

Behaviour Development Policy

Revised on: December 2023

Review date: December 2024

“Put on then, as God's chosen ones, holy and beloved, compassionate hearts, kindness, humility, meekness, and patience, bearing with one another and, if one has a complaint against another, forgiving each other; as the Lord has forgiven you, so you also must forgive.

Colossians 3:12-13

Purpose:

Behaviour Development is a whole-school approach to addressing the behaviour of students in a supportive Catholic school environment. Strategies are developed and implemented to regulate behaviour in the College, reflecting shared values and expectations. Students, staff and parents are encouraged to exercise and enjoy their rights and to accept their responsibilities. Behaviour development strategies and associated procedures must be consistent, fair and just for all people involved.

Quality relationships are central to effective learning and teaching at St Margaret Mary's College. School practices reflect Gospel Values and in particular, all members of the school community are treated with dignity and respect. The individual is at the focus of the Behaviour Development Policy and it must affirm the dignity and worth of each person, whilst creating an environment that facilitates the development of responsible self-management.

Direction:

St Margaret Mary's College is a Catholic learning community where young women are educated, inspired and inspirited. True to the story of the Good Samaritan, we are people of hope, who live compassionately and justly, responding to the call from Jesus to be a neighbour to all.

Students are empowered to grow as individuals with respect for self and others, and a sense of pride and spirit for their College. Within an atmosphere of forgiveness and restoration, we seek to guide maturing students to develop accountability to themselves, to others and to God.

The Behaviour Development Policy applies to the behaviour of students at the College, on the way to and from the College and whilst students are on College endorsed activities. It can also apply outside of College hours and off College premises, where there is a clear and close connection between the College and the conduct of students. This includes such things as the inappropriate use of social networking sites, mobile phones or other technologies.

Behaviour Development is the shared responsibility of students, teachers, the College Leadership Team, parents and the community. Therefore, the Behaviour Development Policy must reflect the shared values and expectations of the College and confirm the worth of each individual and their contribution to the common good of the whole community.

Expected Outcomes:

1. Clear expectations of acceptable student behaviour will be set.
2. Positive behaviour will be encouraged and acknowledged.
3. Accountability and implications of one's actions must be made explicit.
4. The Behaviour Development Plan will consider the age and developmental stage of the individual student.
5. Where a conflict arises between the needs of the individual, the group or the person responsible for the group, then the following principles will be applied:

- 5.1 It is the actions that are unacceptable, not the person.
 - 5.2 Each case must be dealt with on an individual basis and with procedural fairness.
 - 5.3 All issues will be dealt with in a timely manner appropriate to the circumstances.
 - 5.4 Disciplinary action should be motivated by a desire to promote student development towards self-discipline, restorative justice.
 - 5.5 Outcomes reflect the logical consequences of the behaviour where possible.
 - 5.6 Outcomes enable a student to seek reconciliation and encourage a commitment to improved positive behaviour.
6. Suspension or cancellation of the enrolment of students whose behaviour is considered to be a serious threat to the wellbeing of our College community is an option. In such cases, efforts must be made to affirm the dignity of the individual, as far as possible.
- 6.1 Suspension means that the student's right to attend school or classes has been withdrawn for a period of time. It may be an internal (at school) suspension, where the school changes the formal learning arrangements of the student or an external (out of school) suspension, where the parent(s)/carers(s) take responsibility for the student.
- Suspension is not intended as a punishment. It is a strategy for reflection and developing more appropriate positive student behaviour. Suspension allows students time to reflect on their behaviour, to acknowledge and accept responsibility for their actions, which led to the suspension, and actively take responsibility for developing their behaviour and working with the College to meet expectations in the future.
- Students will have a re-entry interview with a member of the College Leadership Team or Pastoral Team before returning to classes or any alternative outcome. The purpose of the re-entry meeting is to establish behaviour support goals between the school, student and family.
- 6.2 When warranted, an Enrolment Agreement Commitment will be established with specific goals that must be met by the student to ensure a successful continued enrolment at St Margaret Mary's College.
- 6.3 Cancellation of Enrolment means the total withdrawal of a student's right to attendance at the College. It involves the cancellation of the enrolment contract entered into by the College through the College Principal and the parent(s)/carer(s) at the time of the enrolment. The decision to exclude a student is made in consultation with the Catholic Education Office.
- 6.4 Appropriate College staff will offer pastoral care and guidance to the student during periods of suspension, and, in the case of exclusion, may offer assistance the family in finding an alternative education avenue for the student.

Inappropriate Behaviour

It is College Policy that all students conduct themselves with dignity and regard for the safety and well-being of themselves and others. Expectations can be determined from the Contract of Enrolment for all St Margaret Mary's College Students. Where infringements of the policy occur, the following processes may be followed.



Minor Offences (Category 1) - Mostly to be dealt with by the classroom teacher in line with the classroom behaviour development plan, these minor offences can include:

- Failure to submit homework
- Failure to complete set classwork
- Disorder or inattention in class
- Lack of punctuality
- Disobedience or disrespectful behaviour
- Indirect offensive language (written or verbal)
- Incorrect or incomplete uniform

If these problems persist, or the teacher is not satisfied with the student's progress, the matter may be reported on to the relevant Middle Leader, who will then liaise with the College Leadership Team and parents, where appropriate.

Major Offences (Category 2) – In cases of serious infringements of the College expectations, the matter may be referred directly to the Pastoral Leader with the support of the College Leadership Team. These infringements may include:

- Leaving school grounds without permission
- Truancy
- Serious misuse of technology and social media
- Consumption of tobacco, alcohol or other drugs on College grounds / or at College events
- Direct refusal to follow a request from a staff member in line with the College expectations
- Fighting in the community (including water and food fights)
- Physical Harm to another person
- Vandalism and destruction of property (including all College and other students' property)
- Direct and intended offensive language (written or verbal)
- Bullying and harassment of any kind towards staff or students (includes verbal, physical, cyberbullying)
- Theft

In the first few weeks of Term 1, teachers are advised to complete a classroom behaviour development plan for their classes. These plans may vary depending on the class group, subject and age appropriateness. Teachers are advised to refer to the Positive Behaviour Strategies, Essential Skills for Classroom Management and Restorative Justice approaches when setting responsibilities and consequences. The Whole College Expectations also set clear guidelines for a consistent whole school approach. Teachers may discuss these plans with a Pastoral Middle Leader, Curriculum Leader, Deputy Principal or Assistant Principal Pastoral. These plans should then be:

- Filed electronically and allow for review and modification as necessary and in consultation with appropriate Middle Leaders and College Leadership Team
- As outlined in the Behaviour Development flowchart, the classroom teacher is primarily responsible for developing responsible positive behaviour with students in their classroom
- Ongoing concerns with student behaviour should be communicated with parents and strategies from the behaviour development plan outlined
- Escalation in inappropriate behaviour should be reported to and support provided from the Pastoral Middle Leaders, Curriculum Middle Leader or relevant member of the College Leadership Team.
- Category 2 Major Offences should be reported to the APP and PML with ongoing parent communication
- Consideration will also be given at the discretion of the College Leadership Team, to representation at special College events for students whose ongoing behaviour is deemed unacceptable and in breach of College expectations.
- The Time Out Procedure may be used in conjunction with your classroom behaviour development plan as a last resort, with temporary consequences for the repeated inability of the student to redirect their behaviour in class.

Reflection Time Processes

- I. As one consequence for student behaviour, teachers are responsible for setting and supervising reflection time in line with their class behaviour development plan, for Category 1

Minor Offences. Parents should be notified and a record maintained on the student Chronicle database of ongoing student behaviour concerns.

II. Regular Set Lunch Reflection Time:

- Supervised by a member of the College Leadership Team or Pastoral Middle Leader
- Issued by staff through the Notification Booklet. Yellow slips must be issued to the student informing them of the impending time and the blue slips handed in to the Reflection Time box in the Student Support Services Office
- Set Lunch Reflection Times are issued for uniform infringements, minor IT misuse and cleaning duties where students have two unexplained missed cleaning duties in a week.

III. After School Reflections – Usually a consequence for Major Offences (Category 2):

- ❖ Afternoon Reflection Times may be set:
 - by teachers in consultation with CML, PML and CLT for assessment completion. Parents must be notified via a Compass Afternoon Reflection Notification arranged with the Assistant Principal Pastoral.
 - by PMLs and CMLs as a consequence of ongoing and repeated breach of Category 1 offences. Parents must be notified via an Afternoon Reflection Notification arranged with the Assistant Principal Pastoral or Deputy Principal of Teaching and Learning.
- ❖ Friday Afternoon and Saturday Reflections may be issued by the College Leadership Team, at their discretion, and often as a consequence for students who:
 - have left school grounds without permission
 - repeatedly fail to attend other issued reflections
 - have been assigned a community service

College Suspension Guidelines

Decisions relating to the longer term withdrawal of students through suspension must be made by the College Leadership Team and include a response to Category 2, Major Offences and ongoing escalated behaviour. In some instances, certain behaviour may require the decision for immediate suspension and further consultation with the Townsville Catholic Education Office.

Internal Suspension cases may include:

- Serious breach of technology and social media
- Continued disruption to classes
- Continued disrespect and refusal to follow staff requests
- Harassment of students and /or staff
- Malicious damage to property

External Suspension cases may include:

- Serious incident of bullying, intimidation and harassment of a student or staff member
- Continued non-compliance with the College expectations that impact on the safety and welfare of other students and staff at the College
- Fighting in the community – Physical altercation with another student, or physical harm caused to another student

