

Overview

As our Mission, CLARE provides the basis for the Student Management model at St Clare's. As such the school has developed a framework that draws upon a range of programs that have been tailored to the needs of the St Clare's community. These include elements of Positive Education, and Restorative Practices.

Essential to all of these is procedural fairness. Our aim is to encourage the student to see the impact of their behaviour and therefore accept the consequences, whilst having positive behaviours reinforced. The emphasis should be on what needs to happen to make the situation right.

Classroom Teacher

May make contact with parents

May initiate formal processes for incomplete work

Completes Behaviour observations and reports on COMPASS
May request Restorative Meeting or Conference

Addresses classroom issues depending on the needs of the student i.e. learning or welfare needs

May refer to the Leaders of Learning and the Leaders of Wellbeing



Leaders of Learning

Leaders of Wellbeing



Addresses classroom issues that have not been resolved by classroom teachers

Issues Low, Medium and High Zones
WITHDRAWAL from subject A.L.L space

May send N warning letters to parents

Addresses Welfare issues

Issues Low, Medium and High Zones and Internal Suspension- A.L.L space
External suspension liaise with AP

COMPASS report to Assistant Principal Learning or Wellbeing if the behaviour does not improve

May facilitate Restorative meetings and Conferences
May make contact with parents

May refer to Counsellor, Learning Support or other relevant outside agencies



Assistant Principal Learning



Assistant Principal Wellbeing

Addresses issues associated with Academic performance or those escalated

Initiates NESA procedures N Award

May facilitate Restorative meetings and Conferences

May refer to Principal
Contact Parents and relevant outside agencies
Issues Internal and External suspensions
Implements Case Management
Facilitates Re-entry meeting on student return from suspension

Addresses major behavioural issues or those escalated (see those referred to in policy document 'Inappropriate Behaviours and Possible Consequences')



Principal

Addresses major issues and those escalated

Issues long term suspensions
Facilitates Re-entry meeting and Restorative Conference upon student return to school

Contacts outside agencies

Rights and Responsibilities

The St Clare's community is inspired by Gospel Values and the practical examples of St Mary of the Cross MacKillop and St Clare of Assisi. Our mission focuses on growth and wellbeing. As such, every member of our community has rights and associated responsibilities to ensure our mission is achieved.

I have the right to:	I have the responsibility to:
A positive and protective learning environment	Co-operate with my teachers and fellow students to make sure lessons proceed effectively. Be connected and engaged in my learning environment Not interfere with other's right to learn. Have evidence of the completion of set work Attend school regularly, at the right time, and take part in all activities to the best of my ability.
Be recognised for my achievements	Accept praise and recognition Be supportive of others and their achievements
Be myself and be treated as an individual with respect and politeness	Respect myself Treat others with respect Be respectful of my environment and my school community
Be safe at school	Avoid anything that is dangerous or careless Not engage in bullying Not engage in smoking/vaping, drinking alcohol, or taking other prohibited items.
Expect my property to be safe and my school environment to be tidy clean and comfortable	Not steal, damage or destroy the property of others Take good care of my own property and the property belonging to my school. Leave the classrooms and playground rubbish free
Explain my behaviour and be listened to at the appropriate time	Listen respectfully to others
Expect justice and fair treatment	Be honest and reflective when challenged about inappropriate behaviour
Be seen as a valued member of the school	Foster positive school spirit

The Role of the Clare Teacher

CLARE sessions are an integral part of our school program. The day begins in CLARE. It sets the tone for the day ahead. It is a time for prayer, reflection and growth.

The role of the CLARE teacher is vital in the St Clare's community. They are the first point of contact for students in their groups.

They are responsible for:

- Developing a positive relationship with the students in their group
- Leading a daily prayer with the students
- Checking uniform
- Encourage students to check their COMPASS newsfeed
- Taking a special interest in the welfare and progress of the students in their group
- Encouraging, supporting and developing the self-esteem of the students within their group.
- Student's welfare- contact parents when sick for three or more days, liaising with the Leader of Wellbeing when there are issues of concern
- Liaising with parents when necessary
- Attending activities associated with your year group
- 'Check ins' with students as part of the Wellbeing program
- Encouraging participation and involvement in all school activities

Inappropriate Behaviours and Possible Consequences

Classroom Inappropriate Behaviours

The following list is a guide:

- Failure to meet required responsibilities
E.g./ Littering, Lack of care in movement within the school, Lateness, Lack of equipment, Lack of respect for self, others, and the community, Homework incomplete, use of explicit foul language, off task behaviour, eating in the classroom, not wearing uniform correctly
- Undermining the positive environment of the classroom
- Undermining the personal worth of others

Possible consequences may include:

- Non-verbal responses e.g./ eye contact, facial expression, body language
- One-way verbal e.g./ teacher redirection
- Two- way verbal e.g./ ask students to reflect on their actions
- Written communication with parents via COMPASS or email
- Seating plan
- Time out- with another teacher by arrangement
- School/playground clean up
- In class detention-lunch- classroom teacher responsible
- COMPASS behaviour observation notification
- Subject monitoring card

If teachers have addressed the above behaviours and applied strategies and either the behaviour continues or the consequences are not completed the staff member should complete a COMPASS behaviour report.

Low Zone Inappropriate Behaviours- half lunch detention

The following list is a guide:

- Pattern of unsatisfactory response to classroom/ playground management strategies
- Repetition of minor behaviours
- Continual failure to meet uniform and grooming requirements
- Failure to comply with teacher directed consequences
- Minor harassment/teasing of others
- Chewing gum
- Possession of aerosol cans or pump spray deodorants
- Repeated explicit use of inappropriate language

Consequences include:

- COMPASS report
- Half lunch detention 20 minutes- Tuesdays and Fridays
- Email or phone call to parent
- Refer to Leader of Wellbeing and Leader of Learning

COMPASS referral to LEADERS of Wellbeing for issues outside the normal teaching classroom or the Leaders of Learning for all issues relating to inside the teaching classroom.

Medium Zone Inappropriate Behaviours- lunch detention

The following list is a guide:

- Failure to complete low zone
- Repetition of all behaviours listed in low zone
- Teasing or an incident of bullying
- Propelling/throwing objects e.g./ fruit, rocks etc. that could endanger another person
- Misuse of technology – notebook/internet/ social media
- Damage to school property (non- accidental)
- Damage to student property (non- accidental)
- Misbehaviour at public or extra-curricular activities

Consequences include:

- Entry into COMPASS
- Medium zone 35 minute lunch detention- Mondays and Wednesdays
- May be considered for referral to alternate learning location (A.L.L space) with relevant Leader of Learning or Leader of Wellbeing
- Monitoring card if required
- Letter to parents auto-generated through COMPASS

COMPASS referral to Leaders of Wellbeing for issues outside the normal teaching classroom or the Leaders of Learning for all issues relating to inside the teaching classroom.

High Zone Inappropriate Behaviours- 1 hour after or before school detention

The following list is a guide:

- Failure to complete medium zone
- Repetition of behaviours listed in Medium Zone or Low Zone
- Bullying
- Propelling/throwing objects e.g./ fruit, rocks etc. that causes discomfort or injury
- Serious misuse of Technology- notebook/internet/social media
- Serious damage to school property (non- accidental)
- Serious damage to student property (non- accidental)
- Serious misbehaviour at public or extra-curricular activities
- Directed, explicit, offensive language at students or staff

Consequences include:

- High Zone – 1 hour after or before school Detention
- Phone call to parents and letter home
- Monitoring card (Determined by relevant Leader)
- Refer to Assistant Principal Wellbeing or Learning
- Referral to the alternate learning location (A.L.L space) with relevant Leader of Learning or Leader of Wellbeing

COMPASS referral to Leaders of Wellbeing for issues outside the normal teaching classroom or the Leaders of Learning for all issues relating to inside the teaching classroom.

Internal Suspension

To be determined by Leaders of Wellbeing, Assistant Principals and Principal

The following list is a guide:

- Failure to complete High Zone
- Repetition of Low, Medium or High Zone Behaviours
- Inappropriate physical contact
- Threat of physical violence

Consequences may include:

- 1-3 day internal suspension
- Phone call to Parents and letter home
- Monitoring Card determined by relevant Assistant Principal
- Referral to Learning Support, Counsellor, Outside Agency

External Suspension

To be determined by Assistant Principals and Principal

The following list is a guide:

- Failure to complete internal suspension
- Physical violence including fighting
- Bullying- continuous
- Illicit drugs bought, sold or used at or prior to attending school/ school functions
- Weapons e.g./ knives brought to school/ school functions
- Repetitions of behaviours that lead to Internal Suspension

Consequences may include:

- 1-10 day external suspension
- Phone call to parents and letter home
- Parental interview on return
- Monitoring Card determined by relevant Assistant Principal
- Referral to Learning Support, Counsellor, or outside Agency
- Behaviour agreement
- Case Management procedures implemented

St Clare's Student Behaviour Procedures



