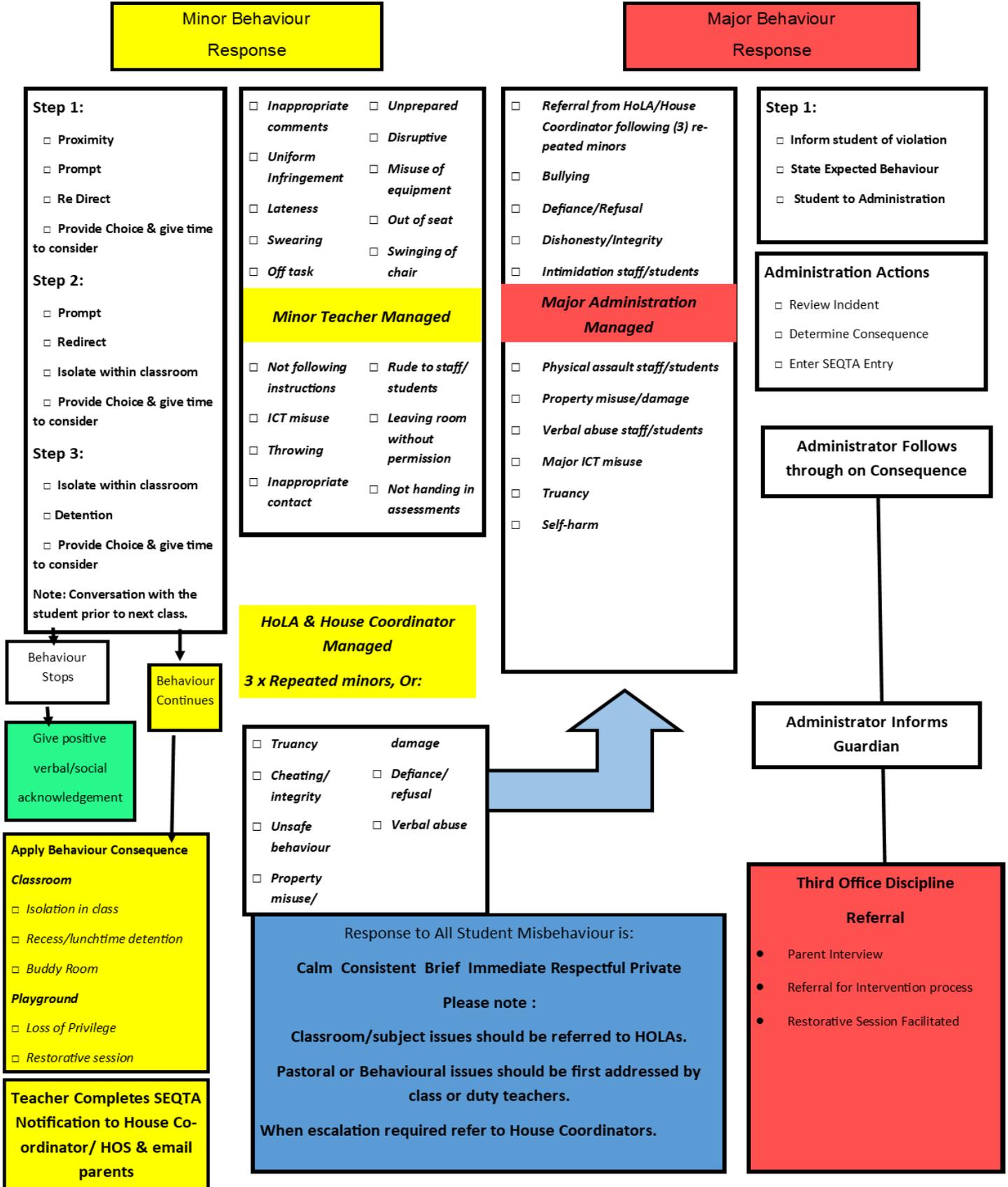
The Primary campus also rewards positive behaviour with House Points. These are given as coloured tokens by the teachers. The tokens are added together on a regular basis and the winning House is rewarded with a variety of rewards.

Merit certificates are presented at assemblies and recognise positive behaviours and academic results. Each child should receive one certificate per year.

Each class teacher may also use their own positive reward systems in their classrooms. These will be communicated to parents, so they are aware of what is operating in each class.

Authorised by	Andrea Woodgate	Signature:	
		Date:	6 April 2022

St Joseph's School—Secondary Behaviour Management Process



Behaviour Stops

Give positive verbal/social acknowledgement

Behaviour Continues

Apply Behaviour Consequence

Classroom

- Isolation in class
- Recess/lunchtime detention
- Buddy Room

Playground

- Loss of Privilege
- Restorative session

Teacher Completes SEQTA Notification to House Co-ordinator/ HOS & email parents