The Behaviour Management Policy is a response to Catherine McAuley’s vision of a safe school environment. The Behaviour Management Policy endeavours to provide a framework for high quality interpersonal relations of care and support for all members of the school community.

The promotion of respect, honesty, forgiveness and reconciliation underpins the implementation of the school’s Behaviour Management Policy.

Catherine McAuley prohibits any form of corporal punishment as a discipline method. Nor do we sanction the administration of corporal punishment by non-school persons, including parents, to enforce discipline at the school.

The behaviour management strategies at Catherine McAuley encourage students to make choices and accept responsibility for their own behaviour. This whole school model used by teachers is a proactive one that seeks to effect change which will enhance the individual student’s self esteem, growth towards self discipline and development as a responsible and caring member of this community.

Procedures for suspension, negotiated transfer and exclusion of students are in accordance with the relevant Parramatta Catholic Education Office Guidelines and Procedures (May 2012).

**Behaviour Management Policy aims to:**

- Promote an atmosphere conducive to effective teaching and learning.
- Create a supportive environment where students can develop their abilities and interest.
- Foster a mutual respect for others and their property.
- Develop in students the ability to take responsibility for their own behaviour and the consequences of their action, as detailed in the School Diary.
- Denounce intolerance in any form as incompatible with the Mercy community we are and want to be.
- Express the rights and responsibilities of staff, students and parents, in positive terms.
- Be understood by all members of the school community.
- Contain appropriate levels of response which are understood by all members of the school community.
- Build on the engagement of students and on the provision of appropriate intervention strategies to develop appropriate behaviours.

This is in keeping with the Child Protection guidelines of New South Wales and the Parramatta Catholic Education Office.
Natural Justice and Procedural Fairness will be employed at all times. This means that:

- The student will have a fair opportunity to know and understand what the allegation is and what evidence supports it.
- The student will be asked to complete our Incident Report.
- The investigative process will be conducted in an impartial and objective manner.
- The student will be given a reasonable opportunity to think about the matter and prepare a response. In serious cases students may seek guidance from parents/guardians before responding.
- Students will be informed of the process for seeking a review of the decisions made in response to allegations.
- There will be impartiality in all procedures connected with the making of a decision.
- Decision-making will be based on a balanced and considered assessment of information without bias. The person investigating the incident will not make the final decision.
- The staff at Catherine McAuley has the responsibility to promote the ideal of racial equality and to develop and implement anti-racist education and sanctions against racial discrimination, prejudice and harassment when they occur within the school community.
- Students will be informed of the process for seeking a review of the decisions made in response to allegations.

A) PROACTIVE APPROACHES TO ESTABLISHING APPROPRIATE BEHAVIOUR:

Strategies for Establishing Relationships and Rapport building include:

1. **Teacher within the Classroom:**
   - Clearly outline expectations
   - Punctuality to class
   - Preparation of classroom
   - Student seating plan where appropriate
   - Preparation of meaningful lessons and resources
   - Professional dress
   - Appropriate language when communicating with students
   - An awareness of student medical alerts, special consideration, pastoral notices and confidential student information (found on Denbigh)
   - Response to lateness to class
   - Established routine: mark roll, correct homework
   - Communicate to parents through the student’s diary regarding daughter’s work and behaviour
   - Positive messages to parents as above

2. **Teacher outside the Classroom:**
   - Ensure that initial interactions with students are positive and constructive
   - Smile and greet students in the playground
   - Be aware of pastoral needs of students
   - Express interest in student activities

**Rights and responsibilities:**
- Respect and dignity for all
• Positive and effective learning environment
• Safe environment
• Environment conducive to learning

B) STRATEGIES FOR RESTORING APPROPRIATE BEHAVIOUR

• Discipline with discretion. Never shame, humiliate, name call or demonstrate anger and aggression. This avoids power battles where no one can win.
• Use a calm but firm voice to diffuse confrontation, explaining why behaviour is inappropriate.
• Students who are upset or angry cannot take in what you are suggesting as raised adrenalin levels reduce the ability to think rationally. Arrange another time and place to follow up.
• Invite the student to write about the problem/issue before next meeting/ interview. Look at needs first, solutions later.
• Focus on student behaviour and try not to make wider judgments about the student.
• Communicate with parents via Student Diary
• Move students to a different position in the classroom.
• Explain, apply and supervise reasonable consequences eg. complete set work at home or in lunchtime, make up time lost due to lateness.
• Support and encourage the student to accept responsibility for inappropriate behaviour by accepting the consequences and apologizing appropriately.

Notice students being good … a lot! Reward outstanding effort with a Merit Sticker. Recognising good behaviour and promoting positive interactions can be powerful indeed.

C) SUPPORT IN RESTORING APPROPRIATE BEHAVIOUR

At Catherine McAuley we value and respect the dignity of each individual person within our community and this is kept in mind when applying these behaviour management processes.

CLASSROOM

1. Classroom Teacher:
   • Use appropriate classroom management strategies and consistent consequences where necessary eg. note to parents in student diary, lunchtime detention.
   • Teacher may seek advice from Subject Coordinator and implement suggested strategies.
   • While it is expected that most situations can be handled by the teacher in the classroom, there may be exceptional circumstances eg. physical or verbal abuse by a student of a staff member or another student, when it is necessary for the teacher to contact one of the Assistant Principals or Year/Subject Coordinator to remove the student. Only in exceptional circumstances would it be appropriate for a student to be removed from a classroom.

   *If inappropriate behaviour continues*

2. Subject / Year Coordinator:
Teacher informs Subject Coordinator and Year Coordinator, in writing (email), of ongoing issue.

The need for a Student Learning Plan is discussed. (see Appendix)

The Subject Coordinator in consultation with the Year Coordinator and classroom teacher, determines an appropriate response eg interview with student and parent, afternoon detention, behaviour contract for period of time, referral to School Counsellor, Student Support.

The Subject/Year Coordinator indicates the action taken and enters this on Denbigh.

*If inappropriate behaviour continues*

3. **Assistant Principals:**

- Subject/Year Coordinator informs Assistant Principal in writing.
- The Assistant Principal in consultation with the Coordinator, determines an appropriate response eg meeting with student, parents, Counsellor (Careers Advisor if required), to formulate Student Learning Plan.
- The Assistant Principal documents issues and updates Denbigh note where appropriate.

*If inappropriate behaviour continues*

4. **Principal:**

- Assistant Principal informs Principal of ongoing issues.
- Assistant Principal Secretary arranges interview between Principal, student, Parent and Assistant Principal
- Principal determines appropriate consequences which may include internal suspension, time out, meeting with School Counsellor, external suspension or exclusion according to the relevant Parramatta CEO Guidelines and Procedures (May 2012).

**HOMEROOM / OUTSIDE CLASSROOM**

In the case of inappropriate behaviour in Homeroom, or outside the classroom, the teacher follows the procedure above, however support is sought from the relevant Year Level Coordinator in step 2 and the Assistant Principal (Pastoral Care/ Admin) in step 3.

**D) DETENTIONS**

Catherine McAuley seeks to provide an environment where students feel valued and respected. Expectations of student behaviour are stated in the “Student Charter”. On occasions when a student does not abide by the Charter, a detention may be given.

**PROCESS**

A detention is given to student by:- Assistant Principal
Year Coordinator or Subject Coordinator writes student’s name in the detention book for the following Wednesday afternoon when the detention will be done.

The student is given a letter stating:
- Reason for the detention
- Date -/-/- Wednesday
- Time 3:15pm – 4:15pm
- Classroom SM205

The detention letter is signed by both Assistant Principal and Year Coordinator or Subject Coordinator (whoever has given the detention).

The letter must allow time between giving out and parent sighting and signing of the detention slip.

Students must return the letter signed by a parent to the Supervising Teacher on the Wednesday Detention duty. The Supervising Teacher places a tick against the student’s name in the Detention folder which is located in the main office. The Supervising Teacher on Detention duty places the original signed letter in the back of detention folder as proof of the returned note.

DETENTION AFTERNOON

Time: 3:15pm – 4:15pm
Venue: Classroom SM205 (unless otherwise stated)

Supervised by: Assistant Principal (Pastoral Care/Administration) or by their delegate.

Supervising Teacher for the duration of the detention.
Duty of Care is most important.
The Supervising Teacher is required to mark the roll of those students present.

Requirements of students:

Students sit in isolation and remain in silence for the duration of the detention. Students complete school work.

Consequence:

Students who fail to attend detention will be required to attend TWO detentions the following week. The supervising teacher will inform the student’s Year Coordinator who will contact parents to inquire why their daughter did not attend the afternoon detention and inform them of the next two detentions.

Support Staff:

- Keeps a record of student’s detentions on the Denbigh system where the Year
Coordinators will have access to this information.

- Keeps detention folder up to date.
- Types detention letter to parent with information provided by Year Coordinator or Subject Coordinator.

- Monitors student absences from role marked in folder.
- Places in the Detention folder a Wednesday absent sheet of those students away from school for that day.

**Supervising Teacher:**

- Informs the student’s Year Coordinator who will contact parents to inquire why their daughter did not attend the afternoon detention and informs them of the next two detentions.
- Photocopies detention attendance and gives a copy to each Coordinator.
Collaboration with Parents/Carers can occur at any point

**Step 1**
Classroom teacher identifies student learning needs.

Teacher problem solves with a colleague to develop and implement a plan to address identified need.

**Step 2**
Teacher seeks further support from appropriate Coordinator (Studies or Pastoral).

Together with the Studies Coordinator a plan is developed in consultation with the Year Coordinator and Learning Support if needed. The plan includes monitoring progress, facilitating ongoing collaboration and evaluation.

Together with the Year Coordinator a plan is developed in consultation with the relevant Studies Coordinators and Learning Support if needed. The plan includes monitoring progress, facilitating ongoing collaboration and evaluation.

**Step 3 A**
If concerns continue, meet with Assistant Principal Pastoral/Learning and Teaching; and, Year Coordinator; Studies Coordinator; counsellor; learning support; careers advisor; classroom teacher as required.

**Student Learning Needs Meeting:**
Including all stakeholders and parents/carer and student
- Collaborative process
- Meet needs
- Student focused
- Plan of action to enable student to learn to the best of her ability and circumstances
- Review ‘Student Learning Plan’ as noted

**Step 4**
Referral if additional expertise needed:
- CEO Student Services
- Community Health
## INCIDENT REPORT FORM

<table>
<thead>
<tr>
<th>STUDENT'S NAME:</th>
<th>YEAR: (e.g. 11)</th>
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<tbody>
<tr>
<td>NATURE OF THE INCIDENT:</td>
<td>DATE OF INCIDENT:</td>
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<tr>
<td>LOCATION OF INCIDENT:</td>
<td>TIME OF INCIDENT:</td>
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</table>

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<thead>
<tr>
<th>STUDENTS INVOLVED:</th>
<th>YEAR</th>
<th>STUDENT WITNESSES:</th>
<th>YEAR</th>
<th>OTHER / PUBLIC WITNESSES</th>
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**HOW DID THE INCIDENT START?**

**DETAILS OF THE INCIDENT:** (Continue overleaf if necessary)

Continued overleaf? YES ☐ NO ☐
INCIDENT DETAILS: (Continued from Front Page)

<table>
<thead>
<tr>
<th>SIGNATURE OF STUDENT:</th>
<th>DATE:</th>
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IMMEDIATE ACTION FOLLOWING THE INCIDENT:

<table>
<thead>
<tr>
<th>NATURE AND EXTENT OF ANY INJURIES SUSTAINED:</th>
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<tbody>
<tr>
<td>(What was the injury: how serious was the jury?)</td>
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<table>
<thead>
<tr>
<th>HAS AN ACCIDENT REPORT BEEN REPORT BEEN COMPLETED?</th>
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<tbody>
<tr>
<td>YES ☐ NO ☐</td>
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OFFICE USE ONLY

<table>
<thead>
<tr>
<th>DATE</th>
<th>ACTION</th>
<th>SIGNATURE</th>
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## Student Learning Plan A

<table>
<thead>
<tr>
<th>Student:</th>
<th>Yr Level:</th>
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<tbody>
<tr>
<td>Parents/Caregivers:</td>
<td>Relationship to student:</td>
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<tr>
<td>Date of Meeting:</td>
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<tr>
<td>Reason for Meeting:</td>
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<tr>
<td>Current issues:</td>
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<td>Present</td>
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<td>Name</td>
<td>Position</td>
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Revised June 2012
# Student Learning Plan

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<th>Student:</th>
<th>Date:</th>
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<th>Who</th>
<th>Action</th>
<th>By When</th>
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<tr>
<th>Signed</th>
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<tbody>
<tr>
<td>Name</td>
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**Review Date:**

*Revised June 2012*
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<th><strong>Student:</strong></th>
<th><strong>Yr Level:</strong></th>
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<td><strong>Current issues:</strong></td>
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# Student Learning Plan

**Student:**

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**Review Date:**

*Confidential*

Revised June 2012
Facilitating Student Learning Needs Meetings

Good practice includes:

- Clarifying the purpose of the meeting
- Checking on participants’ understanding of the process and intended outcomes
- Ensuring that all participants have an opportunity to speak
- Encouraging all participants to listen to each other
- Ensuring that the student’s views have been heard and incorporated in shared decision-making and planning
- Endeavouring to be non-judgmental
- Managing conflict in a constructive way
- Using a solution-focused approach
- Articulating clear outcomes that all participants understand
- Staying within time schedules
- Maintaining accurate records