



St Clare's Catholic High School
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STUDENT BEHAVIOUR MANAGEMENT PROCEDURES

Person(s) Responsible	Assistant Principal- Wellbeing/Pastoral Care Coordinators
Date written	2017
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Associated School Documents	Pastoral Care Policy Student Award Procedures Anti-Bully Policy and Procedures Child Protection Policy and Procedures CLARE –Positive Education Framework

OVERVIEW

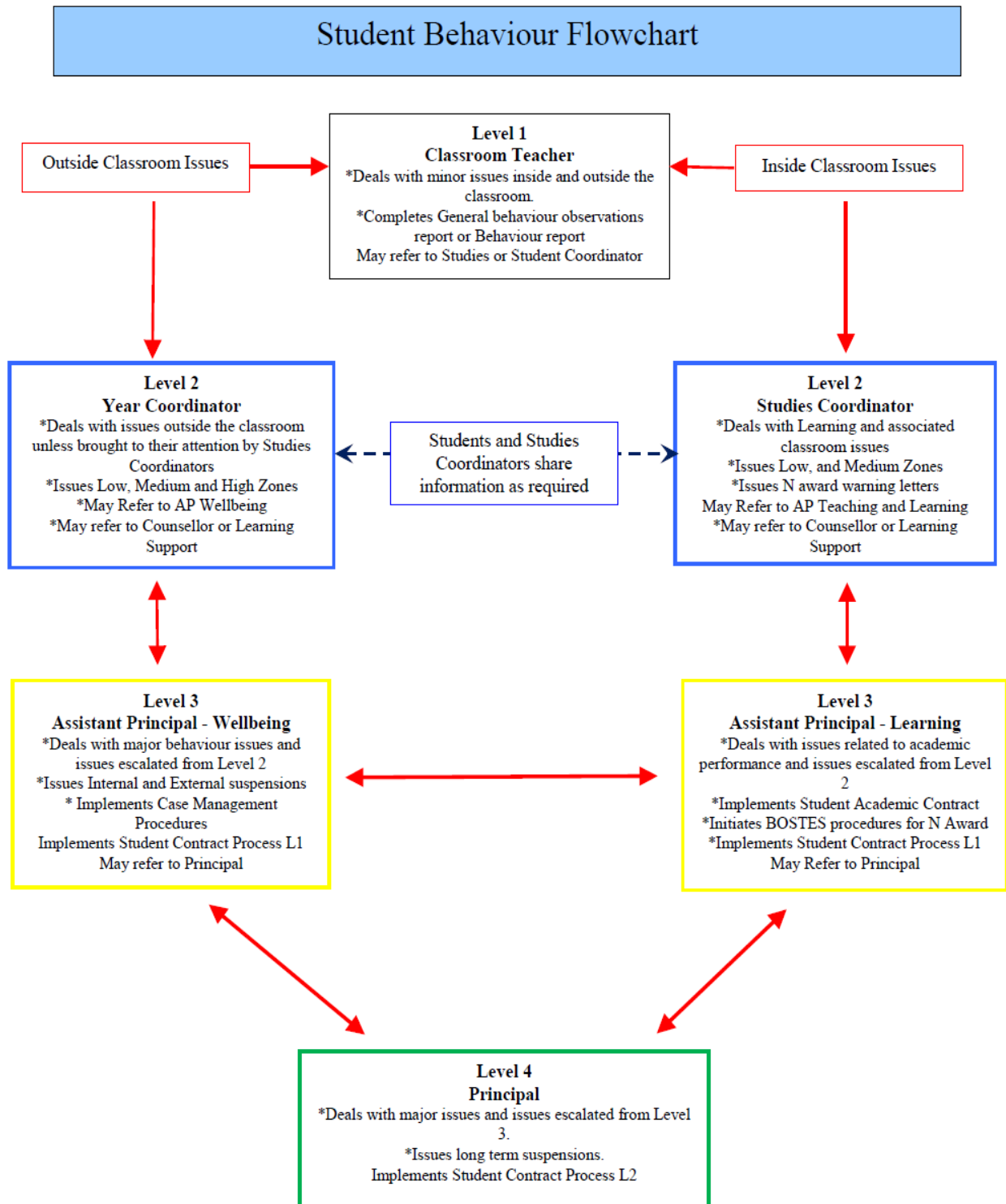
The Student Management model at St Clare's is based upon developing skills in our Youth to help them grow into respectful and well-balanced members of community. To achieve this goal the school has developed a Student Management Framework that draws upon a range of programs that have been tailored to the needs of the St Clare's community. These include elements of *Positive Education*, *Restorative Action Practices*, *Principals of Procedural Fairness* and *Teach more and Manage less*.

Our aim is to help the child see the impact of his/her misbehaviour and therefore accept the punishment as a consequence of the behaviour whilst having the positive behaviour reinforced. The emphasis should not be on the punishment but on what needs to happen to make to situation right.

Where consequence need to be put in place it is worth noting that Positive Behaviour Support research profiles schools in the following manner.

1. 80% of kids do the right thing much of the time
2. 15% of kids fall into the Secondary group - edgy, pushing the limits and sometimes noncompliant behaviour
3. 5% of kids fall into the Tertiary group – oppositional, non-compliant, intolerant, aggressive/violent behaviour

STUDENT MANAGEMENT



To have consistency and shared leadership in the area of student management, it is important that all staff across all levels work in collaboration to modify a student's attitude and behaviour.

BEHAVIOUR STRATEGIES

Level 0 - Minor Classroom behaviours and consequences

The following list is a guide:

Behaviours	Consequences/Strategies
<ul style="list-style-type: none"> . Littering . Lack of care in movement in stairwells, corridors, classes etc. . Swinging on chairs . Lateness . Lack of equipment . Lack of Diary . Lack of respect for self, others and the community . Homework incomplete/not done . Undermining the positive environment of the classroom . Undermining the personal worth of others . Off-task behaviour . Eating in classroom . Movement around the room without permission 	<p>Non-verbal responses: e.g. eye-contact, facial expression, body language</p> <p>One - way verbal e.g. teacher redirection</p> <p>Two - way verbal e.g. ask student to reflect on their actions</p> <p>Written communication with parents via Compass or email</p> <p>Seating plan</p> <p>Time out – with another teacher by arrangement</p> <p>School/playground clean-up</p> <p>In class detention - lunch - classroom teacher responsible</p> <p>Compass behaviour observation notification</p>

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

Level 1 - Low Zone Behaviours - 20 min yard clean-up

The following list is a guide only:

Behaviours	Consequences/ Strategies
<ol style="list-style-type: none"> 1. pattern of unsatisfactory response to classroom /playground management strategies 2. Repetition of all behaviours listed at level 0 3. Continual failure to meet uniform and grooming requirements 3. Failure to complete teacher directed consequences 4. unexplained lateness to school 5. Minor harassment/teasing of others 6. chewing gum 7. use of white-out, 8. possession of aerosol cans or pump spray deodorants 9. Inexplicit use of Foul Language 	<p>Lunch time clean-up</p> <p>Email or Phone call to Parent</p> <p>Refer to Studies or Student Coordinator</p>

Compass referral to Student Coordinator for issues outside the normal teaching classroom or the Studies Coordinator for all issues relating to inside the teaching classroom

Level 2 - Medium Zone Behaviours - 40 min lunch detention

The following list is a guide only:

Behaviours	Consequence/Strategies
<ol style="list-style-type: none">1. Failure to complete Low zone2. Repetition of all behaviours listed above in level 13. Bullying – minor level4. Throwing of objects e.g. fruit, rocks etc. that could endanger another person5. Misuse of Technology-Notebook/internet/social media6. Damage to school property (non-accidental)7. Damage to student property (non-accidental)8. possession of aerosol cans or pump spray deodorants9. misbehaviour at public or extra-curricular activities	Medium Zone – 30 Min Lunch detention Letter to Parents

Compass referral to Student Coordinator for issues outside the normal teaching classroom or the Studies Coordinator for all issues relating to inside the teaching classroom

Level 3 - High Zone Behaviours – 1 hr after or before school detention

The following list is a guide only:

Behaviours	Consequence/Strategies
<ol style="list-style-type: none">1. Failure to complete medium zone2. Repetition of all behaviours listed above in level 23. Bullying – high level4. Throwing of objects e.g. fruit, rocks etc. that causes minor injuries5. Serious Misuse of Technology- Notebook/internet/Social media6. Serious Damage to school property (non-accidental)7. Serious Damage to student property (non-accidental)8. possession and inappropriate use of aerosol cans or pump spray deodorants9. Serious misbehaviour at public or extra-curricular activities10. Directed, explicit, offensive language at students	High Zone – 1 hr after school Detention Phone call to Parents and letter home Monitoring Card (determined by Coordinator) Refer to Curriculum Coordinator or Assistant Principal

Written referral to Student Coordinator for issues outside the normal teaching classroom or the Studies Coordinator for all issues relating to inside the teaching classroom

Level 4 – Internal Suspension

Failure to complete high zone, others serious incidents determined by YC, AP, Principal

The following list is a guide:

Behaviours	Consequence/Strategies
1. Failure to complete High Zone	1 – 3 day internal suspension
2. Repetition of all behaviours listed above in level 3	Phone call to Parents and letter home Monitoring Card
3. Directed, explicit, offensive language at staff or members of the public	Referral to Learning Support Referral to Counsellor Referral to outside body

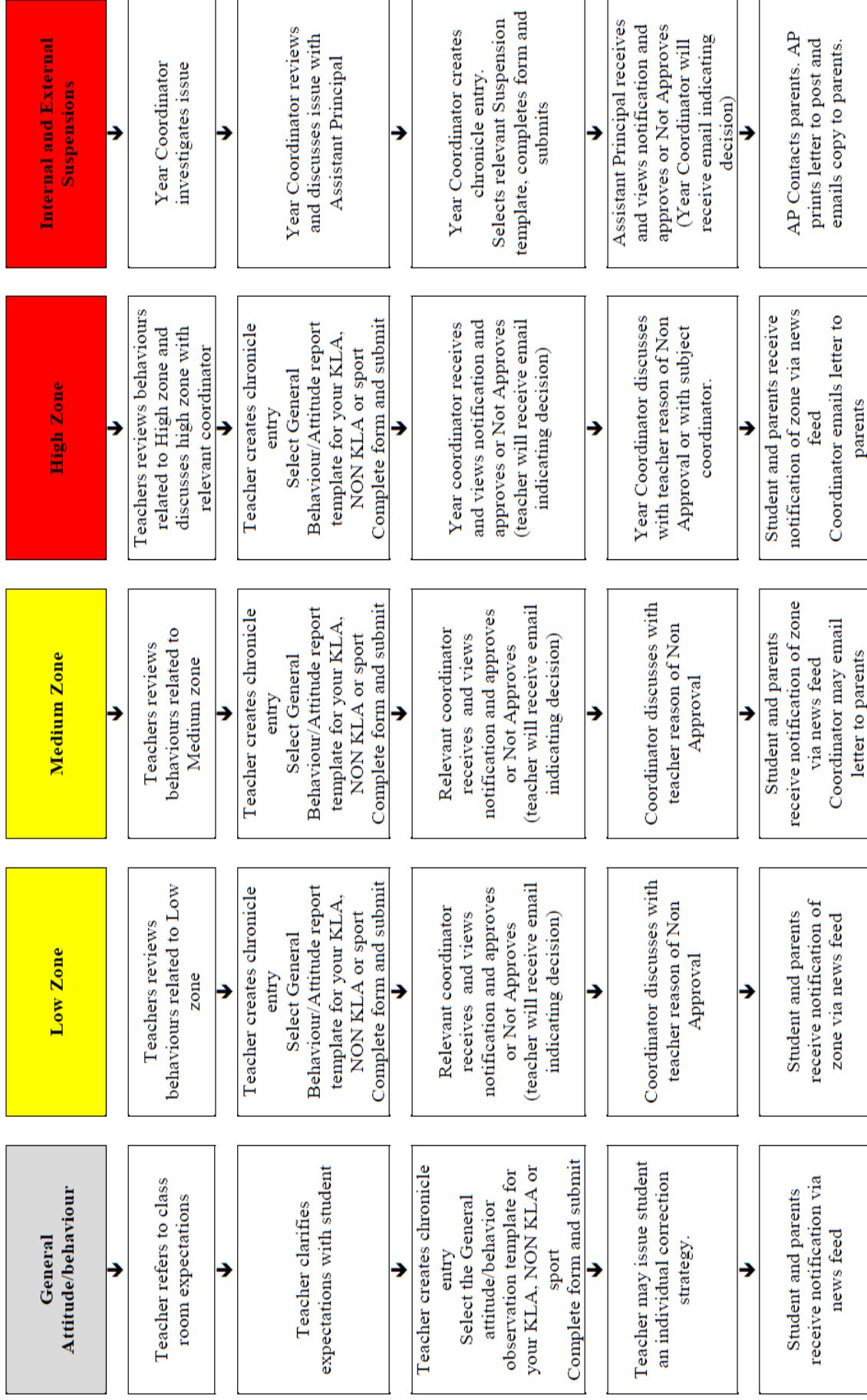
Level 5 – External Suspension

Failure to complete internal suspension, other serious incidents determined by Principal, AP

The following list is a guide:

Behaviours	Consequence/Strategies
1. Failure to complete Internal Suspension	1 - 10 day external suspension
2. Threatening physical Violence	Phone call to Parents and letter home
3. Physical violence including fighting	Parental Interview on return
4. Bullying - Continuous	Monitoring Card
5. Illicit drugs brought, sold or used at or prior to attending school/school functions	Referral to Learning Support Referral to Counsellor
6. Weapons e.g knives brought to school/school functions	Referral to outside body Behaviour Contract
7. Repetition of all behaviours listed above in level 4	Case Management procedures implemented

St Clare's Student Behaviour Procedures



POSITIVE SCHOOLS

As a school community, the following behavioural expectations outlined have been developed. Staff are expected to reinforce these expectations as a basis for establishing a positive classroom behaviour. If students do not meet these expectations then staff are required to use the CLARE language to outline the expectation. E.g. “Corey, you need to be prepared with all equipment to ensure you can achieve your best”, NOT “Corey, I am giving you a zone because you have forgotten your equipment”.

A positive School environment can help to avoid negative behaviours from students and build good relationships between staff and students.

STUDENT EXPECTATIONS

ALL SCHOOL SETTINGS

- Listen carefully to instructions
- Wear my uniform correctly use road crossings provided in a safe manner
- Speak positively
- Respect people and their property
- Respect individual differences
- Support and encourage others
- Follow all teacher directions
- Use appropriate language in an appropriate volume and tone.
- Keep my hands to myself
- Follow School Mobile and Listening Device Policy
- Maintain a clean and safe environment and take care of all school buildings, property and equipment
- Report all damage or problems
- Follow Workplace Health & Safety regulations

MOVEMENT AROUND SCHOOL

- Know where you are expected to be
- Move quickly and directly to class or school activity
- Move sensibly to, from and between classes
- Keep corridors, stairwells, veranda's and pathways clear
- Wait quietly outside classrooms
- Use pathways where possible
- Ensure all rubbish is put in bins

ALL CLASSROOMS

- Follow procedures and policies for each subject
- Be prepared with all correct equipment
- Use technology as instructed
- Be on task and take the opportunity to learn
- Respect the right of others to learn
- Respect the right of teachers to teach
- Be punctual
- Take pride in the classroom environment=
- Care for and return all borrowed equipment
- Use all equipment and furniture appropriately

GROUNDS/CANTEEN

- Use facilities appropriately
- Only use bathrooms and bubblers at break times or after when given permission to do so
- Keep canteen lines calm and orderly
- Be sun smart (wear a hat)
- Keep pathways clear and walk calmly around the school
- Use manners at all times
- Use your own money
- Only purchase items for yourself
- Place rubbish in the bins provided
- Use furniture and facilities appropriately (sit on chairs, not tables)

SPORT/PDHPE

- Participate in school approved games only
- Be sun smart (wear a hat)
- Participate safely and positively
- Share equipment
- Include all students fairly
- Show good sportsmanship
- Respect neighbouring properties
- Respect all sporting facilities (school or other)

TRANSPORT/EXCURSION/INCURSIONS

- Represent St Clare's in a positive manner
- Actively and positively participate in the learning experience provided
- Show respect towards members of the wider community (e.g. referees, Players)
- Return money/notes on time
- Follow the rules (bus/venue)

CYBER SAFETY

Never send or publish:

- unacceptable or unlawful materials, including using offensive, abusive or discriminatory comments.
- threatening, bullying or harassing comments or make excessive or unreasonable demands.
- sexually explicit or sexually suggestive material
- false or damaging information about a person or organisation

POSITIVE STRATEGIES

CLASSROOM

- Clear time limits placed on tasks
- Room arrangement- seating plan, room layout,
- When asking students to do a task finish with 'Thanks' (50% better result than please as students associate this with completion and expectation).
- Phrase expectations positively. Say 'Hand up' not 'Stop calling out'.
- Class rules and expectation firmly established. The class may be included in the formation of these. *Possibly by using the circle technique from Restorative Practices*
- Itinerary for lesson placed on board
- Demand use of school diary for homework, assignments, parent contact, leaving classroom (Year 7 and 8)
- Variety of activities and teaching strategies within the lesson
- Active listening- paraphrasing etc.
- Posters and displays. Student's work can be the inspiration and students can be involved in the design.
- Prominence and importance of a Sacred Space in the classroom
- Get to know your students. What is their life like beyond the classroom?

CLASSROOM –CONT

- Merit awards and other rewards
- Positive verbal statements
- Enthusiasm and positive outlook on behalf of the teacher
- Students actively engaged in learning, Experiment. Don't be afraid to take risks and try new things
- Follow up class work and homework
- Have regular opportunities for goal setting
- Give students regular feedback
- Differentiate the curriculum so that all students can work at their level.
- Choose labels carefully- students who have a way of living up or down to the labels put on them.
- Establish routine at beginning and end of lesson.
- Monitor students regularly- move around the room (Don't sit at the front desk)
- Model appropriate behaviour. - dress, punctuality, manner

YARD

- Be punctual, students are perceptive about which days staff are late to duty.
- Move around, establish contact with each group in the area you are supervising each duty.
- Use the duty to get to know students in a different environment, by taking an interest in their lives it makes it easier to get them to work in the classroom and they are more inclined to respond when you ask them to do something in the yard.
- Remind students that they need to ensure they leave their area tidy. By picking up 1 or 2 papers yourself as you do, this generally gets a better response than just asking the students to pick up the papers.