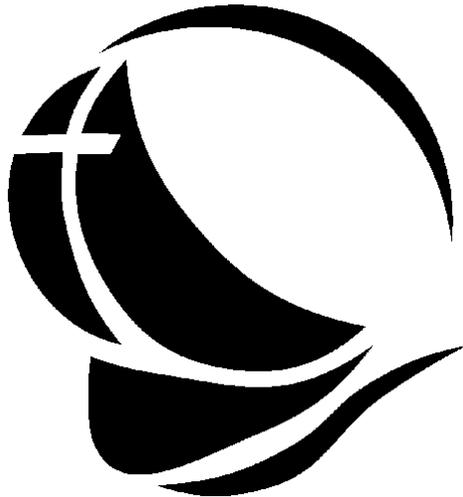


XAVIER CATHOLIC COLLEGE



BEHAVIOUR SUPPORT PLAN

2011-2013

UPDATED November 2010

CONTENTS

STUDENT BEHAVIOUR SUPPORT PLAN	2
INTRODUCTION AND RATIONALE.....	2
COLLEGE POLICY	3
CODE OF CONDUCT.....	5
BEHAVIOUR MANAGEMENT FLOWCHART.....	6
Level A – Minor	7
Level B – Minor Ongoing	8
Level C- Significant	9
Level D- Major	10
APPENDIX A - HOMEWORK	12
APPENDIX B - UNIFORM	16
APPENDIX C - DETENTION OPTIONS.....	17
APPENDIX D - STUDENT DOCUMENTATION AND FILING PROCEDURE	20

STUDENT BEHAVIOUR SUPPORT PLAN

INTRODUCTION AND RATIONALE

As a College in the Catholic Christian tradition, Xavier Catholic College exists primarily for evangelisation – to bring the power of the Gospel into the lives of all who are touched by it, especially the students. Gospel values must, therefore, by necessity, be at the core of all that takes place. Our belief is that healthy relationships form the basis of productive teaching and learning and as such our staff invest time and energy in fostering and maintaining these relationships.

Behaviour Management, if it is to be authentic and truly effective, must build on these immutable principles. Two philosophies need to be avoided: arbitrary legalism and wanton permissiveness. The positive force inspiring action needs to be a genuine desire to effect a positive change in student behaviour.

Our aims are to

- Better educate students towards self directed right behaviour
- Promote, nurture and protect healthy relationships among members of the community
- Hold students accountable for the real consequences of wrongdoing

An holistic approach to behaviour management must first address human motivation; for it is here the decisions that inspire action are made. The philosophy of “punishment for breaking rules”, which is based on a retribution model of behaviour control, does not tackle motivation and can result in a community spirit of legalism, arbitrariness and often resentment on the part of the wrongdoer. A focus solely on ‘punishment’ often makes a student only think about themselves rather than the consequence of their behaviour on others. It ruins relationships, and therefore our community. Likewise, a philosophy of unbridled tolerance also destroys quality relationships by not respecting core Gospel values. Our preferred approach (known as Restorative Practices) is a way of viewing conflict and wrongdoing that focuses on the harm these cause to relationships and the obligation to repair that harm.

Behaviour management strategies should, as much as possible, be crafted so as to bring about positive change in students. Strategies should reflect a sense of proportion and a sense of Christian concern for students. Since Christianity is about relationship, it is important that personable and informal strategies be preferred over more formal management options where reasonable. However, there will be times when more formal management strategies will be called for.

Where possible, the management strategies employed to deal with such misdemeanours should focus on immediate and natural/logical consequences and/or how the students involved can ‘make things right’. In these cases, it is important that the consequences and the reasons for the consequences are clearly articulated. The focus should be on the inappropriateness of the behaviour (actions) and its violation of people and relationships, rather than on targeting the wrongdoer directly. Or as St Augustine wrote “Love the sinner, hate the sin.”

This Support Plan has been developed using the Regulations and Guidelines outlined in the Brisbane Catholic Education Resource “Student Behaviour Support – Regulations and Guidelines” Brisbane Catholic Education 2008.

COLLEGE POLICY

The following are excerpts from our College Policies that have impacted on the development of these Guidelines:

At Xavier Catholic College we will develop a dynamic faith community, striving to be responsive to the needs of all our members in our changing and complex educational and social context. We will actively work to build community, acknowledging the dignity of each person, by displaying tolerance and respect to all and the need for love and compassion to be the basis of all endeavours.
(Community Policy)

At Xavier Catholic College our curriculum provides learners with opportunities to know and find Jesus – the model on whom they will shape their lives As the prime educators of their children, parents are called upon to play an integral part in this enterprise.

(Curriculum and Faith Education Policy)

At Xavier Catholic College we are committed to aligning our Organisation and Management structures with our College Mission and Vision. This provides for just and equitable practices in all areas of the College enterprise.

(Organisation and Management Policy)

Gospel values should so illumine and enliven Catholic Education that the way of life in each school gives witness to Christ. This alone makes the school distinctively Catholic. Obviously, these Gospel values will impact on all decisions concerning the purposes, content, teaching/learning experiences, evaluation processes and structures which form elements of the curriculum in Catholic schools. The following values have had a major influence in assisting the community in the development of these guidelines.

Dignity: all persons are created equal and human dignity is inviolable. Our educational efforts should confirm the belief that everyone is unique, that individual distinctions enrich and enliven our world and that the individual has both rights and responsibilities.

Trust/Openness: We enhance personal self-concept by showing God's concern for each of us and by showing that adults also care for the community members. We need to recognise and reinforce growth, openness and personal accomplishments.

Respect/Tolerance: Respect is the basis of any relationship. Everyone – parents, pupils, and staff have a contribution to make. It is the job of the school to recognise this work in an atmosphere of mutual respect and tolerance.

Our Catholic Christian tradition: We are a pilgrim people, journeying together, our story is never fully written, so our plans are never fully realised; we are constantly drawing upon our tradition and also being called into new ways of growing and renewing ourselves.

Love: Teachers educate by what they say, more by what they do, even more by who they are, but most of all by what they love. `Love' here is interpreted as `concern' for. It is this concern that expresses itself in the many attempts that teachers are making to develop curriculum appropriate to the needs of their pupils.

Compassion: Mercy is a God-given ability to have compassion for those suffering and to discover ways of meeting their needs.

Justice: A special responsibility of Catholic education is to educate for justice. Such an education, if it is to be credible, must take place within an environment which witnesses a commitment to justice. The responsibility for creating this environment rests with all in the education community, but it rests in a special way on those who make decisions and create policies for that community.

Stewardship: Education should view individuals as moral beings, accountable for their decisions and responsible for their actions, with an ability to seek what is true and to do what is right.

Collaboration and subsidiarity: Catholic educators make use of a 'shared wisdom' in arriving at decisions and attempt to locate decision-making at the grass roots level where appropriate.

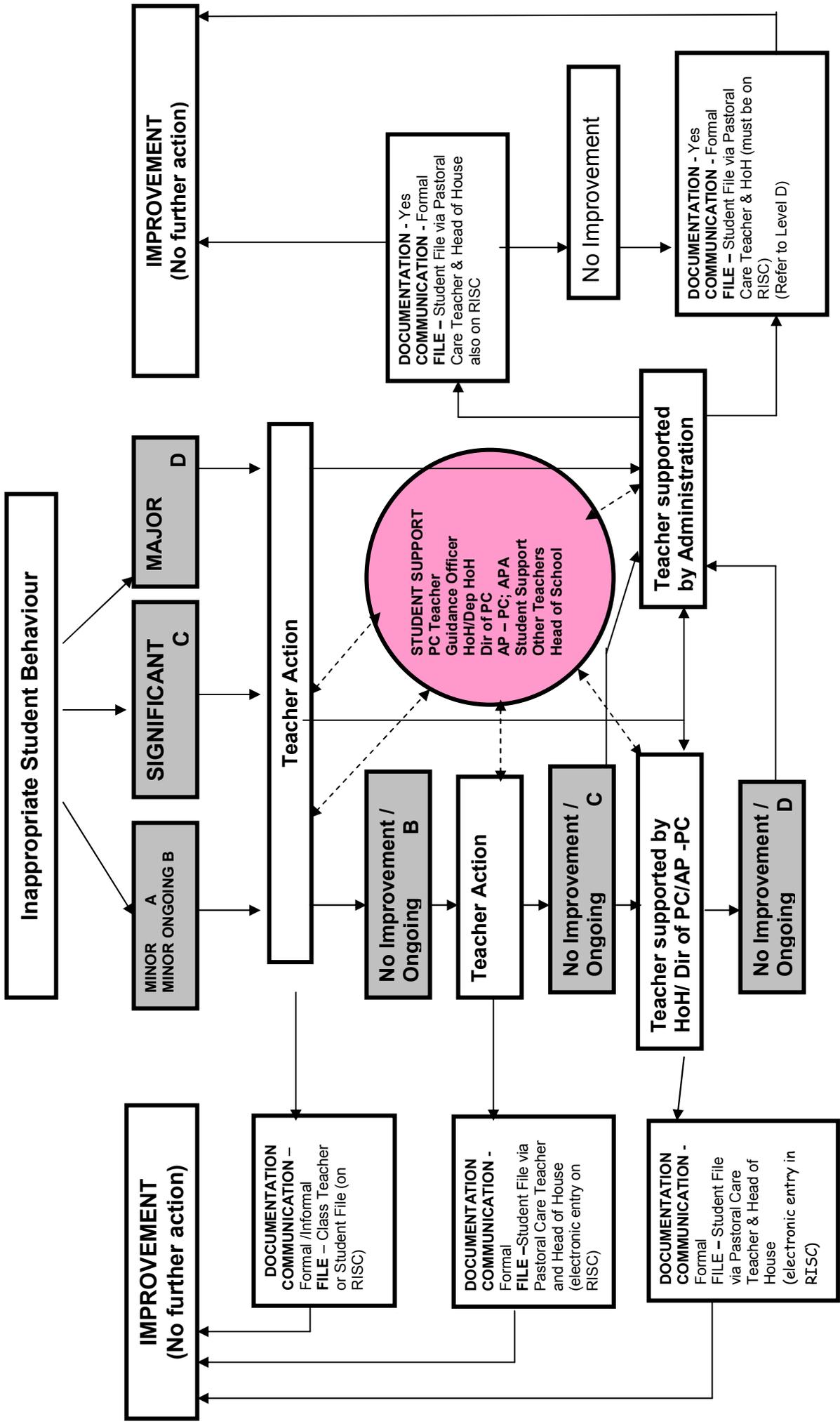
Forgiveness: To be forgiving, children must experience their own need for forgiveness, being forgiven, an empathy with themselves and with others, and adults who can balance legalism with forgiveness and compassion.

GUIDELINES AND PROCEDURES

XAVIER COLLEGE P-12 CODE OF CONDUCT

Be Safe	Be engaged in Learning	Be Respectful	Be Responsible
<p>All College community members will act in a lawful and responsible manner that presents no danger to the physical or emotional security of themselves or others.</p>	<p>All College community members are expected to support our College's core business - which is learning. School members will actively fulfil their role in promoting learning to the best of their ability.</p>	<p>All College community members are expected to treat each other with courtesy and consideration at all times, being mindful of the rights and differing responsibilities of each person. Such courtesy will be reflected in both action and communication.</p>	<p>All College community members should make appropriate behavioural choices relative to the social and cultural context, and should accept responsibility for their actions. For Xavier students this means during school hours, on the way to and from school and at all times while representing the College.</p>
<p>Examples of Being Safe is exhibited in conduct such as:</p> <ul style="list-style-type: none"> ○ Appropriate and safe use of equipment ○ Move safely through the College/classroom environment, e.g. Walk don't run, walk bikes, etc. ○ Resolve conflict without aggression in physical, verbal or non verbal form ○ Keep hands/feet and objects etc, to self ○ Follow directions of all staff ○ Remain in classroom / school environment when expected to do so ○ Wear school uniform and appropriate clothing for the activity (i.e. Hat and Shoes) ○ Wear your hat with name displayed only within school grounds ○ Avoiding use of illicit drugs and alcohol ○ Being safe online – avoid disclosing too much personal information, knowing who can access your web pages, etc. ○ Playing safely in the grounds and on equipment 	<p>Examples of Being Engaged in Learning include:</p> <ul style="list-style-type: none"> ○ Allowing the teacher to teach and all students to learn ○ Consistently staying on task ○ Attempting / Completing set work and tasks to the best of one's ability ○ Attempting / Completing Homework and assignments to the best of one's ability ○ Active task-based participation in class, school events, etc ○ Meeting all deadlines and goals set by teacher (e.g. drafting, assignments, etc) ○ Arriving on time, fully prepared for class and ready to work ○ Effective management of time ○ Making a positive contribution to the life and activities of the College ○ Attending tutorials or seeking assistance with class work/assignments ○ Correct use of diaries, newsletters, text books and equipment, taking notes home from teachers, etc 	<p>Examples of Being Respectful include:</p> <ul style="list-style-type: none"> ○ Following a staff member's instructions ○ Speaking in class and at functions, events only when appropriate ○ Listening to others when they are speaking ○ Speaking positively and politely to others ○ Using language and communication acceptable to school environments ○ Avoiding disruption to the learning environment ○ Respecting the property of others ○ Respecting the rights and feelings of others (fostering positive relationships) ○ Treat specialist/relief teachers and guests with the same respect as Xavier staff ○ Following uniform and grooming expectations ○ Taking care of Xavier environment: e.g. rubbish in bins, bags left in correct areas, returning furniture and equipment, no graffiti, etc. ○ Appropriate use of mobile phones/electronic devices ○ Participating in prayer properly 	<p>Examples of Being Responsible are:</p> <ul style="list-style-type: none"> ○ Following instructions of all staff ○ Seeking assistance and help when required ○ Requiring minimal or no prompting to behave appropriately ○ Making appropriate choices without constant supervision ○ Accepting and owning mistakes and the resulting consequences ○ Attempting to 'make things right' when one's actions have affected others ○ Completing all homework ○ Working independently on set tasks without interfering with others ○ Catching up on missed or incomplete work ○ Returning all College forms on time ○ Be a responsible 'digital citizen' (e.g. texting, facebook, etc) ○ Being aware of what is appropriate behaviour at Xavier ○ Following established routines and school procedures ○ Reporting concerns to a teacher when an issue of safety to yourself or others exists

BEHAVIOUR MANAGEMENT FLOWCHART



**Level A – Minor
(Teacher managed)
Essentially day to day B.M. Concerns.**

Examples of Inappropriate Behaviours that may be typical at this level:

Inattentive in class, Late to College or class, Littering, Incorrect uniform, Indirect use of inappropriate Language, Put downs, Inappropriate talking, Out of Bounds, Not prepared / organised for lesson, Eating in class, Poor Work Rate, Answers teacher back, Failure to follow teacher's instructions, Non-compliance with a workplace health and safety issue, General inappropriate use of technology, Uninvited physical contact.

- For **non-completion of Homework**, staff need to determine whether it is a “*Can't Do it*” (curriculum / learning issue), “*Not motivated to do it*” (behavioural /pastoral issue) or a “*Won't do it*” (significant behavioural issue) Refer to “Procedures for dealing with students with homework / assignment difficulties” attached. (appendix A)
- In relation to the **correct wearing of uniform**, a variety of reasons exist to why a student may not be wearing the correct uniform or wearing it correctly – This is not always a defiance or behaviour management issue, and dealing with it as such can sometimes intensify the problem. Refer to “Procedures for managing uniform issues” (appendix B)

Examples of Appropriate Management Strategies

The focus is to educate students towards self directed right behaviour, identify how relationships have been affected and to hold students accountable for the real consequences of wrongdoing.

PREVENTATIVE STRATEGIES

Positive Student – Teacher interaction and Relationships, Clear rules, Clear expectations, Shared vision, Routines established, Positive classroom environment, Room organisation, Seating Plan, Adequate resources, Appropriate curriculum, Opportunity for success, Group work rules, Physical distractions minimised, Individual Cues, Individual education/learning/management plan, Task/Homework/Assignment modification for special needs students

CORRECTIVE STRATEGIES - Least to most intrusive.

Tactical ignoring, Non verbal cues, Simple directions / instruction, Questions and Feedback, Rule restatement, take student aside, simple choice, Appropriate and Logical consequences, follow up, Cool down area in class, Use of Buddy Teacher, Diffusion, Diversion, low intensity problem solving interview, litter duty, extra work/catch up session

SUPPORTIVE STRATEGIES

Eg, Resolve conflict, Follow up later (Repair and rebuild relationship), Notice and Reward appropriate behaviour, Foster student responsibility (eg. Jobs), Praise and encouragement, Learning Support, Home Contact-both positive and negative, discuss options with other staff

Classroom teachers will negotiate with the students their own classroom expectations of behaviour based on the college's Code of Conduct to ensure expectations are developmentally and context specific (e.g. Prep classes, science classes etc). These classroom expectations may be displayed in various rooms.

DOCUMENTATION

Recording of all incidents (P-12) to be placed in RISC which will enable access of records to identify patterns of behaviour.

***NOTE: All records should include date, incident details and teachers action.**

COMMUNICATION

Teacher must communicate clearly with the student – e.g. using Code of Conduct as a guide to focusing on the harm caused to others and the obligation to repair harm.

It is staff members' responsibility to notify Head of House (Middle and Senior school) and Admin. (Junior school) if a ***pattern is becoming evident***. (Level B)

Teacher's are expected to communicate concerns with parent/s via any of the following options:

1. Student Diary
2. Phone call to parents
3. Letter of Concern Proforma / Email (in collaboration with Head of House)

RECORD KEEPING/FILING

Teachers are responsible for maintaining RISC records

- Records of parent discussion / interview
- Copy of Letters / correspondence
- Copy of emails sent and received

**Level B – Minor Ongoing
(Teacher supported by Head of House/Director Pastoral Care/Head of
Primary / APA's)
Essentially day to day concerns that are ongoing due to frequency or
intensity.**

Inappropriate Behaviours that may be typical at this level:

As per Level A examples - essentially ongoing concerns due increase in frequency and intensity. Low Level (impact) Bullying, Harassment or inappropriate aggressive conflict.

Examples of Appropriate Management Strategies

The focus is to educate students towards self directed right behaviour, identify how relationships have been affected and to hold students accountable for the real consequences of wrongdoing.

Regular Preventative, Corrective and Supportive Strategies as listed in Level A

Some of the following strategies may be utilised:

- Individual or supported (e.g. Head of House) Teacher/Student meeting /restorative conference
- Contracting & Working it out processes
- Time out or withdrawal from lesson/s
- Increased & intensified home contact- Parent/Student/Teacher interview
- Appropriate and Logical Detention Options (Least to Most Intrusive - Unsupervised / Supervised lunchtime task, Afternoon, at home, community service, etc) refer to detention explanation. (appendix C)
- Monitoring By Teacher (using Monitor Card issued by HoH)

A Range of Proformas are available to assist and document the above strategies

DOCUMENTATION

Teacher continues to keep records of incidents on RISC including *proactive strategies* and *reactive intervention*

Head of House/ Administration to initiate Incident Management Form.
All records are placed on students' electronic file - Head of House/ Junior School Administration.

COMMUNICATION

Teacher must have communicated clearly with the student regarding the persistent nature of the inappropriate behaviour, impact on others and possible consequences.

Teacher must have made formal contact with parents.

Teacher initiates meeting with Head of House/ Junior School Administration

TEACHER SUPPORT (situation & context to be considered)

May include, but not limited to:

- Supported parent meetings
- Pedagogy Review
- Buddy System
- Professional Support (e.g. EAP)

Level C- Significant (Teacher is supported by staff at Administration Level)

Significant intensive behaviour or persistent or inappropriate behaviour that has not changed despite ongoing interventions.

Examples of Inappropriate Behaviours that may be typical at this level:

Ongoing Inappropriate Behaviour despite Advanced Management Strategies being utilised,

OR

Significant Behaviours such as High level classroom disruption, rude or offensive behaviour, refusal to accept consequence, Significant (impact) Bullying, Harassment or inappropriate aggressive conflict, Refusal to follow teacher's directions.

Examples of Appropriate Management Strategies

The focus is to educate students towards self directed right behaviour, identify how relationships have been affected and to hold students accountable for the real consequences of wrongdoing.

Teacher manages the incident at the time utilising appropriate strategies from LEVEL A or as suited to the situation.

Formal request by staff for support or assistance is made through the pastoral team or directly to a member of the Administration Team.

Some of the following strategies may be utilised:

- Parents Notified
- Formal Restorative Conferencing
- Formal referral to Student Support Team / Guidance Counsellor
- Detention options (including before or after school detention)
- Formal Monitoring (i.e. Monitoring Cards across subjects)
- Formal Student/Parent/Staff interview.
- Restorative Interview
- Restitution or Appropriate and Logical consequences
- Individual Management Plan
- Class withdrawal
- Suspension
- Written Student Contract/Agreement

DOCUMENTATION

ALL documentation/communication records kept on RISC/Students' Electronic File (except in relation to Drug, Sexual incidents, Student Protection or other incidents of a highly confidential nature -These are kept on confidential Principal's files).

All teaching staff involved document incidents, actions and interventions at this level do so on RISC.

Incident Management Form to be completed by administrator.

N.B.: If involving two or more other students photocopies should be made for all Student Files.

COMMUNICATION

Collaborative approach adopted (open communication involving Parents, PC teacher, class teacher, H.O.H., A.P. and others as required)

**Level D- Major
(Requires an Administration Response)**

Examples of Inappropriate Behaviours that may be typical at this level:

Truancing class, Significantly and continual disruption to class, Fighting, Physical abuse, Violent assault, Verbal abuse, Emotional or psychological abuse, Direct use of inappropriate language, Blatant non compliance, Serious safety breaches, Smoking, Truancy, Indecent behaviour, Inappropriate sexual behaviour, Vandalism, Theft, Significant dangerous behaviour, Use of alcohol, Use of non prescribed drugs, Harmful Bullying or Harassment, Orchestrating disruption, Wilfully undermining teacher's authority, High level inappropriate use of technology.

Examples of Appropriate Management Strategies

The focus is to educate students towards self directed right behaviour, identify how relationships have been affected and to hold students accountable for the real consequences of wrongdoing.

For drug related incidents and/or incidents that may involve Police investigation, refer to BCEC guidelines for "Managing Drug Related Incidents" and "Managing Police Investigations".

For Child protection Issues relating to harm or potential harm refer BCE Student Protection Policy

Administration Interview, Formal Restorative Conference, Restorative Interview, Individual Management Plan or review of IMP, Detention Options, Formal Parent interview, Behaviour monitoring, Class withdrawal, Suspension, Withdrawal of privileges (e.g. school camp, sporting representation, etc), Counselling, Case Conferencing, Alternate program, Parent withdrawal, cancelation of enrolment, recommendation for exclusion.

DOCUMENTATION

ALL documentation/communication records kept on RISC/Students' Electronic File (except in relation to Drug, Sexual incidents, Student Protection or other incidents of a highly confidential nature-These are kept on confidential Principal's files).

All teaching staff involved document incidents, actions and interventions at this level do so on RISC.

Incident Management Form to be completed by administrator.

N.B.: If involving two or more other students photocopies should be made for all Student Files.

COMMUNICATION

Collaborative approach adopted (open communication involving all stakeholders – when appropriate)
Involvement of Area Supervisor as necessary (Refer to Regulations)

- Feedback to staff involved
- Verbal feedback to Staff Forum when appropriate.

SUSPENSION and EXCLUSION

All processes and procedures relating to suspension and exclusion will follow regulations outlined in Brisbane Catholic Education Document "Student Behaviour Support – Regulations and Guidelines" (2008) which can be found with this document on School Portal and Xavier Public Website.

APPENDIX A - HOMEWORK

1. It is important that all students develop good homework habits. Management of the homework process should aid in the development of these important habits.
2. Care should be taken to ensure that homework loads placed on students are manageable and not excessive and that they are balanced across different subject areas.
3. Modification of homework tasks and expectations for its completion should be in line with IEP's and ILP's.
4. Teachers need to consider carefully the skills and knowledge required to complete the homework task and ensure that provision has been made for the teaching of these before homework is set.

(More detailed information on homework and assignment policy can be found in the College Assessment Policy and Procedures.)

PROCEDURES FOR DEALING WITH STUDENTS WITH HOMEWORK / ASSIGNMENT DIFFICULTIES

Dealing with students who do not complete assigned homework and assignment tasks is not always a clear cut situation. We need to be clear as to whether the student has not done homework as a direct disobedience to the teacher's directions, or that they have been unable to complete, or circumstances beyond their control (wholly or partly) reduce their effectiveness to complete assigned tasks.

Response options available to staff in dealing with homework / assignment situations closely follow and can integrate with the response options available in managing inappropriate student behaviour. The following response options are generally graded from minor intervention upwards. However, some responses may not be appropriate in all situations.

LEVEL A - MINOR

- Student presents with homework incomplete or not done.
- Minor cheating or use of other student's work.

APPROPRIATE MANAGEMENT STRATEGY AND CONSEQUENCE EXAMPLES

Preventative Strategies

Positive student – teacher interactions and relationships.

Clear rules.

Clear expectations.

Shared vision.

Routine established (regular homework checks, etc).

Homework / assignment modifications.

Corrective Strategies / Least to Most Intrusive

Student directed to complete homework next day (ensure that this is possible, other homework workload, etc.).

Direct student to complete homework by end of lunch-time (ensure it is possible – negotiate re sport, training, etc.).

Low intensity problem solving interviews.

Supportive Strategies

Notice and reward good homework completion.

Praise and encouragement.

Assist with organisational skills / homework timetable, etc.

Planning leisure, work and homework time.

Documentation

Teacher to keep anecdotal records. Records should be easily collectable and collateable.

Communication

Teacher is expected to communicate clearly with the student – classroom / school expectations.

Teacher communicates with parent informally – through student diary. (Teachers should check for reply – if no reply, phone contact or email should be made)

Teacher may choose to communicate formally with parent through phone call or email to parents.

Record Keeping / Filing

Teacher is responsible for all records. PC Teacher / Students file (optional)

LEVEL B – MINOR ONGOING

Inappropriate behaviours that may be typical of this level

As per Level A examples, essentially ongoing concerns due to increase in frequency and intensity.

APPROPRIATE MANAGEMENT STRATEGY AND CONSEQUENCE EXAMPLES

Regular preventative, corrective and supportive strategies as listed in Level A.

Advance Management Strategies To Consider:

Individual or supportive teacher / student meeting / mediation.

Restorative conference

Contracting and working it out processes.

Increased and intensified home contact.

Detention option/s (least to most intrusive - supervised lunch time task, afternoon, Saturday, etc.) (Parents must be notified through diary/letter of detention. Refer to Detention Options – Appendix C.

Documentation

Teacher keeps records

Records should be easily collectible and collateable.

Communication

Teacher is expected to communicate clearly with the student - classroom / school expectations.

Teacher makes formal contact with parents.

Letter of concern.

Phone calls to parents.

Parent / Teacher interview.

Record Keeping

All records are placed on student file via Pastoral Care teacher and Head of House.

Teacher Support

Teacher to liaise with Head of House for Management strategies following unsuccessful use of lunchtime detention option/s, e.g. signed student agreement, afternoon detention, Saturday detention, etc.

LEVEL C – SIGNIFICANT

Essentially persistent or inappropriate homework /assignment issues that have not changed despite ongoing teacher interventions or significant intensity of non-completion of work.

Examples of inappropriate homework / assignment issues at this level

Ongoing inappropriate issues despite advance management strategies being utilised or significant cheating in exams or plagiarism.

**Refer to main Behaviour Management flow chart
Significant C**

APPENDIX B - UNIFORM

Refer to Uniform Guidelines.

PC TEACHER ROLE

It is important that the PC teacher is not seen as a 'police officer'. The PC teacher should employ various strategies to encourage students to wear uniform correctly. By daily checking uniforms, they can alert students to problems or ensure that students have a diary entry for incorrect uniform including student action and note to parent where necessary.

HATS

- It is the responsibility of all students to have both a College formal hat and everyday hat.
- Pastoral Care teachers should check their class and determine if students have a hat (sight the hat). If students do not have a hat, then contact should be made with home and the situation determined. A note should be placed in the diary.

Students should have their hats with them at all times when outside classrooms.

N.B. students without hats should remain in shaded areas or will be sent to uniform room.

SHOES

- Pastoral Care teachers should check their class and determine if students have correct shoes. If students do not have correct shoes, then contact should be made with home and the situation determined. A note should be placed in the diary.

With the day uniform, Secondary Students must wear joggers or cross-trainers (NOT 'sport specific' shoes, eg. Futsal shoes, or non lace up slip on shoes) which are in keeping with school colours. NO SKATE SHOES are permitted.

With the formal uniform, Secondary Students are permitted to wear BLACK, LEATHER, LACE-UP shoes (no suede). These must be kept clean and polished.

APPENDIX C - DETENTION OPTIONS

The focus is to educate students towards self directed right behaviour, identify how relationships have been affected and to hold students accountable for the real consequences of wrongdoing.

Christian Behaviour Management is essentially about self-discipline whereby children learn to regulate their conduct according to Christian principles. Hence the effective use of authority leads to the establishment of good order in which the children learn to discipline themselves and develop a sense of responsibility. This self-discipline and sense of responsibility seldom develops without help and guidance. Within this approach we need to focus on “educating students” in relation to their behaviour through the use of appropriate and logical consequences rather than through punitive approaches of “teaching them a lesson”.

Teachers at all times should consider least to most intrusive approaches when implementing consequences. Consequences should be:

- Explained, fair and logically linked to the inappropriate behaviour
- Immediate and timely in relation to the incident
- Of appropriate measure to the severity of the inappropriate action taking into account the frequency and intensity of behaviour.
- Focus on educating students to choose appropriate behaviour
- Certain rather than severe in nature.
- Followed up with student to ensure the consequence has been completed and effective. This is best handled by the person determining the consequence so that relationship can be re-established.
- At times, determined by the wrongdoer – where s/he identifies ways to ‘make thing right’

Most consequences for inappropriate behaviour can be managed within the classroom or playground context, it is recognised that consequences will also at times need to be organized in the form of detention. Detention can generally be considered within a least to most intrusive approach and take form as one of the following:

1. Teacher facilitated – Unsupervised Detention
2. Teacher facilitated - Supervised Detention
3. Teacher facilitated - Community Service (supervised or unsupervised)
4. After School Detention - Facilitated by the Issuing Teacher or Head of House

Students on detention during lunch breaks must be allowed appropriate access to food, drink and toileting facilities.

1. Teacher facilitated - Unsupervised Detention

The teacher identifying the inappropriate behaviour decides on the consequence and informs the student of the expectation in relation to the consequence.

Example

“Nathan, I want you to complete the work you failed to complete in class today due to your wasting time. Do it at lunchtime and Report to me at 1.15 so that I can view it.”

“Amy, I have noticed that the title page for our new unit is incomplete and not of an acceptable standard. I want you to redo it tonight and show me tomorrow morning before school.”

2. Teacher facilitated - Supervised Detention

The teacher identifying the inappropriate behaviour decides on the consequence and informs the student of the expectation in relation to the consequence.

Examples

“John since you chose to throw paper around the classroom and created a mess, I will see you back here at 1.00 when I am meeting with some other students for tutoring and you can clean up our classroom.”

“Hannah, I will be in Room 4 at lunchtime I will see you at 12.55 and you can make up the time wasted today.”

3. Teacher facilitated - Community Service (supervised or unsupervised)

The teacher identifying the inappropriate behaviour decides on the consequence and informs the student of the expectation in relation to the consequence.

Examples include:

- Litter duty
- Sweeping paths or cleaning
- Assisting teacher with a duty, i.e. Organising furniture
- Tidy an assigned area
- Groundsman's assistant

(Note: community service choices should reflect the incident and at all times the dignity of the child should be maintained e.g.. No cleaning the toilets with a toothbrush)

4. Before/After School Detention – Facilitated by the Issuing Teacher in consultation with Head of House

Supervised by Issuing Teacher or Head of House. (timing as negotiated with parents)

Teachers have available to them the option of issuing an afternoon detention as per Level B and Level C.

Teachers are required to formally communicate with parents, which must be discussed with the relevant Head of House, Director of PC, AP or Head of School. Things to be considered include:

- reason,
- action taken to date
- consequence of the detention.

If teacher wish to use this option they need to organise for themselves, Head of House Director of PC, AP, or Head of School to be present that afternoon.

APPENDIX D - STUDENT DOCUMENTATION AND FILING PROCEDURE

Successful behaviour management of difficult students requires a team approach that enables the tracking of students across their class groups and open and efficient communication between all involved in relation to incidents that occur and strategies being employed.

Often it is difficult to get a full picture of what is occurring across the school in relation to individual's behaviour. Information that is hastily collected and collated for parent interviews and a like often don't portray the full picture of the frequency and intensity of inappropriate behaviours that is not able to be logically disputed, ie. what happened, when did it happen, how was it managed and what consequences were utilized, etc, etc.

The decision to place records of behaviour management on RISC and students' files, via the Head of House is based on:

- A simple filing structure/documentation system that enables the tracking of a behaviour document.
- A set order for flow of information for Levels A ,B, C and D is established as per flow chart into student's file.

