



## BEHAVIOUR MANAGEMENT POLICY

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### RATIONALE

Marist College Kogarah recognises the need to promote a climate within the College Community which promotes a high degree of **Self-Behaviour Management and Self-Respect** within students, thus allowing them to have a self-fulfilling life at the College.

The College also seeks to develop in students an understanding of the need for rules of behaviour, the need to respect these expectations and the need to have appropriate punishment applied when expectations are broken. The Behaviour Management Policy is designed to assist students towards greater Self-Behaviour Management and behaviour that is more appropriate in the future.

Respect can be demonstrated in three ways:

- |                         |  |
|-------------------------|--|
| Respect <b>Yourself</b> | Have high standards in your classwork and homework. Take pride in your uniform and appearance. Do not attempt something that will lower your dignity.  |
| Respect <b>Others</b>   | Do not touch another student's property or person. Keep the "Hands Off" rule. Be courteous and prepared to help.   |
| Respect <b>Property</b> | Look after the College property which is available for the use and enjoyment of all. Care for the College environment – clean up after yourself. Do not interfere with the property of others. |

A key feature of our Behaviour Management Policy is to **provide students with the opportunity to manage and change their behaviour**. This involves negotiating flexible outcomes that are beneficial to both students and the College.

### KEY FEATURES OF THE BEHAVIOUR MANAGEMENT SYSTEM

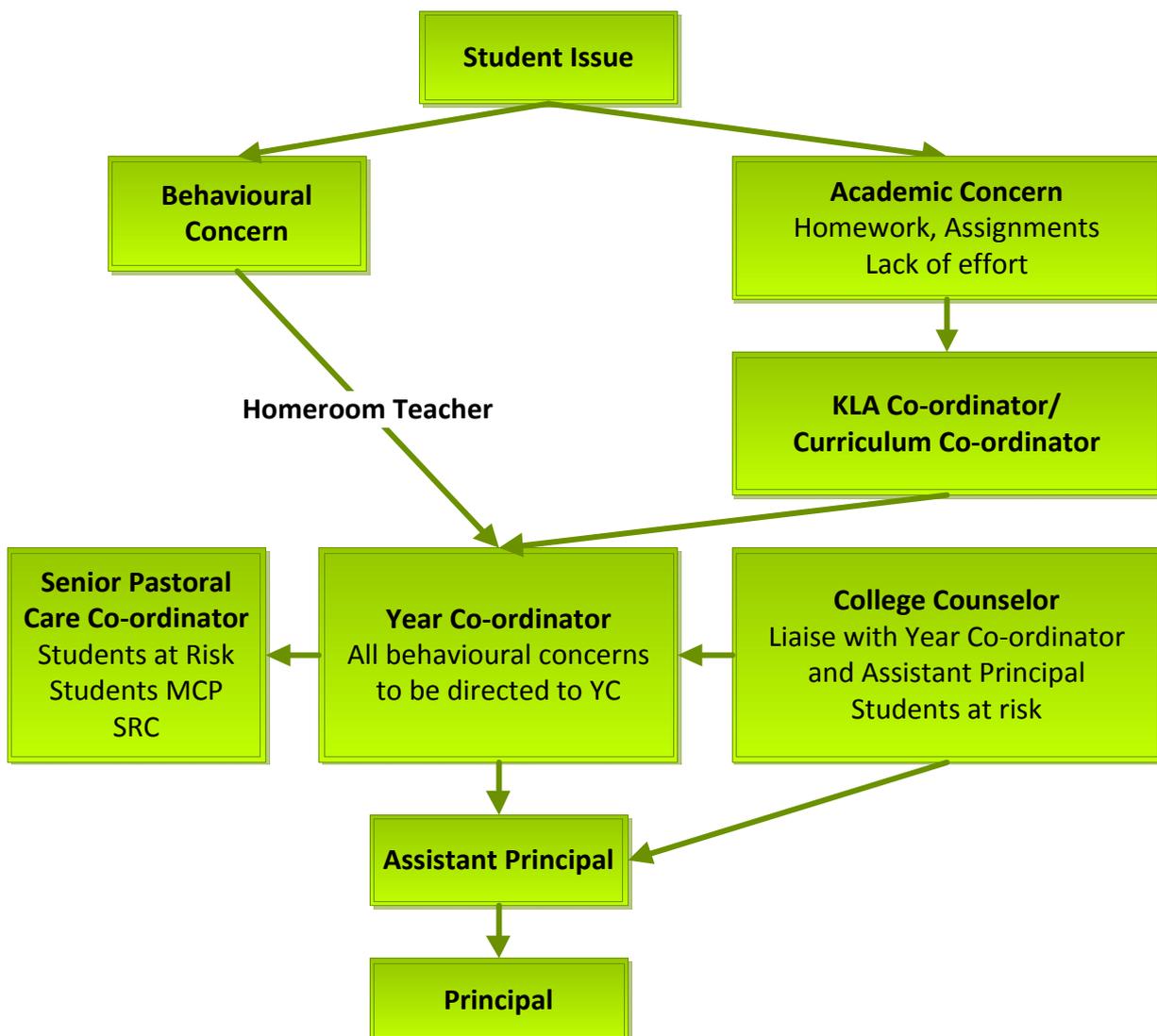
A key feature of the Behaviour Management System is to enable the maintenance of high standards in regard to learning, behaviour, interpersonal relationships, uniform and College facilities. Although all teachers come to the classroom with varying experiences and philosophies about Behaviour Management, here at Kogarah we believe:

- That critical to the maintenance of high standards **are well planned, interesting, challenging student-centred** lessons.
- Students should take responsibility for their own actions.
- In **encouraging** students to "do the right thing" because they want to.
- In **recognising, affirming** and **encouraging** positive behaviour.
- That actions, both positive and negative, have consequences.
- That there needs to be **consequences for inappropriate behaviour** which provide the student with an **incentive to change**.
- That **all teachers** share the responsibility for maintaining standards.
- That staff and students should be treated **fairly, justly and with respect**.

- All disciplinary actions must be just and promote self-discipline and development.
- In **modelling the behaviour** we want students to adopt.
- All students must be offered **procedural fairness** in all aspects of Behaviour Management strategies.

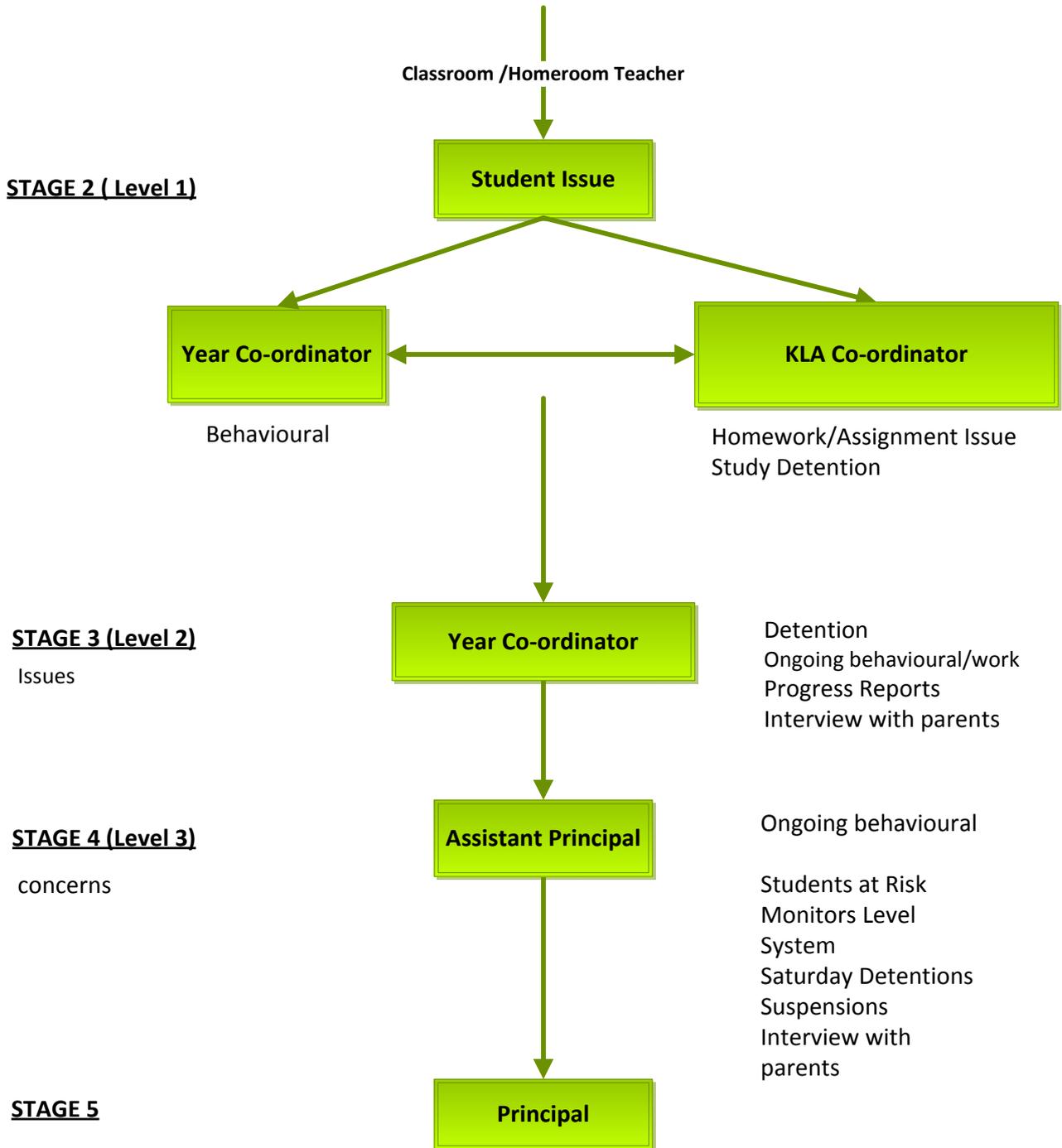
## BEHAVIOUR MANAGEMENT PROCEDURES

The following student management models are to work in conjunction with the framework for behaviour management policy at MCK.



**STAGE 1**

Teacher explores strategies for discussion and resolution.



## Key Behaviour Management Tools

Refer *Framework for Behaviour Management at MCK* (Page 8).

## Establishing Relationships, Expectations and Making Students Accountable

A key feature of any Behaviour Management system is the relationships developed with the students. Teachers should actively attempt to get to know the boys and take an interest in their lives. Teachers should also be very clear about expectations and apply them consistently with respect. Students need to be made accountable for their actions and this should be done again with respect. Remember to focus on the behaviour, not the student, and look at rewarding good behaviour rather than just identifying bad behaviour. Where applicable a mentoring process can be implemented in working with students in need.

**Building a positive classroom environment is a critical step in the Behaviour Management process. In the words of Saint Marcellin Champagnat “Love them all, love them equally”.**

## College Diary

The College Diary is the first point of contact with parents/guardians. Diaries are signed each week by parents/guardians and the Homeroom Teacher and comments, both positive and negative, need to be recorded. Therefore it is critical that the diary be brought to class each day and be displayed during homeroom. If a pattern of poor behaviour develops the class teacher or Homeroom teacher is to contact the parents/guardians and explore strategies to rectify the problem. If the problem persists the matter is referred to the KLA Co-ordinator and/or Year Co-ordinator for intervention.

## Classroom Detentions

Generally a student places **himself** on detention through his behaviour.

Teachers are responsible for the management of their own classroom issues and will engage in numerous strategies to encourage behavioural change in students.

Detentions **MUST** be focused on restoring student behaviour and **NOT** on retribution. These strategies may include:

- After class conversation
- Catch-up time (lunchtime, after school, negotiated timelines etc)
- 3 W Form (Appendix 1)
- 4 W Form (Appendix 2)
- Stop/Start Behaviour Plan (Appendix 3)
- Recognising appropriate behaviour
- Involvement of student in decision making and joint resolution.
- Detention should be focused on “working on the behaviour” and not just “**doing time**”.

Parents/guardians are notified of these detentions via the College Diary and students must have their parent/guardian signature next to the notification. **Class-based detentions must be run by the class teacher.** Failure to attend one of these detentions will result in a Year Co-ordinator, College and/or a Wednesday study detention.

### **College Detention and Year Co-ordinator Detention**

Prior to a College or Year Co-ordinator Detention, it would be expected that the student would have been offered some positive incentives for change, along with notes to parents/guardians in the diary and teacher-based detentions.

The College detention system operates on Friday afternoons from 3.10 pm to 4.10 pm and is supervised by Year Co-ordinators, Senior Pastoral Co-ordinator and the Assistant Principal on a rotational basis. Students are issued with these detentions for more serious infringements, for example, consistently failing to follow College expectations.

A Year Co-ordinator detention can be issued for the same level of infringement, but differs in that it may be held on any day of the week until from 3.10 pm to 4.10 pm.

When a student is issued with a Detention Letter, he is to present this to his parents/guardian for a signature and return it to the appropriate person supervising detention.

Failure to attend a College or Year Co-ordinator Detention, and/or without authorisation, is a serious infringement and will incur two College detentions and/or a Saturday Detention. The incident is also recorded on the College's Data Management System by the Year Co-ordinator and Assistant Principal.

### **Work and Study Detention**

This detention is issued by classroom teachers for students who fail to complete outstanding classwork, not following instructions of the classroom material, failure to bring equipment and failure to complete homework or or submit work of unsatisfactory standard. This detention occurs on a Wednesday afternoon from 3.10 pm to 4.10 pm. Students continue to attend each Wednesday until all work is completed.

When a student is issued with a Detention Letter, he is to present this to his parents/guardian for a signature and return it to the teacher supervising detention.

Failure to attend a Wednesday Detention, and/or without authorisation, is a serious infringement and will incur a following Wednesday Detention and a College Detention.

The incident is also recorded on the College's Data Management System by the classroom teacher assisted by the KLA Co-ordinator.

### **Assistant Principal Detention**

The Assistant Principal will issue a detention to students who do not adhere to College Policy. It is given at the Assistant Principal's discretion and occurs every day from 3.10 pm – 4.10 pm.

When a student is issued with a Detention Letter, he is to present this to his parents/guardian for a signature and return it to the Assistant Principal.

Failure to attend an Assistant Principal Detention, and/or without authorisation, is a serious infringement and will incur the following day detention.

### **Sports Detention**

The Sport Co-ordinator will issue sports detentions to students who either truant from Sport or fail to behave appropriately at Sport. It is given at the discretion of the Sports Co-ordinator's and occurs on Thursday afternoons from 1.00 pm – 3.00 pm.

When a student is issued with a Sports Detention Letter, he is to present this to his parents/guardian for a signature and return it to the Sports Co-ordinator. Failure to attend a Sports Detention, without authorisation, is a serious infringement and will incur further consequences.

### **Saturday Detention**

A Saturday Detention can be issued at the discretion of the School Principal. Likewise students can also be required to attend school on Staff Development Days as further consequences for not meeting College expectations. A Saturday Detention is issued for serious issues at the College or persistent problems with truancy and lateness. If a student has been notified of a Saturday Detention, then parents/guardians should understand that a serious problem has occurred at the College. Parents/guardians and students are always notified in writing. A College Executive Member, plus one Year Co-ordinator, will always be present to supervise these detentions.

Saturday Detentions are held twice per term from 8.00 am to 10.00 am. Students are to attend in full College uniform, with their College Diary and writing material. The only acceptable reason for being absent from this detention is a medical condition that requires professional treatment and explained by a medical certificate which is presented to the Assistant Principal on return to the College.

Failure to attend a Saturday Detention may result in the College reviewing further consequences for your son.

### **Suspension**

A student may be suspended from the College by the Principal or Assistant Principal. Suspension is a most serious level of Behaviour Management. The length of suspension will vary in accordance to the seriousness of the offence. It is the student's responsibility to make satisfactory arrangements to submit an assessment task to the KLA Co-ordinator, if assessment tasks are missed during a period of suspension.

Whilst on suspension, students are required to complete one full booklet of study/revision notes for each day suspended. These booklets must be completed when the student presents for an interview, normally with the Assistant Principal.

### **Expulsion**

In the event of a serious breach of College rules and regulations the Principal reserves the right to initiate the termination of the enrolment of the student in line with the guidelines of the Catholic Education Office Sydney.

All matters relating to student management practices are in line with the CEO document *Student Management: Suspension, Transfer and Exclusion Policy*.

## **Important College Rules**

The following rules are firmly upheld by Marist College Kogarah and have been instituted for the well-being of all students. They enable effective education to occur and their violation can incur a period of suspension from the College.

- Fighting
- Smoking
- Truancy
- Bullying
- Being involved with the possession or knowledge of offensive material
- Being absent from a Saturday Detention
- Graffiti
- Abuse of technology

*Note:* The above list is not the definitive guideline to suspension. Other incidents may incur suspension at the discretion of the Principal/Assistant Principal.

If students are involved with the following issues they may forfeit their right to a position at the College.

- Use, possession of or selling illegal drugs
- Use or possession of illegal weapons
- Damaging College property
- Stealing

## **Corporal Punishment**

Marist College Kogarah expressly prohibits the use of corporal punishment by any staff member, or member of the wider Marist College Kogarah Community, including parents/guardians, to enforce discipline at the College.

Staff are advised annually of their obligations under the Child Protection Act 1998.

## **Procedural Fairness**

All students engaged in Behaviour Management strategies are offered procedural fairness. That is, in the process of all investigations, students are dealt with fairly and justly. Students have the right to:

- Know the allegations related to the complaint or grievance 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.

In most cases, the person conducting the investigation will not be the decision maker, adding to the fairness and unbiasedness of the process.

## FRAMEWORK FOR BEHAVIOUR MANAGEMENT AT MCK

Framework	Reason for Movement to this Level	Possible Action	Responsibility
<b>Acceptable Behaviour</b>	Every student begins at this level and remains here until a matter of concern makes it appropriate to move beyond this point.	Affirmation through the Merit Award system and/or positive comments in College Diary.	All Staff
<b>Stage 1</b>	<ul style="list-style-type: none"> <li>A matter of concern in a subject area.</li> <li>Isolated breaches of minor rules, eg talking in class, not paying attention, disrupting others, uniform issues, foolish behaviour in the playground and or classroom.</li> </ul>	<ul style="list-style-type: none"> <li>Explore strategies for discussion and resolution</li> <li>Note in College Diary</li> <li>Use 3 W Form</li> <li>Use 4 W Form</li> <li>Use Stop/Start Behaviour plan</li> <li>Extra classwork/homework/revision work/writing diary rules</li> <li>Recess/lunch short detentions</li> <li>Provide the student with the opportunity to redeem himself.</li> </ul>	Class Teacher, Homeroom Teacher
<b>Stage 2</b>	<ul style="list-style-type: none"> <li>Repeated classroom infringements</li> <li>Homework not completed 3 times.</li> <li>Persistent misbehaviour</li> <li>Persistent uniform issues</li> <li>Talking back to a teacher</li> </ul>	<ul style="list-style-type: none"> <li>Possible Study Detention/extra work.</li> <li>Note in College Diary to be signed by parent/guardian.</li> <li>Contact parents/guardians</li> <li><b>Level 1 (Yellow)</b> Monitoring Sheet issued by Classroom Teacher in consultation with KLA Co-ordinator. (Possible referral to College Counsellor)</li> <li>Provide the student with the opportunity to redeem himself.</li> <li>Entered in Student Data Management System.</li> </ul>	Class Teacher, Homeroom Teacher, KLA Co-ordinator, Year Co-ordinator, Sentral
<b>Stage 3</b>	<ul style="list-style-type: none"> <li>No positive response to previous step.</li> <li>Numerous behavioural problems over a short period of time across more than one KLA.</li> <li>Serious breach of College expectations eg persistent refusal to follow expectations of classroom teacher.</li> <li>No improvement on Level 1 (Yellow) monitoring sheet.</li> <li>Persistently breaching expectation and accumulated detentions.</li> <li>Repeating a more serious breach of College expectations.</li> </ul>	<ul style="list-style-type: none"> <li>Parents/guardians contacted (letter/telephone)</li> <li>Student placed on Study and/or Friday Detention.</li> <li><b>Level 2 (Green)</b> Monitoring Sheet issued by Year Co-ordinator.</li> <li>Loss of privileges (going to sport/ excursions)</li> <li>Possible referral to College Counsellor.</li> <li>Provide the student with the opportunity to redeem himself.</li> <li>Parent/guardian interview with Year Co-ordinator.</li> <li>Case management begins.</li> <li>Possible isolation from class.</li> <li>Provide the student with the opportunity to redeem himself.</li> <li>Entered in Student Data Management System.</li> </ul>	Year Co-ordinator, KLA Co-ordinator, Assistant Principal, College Counsellor Sentral
<b>Stage 4</b>	<ul style="list-style-type: none"> <li>No positive response to Level 2 monitoring sheet and other Behaviour Management measures.</li> <li>Very serious breach of College expectations, eg physical and verbal violence, consistent bullying, smoking, possession of offensive material.</li> <li>Workplace and TAFE breaches.</li> </ul>	<ul style="list-style-type: none"> <li>Parent/guardian interview with Assistant Principal and Year Co-ordinator.</li> <li><b>Level 3 (Red)</b> Monitoring Sheet issued by Assistant Principal.</li> <li>Saturday Detention</li> <li>Possible suspension (*)</li> <li>Provide the student with the opportunity to redeem himself.</li> <li>Individual Positive Behaviour Plan (IPBP) to be undertaken by the College, including Risk Assessment.</li> <li>Entered in Student Data Management System.</li> </ul>	Assistant Principal, Year Co-ordinator, VET Co-ordinator, College Counsellor
<b>Stage 5</b>	<ul style="list-style-type: none"> <li>On-going refusal to conform to College expectations.</li> <li>Most serious breach of College standards.</li> </ul>	<ul style="list-style-type: none"> <li>Parent/guardian interview with Principal.</li> <li>Suspension</li> <li>Alternative arrangements explored to aid progress.</li> <li>Continued enrolment discussed if improvement not evident.</li> <li>Expulsion (**)</li> <li>Entered in Student Data Management System.</li> </ul>	Principal

(\*) Some students, by their actions, require Behaviour Management strategies that are beyond the scope of this framework. On these occasions the Assistant Principal and Principal may elect strategies that are responsive to the seriousness of the situations.

(\*\*) In the event of a serious breach of College rules and regulations the Principal reserves the right to terminate the enrolment of the student in line with the guidelines of the Catholic Education Office Sydney.

## 3 W Form



### OUR CLASS!

Please record your answers on a separate sheet. Thanks!

#### So:

1. What's working well in our class?  
What things (activities and the way we run things) work well in our class and why?
2. What's not working well and why?  
Anything upsetting you? Why? (If personal, put it in writing.)
3. What are some things we can change? How?

Let's discuss together. Let's make a plan for action:

- ✓ Things we can start soon
- ✓ Things that will take a bit longer
- ✓ How we'll do it.

# The 4 W Form

Student's Name \_\_\_\_\_

Class: \_\_\_\_\_

Teacher's Name: \_\_\_\_\_

Date: \_\_\_\_\_

Subject: \_\_\_\_\_

## Student Comment

What I did against our class or College rules?

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What rules (or rights) I broke or infringed?

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What is my explanation?

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What I think I should do to fix up or work things out?

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## Teacher Comment

Date: \_\_\_\_\_

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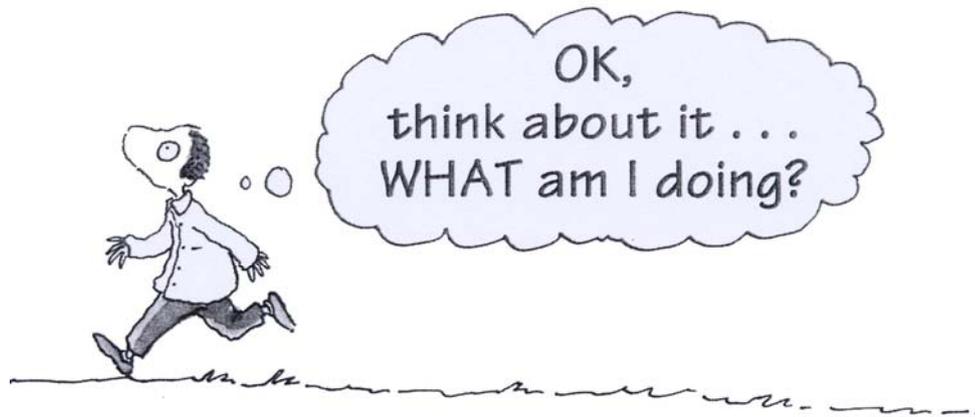
## Resolution Required

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# Stop/Start Behaviour Plan



My Goals			
STOP DOING		START DOING	
1.		1.	
2.		2.	
3.		3.	

Is your plan achievable?  
 OK, how will you do it? Discuss this with your teacher.  
 How will you handle "bad days"?  
 What support will you need from your teacher?