

Xavier Catholic College



Responsible Behaviour Policy

2021-2024

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Part 1 – Underlying Principles

1. Policy

Xavier Catholic College emphasizes the formation of the whole person and we value our whole-school approach to responsible behaviour through an effective program containing helpful strategies and processes.

2. Rationale

In accordance with our Vision and Mission Statement:

Our mission for the College is to provide a high quality education within our Catholic tradition where all are engaged in their learning, challenged and motivated to do their best.

Our aim is to assist the formation of our students to become young men and women of competence, conscience, commitment and compassion with an attitude of excellence and service.

We dream of a College where **CHRIST is found in everything that we do:**

*in the **MISSION** that draws us closer to our dreams and our God, in ways that are clear, grown within spirit and empathetic to all;*

in the collaborative **CULTURE that allows staff, students and parents to work in unison to embrace all cultures and people, and allows relationships to be built, nurtured, extended and celebrated;**

<i>in the STAFF who find fulfilment because they are cherished, empowered, passionate and inspired;</i>	<i>in the STUDENTS becoming reflective, self-directed learners who respect themselves, those around them and their environment, enjoy learning and taste success;</i>	<i>in the PARENTS who are informed, valued, consulted and welcomed as they empower their children to be lifelong learners;</i>
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in **PASTORAL CARE being a way of life and learning accepted and promoted by all;**

*in a **CURRICULUM** that is stringent yet flexible, credible yet incredible, filling students with the fire for lifelong learning;*

and in **LEADERSHIP that is visionary, supportive, proactive and alive with possibility.**

We dream a college where **FUN** is a way of life and learning for all.

Xavier Catholic College community recognizes that each student is entitled to a socially just education where they can achieve their full potential, in an environment that is characterized by:

- the message and person of Jesus and the values described in the Gospel;
- Our Ignatian charism;
- an emphasis on the development of high quality interpersonal relationships;
- a curriculum that caters for all learners;
- a high level of co-operation and collaboration amongst staff, parents and students;
- non-discriminatory organizational and administrative procedures;
- effective channels of communication on all levels;
- a clearly stated, and consistently implemented, school responsible behaviour management plan which aims to develop self-directed, self-motivated learners who are able to make choices and accept responsibility for their own behaviour.

3. Guiding Principles

We recognise that parents are the prime educators of their children. Xavier Catholic College will work closely with parents and care-givers in the education and development of children.

Therefore, the following are the foundations for the College's approach:

1. The Responsible Behaviour Program will be informed by Brisbane Catholic Education guidelines, Queensland College of Teachers Policy and recommended procedures;
2. All members of our School Community have rights, which need to be respected and responsibilities, which need to be enacted. We have specific practices, rules and procedures which promote these rights and responsibilities;
3. All rules and practices at Xavier Catholic College should be:
 - a) Fair and just;
 - b) Purposeful and effective;
 - c) Clear and concise;
 - d) Regularly communicated, modelled and reviewed;
 - e) Used consistently;
 - f) Linked with logical consequences;
 - g) exclusive of corporal punishment
4. Practices, rules and processes will be developed collaboratively through the College's Pastoral Care Team;
5. Staff will be provided with access to quality professional development/learning; regarding student welfare;
6. Our school community will work in a collaborative manner to cater for the needs of our students and other stake holders;
7. Monitoring and review of school practices, policies, plans and procedures will be conducted.

4. Beliefs about Behaviour and Learning

At Xavier Catholic College, we believe that learning behaviour is promoted through teaching and as such student behaviour support is considered an integral part of all learning and teaching experiences. Securing effective learning behaviour is supported by whole college and classroom learning and teaching practices. These behaviours are not restricted solely to the classroom environment.

We consider student behaviour support to be an opportunity to focus on the set of social skills and self-understanding all students require for the purpose of learning.

Student behaviour is inextricably linked to the quality of the learning experience facilitated by the teacher and as such, positive, trusting and respectful relationships, particularly between student and teacher, are critical for maximizing appropriate behaviour and achieving educational outcomes.

This Responsible Behaviour Policy summarises our processes for assisting students to achieve educational outcomes. The plan provides a framework for promoting positive behaviours and outlines procedures for responding to problem behaviour, inappropriate or unacceptable behaviour and behaviours of concern.

Shared expectations for student behaviour assists Xavier Catholic College to create and maintain a positive, productive and quality learning and teaching environment, where all college community members have clear and consistent expectations and understandings of their role in the educational process.

5. Promoting Positive Behaviour

Xavier Catholic College uses five strategies, supported by current research, as effective approaches to promote positive behaviour and reduce challenging behaviour;

- Social skills training – direct teaching of personal and interpersonal skills required for *right relationships*
- Academic and curricular restructuring – adapting curriculum experiences to meet student need
- Proactive management – clearly explaining the behavioural expectations students need to participate in the learning activity
- Individual behaviour interventions – to assist students who struggle (from time to time) in being able to easily adapt to behavioural expectations
- Providing information to parents/carers about how to access positive parenting education and support.

6. Theoretical Foundations of the Responsible Behaviour Plan

Underpinning Xavier Catholic College's Responsible Behaviour Policy are two important theoretical frameworks which align well with each other. These are: 1) The Principles of Restorative Practices and 2) The Responsible Thinking Process. The next section of this document outlines the theory that underpins each of these.

7. Responsible Behaviour Policy: Restorative Practices Principles

At Xavier Catholic College, the goal is to develop self-disciplined, self-directed learners.

Students need to develop an understanding that their actions and behaviours have consequences. They are responsible for the choices that they make and they need to own and accept the subsequent consequences. All Staff and Parents have a duty to guide, support and direct our students, so that their self-concept, dignity and sense of belonging can develop positively within the College Community and that our school motto "Finding Jesus in All Things" is lived out in the daily practices of all in the community.

Restorative Practices is built on a philosophy that focuses on building, maintaining and valuing relationships within a school community. It is about building communities of care around individuals while not condoning harmful behaviour. In other words, holding individuals accountable for their actions, but also focusing upon repairing and strengthening relationships.

Restorative Practices actively encourages students:

- To be aware of expectations, rights and responsibilities;
- To think critically about relevant issues;
- To be aware of consequences of our actions;
- To be able to function effectively within the community;
- To be able to make good choices;
- To be able to make a positive contribution to the life of the College community through their actions, behaviour and sense of good will;

- To seek support, guidance and direction as required and;
- To be in a position to enjoy their experience at the College.

Staff should focus on specific behaviour and the needs of the student. Where warnings or reprimands are necessary, these should be given individually and privately unless prevented by circumstance.

Staff members are required to avoid practices, which do not promote the dignity of the student.

Intervention strategies should begin with the least intrusive, progressing to the most intrusive, as necessary.

Students will be assisted in the process:

- **by seeing appropriate behaviour modelled:**

Students learn from the example of others therefore it is important that staff and parents model appropriate behaviours. Refer to: "Expectations for Parents & Carers, Staff, Principal and Leadership Team and BCE Personnel".

- **by knowing the logical consequences for inappropriate behaviour in advance;**

Students will be made aware of the Consequence Process. Posters clearly outlining the process and Levels of Behaviour as well as expectations will be displayed throughout the College.

- **by having opportunities to develop plans and strategies to improve their behaviour;**

Students will be given opportunities to develop Responsible Behaviour Action Plans where they detail the incident, the inappropriateness of this action, the action that will be taken to remedy the situation.

- **by participating in social-skills development as required;**

All students at Xavier College have the opportunity to participate in Social Skills activities through our camp, retreat and personal & social development programs. Student Support Services, and in particular the School Counsellors, offers one-on-one and small group social skills programs.

- **by being taught assertiveness and problem solving strategies;**

Embedded in the curriculum framework and pedagogical practices of each subject area are activities that are described in the Personal & Social Development Framework/Learning Curve (positive self-esteem; emotional resilience; assertiveness; resolving conflict; strengthening support networks; dealing with stress; how to stay safe; making decisions and developing friendships).

- **Restorative Practices and procedures being enacted as required.**

In most cases, Restorative Practices will be enacted immediately as a situation arises as parties involved look at ways of reconciling and resolving the matter. Teachers on duty are able to assist with playground incidents of a minor nature.

For more serious incidents, a more formal mediation process may take place. College Leadership, Student Welfare Team and support staff will implement these mediation sessions. Restorative practices involve direct participation by both victims and offenders. Victims have an opportunity to have a say in how the situation will be resolved and offenders get a full understanding of the consequences of their actions. This approach allows the offender to gain a deeper understanding of their feelings and those of others and therefore the effect of their behaviour on others. The perpetrator is involved in repairing the damage they've done with an outcome that reintegrates them to the community rather than leaving them feeling isolated.

Research indicates that this develops greater self-discipline with an increase in students developing responsibility for their own behaviour. Implementation will take time because it does involve a cultural shift from punishment, retribution and blame to a focus on restoring relationships and making amends. It also involves a shift from requiring students to comply to getting students to choose to act appropriately and take responsibility for their actions. Should the student choose not to engage in this process, alternative consequences may be applied.

Restorative Practices is based on the following premises:

- 1. Conflict causes harm that needs to be repaired.** "Pain that is not transformed, will be transmitted." (Richard Rohr)
- 2. Fight or flight are generally inappropriate responses to conflict.** We do not run away or give in to conflict. We do not pay back.
- 3. Conflict needs to be addressed by all parties, preferably face-to-face, in a structured, safe environment.**
- 4. People involved in a conflict, wrongdoing or misbehaviour need to be actively involved in the process of resolution.** Imposed solutions or punishments can be less effective and less educative.
- 5. Using Restorative Practices is not a "soft option".** Confronting such behaviour can be confronting for a student; however, core values include respect, inclusion, accountability and commitment to relationships.
- 6. Participants learn social and emotional skills they will use throughout their lives** such as: active listening, facilitating dialogue, problem-solving, expressing emotion appropriately, developing personal awareness, empathy and taking responsibility.
- 7. Logical consequences and sanctions (e.g. detentions, suspensions, staff disciplinary procedures) are still used** but in the context of RP (e.g. "what can you do to make things right?").

8. Special Conditions for the Use of Restorative Practices

The use of Restorative Practices is NOT PERMITTED under the following circumstances (but Restorative Practices may be used to conclude a matter on the advice of legal personnel):

- Where mandatory reporting is required e.g. alleged child sexual abuse. Advice of Police or Department of Child Safety to be followed.
- Where a matter involves unlawful behaviour and it is deemed necessary to report it to the Police. Advice of Police or Department of Child Safety to be followed.
- Where a parent, after explanation of processes and possible benefits, expressly forbids the use of Restorative Practices with a child under the age of 18, following explanation of processes and possible benefits.
- Where a staff member, after discussion with the Principal and/or Heads of School, chooses to follow another path to achieve resolution of a complaint.

The use of Restorative Practices MAY NOT BE RECOMMENDED

- Where the matter is a very sensitive one (e.g. sexual harassment), or involves particularly sensitive students or staff members.
- Where there is a significant disparity of power or status between parties to the conflict.
- Where considerable time has elapsed since the dispute and parties have clearly "moved on".

- Where one party has initiated legal proceedings.
- Where a student has not admitted to wrongdoing or harmful behaviour (intentionally or unintentionally) or acknowledging their role in this incident.

The use of Restorative Practices WILL GENERALLY BE REQUIRED by the College:

- Where a student has admitted to wrongdoing or harmful behaviour (intentionally or unintentionally)
- Where the College requires Restorative Practices to be used as part of disciplinary proceedings in response to alleged harmful behaviour by a student.

EVERYONE HAS THE RIGHT TO LEARN, TO FEEL SAFE AND TO BUILD POSITIVE RELATIONSHIPS

9. Responsible Behaviour Plan: Responsible Thinking Process (RTP)

Background Information relating to RTP

American Social Worker, Edward E. Ford, pioneered the Responsible Thinking Process. Ford was a long-time student of William Glasser and his work on Reality Therapy. As a result, RTP, initially was strongly influenced by Glasser's work. During the 1950's – 60's, Ford's work was further influenced and shaped by William Power's Perceptual Control Theory.

Paradoxically, Perceptual Control Theory is not about how to control people better; but rather it is about the inborn nature of human beings as independent organisms who control themselves, who are inherently in charge of what happens to them. The heart of Perceptual Control Theory (PCT) is clearly and simply that you cannot control another's behaviour without the possibility of being counter-controlled. PCT, aims to explain how human beings act to control their perceptions in ways that are consistent with their standards and values.

Trying to control children by rewarding or punishing them does not teach responsible thinking – it teaches children to manipulate others and to “con” the system. To attempt to control another does nothing but irritate them, make them even angrier and this in turn could lead to total chaos. The only way to develop self-disciplined children is by teaching them to think responsibly for themselves, which means to control their own perceptions without disturbing others. The only way for adults to help children do this is by asking questions.

Ford's Responsible Thinking Process is intended to teach students who are acting as a disturbance within the school environment, how to search within themselves, decide how they want to be, then learn to think of ways of achieving their goals without violating the rights of another. It is based on the philosophy that for a discipline process to be effective, it must treat students the same way as those having difficulty in an academic subject: in a non-punitive, non-controlling atmosphere with understanding, respect, and patience. This is the Responsible Thinking Process (RTP).

PCT teaches that each person is designed to control their own experiences, and their own perceptions of the world. Consequently, this means that when controlling for our own experiences, we must respect other people in their attempt to control their experiences. We can't act as disturbances to their systems. In using RTP, we teach each person not only to respect the rules, but more importantly to respect others by following the rules.

The purpose of the process is not to control behaviour. It is not to change students. It is not to have an orderly class. It is not to keep students in line. Rather, it is to create an atmosphere of respect. Thus, everyone - the entire staff and students - has to be part of this respectful climate. When this happens, discipline problems will be reduced, and there will be an increase in learning time.

RTP teaches students how to resolve their problems without disturbing others, whether intentionally or unintentionally. RTP is a continuous process: all those who deal with students constantly teach them how to think for themselves and how to deal effectively with their problems through creative and effective plan making. RTP gives students the choice of

either staying in class/learning environment and following school rules or going to a Responsible Thinking Classroom (RTC or Planning Room), where they stay until they decide that they want to return to wherever they were disrupting and follow the rules there. This preserves the integrity of the classroom. The process is applied from the time students disrupt, through their stay in the Planning Room, where they are taught effective plan-making (once they have committed to following the rules in the classroom), to their return to the classroom and negotiations with the person for whom they were disrupting.

Ford believes that when you tell students what they are doing or warn them, then it is you doing the thinking and not them. When you ask them, it is them who are doing the thinking. The key to teaching students to take responsibility for their actions is to ask questions that will teach them to think.

Ford says that his program is based on the strongly held beliefs that teachers have a right to teach and students have a right to learn. If anyone disturbs or violates these rights RTP aims to restore these rights.

Students see teachers (and parents!) as either a disturbance (to what they want to achieve) or a means of control (positively – to help them, or negatively – and they will counter control).

- When you do the “yell and tell” who does the thinking?
- When you “ask” a question who does the thinking?

Remember, RTP is not about changing “behaviour”. For many years teachers have been held “responsible” for student’s behaviour. As a result, most teachers spend more time attempting to do this than actually teaching (which is what they are employed to do).

- Who is in control of what you do or think?

RTP teaches students that they are responsible for what they can control. The idea is that we are trying to gain a better understanding of the student, what they are trying to achieve and try and help – in the middle of a class isn’t the time.

RTP isn’t a form of control because the student has a choice – they are asked to look within themselves through the use of questions and decide where they want to be.

Guiding Principles

Students have the right to learn and teachers have the right to teach in safety. No one has the right to disrupt, to prevent others from learning, or to violate the rights of others.

The Responsible Thinking Process is no substitute for a teacher’s poor classroom management skills. Well prepared, presented and engaging lessons coupled with effective classroom management techniques are a very important tool in this process. This promotes a positive classroom environment, quality relationships and an opportunity for students to self-manage their behaviour.

The Responsible Thinking Process (RTP) rather than being a set of rules, is an attitude about how a person interacts with others. It’s the application of PCT principles through the procedures of RTP that really sets RTP apart from all other discipline programs.

RTP is a process that teaches respect for others through responsible thinking.

This unique classroom discipline process is both non-manipulative and non-punitive. It creates mutual respect by teaching students how to think through what they are doing in relation to the rules of wherever they are. This gives students personal accountability for their actions, thus teaching self-discipline.

For further explanation of Perceptual Control Theory read Ed Ford's book: Discipline for Home and School. Book 1 or visit www.responsiblethinking.com

Ed Ford questions how students who forget their book, arrive late to class or don't do their homework are violating another's rights. In these cases, a teacher would be expected to follow regular classroom management strategies. Behaviours like these should have natural consequences.

Part 2 – Whole School/College Expectations

10. Xavier Catholic College's School Rules

As a member of the Xavier Catholic College community:

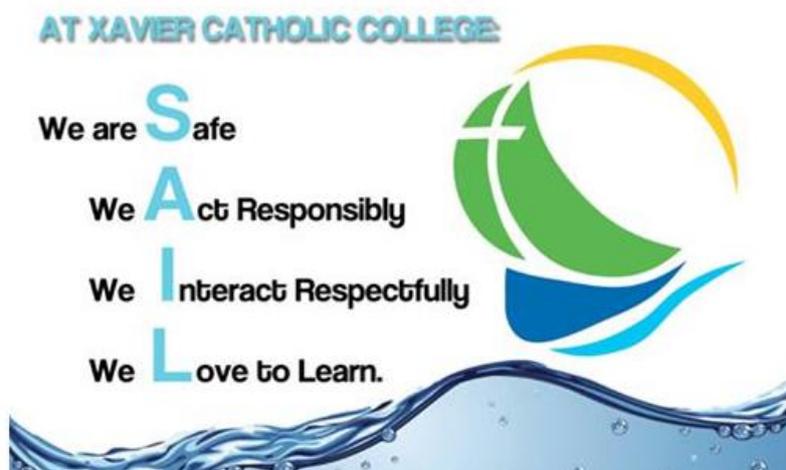
1. I will ensure my behaviours and attitudes must be respectful towards all staff, students, and property
2. I will place safe behaviours at the heart of all I do
3. I will comply with all that is lawful
4. I will come to the learning environment on time, prepared and ready to work

11. Management Plan for Individual Students at Risk

All students and staff have a right to feel safe. At times, it will be necessary for those students who have been identified as having significant behaviours to be moved to a more formal management plan.

The **Individual Behaviour Management Plan** will be devised after consultation with the relevant member of the College Leadership Team, School Counsellor and/or Learning Support Teachers, parents/carers and classroom teacher (Junior Years) or Heads of House (Middle and Senior Years). Copies of **Individual Behaviour Management Plans** should be accessible to all College Leadership Members and other relevant personnel.

12. Student/School Rules



We are safe:

Students will display this quality by:

- Asking for help if unsure
- Taking a position after consideration of the rights of all.
- Trying hard with difficult tasks and using different ways to solve the problem safely
- Pushing the limit of your own knowledge and abilities

We Act Responsibly:

Students will display this quality by:

- Respecting the rights of others to learn
- Being polite and well-mannered at all times
- Following all teacher directions
- Speaking positively and listening attentively to others
- Using appropriate language in an appropriate tone

- Being tolerant of others and their skills
- Keeping out of and respecting other's personal space
- Taking care of the natural and physical environment, ensuring all rubbish is placed in bins, furniture and equipment returned to correct area and bags left in designated areas.

We Interact Respectfully

Students will display this quality by:

- Wearing school uniform with pride
- Being punctual to class, Assembly and all school-related activities
- Being on task and knowing timetable in order to be in the right class at the right time
- Moving quickly to classes without running and waiting quietly outside classrooms
- Wearing hats at all times when outdoors and following sun-safe procedures
- On the playground, playing safely and following all rules
- Switching off all mobile phones/Ipods/~~MP3~~ players between 8.45 am and 3.00 pm
- Using all facilities (toilets and drinks) during break time and remembering to be hygienic (washing of hands etc.)
- Walking bikes through school grounds
- Moving quickly and quietly and sitting in Class /Pastoral Care Group lines at Assembly; listening quietly, respecting Guest Speakers and applauding appropriately
- Waiting behind fence until instructed by teacher to move in the correct order when waiting for the bus.

We Love to Learn

Students will display this quality by:

- Always turning up prepared with correct equipment
- Planning appropriately and identifying and using necessary resources
- Attending all appointments on time
- Completing homework on time and submitting all pieces of assessment by due date
- Returning excursion and other forms promptly
- Displaying appropriate passes/forms (late or early departures) when required.

13. Expectations for Parents & Carers, Staff, Principal, College Leadership Team and BCE Personnel

Parents and Carers are required to:

1. support the College and its policies and procedures as per enrolment guidelines to achieve the best outcomes for their child;
2. ensure that each child has the material and personal requirements to participate fully in a typical College day;
3. support College Staff in maintaining a safe and respectful learning environment for all;
4. show an active interest in their child's schooling and progress;
5. initiate and maintain effective communication and positive relationships with staff regarding their child's learning, wellbeing and behaviour, and;
6. contribute positively to behaviour support processes that concern their child;
7. respect the College's Catholic ethos and Ignatian charism (ie school Masses, liturgies, celebration evenings, etc.).

Staff are required to:

1. actively support all students to achieve their fullest potential
2. model appropriate behaviour through words and actions
3. provide positive reinforcement for responsible behaviour
4. treat all students respectfully
5. provide a consistent approach to behaviour management in the College
6. recognize and cater for the diversity of needs, and
7. support external professional personnel as required.

The Principal and College Leadership Team are required to:

1. play a strong leadership role in implementing and communicating the College Responsible Behaviour Policy within the College Community
2. communicate high expectations for individual achievement and behaviour
3. provide support structures, policies and practices that enhance the Responsible Behaviour Policy
4. monitor and review the effectiveness of College practices and their effect on student learning
5. support staff in their required behaviour management practices; and
6. arrange professional development opportunities for staff.

Personnel at Brisbane Catholic Education are required to:

1. have behaviour management programs that are effective, consistent, fair, reasonable, monitored and well-communicated
2. support fair and just processes and decisions at the school level; and
3. provide philosophical, educational, financial and legal support for Catholic schools.

Part 3 – Classroom Expectations

14. Creating a Quality Teaching and Learning Environment

- Using an approach where student welfare is fostered whilst expecting appropriate standards of effort, attitude and behaviour ('warm demandingness').
- Creating a supportive environment where teachers set high expectations whilst supporting all students to achieve to their best potential.
- Firm boundaries need to be set – students need to realize that there are standards of academic and social behaviour that are non-negotiable and that must not be compromised.
- Students need to be treated as individuals – they need to know that their teacher has an interest in them as a person, before they will accept advice, or before they will work for their teacher.
- The students need feedback in relation to performance and progress as well as being involved in the feedback process – being able to have an input into practices and the way they learn.
- A professional approach to behaviour management is essential in confirming and sustaining positive relationships with the students – modelling respect, using appropriate tone of voice, using the student's name, making him feel valued.
- When dealing with students who have disrupted, the behaviour itself should be challenged – there should be no personal attacks.
- To ensure that students develop their potential, teachers must ensure that they provide a well-prepared lessons based on effective classroom pedagogy, the Australian Curriculum and other relevant curriculums. The classroom environment, tasks and activities should be geared to ensure that best practice for all student learning is promoted.

15. Building Positive Relationships – Developing Positive Attitudes and Perceptions.

The social and learning environment of a school is enhanced if a whole-school approach is developed.

Developing and fostering positive attitudes within our students' social development and in their learning is crucial. Research is very clear that students will not become involved in any productive thinking if they do not feel safe and supported within their school, their classrooms and in their learning endeavours. It is crucial to the learning process that our classrooms are **safe, orderly and attractive places**.

The material presented hereafter represents a summary of Xavier Catholic College's Agreed Standards in the classroom. Teachers and Students are to be aware of this material and consistently implement these standards in the classroom.

As teachers and students at Xavier Catholic College we commit to the following:

15.1. A Feeling and Tone of Acceptance in the Classroom:

Teachers commit to -

- Establishing a relationship with each student;
- Knowing students as individuals;
- Engaging in equitable and positive behaviour;
- Reinforcing effort and provide recognition in students' achievements;
- Monitoring and attending to their own attitudes;
- Planning opportunities for goal-setting and feedback;
- Providing opportunities for students to develop peer relations;
- Helping students develop their ability to use their own strategies for gaining teacher and peer acceptance.
- Rewarding consistent effort and acceptable behaviour.

Students commit to –

- Allowing teachers to engage with other students in the classroom;
- Engaging in positive and supportive behaviours;
- Endeavouring to reflect on their own behaviour and how it impacts on others in the classroom;
- Helping other students in the class to learn in a spirit of collegiality.

15.2. Perceiving the classroom as a comfortable and orderly place for learning:

Teachers commit to -

- Establishing and communicating classroom rules and procedures;
- Modelling expected behaviour;
- Creating a positive learning environment;
- Establishing a sense of academic trust;
- Providing appropriate feedback;
- Ensuring that the desk layout within the classroom is conducive for learning;
- Recording a Seating Plan for all classrooms where feasible;
- Recognizing and providing for students' individual differences;
- Being aware of malicious teasing or threats inside or outside the classroom, and to take steps to stop such behaviours.

Students commit to -

- Following the classroom rules and procedures;
- Supporting the expected behaviour and positive learning environment;
- Allowing the teacher to engage in a positive manner with other students;
- Sitting in their assigned seat according to the Seating Plan;
- Reporting malicious teasing or threats that are made inside or outside the classroom and to support the teachers' actions to stop the behaviour.

15.3. Commencing the Lesson in a structured way:

Teachers commit to –

- Attending all classes on time and at the correct location;
- Lining students up quietly outside the room (where space allows);
- Entering the students quietly with correct gear, including diary;
- Standing students behind desks in silence for greeting;
- Directing students to tidy their uniform in preparation to begin class;
- Praying when appropriate;
- Checking graffiti at the start and end of class;
- Marking the attendance roll.

Students commit to -

- Attending all classes on time and at the correct location;
- Lining up quietly outside room (where space allows);
- Entering the classroom quietly with correct gear, including diary;
- Tidying their uniform in preparation to begin class;
- Standing behind desks in silence ready for greeting by the teacher;
- Praying when appropriate;
- Checking and reporting graffiti at the start and end of class;

15.4. Concluding the Lesson in a structured way:

Teachers commit to –

- Preparing students for the end of class;
- Ensuring students copy down homework and/or revision;
- Directing students to clean classroom floor & whiteboard;
- Directing students to straighten desks & chairs;
- Directing students to cross-check for graffiti;
- Checking uniform & wishing students well for the rest of the day.

Students commit to-

- Recording homework and/or revision in the Student Diary;
- Assisting other students to clean and tidy the classroom;
- Cross-checking and reporting graffiti;

- Tidying their uniform in preparation to leave for another class or a break.

15.5. Promoting a Respectful and Safe learning space:

Teachers commit to –

- Using inclusive language (we/our);
- Never putting a person down or allowing any putdowns in the classroom;
- Using eye contact and warming gestures;
- Using appropriate and respectful language at all times;
- Giving verbal reminders – going to the student and speaking to him quietly;
- Being conscious of their own behaviour in disciplinary situations, e.g. tone of voice, stance, language, open hand vs. pointing, volume, pitch, etc.;
- Following all workplace health and safety guidelines at all times, both inside and outside of the classroom;
- Whenever possible, allowing the student privacy – dealing with the matter away from the others;
- Not arguing the point in front of other students;
- Being absolutely consistent in the follow-up. Consequences are to be applied according to the directives set down in this document.

Students commit to-

- Never putting another student or the teacher down in the classroom;
- Using language that is appropriate and respectful at all times in the classroom;
- Following all workplace health and safety guidelines at all time, both inside and outside of the classroom;
- Not arguing publicly with the teacher;
- Following up with the Consequences when the Agreed Standards have been transgressed.

16. THE PROCESS OF MANAGING BEHAVIOURS

16.1 General Management Techniques

The teacher should clearly establish his/her expectations of the young person in the classroom situation. The following tools may be useful for correcting minor behaviours:

Use of **non-verbal signals** such as hand signals, eye contact, a nod of the head or looking at your watch can be effective to acknowledge correct behaviours.

Use **tactical ignoring** – you do not have to correct every behaviour. By refusing to react to some minor attention-seeking behaviour you can often minimize it.

Use **proximity** to the young person and body language to correct behaviour – move yourself close to the person, adopt a particular stance and use non-verbal signals. You may choose to move that person from the area for a short time.

Refer to the rules that have been previously established – draw the student’s attention to the rule/s that are being compromised and ask them to verbalize the rule. Use a series of questions to allow the young person to show their acceptance for and understanding of the rule, e.g.

- What are you doing?
- What is our classroom rule?
- What happens when you break the rule?
- Is this what you want to have happen?
- What will be the consequence if you do that again?

Use the technique of **cueing** – rather than yelling at those who are doing the wrong thing, use direct praise or encouragement of those who are displaying appropriate behaviour.

Offer a choice – use a least intrusive manner (close to the student; use quiet, firm and expectant tone without disrupting others) to state the choices available to the young person in relation to his current behaviour.

Ensure rules are posted clearly.

Review and reinforce procedures.

Insist on prompt arrival at class/study/other activities.

Insist the students stay on task and develop methods for achieving this;

Starting points for developing strategies –

- Use eye contact/warming gesture
- Never put a person down or allow any putdowns in the classroom situation
- Use inclusive language (we/our)
- Give verbal reminders – go to the student and speak to them quietly
- Be conscious of your own behaviour in disciplinary situations, e.g. Tone of voice, stance, language, open hand vs. pointing, volume, pitch, etc.
- Whenever possible, allow the student privacy – deal with the matter away from the others
- When possible, agree or partially agree with the student; e.g. On litter, say: “Yes, I know it’s not yours, but do us a favour and ...”
- When possible, offer to assist the student (I’ll give you a hand to put this rubbish in the bin).
- Don’t argue the point in front of other students.
- If appropriate, ask the student’s permission for you to “mirror” (instant replay) the offending behaviour and then invite his feedback.
- Be absolutely consistent in your follow-up. If you apply a consequence, make sure you carry that through.
- Always be prepared to discuss and seek advice when dealing with difficult students and situations.

16.2 Managing Non-Disruptive Behaviours

Non-disruptive behaviours are those behaviours that do not disrupt the teaching and learning that is taking place. These types of behaviour may include: - Homework not being done; By not being prepared for classes/study; Swinging on chairs; Generally poor work ethic.

Positive strategies: Reward, praise and encouragement

Good behaviour can be promoted by using some or all of the strategies below. This is especially important for establishing a positive culture in the classroom and for students who do not otherwise demand much teacher attention.

Such strategies include:

- Using positive verbal and non-verbal cues.
- Giving praise and/or rewards to individuals for a good attitude and work ethic, enthusiasm, consistently being non-disruptive.
- Providing opportunities for the students to demonstrate success.

Support strategies

- Have **clearly stated and displayed rules/practices and procedures with consequences outlined** (consequences may be negotiated with the students prior to the rules/practices being displayed)
- **Involve** the Pastoral Care Teacher / House Dean / Head of Department (or other suitable person) by communicating the issue and asking them to talk with the student

- **Contact parents** and involve them in the management process.

Response Strategies

- Use consequences according to the classroom rules/practices and procedures.
- In preparing for activities, consider possible areas where problems may arise and seek to have a process in place to **minimize / prevent / prepare** for the problem.
 - Have appropriate consequences. These must be equal to the offence, reasonable and still show respect for the student. Use the principle: “Certainty rather than severity”.
 - Apply the principle: “Least intrusive for minor problems”. Get upset about issues that count, not trivial things. “*You don’t need a sledge-hammer to kill an ant.*”

For consistent, non-disruptive behaviours in the classroom, **use the monitoring card** system to deal with the problem. Please ensure that you email the parent that their child is being placed on a monitoring card. Also, ensure that it is recorded on the Student Behaviour Support System (SBSS).

- Use a **green class** card for monitoring the non-disruptive behaviour (e.g. attendance, homework completion, work ethic, etc.) within your learning environment.
- Use a **yellow card** (via the House Dean) for monitoring non-disruptive behaviour (e.g. attendance, homework completion, work ethic, etc.) across all subject areas.
- Use a series of questions for students to think about and attend to their own non-disruptive behaviours:
 - What are you doing? /Why have you not completed your homework? /Why is the work not completed? (or other suitable question for the situation)
 - What is the expectation?
 - What can you do to solve the problem?
 - Negotiate the return to correct behaviour with the student.
- Use the **Academic Detention** system for students to complete work. Failure to attend an Academic Detention without communication or reasonable justification leads automatically to an After-School Detention.
- For **After-School Detentions**, at least 48 hours notice must be given to Parents prior to the Detention. A Detention Form must be completed by the teacher and handed to the student for signing by the Parent. Also ensure that it is recorded in Student Behaviour Support System (SBSS).
- Also, ensure that the following infringements are recorded in Student Behaviour Support System (SBSS).
 - **Uniform, Littering, Graffiti, Late to class, Leaving class without permission**
- **Natural Consequences.** Repeated infringements of the above will lead to a natural consequence. In any 10-week period, 3 infringements of the same nature will result in an automatic **After-School Detention**. In any 10-week period, 5 infringements of any of the above will lead to an automatic **After-School Detention**.

16.3 Managing Disruptive Behaviours

The **Restorative Practices Process** is identified as the preferred discipline process for **Disruptive Behaviour** at Xavier Catholic College because we believe that it is most consistent with Gospel values and the Catholic Mission of the school.

LEVEL 1 – Communication with the student

Positive strategies:

Reward, praise and encouragement

Good behaviour can be promoted by using some or all of the strategies listed below. This is especially important for establishing a positive culture in the classroom and for students who do not otherwise demand much teacher attention.

Such strategies include:

- Using positive verbal and non-verbal cues.
- Giving praise and/or rewards to individuals for responsible behaviour, high work standards, enthusiasm, good attitude.
- Encouraging students to set and achieve their individual short term and long term goals.
- Writing positive comments in their books/planners (classroom practice).
- Providing opportunities for students to demonstrate success.
- Writing and sending letters of commendation.
- Implementing short or long term reward systems.
- Presenting certificates for special achievements.
- Any other strategies that develop a positive atmosphere/culture within the classroom – individual behaviour plans.

Possible Support Strategies

- Check with Pastoral Care Teacher/ House Deans for any relevant background information.
- Find out something that interests the student and begin building a relationship based on this.
- Use an important/significant adult in the student's life to assist at this time, e.g. coach of the sporting team to which the student belongs.
- Consider a peer mentoring system within the class or Pastoral Care group.
- If appropriate, contact parents and involve them in the management process.
- Use the College Counsellors as required.

LEVEL 2 – *Employ the Formal Questioning Process (Based on the RTP Process)*

When a behaviour occurs that disrupts the learning and teacher process, the teacher asks the following:

- What are you doing?
- What is our rule?
- What happens when you break the rule?
- Is this what you want to have happen?
- What will be the consequence if you do that again?

The Questioning Process

The questioning process is designed to help children look within themselves and compare the way they are dealing with others with the rules of wherever they are, and to decide whether their ways of handling themselves are violating the rights of others within that environment. These are the RTP questions to ask:

“What are you doing?”

Most always, this question should be asked first. Any time children break the rules or don't conform to criteria or guidelines, the first focus of concern should always be the way they handle themselves, to become aware of their actions, and, more importantly, how their actions might affect others.

If they are going to respect the rights of others and follow the rules, they must first look within themselves and see what it is about themselves that is interfering with others' rights. Talking about rules is meaningless unless they look at what it is about themselves that relates to the rules. But they must do the looking. It must come from within the children themselves.

Telling them doesn't teach them to self-reflect either now or in the future. This is something they must learn through experience by successfully dealing with their issues. "What are you doing?" begins the process by which you learn if they are ready to accept responsibility. As Ed Ford says "Every adult takes responsibility for asking the questions."

"What are the rules?"

To maintain mutual respect, you have to tie whatever they are doing to the rules and standards of wherever they find themselves. You are teaching them to compare what they are doing to the standards of their environment rather than what you want them to do. Then, you are more likely to be perceived as a respectful, interested party, and not as someone who is trying to control them. When you say such things as "do what I say" and "my rules are," students will see themselves as dealing with you, not the rules. It should be clear that they are dealing with the rules, not you.

Once they are committed to following the rules, you should be willing to help them create a workable plan to achieve their goals. That's what maintains mutual respect. When you yell, tell, argue, lecture, or insist on having your own way, they'll perceive you as controlling, and conflict will rear its ugly head. And, what is more important, they'll never learn to look within themselves and decide how they want to be.

The rules of any environment are designed to allow us to accomplish what we want without interfering with the rights of others. Rules have nothing to do with individual preferences, but everything to do with our ability to live freely when we are with others.

"What happens when you break the rules?"

Here, you are simply getting them to reflect on the consequences of breaking the rules. If there are no consequences, or if they are inconsistently applied, this will work against their learning the purpose of rules and the responsible way of living. They must believe something will happen every time they break the rules or a growing respect for others will never develop.

"Is this what you want to happen?"

Now you are asking them to look within themselves and decide how they want to be as persons. You are really asking them if this is the way they see themselves and how they want to live their lives. You are asking what do you want to happen to you for the rest of your life, do you enjoy these kinds of consequences, do you want to keep running from the law or from others, do you enjoy the way you want to live your life? This question follows logically, and it carries within it the seeds for powerful changes in life style if the children reflect upon and deal with the issues it suggests.

Most children look to consequences as something that will happen to them. This question brings home the fact that, indeed, this will happen to them—but it is within their power to make changes.

Once they decide to make changes in how they want to be as persons (which might take a short time or months on end), questions three, four, and five will no longer be needed. This will be apparent from the reaction you will get after asking "What are you doing?" They'll throw up their hands or roll their eyes and say "Yeah, OK, I know." They've worked through how they want to be, and now they're learning to deal with being that way on a continuing basis.

"Where do you want to be?" or "What do you want to do now?"

This step can be used interchangeably with the prior one. Ed Ford has introduced a variety of questions to suit various people and situations. The point here is to get closure as to what they really want with regard to the conflicting ways they've been living. Once they've agreed that they want to be where they are and are willing to follow the rules to be there, then they have to learn how to stay wherever they want to be when various problems arise.

"What will happen if you disrupt again?"

This question, along with the first, should always be asked, even with those children who have already reflected and decided to change how they want to be. It asks, in a different way, the same thing as question four. Do you want to deal, within yourself, with how you treat others, and really be a different person? Reflecting on the future consequences of the way they are presently dealing with their lives is a critical part of the process. Students should also reflect on the

unintended consequences of how their ways of reaching their own goals are affecting others. Students who disrupt could be keeping other children from learning, and might injure or humiliate them. They certainly can make it difficult for teachers who want to teach and keep their students on task.

If necessary, ask them what they are doing compared to other things they want. This isn't always necessary. The purpose of this comparison is to help the child perceive that, although they might be getting some of what they want, when they shove someone else to the ground, there are other wants that they are being kept from getting, such as being the kind of person they want to be or being with their friends and playing outside in the playground.

If the disruptive behaviour continues, the teacher should continue to use the strategies for building positive relationships and management techniques as stated previously. He/she should use the following strategies to help deal with continuing concerns.

Response Strategies for continuing disruptive behaviour

- Use verbal or non-verbal communication (dependant on the behaviour – if the behaviour is not necessarily causing a disruption e.g. Swinging on chairs).
- Speak with the student outlining clear expectations for their behaviour.
- Use the questioning technique (RTP) and according to repeated disruption to the learning environment and the student's responses to the RTP questions and through their actions, they should withdraw themselves to a "Buddy Classroom." All teachers are required to identify at least one "Buddy Classroom" that is operating at the same time for each lesson.

Continued Disruption: The Process for Teachers

If a student continues to disrupt after the questions have been asked, the following questions need to be asked:

"What are you doing?"

"What did you say would happen next time you disrupted?"

During the first set of questions you should have established (from the student) that they said they would have to go to a "Buddy Classroom" if they had to be spoken to about disrupting again. It is crucial that you use the phrase 'what did you say would happen...'. This can help diffuse the anger (towards you) a student may have. Remember they need to be taught that they are dealing with the rules, not you. They have already admitted that they would need to go to a "Buddy Classroom."

"Where do you need to go now?"

Once you have said this, never back down. The questions and statements need to be voiced firmly but respectfully. The teacher must remain in control and not shout or be sarcastic or rude. A matter of fact tone should be used. The student should collect a referral sheet and proceed to a "Buddy Classroom."

These questions should never be understood as a warning to the student. They aren't. Warnings imply possible punishment. What this process is doing is asking students to think about what they are doing in relation to the rules of wherever they are. This would include losing their right to remain where they are if they continue to violate the rights of others.

They aren't being threatened by the use of these questions. Rather, the students are being asked to look at the possibility of losing their rights and privileges by violating the rules

Dealing with Children Who Evade Responsibility

Not all children are compliant. When asked "What are you doing?" some say nothing, some say "It's not my fault" or "He was talking first," and some defend their actions by explaining what they were trying to do. The key is this: when they avoid answering a question, repeat it. If they persist in not dealing with you, then ask "Do you want to work on this or

not?" If they continue to avoid dealing with you, then say "You need to go to a "Buddy Classroom." Once you have said this, never back down. If you back down, you are, in effect, establishing an additional time for disrupting.

The process allows for two disruptions before students go to a "Buddy Classroom." An additional disruption increases by 50% the number of disruptions per child prior to having to deal responsibly with their problems.

When they want to return and obey the rules, they must be taught how to create a detailed, specific plan. It is this plan which they use when negotiating with the person in charge of wherever they were disrupting and from where they came.

Dealing with Those Who Disrupt after Settling Down

If children answer the questions and settle down but later begin to disrupt again, then ask "What are you doing?" and then "What did you say would happen the next time you disrupted?" This question gets them to look within themselves and reflect on where they themselves admitted they had to go. Thus, you are not sending them to a "Buddy Classroom"; nor with the first set of questions were you warning them. They are actually acknowledging that earlier they admitted they knew where they would have to go if they continued to disrupt.

You are not the "bad guy" but are simply asking them to reflect on how the system works. If they become angry, it is likely that they are mad at themselves for having created this situation. But it is important here to note that, as mentioned earlier, you must ask the questions in a calm, curious, and respectful way. When they answer that they have to go to a "Buddy Classroom," then the final question from you should be "So where do you need to go now?"

The "Buddy Classroom" is where students go to create a plan that is designed to help them work through the problems they are having with following the rules and respecting others' rights. It is based on the principles of Restorative Practices, in that the student is reflecting on the way(s) that they can restore the relationship with the teacher and their classmates. Once they've arrived at the "Buddy Classroom", they should not be pressured into making a plan. That decision should come from them. Some might sit for a while, angry at themselves, but that's acceptable.

They are struggling within themselves, and that's a healthy sign. Once they ask for a plan, they've accepted responsibility for dealing differently with the way they tried to achieve their goals, and especially for how they treated others. Then, ask them if they are willing to set a goal to work at solving their problems in that area. If they say yes, that is the first step toward their success in dealing with others. You are trying to determine if they are really committed to changing the way they want to be, and how hard they are willing to work to make that happen.

Once strongly committed to changing how they structure their life and deal with others, including resolving their problems, children are ready to learn how to work on a plan to satisfy what they want, using goals and charts.

Once the plan has been created the student is ready to negotiate with the person in charge of wherever the student disrupted, seeking to be readmitted to class (or the library, playground or wherever). **This should occur before the start of the next scheduled lesson.** For Junior Years Classes, this might occur after a break or by negotiation with the "Buddy Class" teacher. It is important that the teacher enters the details into the Student Behaviour Support System (SBSS). The teacher should also ensure contact is made with the parent(s)/carer(s) to advise them of the student's entry into a "Buddy Classroom." This can be done by a short email.

Negotiating Plans Is Important to the Process

When children approach a teacher to negotiate back to where they were disrupting, they should be given time to explain how they are going to deal with problems the next time they occur.

This process should not take more than three to five minutes. If the teacher has any questions concerning a student's plan, this is the time to ask questions and get clarification from the student. If part of the plan is unacceptable, the student should be asked for alternatives. The teacher should offer alternatives if the student does not. If the alternatives are acceptable to the student, then the student must alter the written plan to reflect the negotiated changes. **All plans should include an After-School Detention as a way of making up for missed work.**

A plan should never be ignored or refused. It should always be treated as a sincere commitment. Negotiating is critical to building student-teacher relationships. Always use questions—they help to teach responsible thinking.

After Negotiating, the Student Is Re-admitted to Class/Learning Environment

Not all children think of their plans as ongoing restructurings of how they deal with their difficulties. Some see plan making as a way of “playing the game to get people off their backs.” Others, such as pre-schoolers and special needs students, might forget easily or have short attention spans.

Some staff find it very effective when working with special needs students to review their plans several times a day, asking the children if they were succeeding with their plans or how the plans were going- the plans then became ongoing parts of how they dealt with themselves and others within the classroom.

Many teachers have found that when students disrupt again after negotiating plans, the following questions are especially helpful:

- “What are you doing?”
- “Are you following your plan?” “Is your plan working?”
- “Do you want to change your plan?”

Asking such questions provides opportunities for students to reflect on their plans and to relate them to any present difficulties they might be having in the classroom or elsewhere.

This cycle continues through Levels One and Two as the tool for the managing of ongoing disruptive behaviour.

LEVEL 3 – *Intervention by Pastoral Staff*

If the disruptive behaviour continues and the student is a frequent visitor to a “Buddy Classroom,” the teacher will meet with the House Dean or the Head of School (Primary) for P to 6 matters to discuss intervention may take place. House Deans or the Head of School (Junior) will use their discretion as to whether they need the support of a College Leadership Team member.

- If the issue appears to be mainly between one teacher and the student, the Head of House (or Head of School (Primary) for P to 6 matters) will initiate an approach to work through the problem/ issue with the teacher. (This may involve a mediation between the student, the teacher and a ‘Significant Adult’ i.e. Pastoral Carer/ Head of House/ School Counsellor or Parent(s) as appropriate)
- If the issue appears to be with a number of staff, the Head of House will investigate and invite the parent(s)/carer(s) and any other necessary parties to an Intervention Interview. An individual behaviour management plan will be designed and negotiated for the individual student. All staff associated with the student will be informed of and receive a copy the plan, as well as the parents of the student. The Head of School will be advised of the outcomes of this Intervention process.
- An interview between the Head of School, the student and his parents may be an outcome of this process.

LEVEL 4 – *Suspension or Termination of Enrolment*

If the student continues to display disruptive behaviour a parent interview with the Principal may be required and the possible suspension or termination of enrolment will be discussed.

16.4 Automatics

In some extreme cases a teacher may have to skip asking the RTP questions and say “I see by your behaviour that you need to go to a “Buddy Class” (or to the Head of School for serious breaches). These are referred to as “Automatics” and include:

- Violence/fighting

- Aggression or Intimidation towards staff
- Obscene language to staff or students
- Very unsafe behaviour in areas where staying there would put others (or themselves) at risk
- Failure to report to the “Buddy Class”
- Truancy
- Stealing
- Deliberate interruption of the RTP process with other students

Xavier Catholic College commits to a safe and respectful learning environment for all students and staff. Aggression, Intimidation, Violence, Swearing and Intentional Absence from Class (Truancy) will not be tolerated at the College without suitable response. Consequently, when such behaviours are exhibited, students will not only be automatically referred but will additionally be required to complete an After-School Detention or a Suspension (depending on the seriousness of the offense).

Part 4 Formal Sanctions

17. Formal Sanctions

The formal sanctions applied at Xavier Catholic College:

- are just and reasonable and convey a sense of forgiveness
- encompass a range of options that are related to the misdemeanour
- are supportive and enforceable
- contribute to the development of justice in the school
- foster responsibility for actions
- focus on restorative practices.

The formal sanctions applied at Xavier Catholic College intend to achieve the following objectives:

- to protect the rights of the students, staff and learning community
- to help find ways to negotiate with the student a plan for change to acceptable patterns of behaviour
- to keep the parents/caregivers of the student informed and, if possible engage them in the negotiations to secure a change to acceptable patterns of behaviour by the student
- to safeguard the right of teachers to be able to teach without unacceptable disruption
- to safeguard the right of other students to learn without unacceptable disruption.

It is an expectation that formal sanctions are only imposed when all other reasonable steps to deal with the situation have been taken. The proposed action should appropriately balance the best interests of the student and the security and safety of other members of the school community – risk management.

Formal sanctions available to Xavier Catholic College through the Brisbane Catholic Education's ***Student Behaviour Support Policy*** are:

- Time-Out
- Detention
- Suspension
- Negotiated change of school
- Exclusion

17.1 Detention

The principal of a school, if satisfied that a student has behaved in an unacceptable manner, may impose a detention on that student. This authority may also be delegated to teaching staff.

What is *detention*?

A 'detention' is any relatively short period when a student is:

- required to remain at school, or in a particular classroom, in student's 'non-class' time (recess, lunchtime, recreation time, after school) or
- excluded from normal classes, or from a particular class or activity, pending negotiated conditions for re-entry (time-out).

While the word 'detention' is used, the form of detention that is used at Xavier Catholic College is not related to formal detention centres / systems. The opportunity exists during a detention to use that time to:

- repair relationships
- use restorative practices
- make plans for appropriate behaviour, and
- rehearse alternative behaviours.

The processes associated with detention are also used in this document to refer to other legitimate school practices such as the *Responsibility and Respect Process* so that they have a consequential rather than punitive nature. The P-12 *Responsibility and Respect Process* utilised at Xavier Catholic College is outlined in Appendix 2.

A detention should be constructive and age-appropriate. It can signal to a student that their inappropriate behaviour will be met with an immediate consequence. Detentions can be a deterrent to problem behaviour.

A student could be delayed from enjoying pleasant recreational activities (recess, lunchtime, recreation time or after school) or from participating in normal classes – referral to the *Responsibility & Respect Room* (Years 7-12) referral to another classroom or a member of the leadership team (Years P-6).

At a more serious level, ‘time-out’ from the classroom may be a form of ‘in school suspension’ in another classroom or under the supervision of a member of the leadership team or delegated staff member.

What are the guidelines associated with detention?

Brisbane Catholic Education *Student Behaviour Support Regulations and Guidelines* outline the following expectations for schools using detention as a method of managing student behaviour:

- that the detention itself is age-appropriate and that the student is adequately supervised by a member of the teaching staff or school leadership team for the entire period of detention (what is adequate will depend on the student’s age, stage of development, and any special needs)
- the student’s safety and welfare needs are being addressed - the student is given appropriate access to food, access to drink facilities and access to toileting facilities
- a detention room should not be regarded as a punitive environment
- the student should understand that return to class is contingent on a negotiated agreement to behave in an appropriate way
- time-out will not be effective if the student does not want to return to class or views time-out as an escape from an undesirable situation. The purpose of time-out may also be to relieve the teacher and other students
- interaction between a student and the supervising teacher should be emotionally neutral; the aim should be for the student to devise a plan that negotiates readmission to class.
- where it is intended to detain the student after normal school hours, notification is given to the parents/caregivers of the student, and the school is informed of the arrangements in place for the student’s travel from school to home. If detention will jeopardise a student’s safe transport home, it is appropriate to postpone the detention until alternative arrangements can be negotiated with the student’s parents/caregivers.

17.2 Suspension

The principal of a Brisbane Catholic Education school may suspend full-time or part-time a student from that school **for a period up to 10 school days** or part thereof, if satisfied that a student has behaved in an unacceptable manner, or whose attendance the principal believes poses an unacceptable risk to members of the school community.

In the absence of the principal from the school, the Acting Principal has the same authority to suspend. The principal may also delegate the authority to suspend to members of the college’s senior leadership team such as the, Assistant Principal – Student Welfare, Head Years P-6 and Head Years 7-12, etc.

A suspension could take place in school or out of school.

What is suspension?

Suspension is the temporary, full-time or part-time withdrawal of a student’s right to attend school and school related functions for a defined period of time.

- Any single suspension cannot exceed ten school days without being referred to the Director, School Services
- Indefinite suspension, where the student is continually re-suspended for the maximum period, should not occur
- Suspension can be part-time, in which event the student is not permitted to attend school for certain times of the day or of the school week. Part-time suspension should not exceed more than ten school days

- By mutually agreeable arrangements, a student's enrolment may be suspended whilst the student attends an alternative education program.

Suspension may occur if so decided by the school Principal after he/she has:

- Ensured that all appropriate and available student support strategies and discipline options have been applied and documented
- Ensured that all appropriate support personnel available, within the school system and externally, have been involved
- Taken reasonable steps to ensure that discussion appropriate to the circumstances, has occurred with the student and/or parent/caregivers regarding specific misbehaviour which the school finds unacceptable and which may lead to suspension and considered the response of the student and/or parent/caregivers
- As far as practical, provided to the student and/or parent/caregivers a formal written behaviour notification detailing these behaviours, as well as clear expectations of what is required of the student in future
- Recorded all actions taken in appropriate school files or BCE database.

Why would a student be *suspended*?

Principals may suspend where behaviour includes:

- **Persistent noncompliance** - Students, who in their relationships with staff, are persistently disobedient, insolent or engage in verbal harassment and abuse, may be suspended
- **Persistent disruption** - Students who persistently disrupt and prevent the learning and teaching of others may be suspended
- **Breach of school's Code of Expected Student Behaviour** - Students who seriously breach the school's published rules and regulations may be suspended.
- Suspension is not to be used as punishment for poor attendance.

In some circumstances the Principal may determine that a student should be suspended immediately. This will usually be due to reasons such as the safety of students or staff because of violence, threats of violence (including threats made using telecommunications), or the presence of weapons or illegal drugs.

Principals may suspend immediately any student whose behaviour includes the following:

- **Possession of alcohol or a suspected illegal drug** - Brisbane Catholic Education firmly believes that schools must be places which are free of illegal drugs. Suspension may occur immediately if the substance is being represented by the student as an illegal drug or alcohol, or is confirmed as illegal. In cases where the substance is being represented by the student as an illegal drug, the matter should be referred to the police.
- **Violence or threat of serious physical violence** - Any student intentionally causing injury or threatening serious physical violence against another student or member of the school community may be suspended immediately. The matter should also be reported through BCE Student Protection in accordance with their Guidelines.
- **Possession of a weapon** - Any student possessing a weapon or using or threatening to use any item or instrument as a weapon, may be suspended immediately. The matter should be reported to the police.

What is the purpose of *suspension*?

Suspension is imposed as a disciplinary measure and for no other reason. The purpose is to:

- Signal that the student's present behaviour is not acceptable
- Allow a cooling-off period and time to muster school and/or Brisbane Catholic Education resources and set in motion a plan for assisting the student to demonstrate appropriate behaviour. For students with high support needs, action is taken to review the implementation and efficiency of educational adjustments and behavioural plans and advice is sought from case managers
- Establish a negotiation process for the student's re-entry to the college, based on the student's achieving some explicit goals related to improved behaviour
- Ensure that the student's parents/caregivers are aware of the seriousness of the student's unacceptable behaviour and are involved in the process of negotiation for re-entry
- Protect the right of staff to work in a safe and professional environment and the right of other students to learn without being unduly disrupted or put at risk.

Will the school provide schoolwork for a student to complete during suspension?

A school is not obliged to provide a student with schoolwork during suspension, however a principal may provide such work if they consider it appropriate to do so.

What is the role of the parent/caregiver during a student's suspension?

- Parents/caregivers have responsibility for their children while they are under suspension
- Parents/caregivers have a responsibility to provide appropriate supervision as students on suspension may not attend school and school-related functions. In a situation where parents/caregivers refuse to accept responsibility for their child during suspension (by, for example, continuing to send the child to school or allowing the student to enter the college grounds for any reason during the period of suspension) the Principal should inform the Area Supervisor
- Parents/caregivers are required to attend a re-entry interview with a member of the college senior leadership team. Students will be required to attend this interview with their parents/caregiver before their re-admission to the college community.

What are the procedures associated with suspension?

The procedures associated with suspension at Xavier Catholic College conform to the Brisbane Catholic Education *Student Behaviour Support Regulations and Guidelines*.

When the decision to suspend a student has been made the following procedures are followed:

Initial notification of the suspension:

- initial notification of suspension may take place by telephone and as soon as practical, notification of suspension will be made to parents/caregivers in writing
- an agreement is reached about arrangements for the collection of the student from the college

Written notification of the suspension will:

- indicate the reasons for the suspension
- advise the length of the suspension, the expected return date, and the conditions to be met to enable the student to return
- outline the responsibility of parents/caregivers for the care and safety of the student who is under suspension
- inform parents/caregivers that as a usual part of the return of a student from suspension that an appointment must be made to meet with a member of the college senior leadership team to discuss the student's return to school. It is expected that a parent/caregiver will attend this appointment, with the student and that the meeting will occur before the student is readmitted to the college
- refer parents/caregivers to the college's *Student Behaviour Support Plan*.

Documentation of the suspension

- As soon as practical after a day or longer suspension takes place, the Principal will ensure a report is written on the background and reasons for suspension, with the period of suspension clearly specified.
- A copy of the letter, notifying the parent/caregiver of the decision to suspend, should be attached to the report. Copies of the report and letter should be placed on the school file and placed in the student's file.
- For less than one full day suspension, a note should be made in the student's file.
- For a suspension of one or two days, reporting remains in the school. For a suspension of longer than two full days, Principals should notify the Area Supervisor.

Suspension Re-entry

As part of the re-entry process, a member of the College Senior Leadership Team will convene a meeting with the student and the parent/caregivers to discuss the basis of maximising successful reintegration into the college before the student's return to the college.

Usually the re-entry meeting will take place at the college. In extenuating circumstances and at the discretion of the Principal, this meeting may take place over the phone.

Sometimes, in instances where there has been a problematic relationship between a parent/caregiver and the college, the Principal may ask a third person such as the Area Supervisor, a peer Principal, or Guidance Counsellor to facilitate the meeting.

The aims of the meeting with the parent/caregiver and the student are to:

- Ensure that the parents and the student understand the seriousness of the student's unacceptable behaviour and the need for disciplinary action
- Encourage a mutually-supportive position between the college, the student and the student's parents for the action that the school is taking, and
- Devise a mutually-acceptable plan, conditions and follow-up evaluation for the student's re-entry to the college.

If, despite the college's requests, parents/caregivers are unwilling to attend a re-entry meeting, the Principal should refer the matter to the Area Supervisor. Alternative steps may need to be taken to facilitate the student's return to school or the Area Supervisor in consultation with the Director, School Services may consider commencing proceedings for exclusion.

Brisbane Catholic Education *Student Behaviour Support Regulations and Guidelines* make clear that, in every case where formal disciplinary sanction is under consideration, the impact on the student's education and wellbeing must be carefully assessed. The more serious the sanction under consideration, the more carefully must the school assess whether all other reasonable steps to deal with the situation have been taken and whether the proposed action is in fact in the best interests of the student and the school.

17.3 Exclusion

In extreme circumstances, a Principal may, in consultation with the Area Supervisor, make a submission to the Director, School Services recommending the exclusion of a student from a Brisbane Catholic Education school. The Director, School Services will in turn forward this submission with his/her own recommendation to the Executive Director for decision.

- A Principal may not exclude a student on his or her own authority
- A decision to exclude from a Brisbane Catholic Education school can only be made by the Executive Director on recommendation from the Principal through the Area Supervisor and Director, School Services.
- In cases where consideration is being given to recommending an exclusion from a Brisbane Catholic Education school, the gravity of the circumstances requires that particular emphasis be given to all aspects of procedural fairness.

What is exclusion?

Exclusion is the full-time withdrawal of a student's right to attend a particular school and school related-functions, on the authority of the Executive Director (or nominee). Exclusion from one school does not prohibit the enrolment of the student in another Brisbane Catholic Education school unless the student has been specifically prohibited by the Executive Director from attending any Brisbane Catholic Education school.

What is the purpose of exclusion?

The purpose of exclusion is to:

- Signal that the student's behaviour is not accepted in a particular school because it seriously interferes with the long-term safety and wellbeing of other students and staff
- Remove the student from an established environment in which severely unacceptable behaviour patterns have become entrenched
- Provide the student with an opportunity for a fresh start in another school, which may prove to be better suited to the student's rehabilitation needs

- Give an opportunity for respite and relief to a school that has done everything in its power to support the student.

When would *exclusion* be considered?

Exclusion for serious noncompliant behaviours will only be considered as a last resort because of the considerable long-term consequences for the student and the family. Students will not normally be excluded without a clearly-documented range of intervention strategies having been tried, and the root cause of the behaviour having been sought to be identified and addressed. Schools need to be aware of the equity issues applying to the exclusion of marginalised students.

Exclusion signals that the student's behaviour has continued to be unacceptable despite the best efforts of the school. Exclusion should be applied only as a last resort. The Executive Director (or nominee) will not normally approve a recommendation for exclusion unless there is evidence that the school has, over an extended period, consistently applied and reviewed appropriate intervention plans. The exception to this is when the student's behaviour has been so extreme, such as the committing of a serious illegal act, that an immediate exclusion is judged to be necessary.

Where a serious breach of the student code of expected behaviour has occurred, the Principal may give parents and students an understanding of a range of options open to them. Students can be excluded from a particular school only through the procedures outlined below. The procedures apply both to students of compulsory school age and to those beyond it.

Parents/caregivers have a right to know the processes involved in exclusion as well as be acquainted with their right to withdraw their student from the school. Where a parent/ caregiver exercises the right to move their student to a new school prior to the application of exclusion, then it is expected that the Principal or delegate will facilitate the transition to the new school.

What are the procedures associated with *exclusion*?

The procedures associated with exclusion are aligned with the Brisbane Catholic Education *Student Behaviour Support Regulations and Guidelines*.

The Principal will:

- Consult with the Area Supervisor
- Consult as needed with the Pastors of participating traditions in formal partnership with Xavier Catholic College and noted as partnerships with the family at enrolment
- Place the student on suspension for the maximum period of ten school days pending the outcome of the decision-making process. This action should be taken irrespective of any action by another agency, including the Queensland Police Service
- Notify the student and the parents/caregivers that the initial period of suspension will be for ten days, but that exclusion from the school is being considered, giving reasons for the possible action and allowing seven school days for the student and parents/caregivers to respond
- Provide the parents or caregivers, or student where the student is living independently, with a copy of all the documentation on which the recommendation to exclude is based (taking account of the need to protect the anonymity and privacy of possible complainants and/or witnesses). The principal is entitled to use discretion to remove the names or other identifying information of complainants or witnesses, provided it does not affect the ability of the student or parent/caregiver to respond to the recommendation to exclude. This consideration will be unique in each case and guidance should be sought from the Area Supervisor
- Consider any response from the student and parents/caregivers before proceeding further
- Request a meeting with the student's parents/caregivers to discuss the process and the reasons for the recommendation
- Provide the parents/caregivers with information on the implications of this action, their right to appeal, and the appropriate procedures for submitting an appeal
- Forward a submission to the Director, School Services detailing the reasons, the action taken to moderate the student's behaviour (where appropriate), a copy of all required documentation and any response from the student, parents/caregivers.

The Executive Director (or nominee) will consider the application for exclusion and may:

- Consult with the Principal and Area Supervisor
- Provide an opportunity for the student and the student's parents/caregivers to be consulted, by a designated person/s.

While consideration of exclusion from a Brisbane Catholic Education school is being made, the student will remain on suspension. A decision will be made as soon as practicable following the submission reaching the Executive Director. Where an application for exclusion by the Principal has been agreed to by the Executive Director, the Principal will write to parents to notify them.

17.4 Appeals

When can an *appeal* against a suspension or exclusion be made?

Parents/caregivers, or students living independently, who consider that correct procedures have not been followed, or that an unreasonable decision has been made, may appeal a suspension that is less than three days to the Principal. Parents/caregivers, or students living independently, may appeal a suspension longer than three days to the Area Supervisor. Parents or students living independently may appeal an exclusion to the Executive Director.

The fact that an appeal has been lodged does not put on hold the Principal's decision to suspend attendance.

Appeals must be in writing, stating the grounds on which the appeal is being made. A parent/caregiver or independent student who requires assistance to participate in the inclusive community will have access to help with the appeals' process. Alternative options to respond will be considered.

Appeals are made to:

- The Principal of the school about a decision to suspend a student for less than three days,
- The Area Supervisor about a decision to suspend a student for more than three days from a particular school; or
- The Executive Director about a recommendation to exclude a student from a Brisbane Catholic Education school.

In practice, Principals of BCE schools are in regular contact with Area Supervisors about suspensions and potential exclusions and seek their advice.

18. Professional Development Opportunities

All staff at Xavier Catholic College participate in Student Behaviour Support professional development in terms of familiarisation with college policy, processes and procedures, skill development within these processes and the philosophical approach of the college to behaviour support.

Professional development opportunities include but are not limited to:

- Mission of Xavier Catholic College
- Catholic Education Archdiocese of Brisbane Employee Code of Conduct
- The Role of the Teacher
- Brisbane Catholic Education's Student Protection Policy and Reporting Processes
- Regular designated staff meetings that focus on pastoral approaches to learning and teaching
- Student Services Professional Development
- Strategic Renewal Processes

At Xavier Catholic College staff members authorised to issue consequences for problem behaviour are provided with appropriate professional development and/or training. Through training activities, we work to ensure consistent responses to problem behaviour across the college.

Students also receive instruction and guidelines about how to respond when other students display problem behaviour, and the courteous way to respond when a staff member re-directs their behaviour or

consequences are applied for problem behaviour.

19. Related Legislation, Policies, Guidelines and Resources

Related Legislation

- Education (General Provisions) Act 2006(QLD)
- Education (General Provisions) Regulation 2006 (QLD)
- Disability Discrimination Act 1992 (Commonwealth of Australia)
- Anti-Discrimination Act 1991 (QLD)
- Child Protection Act 1999 (QLD)
- Commission for Children and Young People and Child Guardian Act 2000 (QLD)
- Freedom of Information Act 1992 (QLD)
- Criminal Code Act 1899 (QLD)

Related Policies and Guidelines

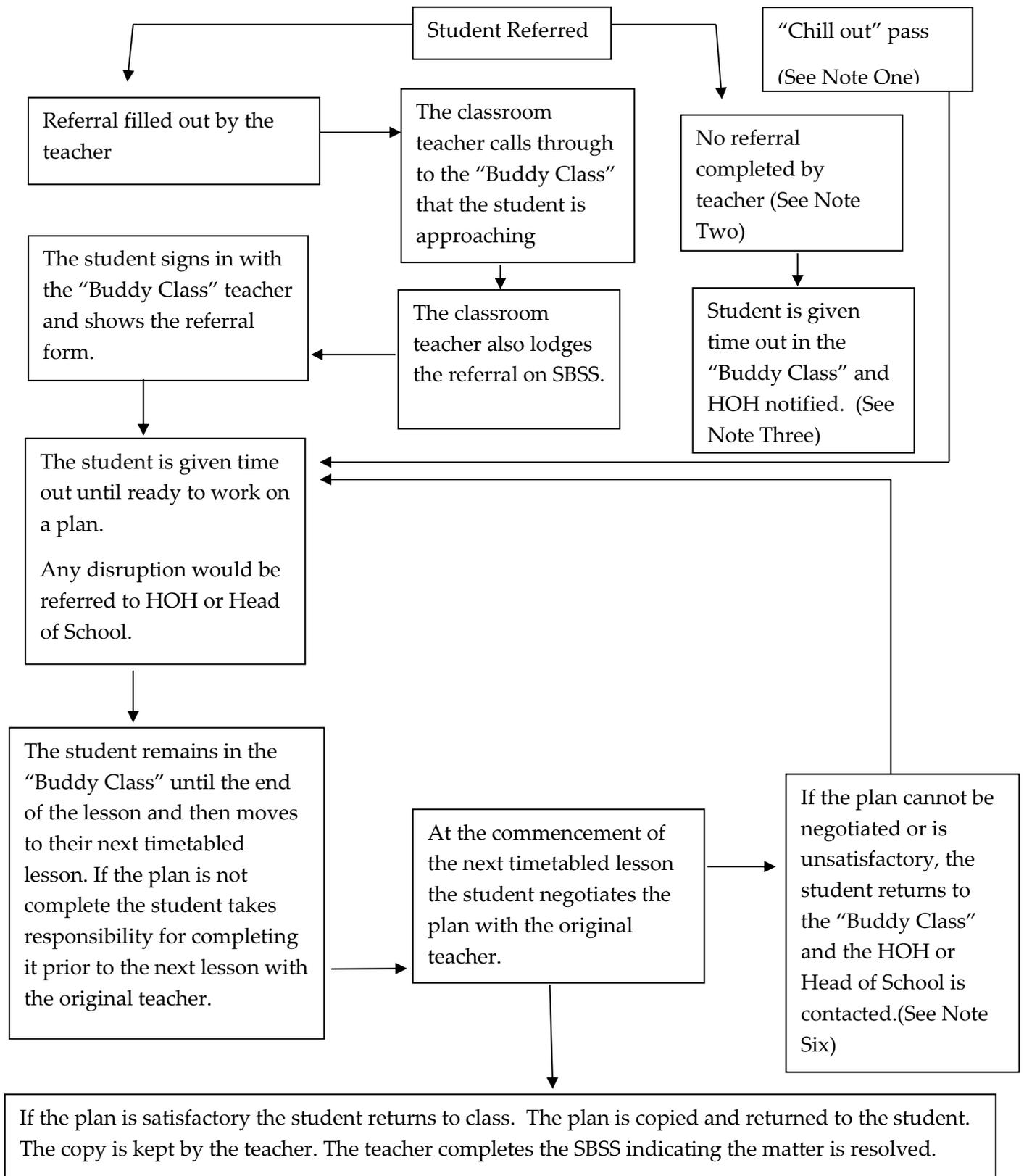
- Brisbane Catholic Education Student Behaviour Support Regulations and Guidelines (2013)
- Brisbane Catholic Education Parent Partnership and Participation Policy (2005)
- Brisbane Catholic Education Justice Education Policy (2002)
- Catholic Education Archdiocese of Brisbane Employee Code of Conduct (2016)
- Brisbane Catholic Education Student Protection Policy (2005)
- Brisbane Catholic Education Student Protection Reporting Processes (2012)
- Brisbane Catholic Education Administration of Medication to Students & Guidelines and Dealing with Drug Related Matters

Related resources

- Bullying. No Way
- School Wide Positive Behaviour Support
- Code of Conduct for QLD School Students Travelling on Buses

Appendices

"BUDDY CLASS" PROCEDURE



EXPLANATION OF FLOW CHART

- Note One:** There may be some students who have been given a “Chill Out” pass. This would have been prearranged with the teacher, the Head of House, Head of School or School Counsellor and the student. A student may use this pass if they feel it necessary. It can be included as part of a plan on intervention. If the student uses the pass and it is part of their plan, they do not need to redo their plan. If a student does not have a plan, they should write a plan to identify strategies they could use if this situation developed again. “Chill Out” passes can be seen as a success as the student acknowledges they may disrupt and removes themselves from that environment. They are thinking about the other students.
- Note Two:** If a referral form is not completed by the teacher, students are not required to write a plan. It is very difficult for the “Buddy Class” teacher in this situation and the matter should be referred to the Head of House or Head of School to assist in resolving the issue.
- Note Three:** Sometimes it is best for all involved if the student just has time out until everyone has calmed down. This is especially the case if the teacher has sent the student out in anger. The Head of House or Head of School may provide additional assistance.
- Note Four:** It may not always be appropriate for the teacher/ to negotiate plans during class, but if a teacher has the class working in groups or individual projects, plan negotiation may take place any time. *It is important to note the idea of the process is to keep students in the class.*
- Note Five:** The plan, once complete and signed is copied so the teacher and student each keep a copy. The student receives a copy and should keep it in their note book or diary. The teacher and student may refer to it during class time to ensure it is working.
- Note Six:** If the teacher and student cannot come to an agreement regarding the plan, the teacher does not have to accept the plan. In this situation, the student returns to the “Buddy Class” to rework their plan. The Head of House or Head of School may also offer to sit in with the student and teacher to help negotiate plan.

CLASSROOM EXPECTATIONS

The use of the “Buddy Class” system is no substitute for a teacher’s poor classroom management skills. Well prepared, presented and engaging lessons coupled with effective classroom management techniques are a very important tool in this process. This promotes a positive classroom environment, quality relationships and an opportunity for students to self-manage their behaviour.

Most teachers strive to present lessons/learning environments which will be interesting and will cater for all the students in the class. The most effective teachers are proactive in their classroom management techniques. Some examples might include:

- *Come to the class well prepared*
- *Establish a welcoming and positive atmosphere when the students arrive*
- *Establish a relationship with each boy in the group (get to know them!)*
- *Be firm, fair and consistent*
- *Rules, routines and expectations must be established*
- *Have seating plans*
- *Offer students choices*
- *Learn to tactically ignore; allow take up time; “chunk” activities to time; be flexible; factor in “down time” with a class; offer choices in assessment; etc.*
- *Model what you expect (if you expect respect show respect)*
- *Making eye contact with each person*
- *Move around the space regularly*
- *Use positive reinforcements*
- *Use least intrusive (not most intrusive) approaches*
- *Provide opportunities to work with peers*
- *Show you have a sense of humour!*
- *NEVER argue with a student*

Overwhelmingly, the most consistent message that all the behaviour management “experts” have reinforced is:

- ***A positive relationship between the teacher/adult and the student is the key to effective teaching and learning***

The Responsible Thinking Process (RTP) is no different. Ed Ford is very clear - if there is no relationship established, developed and nurtured between the teacher/adult and the student RTP will not work. If after doing all these proactive things, a student chooses to disrupt they needs to be asked the RTP questions.

➡ If a student needs to be referred to a “Buddy Class”, the Referral Form **MUST** be filled out and given to the student to take with them. If they refuse to take it with them, you might (1) ring through to the “Buddy Class” teacher with details; (2) send it with another student; (3) give it to the Head of House or Head of School later.



REFERRAL FORM & QUESTIONS

STUDENT REMAINS IN CLASS - Please take the referral slip to a House Dean.

Student: _____ PC _____ Year Level: _____ Date: ____/____/2018

Time/Period: _____ Subject: _____ Referring teacher: _____

Please indicate the **first disruption** (tick)

- * constant talking.
- * behaving in an unsafe manner
- * talking disrespectfully
- * interrupting, calling out
- * constantly annoying others
- * making inappropriate noises
- * putting others down
- * throwing things
- * moving around room
- * not following directions

PART A - BEGIN REFERRAL FORM

What are you doing?
What is the rule?

What happens when you break the rule?
Is this what you want to have happen?
What will be the consequence if you do that again?



Add comments if desired and/or a disruption not mentioned (please be specific):

- QUESTIONS**
 AUTOMATIC REFERRAL
 SBSS
 CONTACT DIARY / EMAIL / PHONE

STUDENT REFERRED TO BUDDY CLASS - Please take the referral slip to a House Dean.



PART B - COMPLETE REFERRAL FORM & SEND TO BUDDY CLASS

What are you doing?
What did you say would happen the next time you disrupted?
What happens when you break the rule?

Please indicate the **next disruption** (tick)

- * constant talking.
- * behaving in an unsafe manner
- * talking disrespectfully
- * interrupting, calling out
- * constantly annoying others
- * making inappropriate noises
- * putting others down
- * throwing things
- * moving around room
- * not following directions

Add comments if desired and/or a disruption not mentioned (please be specific):

Incident requiring **Automatic** Referral: (e.g. fighting, threatening, obscene language, etc)

Please call 173, 172, or 171 to discuss with a member of Admin or alternatively email Head of School & AP Student Welfare

- QUESTIONS**
 AUTOMATIC REFERRAL
 SBSS
 CONTACT DIARY / EMAIL / PHONE

STUDENT REFERRED TO BUDDY CLASS - Please take the referral slip to a House Dean.



RESPONSIBLE THINKING PROCESS - STUDENT PLAN

Date: _____ Name: _____ Year/House: _____

Teacher: _____ Subject: _____

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 think it means when a person is called 'responsible'?

6. When you broke the rules, did that keep other students and the person in charge from doing things they were trying to do? Yes No

List three ways your behaviour affected:

The learning environment and other students	The teacher
1.	1.
2.	2.
3.	3.

7. Is what you are doing helping you to get what you want? Yes No

8. What would you like to happen now?

9. Is your present classroom behaviour helping you to achieve that? Yes No

I need to:

My goals are: (specific positive terms, INCLUDE: a time frame and make it achievable)

Sub-goals (Steps needed to achieve your main goal)

PLAN OF ACTION

What do you need to do differently next time in class? What can you do to achieve your goal?

(The nitty gritty things you need to do today, tomorrow and later to achieve your main goal)

Obstacles – Problems that may stop you from getting what you want. How will you deal with them?

Rewards- Benefits you will gain by achieving your goal

Describe how you will make up the work you missed while you were in the Planning Room:

Student signature: _____ Teacher signature: _____

Date of Negotiation: _____

Early Years Good Choices Sheet

Name: _____

Write or draw what happened.

Was this a good choice or bad choice?



Write or draw what you will do next time.

Signed (Teacher):
Date:

Signed (Parent):
Date:

Junior Years Responsible Behaviour Sheet

Name: _____ Date: / /

What actually happened?

What did you do that was inappropriate?

What should you have been doing?

What will you do next time?

How would it be better for you if you chose appropriate behaviours?

Signed (Teacher):

Signed (Parent):

Date:

Date:

STUDENT MONITORING CARD

Student Name: _____ Date of Issue: _____

Lesson	Subject	Application / Effort (1 = Poor)	Comment
1		1 2 3 4 5 6 7 8 9 10	
2		1 2 3 4 5 6 7 8 9 10	
3		1 2 3 4 5 6 7 8 9 10	
4		1 2 3 4 5 6 7 8 9 10	
5		1 2 3 4 5 6 7 8 9 10	
6		1 2 3 4 5 6 7 8 9 10	