

# St Mary's College Behaviour Management Procedure



MELBOURNE  
ARCHDIOCESE  
CATHOLIC SCHOOLS



St Mary's College  
*Seymour*

## Belief Statement

St Mary's College is committed to building an inclusive learning environment, which supports positive relationships among all members of the College. The College fosters a culture of faith development, personal growth and academic achievement. The College is a responsible, respectful, resilient and safe Catholic educational community. The policy reflects the shared values of our College Vision and the philosophy and practices of Positive Behaviour Learning Framework.

## College Vision

A welcoming Catholic community that respects our heritage and looks to a sustainable future. We inspire learning excellence, resilience and service to others.

## Overarching Principles

- Everyone has a right to be happy and safe at school.
- All teachers have a right to teach.
- All pupils have a right to learn.
- All adults working with the children, model and teach appropriate behaviour.
- Mutual respect.

## Commitment to Child Safety

All students enrolled and any child visiting, have a right to feel safe and be safe. The wellbeing of children in our care will always be our first priority and we have zero tolerance to child abuse. We aim to create a child safe and child friendly environment where children feel safe and are free to enjoy life to the full without any concern for their safety.

## Rationale

The Behaviour Management Policy is a redemptive policy that facilitates responsible self-discipline among students. The policy is grounded in the Restorative Practice view of welfare management – restoring right relationships.

Welfare measures protect the rights of students, parents and teachers, enabling students to achieve in a safe and happy College environment. Rights and responsibilities encourage students to treat “all members of the school community with respect and courtesy.” (MACS Pastoral Care of Policy). Students are made in the image of Christ. Christ was caring, compassionate and forgiving. Christ also showed tough love when tough love was needed. Tough love has its place in this policy. Students need boundaries and feel secure when they have clarity of their rights and responsibilities. The emphasis on team is critical to positive outcomes in behaviour management. When behaviour issues arise, the ‘we’ rather than the ‘I’ focus achieves positive outcomes.

The policy is for Year 3-10 students. The policy will not ‘solve’ all inappropriate behaviours but provide guidance and educating outcomes for the student(s). The policy is flexible, allowing for personal issues that can affect behaviours and the ‘possible welfare measures’ that can be applied. Positive reinforcement and the walk and talk of pastoral care is very important. Corporal punishment is not permitted at St. Mary's College. Welfare measures require a restorative re-educating process.

## Restorative Practice

Restorative Practice is a process that actively encourages students to speak about their actions, consider their effects on others and help decide the best way of repairing any harm done to relationships. It provides a range of approaches to reduce the harm and to fix “damage” to relationships caused by incidents. It is a problem-solving approach, which supports students in their efforts to build personal relationships as a means of overcoming social conflict. Restorative Practice is a process which is authoritative and re-integrative. It stresses high support for students and high personal control.

Teachers, using restorative practices, develop in their students social problem-solving skills and empathy. Restorative practice reflects an approach to behaviour management that aims to guide students, rather than punish them. Students deserve to know College expectations as well as their personal rights as members of the College community.

The College is committed to creating quality relationships through the principles of Restorative Practice that:

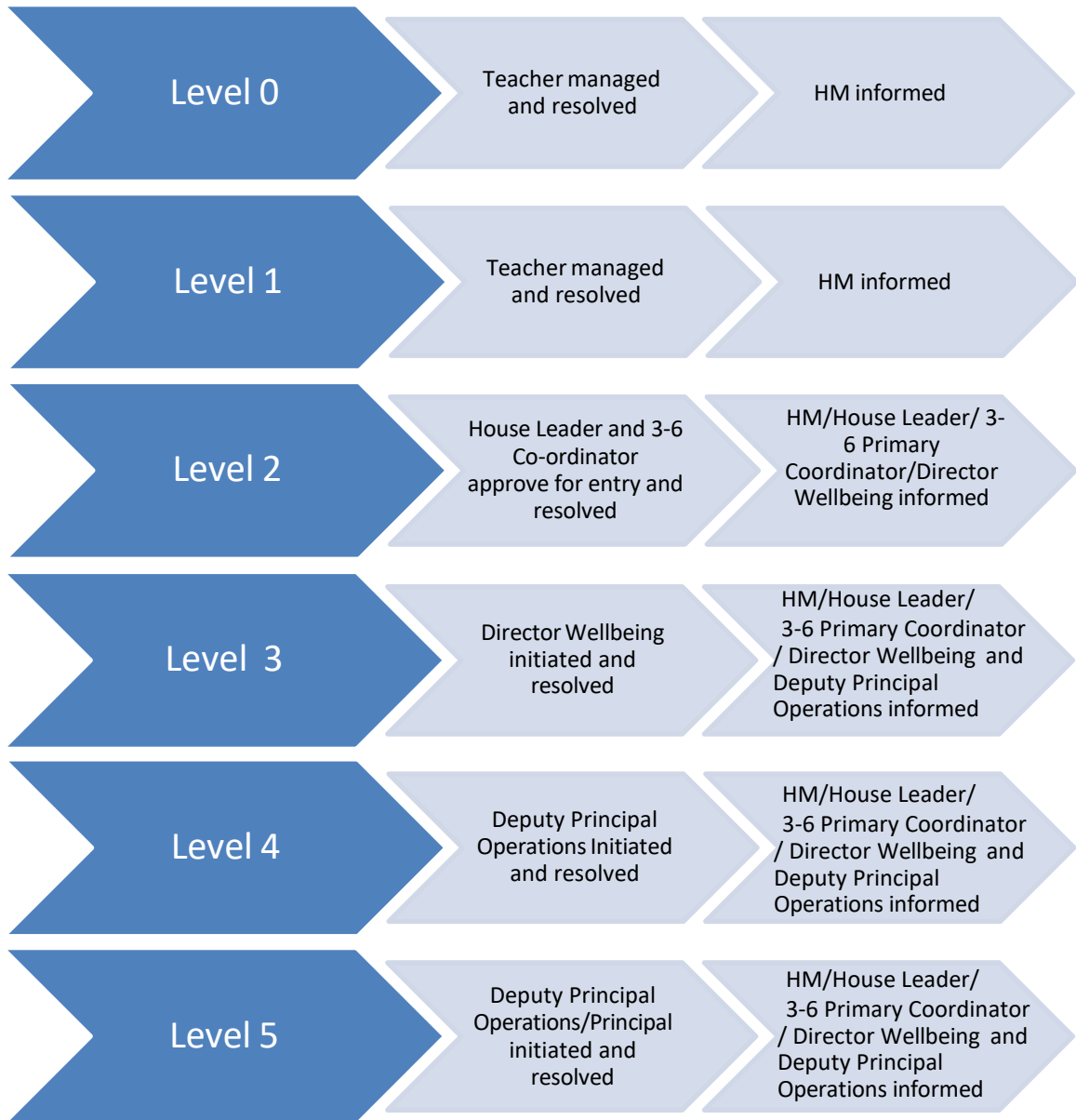
- Develop an awareness in students about the effects of their behaviour on others;
- Actively involves students in discussing the reasons and effects of their actions on others;
- Addresses behaviour whilst still maintaining a student’s dignity;
- Views poor behaviour as an opportunity to learn through problem solving and focusing on the future;
- Provide students with a range of future options for behaviour;
- Form the basis of classroom management practices at the College.

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| <p><b>Incident</b></p> <p>What happened? How did it happen?<br/>How did you act in this incident?</p>         | <p><b>Solution</b></p> <p>What needs to happen to make things right?</p>                            |
| <p><b>Affect</b></p> <p>Who do you think was affected? How were they affected?<br/>How were you affected?</p> | <p><b>Learning</b></p> <p>If the same situation happens again how could you behave differently?</p> |

## Everyone has responsibilities

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| <p><b>Students have a right to:</b></p> <p>Feel safe and secure within the College environment, free from intimidation, bullying and harassment.</p> <p>Work and play in an environment free from interference or damage to personal property.</p> <p>Be valued and treated with respect.</p> <p>Enjoy the College in a positive learning environment.</p> | <p><b>Students have a right to:</b></p> <p>We our College uniform with Pride.</p> <p>Be punctual and prepared for learning.</p> <p>Care for our environment and resources.</p> <p>Be respectful of all within our community voice and actions.</p> <p>Always interact in a safe and inclusive manner.</p> |
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| Learn in an orderly and cooperative environment and to be able to develop their God-given talents and abilities. | Challenge themselves to achieve their best.<br><br>Support the Colleges Catholic ethos, which is at the heart of everything we do. |
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## Levels of Behaviour Response

|  | Level 0  | Level 1  | Level 2   | Level 3   | Level 4  | Level 5  |
|--|--|--|---|---|--|--|
| <b>Behaviour</b>                         | <ul style="list-style-type: none"> <li>Low level disruption</li> <li>Inappropriate language-low level</li> <li>Inappropriate lap top use – low level</li> <li>Incomplete homework</li> <li>Littering</li> <li>Not equipped for learning</li> <li>Plagiarism offences</li> <li>Not following instruction</li> </ul> | Intimidating and or anti-social behaviour<br>Repeated: <ul style="list-style-type: none"> <li>Disruption to others learning</li> <li>ICT breach</li> <li>Littering</li> <li>not equipped for learning</li> <li>not following instruction</li> <li>Plagiarism offences</li> <li>Repeated Uniform</li> <li>not following instructions</li> </ul> | Consistent repetition of L1 behaviors <ul style="list-style-type: none"> <li>Bullying</li> <li>Deliberate non compliance</li> <li>Careless damage to property</li> <li>Intimidating behaviours</li> <li>Repeated ICT breaches</li> <li>Out of bounds</li> <li>Inappropriate behaviour at school events</li> </ul> | Consistent repetition of L2 behaviour <ul style="list-style-type: none"> <li>Repeated Bullying</li> <li>Anti-social behaviour</li> <li>Physical harm to another student</li> <li>Willful damage</li> <li>Truancy</li> <li>Inappropriate behaviour in public</li> </ul>  | Consistent repetition of L3 behaviour <ul style="list-style-type: none"> <li>Major incident of bullying, physically, socially and emotionally or online.</li> <li>Possession of illicit materials</li> </ul>   | Consistent repetition of L4 behaviour or other behaviours of a serious nature determined by the College <ul style="list-style-type: none"> <li>Dealing in or possession of illicit substances</li> <li>Assault</li> <li>Sustained failure with College policies/Rules</li> </ul>                                       |
| <b>Responsibility for updating SIMON</b> | <b>Teacher</b>   | <b>Teacher</b>   | <b>House Leader<br/>3-6 Primary Coordinator</b>   | <b>Director of Wellbeing</b>  | <b>Deputy Principal Operations</b>   | <b>Principal</b>   |
| <b>Possible Responses</b>                | Reminder<br>Redirect/reteach<br>Relocated within the room<br>Catch up time (class teacher)   | Removal and reflection<br>Reenter<br>Seating plan<br>Class work catch up (teacher)<br>Exclusion from the yard (teacher)<br>Email/ phone parent   | Meeting with the class teacher, House Mentor and student, may include parent<br>Parent informed<br>Behaviour Management Support Plan/Card<br>Community Service/payment<br>Removal of certain privilege<br>Referral to Counsellor/program  | Meet with teacher; House Leader, 3-6 primary Coordinator DW, DPO, Parent<br>BM Support Plan<br>Suspension – internal or external<br>Yard restrictions<br>Community Service/payment<br>Removal of College representation/privileges<br>Referral to Counsellor/program<br><br>As needed refer to MACS Policies <a href="#">Care, Safety and Welfare of Students</a> | Meet with student; parent; House Leader, 3-6 Primary Coordinator DW, DPO<br>BM Support Plan<br>Suspension – Internal or External<br>Referral to Counsellor/program<br>Community<br>Police/Agency involvement<br>Community Service<br><br>As needed refer to MACS Policies <a href="#">Care, Safety and Welfare of Students</a> | Meet with student; parent; DPO and/or Principal<br>Referral to Counsellor<br>Community<br>Police/Agency involvement<br>External Suspension<br>External Referral<br>Relocation<br>Negotiated Transfer<br>Parent Withdrawal<br><br>As needed refer to MACS Policies <a href="#">Care, Safety and Welfare of Students</a> |

## Special Considerations

The behaviour management responses are appropriate for most students. However, alternative strategies may be appropriate for some students with diagnosed/documentated conditions such as Attention Deficit Hyperactivity Disorder (ADHD) and Autism Spectrum Disorder (ASD) and should be developed in consultation with specialist staff following classroom observations of behaviours. Personalised (PSG) conferences with parents, student's teachers and the Learning Diversity Leader may be required. These alternatives may be more demanding initially, positive outcomes for the student over time are increasingly likely.

Students experiencing emotional difficulties are treated with respect and understanding. They are supported through a multi-agency approach involving parents, College staff and, where appropriate, external agency support. These or other students may require a documented Behaviour Management Plan as part of their Personalised Learning Plan.

## Behaviour Management Support Plan (BMSP Level 2-4)

1. Affirm students positive learned behaviours.
2. Students who require a plan can be identified through characteristic, high frequency behaviours and not through bad day syndrome behaviours.
3. BMSP can be implemented for a range of characteristics displayed in the classroom (i.e. task avoiding behaviours) and at any time to support student need.
4. BMSP may require consultation with the Counsellor and or the Learning Diversity Leader.

## eSmart

The College is committed to ensuring students are responsible users of information and communications technology (ICT). The responsibility of implementing and sustaining the positive principles within the eSmart framework are shared. The six domains within the eSmart framework are:

1. Effective school organisation.
2. School plans, policies and procedures.
3. A respectful and caring school community.
4. Effective teacher practices.
5. An eSmart curriculum.
6. Partnerships with parents and local communities.

## Bus Behaviour

Students who use bus travel to and from St Mary's College are reminded of safe behaviours. Bus drivers have a difficult role ensuring they deliver their passengers safely. If home contact is required, the College is very supportive of the driver's role and responsibility. The driver's concentration on the road is paramount and to be respected at all times by every student. At the beginning of each year parents receive a reminder of College expectations for bus travel.

The College is guided by the *Victorian Department of Education and Training School Bus Program protocols* for any student's behaviour requiring further intervention. Parents inform the Director of Wellbeing and or the Deputy Principal Operations of bus incidents. If the behaviour of a student is not appropriate the 1-4 response may be required:

1. First offence – verbal warning to student.
2. Second offence – written warning to parent/guardian.
3. Third offence – one week suspension of student from school bus travel.
4. Fourth offence – the student will not be allowed to travel on the school bus for the remainder of the year. (Requires MACS consultation).

## Parent Correspondence

Correspondence with parents includes through phone calls; emailing; sending a formal letter (such as a Level 2; 3; 4 or suspension- that parents are aware of) and to face to face meetings that usually involves the student.

## References

- For Cyber Abuse issues refer to ICT or Mobile/Smart Watch and Associated Devices policies.
- For Plagiarism and or cheating refer to College Assessment Policy.
- For Uniform issue refer to Uniform Policy and Code.
- SIMON Using Behaviour Tracking.
- SIMON PBL Matrix
- SIMON Links – Pastoral Links.
- MACS Policies [Care, Safety and Welfare of Students](#)

