



ST MARY'S CATHOLIC COLLEGE
CASINO

Behaviour Management Policy

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Procedural Fairness

Underpinning this entire document is the notion of procedural fairness. Procedural fairness is a basic right of all when dealing at all levels of authority in this document. The person against whom an allegation has been made has the right to the following:-

- Know the allegations related to a specific matter and any other information which will be taken into account in considering the matter.
- Know the process by which the matter will be considered.
- Respond to the allegations.
- Know how to seek a review of the decision made in response to the allegations.

They will also have the right to an unbiased decision which includes:-

- Impartiality in an investigation and decision making.
- An absence of bias by a decision maker.

At St Mary's Catholic College we work from the premise that education is a partnership that involves the student, the teacher and the parent or guardian, and that all parties have responsibilities in the process.

We are committed to the development of the whole person for all our students. This commitment is firmly grounded in the principles of justice, self-discipline and reconciliation and it acknowledges that any consequence which lowers the dignity of the person is totally inappropriate.

Corporal punishment is never to be used by any teacher as a consequence for misbehaviour at St Mary's Catholic College.

The College does NOT support the use of Corporal punishment by others, including parents as a way of disciplining students. In fact the use of such punishment may force the College to act in accordance with Child Protection legislation.

We acknowledge that behaviour management is only effective if the individuals involved actually learn from the process. We should never confuse the action of the person with the person them self and our fundamental aim at all times should be to facilitate Christian Reconciliation for all the parties concerned.

It is important to build up structures, which are:

- More human
- More just
- More respectful of the rights of the person;
- Less oppressive
- Less enslaving

The best structures, the most idealised systems soon become inhuman if the human inclinations of the heart are not healed

Those who live in these structures or who rule them must be prepared to undergo a conversion of the heart and of outlook

Pope Paul VI

Student Management

In conjunction with the homeroom teachers, the Stage / Year coordinators will implement practical measures to assist students in following school procedure. For those students who may have difficulties adhering to College procedure we will endeavour to assist them toward a more positive and fruitful life at the College in the following ways:

1. Support school policies in a variety of ways, including:
 - a. monitoring student's progress and actions, which may include the following procedures:
 - i) interim reports
 - ii) interviewing students
 - iii) progress reports
 - iv) day cards
 - v) contracts;
 - b. Liaising with parents and teacher(s) involved;
 - c. Preparing appropriate paperwork;
 - d. Checking on student's progress and actions;
 - e. Establishing a year group / stage standard.
2. Regular discussion in order to moderate discipline procedures.
3. Organise Year level / Stage assemblies.

Statement of Student Rights and Responsibilities

All students at St Mary's Catholic College have the responsibility to respect the rights of other students and teachers. When all rights are respected and responsibilities carried out our school will run smoothly and create an atmosphere of self-discipline and self-respect where students are encouraged to develop fully.

These can be summarised into four basic rules:

- **BE PREPARED**
- **BE COURTEOUS**
- **RESPECT OTHERS' RIGHTS**
- **LET OTHERS LEARN**

RIGHT	RESPONSIBILITY
I have the right to be happy at school and be treated with understanding.	It is my responsibility to respect the rights of others, to treat others with understanding, not to laugh at others, tease others or to try to hurt their feelings.
I have the right to be treated respectfully and fairly.	It is my responsibility to treat others politely and with respect. It is my responsibility to respect the authority of the school staff. It is my responsibility to be truthful and to treat others fairly.
I have a right to be safe.	It is my responsibility not to do anything which may threaten or cause danger to myself or others. It is my responsibility to tell a teacher if there is any danger around the classroom or in the playing area.
I have a right to expect my property to be safe	It is my responsibility not to steal, damage or destroy the property of others. It is my responsibility to ask permission before using the property of someone else. It is my responsibility to take proper care of school property.
I have a right to be educated in a positive classroom atmosphere.	It is my responsibility to be well behaved in class and not to disturb others. It is my responsibility to keep up to date with work in class and also with homework and to record homework in my homework diary. It is my responsibility to attend school regularly and to be punctual.
I have a right to be protected against threats to my health.	It is my responsibility as a student of St Mary's Catholic College not to smoke, take alcoholic drinks or drugs or to influence others to do so.
I have a right to have a pleasant, clean and well maintained classroom, school and grounds.	It is my responsibility to care for the school environment, to keep it clean and be prepared to remove litter and participate in efforts to improve the school environment
I have a right to benefit from the good name of the College.	It is my responsibility to behave so that the community will respect my school. It is my responsibility to wear the school uniform neatly and correctly.
I have a right to make appropriate and informed decisions for myself.	It is my responsibility to make sensible decisions

General Guidelines for Effective Classroom Management

To be an effective classroom teacher at St Mary's Catholic College the following management practices must be consistently implemented in every classroom.

Management Practices	General Guidelines
Know your students	<ul style="list-style-type: none"> • know all the names of your students • know their interests and background • speak to them outside the classroom • greet the students in the playground • show the students that you value their presence • get involved in extra-curricular activities, sport, debating etc.
Be prepared	<ul style="list-style-type: none"> • always plan your lessons • use a variety of activities and teaching strategies • set realistic and achievable goals • plan written work at the beginning of the lesson - particularly in classes that don't settle down readily
Be consistent	<ul style="list-style-type: none"> • be punctual and demand this from your students • be assertive and set clear limits of acceptable behaviour • be firm but fair (students respect teachers with good classroom management skills) • model what you want from your students: respect, attentiveness, calmness, diligence, interest in the work • listen to your students and learn from them,
Develop routines	<ul style="list-style-type: none"> • have a formal start to your lessons; students stand, greeting/prayer, students sit when you direct, College diary on desk • do not commence your lesson while the room is messy or furniture is not arranged • start and finish with a clean board • ensure students are properly attired before starting; shirts/blouses tucked in, caps off, hair tied back etc • make a seating plan in Lesson 1; require students to sit in the same place each lesson • always expect the students to sit towards the front of the room
Be assertive	<ul style="list-style-type: none"> • set the tone in the first five minutes of your lesson. This time should be formal and structured • do not instruct while a student is talking • insist students look at you • students should require permission to leave their seats • structure your board work or overheads and demand the same standard from your students • dismiss the students formally. The bell is an indication to you, not the class • insist that the students speak to you and each other politely

Guiding Principles in Dealing with Misbehaviour

- It is the teacher most immediately concerned who should discipline the student. A classroom problem should be normally dealt with by the classroom teacher. Other avenues should be seen as complementary, not replacements.
- Action should best take place 'on the spot'.
- Discipline should always be fair, firm and friendly
- The consequence should „fit the crime“ where possible, and should always be appropriate, eg extra work for homework not done; payment for damaged or stolen goods
- All staff have a responsibility to insist that students meet all College expectations at all times. To ignore a problem is to condone it. Staff should always take action where the uniform is being worn incorrectly, when students are in the wrong place, and other regulations are being ignored.
- Teachers should look for ways to acknowledge and reward good conduct, attitude and work habits frequently - possibly many times each lesson. These should heavily outweigh actions taken to deal with misbehaviour (use the Merit/ Commendation Scheme).

What to do if there is a problem?

Problem	Action
In class - misbehaviour	<ul style="list-style-type: none"> • non-verbal ones; eye contact, gesture, judicious use of silence • simple mention of student's name • discuss the problem with the student after class • strong reprimand after class • set additional work, to be handed in the next day • change of seating position in class • use of contracts • remove the student from your class (for very disruptive behaviour) for no longer than 5 minutes • contact the parent/guardian • involve the Stage Coordinator in solving the problem • seek advice from colleagues, Stage Coordinator or Leader of Learning, on classroom management techniques • record all misbehaviour RISC
Out of class - misbehaviour	<ul style="list-style-type: none"> • simple signal or gesture to stop • short verbal reprimand • direct the student to pick-up papers e.g. • direct the student to clean up a particular area • confine the student to a particular area • serious misbehaviour and/or persistent misbehaviour should be brought to the attention of the Stage Coordinator

College Code of Conduct

The following extract can be found in the College planner and dictates the level of behaviour intervention at St Mary's Catholic College.

<p style="text-align: center;">STAGE 1 TEACHER MANAGEMENT</p>	<p>The following student management issues are dealt with at a teacher level:</p> <ul style="list-style-type: none">• poor effort or application in class• failure to complete homework• leaving class without permission• not having correct books, equipment or uniform in class• improper use of the planner• behaviour in class which disrupts others• chewing gum• graffiti on College property• uniform violations• littering• swearing• dangerous behaviour in classroom/playground• low level harassment and bullying• interfering with the property of others• using mobile telephones at the College• tackling or dangerous play• out of bounds• lateness to class <p>Actions which can be taken at this level include:</p> <ul style="list-style-type: none">• classroom management strategies• entry into student planner• teacher detention• contact with parents• litter parade• confiscation of dangerous or banned items• referral to Stage Coordinator• formal notification procedures (in case of bullying)• confiscation of mobile phone• RISC entry
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**STAGE 2
COORDINATOR
MANAGEMENT**

Persistent or unchanged behaviour in any of the areas listed in Stage 1 would warrant the involvement of the Stage Coordinator or leader of learning.

The **Stage Coordinator** monitors student detention lists, liaises with teachers and monitors students sent from classrooms to the Office.

In addition students should be referred to the Stage Coordinator for any of the following misdemeanours:

- missing classes
- lack of cooperation with teachers or other staff
- minor fighting
- stealing
- poor behaviour on excursions
- leaving the College grounds without permission
- serious vandalism
- being sent to the Withdrawal Room
- bullying and harassment matters
- receiving yellow card/s
- students who miss a lunchtime uniform detention by weeks end
- failure to redeem OPALs

Actions which can be taken at this level include:

- after school detention
- interview with parents
- interview with students
- behaviour monitoring booklet
- interim reports
- removal of privileges
- isolation
- removal from the playground
- appointment of mentors
- lunch time curriculum support

The **Leader of Learning** liaises with KLA teachers regarding student progress and classroom issues. Students could be referred to the leader of learning for:

- non-submission of assignment work
- persistent failure to complete homework
- cheating on assessment tasks
- misuse of the internet

Leaders of Learning can take the following action in response to curriculum issues:

- formal detention (KLA based)
- after school detention (in consultation with Stage Coordinator)
- curriculum support
- parent interview
- student interview

Students who are sent to the Withdrawal Room twice receive a phone call home from the Stage Coordinator. The third time, an automatic in-school suspension is issued by the Assistant Principal.

<p style="text-align: center;">STAGE 3</p> <p style="text-align: center;">ASSISTANT PRINCIPAL MANAGEMENT</p>	<p>The Stage Coordinators and leaders of learning refer students to the Assistant Principal who have failed to respond to the initial interventions.</p> <p>In addition, the Assistant Principal deals with the following matters:</p> <ul style="list-style-type: none"> • truancy • persistent poor behaviour across classes • drug or alcohol issues • smoking • fighting • serious bullying and harassment matters • insubordination or extreme rudeness to staff • dangerous behaviour causing injury or damage • serious theft • vandalism • pornographic or offensive material • banned items at the College • persistent uniform issues • bus behaviour issues <p>The Assistant Principal may use the following strategies to manage behaviour at this level:</p> <ul style="list-style-type: none"> • parent or student interview • after school detention • in-school suspension • suspension from the College (in consultation with the Principal) • isolation from the playground • loss of privileges including places on sporting teams and excursions • behaviour monitoring booklet - behaviour, attendance • confiscation of banned or forbidden item • contact with Police in the case of drug misuse or weapons at the College
<p style="text-align: center;">STAGE 4</p> <p style="text-align: center;">PRINCIPAL MANAGEMENT</p>	<p>The Principal is kept fully informed of serious behaviour issues.</p> <p>Long-term Suspension: For repeated infringements of College policy, procedures or regulations where earlier intervention measures have failed. Such action will be taken after consultation with the Assistant Principal and in association with the student's parents. The timing of the suspension is at the discretion of the Principal.</p> <p>Termination of Enrolment: Where a student's demonstrated behaviours are totally contrary to the ethos of this College. Such serious action is taken only after consultation with the Parish Priest, the Director of Catholic Schools (CSO Lismore) and the College Executive.</p>

Behaviours for Staff to Avoid

- ✓ shouting, speaking over the top of noise
- ✓ sarcasm, comments which embarrass, humiliate, or put the student down
- ✓ taking a student on in front of the class, thus putting your authority at risk of public challenge
- ✓ having students congregate at the front desk (go to them)
- ✓ teaching while sitting behind a desk. Move around the room
- ✓ detaining a whole class
- ✓ publicly embarrassing a student in front of the class or their peers

Parental Contact

By telephone – teachers are encouraged to make contact by telephone with parents in relation to the students in their care. Enter all phone contact on RISC. Stage / Year Coordinators will see records of contact with parents, in case there is further information about the student that the teacher is not aware of.

For interviews – once again teachers are encouraged to conduct interviews with parents if necessary. On these occasions it is suggested:

- that the interview takes place in the interview room.
- that a Coordinator is present
- that the interview takes place with the parents first, explaining the situation, when there has been a sufficient sharing of ideas the student should be brought in and dealt with in an appropriate manner.

Teachers are required to record any parental contact on RISC and in their Teacher Diary.

It is very important that parents are also contacted to inform them of positive behaviour, work, attitude, etc in the classroom, playground or sport.

Hands-off Policy

To ensure that St Mary's Catholic College provides a school environment which is safe and secure while students are on school premises a "Hands-off Policy" exists.

No student is to:

- have physical contact with another student i.e. fighting; kissing, hugging, pushing, shoving or rumbling.
- handle or deface any other student's property or school property i.e. theft, vandalism and graffiti.

If a student is found to be in breach of this policy immediate action should be taken by the teacher. If the breach of this policy is minor, students will be issued with an afternoon detention by the Stage Coordinator.

In the event the breach of the policy is serious i.e. breaches the violence in schools act, students will either be internally or externally suspended from school until parents attend an interview with the Assistant Principal and/or Principal.

The serious nature of the "Hands-off Policy" will be determined by the Assistant Principal in consultation with the teacher concerned.

NB. It is imperative when talking to students who have broken the Hands-off Policy that teachers ask whether this has been an ongoing problem, which may mean that the incident is a bullying issue. If this is the case, follow the Anti-Bullying Policy.

Yellow Card System

The Yellow Card system was introduced to help correct the behaviour of class, year groups or stages whose behaviour is viewed to be consistently disrupting and adversely affecting the learning environment. When it is deemed necessary, after consistent reporting of disruptive, disrespectful and inappropriate behaviour from students in a given class, year group or stage, the system will be implemented by all staff involved in teaching and interacting the nominated group. There is no set period that dictates how long the system need be in place or groups which must be involved in the system. The implementation is up to the discretion of the Principal, Assistant Principal and relevant Stage Coordinator. Please refer to Appendix A for relevant documentation regarding the Yellow Card system.

OPAL System and Redemption

The OPAL (On-going Performance and Assessment Log) system is an integral part of monitoring student's commitment to their studies. As such, adverse behaviour can be identified during each of the OPAL reporting periods (which occur twice a term). Students who consistently behave poorly in class will be identified by teachers and they will then be required to 'redeem' their adverse scores. If students have not redeemed their scores by the designated time, they will be subjected to 'Curriculum Support' sessions which are run at lunchtimes. The aim of these sessions is to engage in dialogue with students and encourage them to speak with their teachers to rectify any issue that may be underlying in that class.

Students who have failed to redeem OPAL scores within the designated time period will be subjected to punitive punishment (for that term) that include:

- exemption from attending the College social;
- exemption from representing the College at interschool sporting fixtures; and
- exemption from representing the College in cultural performances such as Showcase, Mock Trial, T.O.M etc.

These students will also be recorded on RISC and a letter will be sent home informing parents of their child's failure to comply.

Removal from Classes at St Mary's Catholic College

Withdrawal Room

If a teacher reaches a point where they feel they have exhausted all possible behaviour correction and management strategies, students may be sent to the Withdrawal Room, located in the College Library, to reflect upon their disruptive behaviour. This device is not to be viewed as a long-term solution and the requirement is that Restorative Practises will be implemented prior to the student being readmitted into that class. Teachers must follow-up the exclusion from class with a RISC report that will be viewed, and acted upon by the Stage Coordinator. Please refer to Appendix A for relevant documentation regarding the Withdrawal Room procedure.

Internal School Suspension – From a Class

Internal School Suspension from a subject class will be imposed by the Assistant Principal, after consultation with the Principal, as a consequence of unacceptable behaviour in a subject class. The Assistant Principal will send a letter to parents informing them of the reasons for the internal suspension from the subject class. The Leader of Learning / Classroom Teacher will organise work for the student during the period of internal suspension. Students will return to class pending an interview with the parents the Leader of Learning, Stage Coordinator and the teacher.

Internal School Suspension – From All Classes

Internal School Suspension from all classes will be imposed by the Assistant Principal, after consultation with the Principal, as a consequence of anti-social offensive behaviour. The Assistant Principal will send a letter to parents informing them of the reasons for the Internal Suspension from all classes. The Stage / Year Coordinator will organise work for the student during the period of Internal Suspension. Students will return to classes pending an interview with the parents and the Assistant Principal.

External Suspension, Expulsion, Transfer of Students

External Suspensions, Expulsion and transfer of students will be imposed by the Principal, following the Catholic Schools Office Policy Statement and Directives 2013.

Appendix A: Yellow Card System

When it is deemed necessary, after consistent reporting of disruptive, disrespectful and inappropriate behaviour from students in a given class, year group or stage, the following procedures will be implemented by all staff involved in teaching and interacting the nominated group.

- Teachers will display class rules in their rooms and constantly refer to these.
- Teachers will consistently implement and police these rules.
- Students will be made aware of repercussions of breaking these rules.
- Teachers will carry yellow cards with them and be required to report when a yellow card has been handed out (via a Google form in the Staff Zone on Moodle). This message will alert the Assistant Principal and relevant Stage Coordinator that a card has been issued.

Issuing Yellow Cards

- A card will only be issued to a student after a warning (including a reference to the rule they have broken) has been given.
eg. Jack, you have shouted out which breaks Rule 3 so this is your first and final warning.
- A warning can only be relevant for that lesson (*ie. Calling out or leaving a chair without permission, not keeping hands or feet to themselves etc*). You cannot issue a student a card the next day for something they were warned about the previous day / lesson (except in the following case).
- With a rule such as *turning up late and not being prepared*, the warning will be given that lesson and if the same occurs on the next lesson, this is when a card will be issued.
- The yellow card will have space for the student's name and the infringement description to be written on it and handed to the student.
- The teacher will need to fill out a Google form that will alert Stage / Year Coordinator and Assistant Principal as to the issuing of a yellow card.
- The student will be spoken to by the Stage / Year Coordinator or Assistant Principal after they have received a card. Please ensure that before issuing a card, you have provided the student with one warning.

Accumulation of Cards

- After a student has accumulated three cards (in a timetable cycle), they will be removed from that class immediately.
- The student will be suspended internally for the remainder of that day and the following day. The work they will complete will be a mix of copying and low-level activity work.
- If the student is not deemed to have completed enough of the work, they will spend a third day on internal suspension.

Discretion of Teachers and Use of other Measures

- As has been previously mentioned, teachers must be consistent in their approach to the implementation of this system. Reporting of cards issued is vital as this will be the record discussed with parents and determine suspensions.
- These measures should not be confused with (or taken advantage of), a way of simply “getting rid of a student” as has sometimes been the case with the Withdrawal Room.
- If an indiscretion by a student is serious enough, normal procedures need to be followed (eg RISC, use of Withdrawal Room, detentions etc). If the behaviour of a student’s warrants them being sent from the room, they will obviously receive a yellow card.

Yellow Card Slip

<p style="text-align: center;">SMCC YELLOW CARD</p> <p>Please note that has received this card, after an initial warning, for</p> <p>Teacher Initial:</p> <p>To the student: <i>please note that if you receive a third one of these cards, you will be removed from class for the remainder of that school day and the following one.</i></p>
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Classroom Rules

St Mary's Catholic College, Casino

Simple Class Rules to be Followed on the Yellow Card System



1. Arrive to class prepared and on time
2. Listen and follow directions
3. Raise your hand before speaking or leaving your seat
4. Respect your classmates, your classroom and staff members
5. Keep hands, feet, and objects to yourself

Appendix B

WITHDRAWAL ROOM PROCESS AND INFORMATION

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LOCATION

The Withdrawal Room is located in the senior study area on the left as you enter the library. The Librarian will instruct students where to sit when they enter and provide them with work. The offending behaviour will not be dealt with by the Librarian or will they be reprimanded by the Librarian.

PROCEDURE

- A teacher will send a student to the Withdrawal Room after they have:
 - Repeatedly warned the student of the consequences of their behaviour.
 - Moved the student to a different place within the room.
 - Attempted to positively reinforce any behaviour that may deserve such action
- The teacher will then inform the student they are being sent to the referral room and ask to sign their diary. They simply need to write a quick note to the Librarian regarding the need for the student to attend the room.
- The student presents their diary to the Librarian who fills out the appropriate details in the registration booklet.
- The Librarian will attempt to contact the House Co-ordinator of the student. If they are not available, any of the House Co-ordinators will be contacted. If none of these people are available, the Assistant Principal will be called on.
- The student is then allocated a space in the room and asked to complete a reflective question sheet regarding their behaviour. At some time they will be spoken to by another member of staff who has been contacted.
- At the completion of that period, the student will be asked to move to their next lesson. If the next lesson involves the same teacher, they will remain in the Withdrawal Room.
- Prior to going back into a class with that teacher, the following must occur:
 - Teacher involved in the incident fills out a RISC report

- A meeting has to occur between the House Co-ordinator, the teacher and the student as part of the restorative process.
- Co-ordinator will make a relevant entry in RISC describing what was said in the meeting and outlining the understanding of the teacher and student if further indiscretions occur.
- Student is allowed back into the class.
- If no meeting has been organised between the student and the teacher prior to the next lesson, the student is expected to be sent to the Withdrawal Room with the appropriate work for that lesson. It is be a priority that the meeting occurs as soon as possible after the event.

APPENDIX C: College Norms

RESPECTFUL
RESPONSIBLE
READY



"A school's culture is only as
good as the worst behaviour
it will accept"