St Francis Xavier College

MANAGEMENT OF STUDENT BEHAVIOUR

Related Policies

Safe School
School Wide Positive Behaviour Support

Purpose

To manage student behaviour in a context that values individual differences but also encourages the students to be mindful of the needs of others.

To ensure that there are logical consequences for transgressions and to encourage the use of sanctions that are fair and consistent.

Policy

- To accept that students will make mistakes.

- To ensure that students and staff are made aware of the rules that apply in the College.

- To involve parents where appropriate and to encourage positive working relationships between home and school.

- To develop positive behaviour in students.

- To model qualities such as forgiveness, compassion and love.

- To foster an atmosphere of cooperation in which people's feelings are respected and where students' self esteem is valued and supported.

- To establish a code of behaviour which encourages students to be self-disciplined and to take responsibility for their own behaviour.

- To develop early intervention strategies which focus on behavioural ownership.

- To provide appropriate student welfare support services.

The school does not permit corporal punishment of students attending the school, and that the school does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons (including parents) to enforce discipline at the school.

Definitions

Parents inclusive of guardians and carers.

Appropriate consequence is an action that follows inappropriate behaviour. Each person in the school community has rights and responsibilities and when these are not respected an appropriate consequence occurs.

Student management relates to an agreed statement of principles, aims and outcomes which reflect the understanding of the school and community about discipline and behaviour management.

Student management provides:
- strategies to promote good discipline and effective learning
- practices to recognise and reinforce student achievement
- strategies for dealing with inappropriate behaviour

Student welfare relates to the broad context for considering all matters concerning students.

Procedures

General

The orderly conduct of students is the responsibility of all teachers at all levels within the school. The following procedures represent guidelines for staff.

- Try to get to the cause of problems

- "Discipline" does not necessarily mean "punishment"

- Consequence of actions should assist students to develop.

- Students can be helped to see that the consequences of their actions can help solve problems, prevent recurrences and lead to better outcomes in future.

- Class discipline should be firm but kindly. Teachers are in charge of their class, and they must insist upon the authority which accompanies this responsibility, and handle their own classroom discipline problems as far as possible. Consequences for those students who do not respond to usual classroom management techniques include detention and cleaning up the classroom or playground. Slips for this purpose are to be found in the main staffroom (green and red slips). Work missed because of misbehaviour can be given as homework but extra homework is not an appropriate punishment.

- It is essential that the Studies Coordinator be informed of any major disciplinary problems that the teacher is having. Should it be necessary to refer a student to the Studies Coordinator, follow the matter up to make sure the student has reported. Except in serious circumstances, do not go past the Studies Coordinator as

they are responsible for maintaining discipline in the subject area. If the Studies Coordinator is absent, then refer the student to the Year Coordinator.

- If you refer a student to a senior colleague then the consequences for the student (if any) will be decided by that person. Staff who refer students cannot determine the action of another teacher.

- Students whose behaviour has caused concern may be excluded from socials, sports teams and excursions (educational and other). These bans can be placed by the Principal or an Assistant Principal. A student excluded from an educational excursion may suffer loss of marks.

- Students should be out of class only for good reason. The Organiser must be signed explaining the reason for the absence. A time interval should also be specified. Except in special instances having a drink or going to the toilet are not sufficient reason to leave the classroom. In a double period, do not release students from the room between periods unless special circumstances exist.

Classroom Teacher
Many strategies are available to classroom teachers to minimise possible disruption and deal with disruption once it has occurred.

To Minimise Disruptive Behaviour...
- Have a plentiful supply of achievable tasks.
- Be early to class. If possible, greet the students as they arrive.
- Use eye contact and a range of responses.
- Be specific in your directions.
- Encourage feedback.
- Develop a system or routine.
- Investigate seating and classroom layout.
- Use humour to defuse tension.
- Acknowledge mistakes.
- Praise and encourage honesty and effort.
- Recognise all effort.
- Develop a range of questioning techniques.
- Have plenty of steps in your management plan.
- Deal with inappropriate behaviour using a hierarchy of responses.
- Be consistent and fair.
- Describe the limits of acceptable behaviour.
- Use the Student Organiser to communicate positive messages to parents as well as negative messages.
- Listen to student explanations of events influencing classroom issues.
- Seek information from colleagues on students who may have difficulties.
- Be courteous; model the behaviour expected.

- Use a range of teaching strategies.
- Be aware of extraordinary events which may prompt behaviour changes.
- Ensure that lesson content and materials are aimed at the student's level.
- Make sure the room is physically comfortable (well ventilated, well lit, etc.)
- Avoid raising the voice to correct students.
- Avoid the use of threats.
- Resist being drawn into conflict or power play.
- Avoid sarcasm or ridicule.
- Offer help to those having difficulties.
- Carry out fair and regular assessment of student work.
- Provide feedback about student progress.
- Offer incentives/rewards (e.g. games, house points, and certificates.
- Give students special responsibilities.
- Award Merit Certificates.
- Ensure that quiet students receive attention.
- Give support/encouragement to any student receiving a poor result.
- Be patient.
- Provide some challenge.
- Avoid comparisons between students and with siblings.

To Deal With Disruptive Behaviour

- Make it clear that the behaviour is not acceptable but the person is still valued.
- Make it clear that there are consequences for misbehaviour.
- Infer that action will be taken; avoid escalation of disruption and by arranging to see the student later.
- Have the student identify the behaviour eg. "What are you doing? Is that acceptable?"
- Remind the student of the rule.
- Point out the consequences of further misbehaviour.
- Move the student.
- Have the student repeat the required activity in the correct manner.
- Remove the student from practical activity for a time.
- Create a time to discuss the matter with the student.
- Set extra work to be completed.
- Depending on the issue and the dynamics of the class, invite other students to reflect on the effects of disruptive behaviour on the class.
- Invite disrupting student to come up with a plan to address the problem.
- Negotiate a contract with the student.
- Send a message to parents via the Organiser and require it to be signed.
- Phone parents to discuss the matter.
- Have the student clean the room at the end of the lesson.

Failure To Complete Work/Homework
- Some of the above strategies are appropriate for work-shy students.
- Inform parents via the Organiser that homework has not been done.
- Ask the student to return to class at lunch to complete the work under supervision.
- Draw up a contract of work with the student.
- Seek explanations and possibly re-negotiate deadlines.
- Issue Academic Detention if appropriate
- Subtract marks for late work (consult departmental policies).
- Contact parents by phone.
- Extend the deadline to the end of the day, allowing the student to find the time and place to complete work.
- Outline the kind of report the student has earned to date.
- Consult with the Studies Coordinator and send out the standard letter which warns parents that the Year 10 Certificate is in jeopardy.

Issues Not Resolved At The Classroom Level
- Consult with the Studies Coordinator to determine further action. It may be decided to place the student on a red detention.

- Consult with the Year Coordinator; the student's behaviour may be similar for other teachers, and further action will reflect this. The Year Coordinator may circulate a progress report. The Year Coordinator may contact classroom teachers to gather further information.

- Serious offences may be taken directly to the Assistant Principal Student Welfare or the Principal.

Studies Coordinator
Once a classroom teacher has referred a student to the Studies Coordinator, the Studies Coordinator may choose to use strategies including the following:

- Consult with the student and classroom teacher together.
- Negotiate deadlines with the student.
- Request a daily verbal or written report from the student and/or teacher on progress.
- Visit the class regularly to observe student's behaviour.
- Issue a red detention for lunchtime on Monday or Thursday.
- Refer the student to the Year Coordinator should student problems persist.
- Change the student's class.
- Remove the student from a particular class for a time.
- Record the student's name so that the next report can be monitored for improvement.
- Contact parents by phone.

- Write to parents on the standard form noting that the Year 10 Certificate is in jeopardy.
- Spell out to the student that any referral outside the Department becomes part of school records. These records are kept by the Year Coordinators.
- Request an interview with parents.

It is the responsibility of the Studies Coordinators to see that **relief teachers** are equipped to supervise classes of absent teachers as fully as possible. Sets of prepared lessons may be kept on reserve to handle emergencies where teachers are called away from school unexpectedly. If absences are anticipated the teacher should prepare work for classes so that the relief teacher can execute these lessons accordingly. Class lists of students should be given to relief teachers.

Year Coordinator

A referral may be made to the Year Coordinator by a Studies Coordinator or by teachers reporting on matters of concern outside the classroom. In dealing with a referred student the Year Coordinator may choose to use strategies such as:

- Place the student on daily report for a time.
- Request a progress report from all the student's teachers.
- Arrange an interview with parents.
- Refer the student to the Counsellor so that assistance may be provided.
- Withdraw the student from selected classes and inform staff of this.
- Withdraw the privilege of extra-curricular activities
- Refer the student to the Assistant Principal Student Welfare.
- Require the student to report verbally on progress each day.
- Inform the student that mention will need to be made of this issue on the Semester Report.
- Organise remedial assistance in some subject areas.
- Have student prepare a personal checklist of areas to focus upon during subsequent weeks.
- Negotiate a contract with the student.
- Change subjects or classes after negotiation with Assistant Principal, Curriculum.
- Recommend career options for Years 9 and 10.
- Issue a red detention
- Issue a Friday detention.

Assistant Principal Student Welfare

A student may be referred to the Assistant Principal Student Welfare by a Year Coordinator or by any teacher in the case of a serious offence.

The Assistant Principal Student Welfare may choose to use strategies such as:

- Employ strategies not yet used at the Studies Coordinator or Year Coordinator level.
- Place student on an in-house suspension for one or more days for all subjects.
- Suspend the student at home for one or more days.
- Organise a panel of the student's teachers for parent and/or student appearance.
- Organise alternate lunchtime activities over some time for the student.
- Remove the student from some subjects/classes.
- Organise monthly meetings of review with parents.
- Refer the student to the Principal.
- Inform the student of the matters now entered on his/her record.
- Clarify what subsequent actions by the School are likely to be, should there be no improvement.
- Refer the student to external agencies such as counselling services, support agencies, and police.
- Seek the involvement of the Parish Priest.
- Stage a weekend detention.
- Recommend that a Conditional Enrolment be drawn up.

Principal

A student may be referred to the Principal after other referrals along the discipline network or referred directly for serious offences.   The Principal may choose a number of strategies:

- Enter the student's name on the Year Coordinator's list for review procedures with the Principal.
- Organise a parent-student-teacher interview.
- Re-admit the student to the School on a Conditional Enrolment.
- Negotiate a contract with the student whereby any broken condition determines an immediate suspension.
- Notify the Catholic Education Office that the student is at risk of being asked to leave the school.
- Suggest to parents that a new start at a new school is in the student's best interests.
- Initiate steps to formally exclude the student from the school.

Counsellors

The Counsellors do not have a disciplinary role and do not function as part of the discipline network. They do, however, have a support role and may be called upon to become part of a student welfare support team. Discussions with counsellors are confidential. Students with difficulties may seek their services or may be referred by teachers. Generally, a referral by a teacher will be discussed with a Year Coordinator.

	SITUATION	EXAMPLES	RESPONSIBILITY	STAFF ACTION	STUDENT ACTION
1	❑ Appropriate behaviour	❑ Cooperation ❑ Consideration ❑ Showing respect for others	❑ All staff	❑ Comment ❑ Compliment ❑ Affirm ❑ Encourage ❑ Reward ❑ Award House Point	❑ Continue with appropriate ❑ behaviour
2	❑ Minor misbehaviour	❑ Lateness ❑ Interrupting ❑ Breaching classroom rules ❑ Ignoring uniform requirements ❑ Chewing gum ❑ Littering	❑ All staff	❑ Draw student's attention to the problem ❑ Explain school rules ❑ Help student to understand why the behaviour is offensive or intolerable ❑ Chewing gum note ❑ Arrange for cleaning ❑ Green slip	❑ Stop inappropriate behaviour ❑ Respond politely ❑ Correct problem ❑ Complete chewing gum slip requirement ❑ Cleaning ❑ Complete Green Slip requirements
2a	❑ Minor academic problems	❑ Homework incomplete ❑ Classwork incomplete because of inattention ❑ Unprepared for class ❑ Lack of homework organiser	❑ Subject teacher ❑ Studies Coordinator	❑ Personal lunchtime detention ❑ Note or sticker in Organiser to be countersigned by parent ❑ Liaise with Studies Coordinator if behaviour is recurrent ** **If the above procedures do not succeed** ❑ Phone parent or send departmental notification home ❑ Refer for Red Detention ❑ Academic Detention	❑ Complete work ❑ Make a written promise to address behaviour ❑ Serve Red Detention ❑ Purchase a new Organiser ❑ Serve Academic Detention

	SITUATION	EXAMPLES	RESPONSIBILITY	STAFF ACTION	STUDENT ACTION
3	❑ Frequent and/or serious misbehaviour	❑ Rudeness ❑ Foul language ❑ Damaging property (eg textbooks, desk or organiser) ❑ Graffiti ❑ Continuation of previously identified bad behaviour	❑ Teacher ❑ Pastoral Leader ❑ Studies Coordinator ❑ Year Coordinator ❑ Counsellor	❑ As in 2 ❑ Discuss with Pastoral Leader to see if this behaviour is apparent in other classes ❑ Refer to Studies Coordinator or Year Co as appropriate ❑ Institute departmental contract ❑ Contact parents ❑ Issue offensive language note ❑ Personal detention ❑ Refer for Red Detention ❑ Daily Report ❑ Progress Report ❑ Exclude from extra-curricular activities	❑ Apologise for behaviour ❑ Make a commitment to change behaviour ❑ Repair property ❑ Community Service ❑ Clean classroom/playground ❑ Remove graffiti ❑ Serve detention ❑ Time out
3a	❑ Major academic problems	❑ Assignment not handed in ❑ Tests not done ❑ Little or no work done in class ❑ Cheating ❑ Plagiarism	❑ Subject teacher ❑ Pastoral teacher ❑ Studies Coordinator ❑ Year Coordinator	❑ Red Detention ❑ Academic detention ❑ Parent interview ❑ Progress report	❑ Complete assignment ❑ Complete test in lunch hour ❑ Sign contract ❑ Complete detention ❑ Re-submit work

	SITUATION	EXAMPLES	RESPONSIBILITY	STAFF ACTION	STUDENT ACTION
4	❑ 'One-off' serious incident ❑ Continued/prolonged misbehaviour despite intervention or assistance	❑ Theft ❑ Deliberate absence from class ❑ Use of language to harass and confront others ❑ Use of violence to harass or confront others ❑ Use of banned substances	❑ Year Coordinator ❑ Studies Coordinator ❑ AP Student Welfare ❑ Principal	❑ Interview with parents (and student and other members of staff as necessary) ❑ Individual behaviour management plan ❑ Daily report ❑ Progress report ❑ Detention ❑ Withdrawal from class ❑ Suspension ❑ Exclusion	❑ Repair relationship with school community members ❑ Community Service ❑ Comply with Daily Report or Conditional Enrolment Criteria
5	❑ Behaviour which breaches an individual management plan	❑ Deliberate subversion of attempts to assist ❑ Total lack of cooperation	❑ Year Coordinator ❑ AP Student Welfare ❑ Principal	❑ Referral to AP Student Welfare ❑ Withdrawal from class ❑ Isolation in Time-out room ❑ Referral for suspension ❑ Conditional enrolment	❑ Cooperate as expected ❑ Behave sensibly ❑ Sign commitment to improve behaviour
6	❑ Major incident and/or rejection of College goals and expectations	❑ Violent behaviour ❑ Threatening violence or intimidation ❑ Vandalism ❑ Selling or distribution of drugs	❑ AP Student Welfare ❑ Principal	❑ Referral to AP or Principal (as available) ❑ Suspension ❑ Conditional Re-enrolment ❑ Exclusion	❑ Serve suspension ❑ Parents and student agree to abide by conditions if re-enrolled

DEALING WITH DIFFICULT OR UNRESPONSIVE STUDENTS

General
- Teachers set the standards that they expect in their classrooms. These standards should parallel school policy and should reflect a recognition of the age and ability level of the students involved.
- Teachers need to ensure that they are modelling the behaviour that they expect of students. Namely, they need to be :
- Punctual
- Adequately prepared
- Present and alert during lessons
- Consistent in following up notes, homework, assignments etc
- Neat and orderly in their dress and classroom practices.
- Expectations need to be articulated and reiterated.
- Rules and expectations should be pointed out to recalcitrant students (preferably by drawing the student aside) The teacher should explain to the student the behaviour which s/he is finding disruptive or unacceptable. The student should not be denigrated or belittled in front of the class.
- A student who continues to disrupt should be warned of the consequences: Bill Rogers' student face saving techniques are invaluable, eg `Take a moment to think about whether you really mean that' OR `You are pushing me too far, do you want to reconsider your actions?" or `There will be serious consequences if you continue behaving this way, I suggest that you count to ten/take a deep breath...'
- Students should only be asked to leave the class, and then only for short periods (2 or 3 minutes), then their absence is necessary to reassert classroom control.

A Student Whose Work Is Unsatisfactory or Incomplete:
- Use a personal lunchtime detention system to make student complete work. If a student is a recidivist, write an entry in his/her Organiser and check that the parent has acknowledged your comment. If the Organiser entry is `forgotten', `lost', ripped out, phone the parent and explain the concern.
- Use the Red Detention system.
- For repeated offences notify the Studies Coodinator.

A Student Whose Behaviour Does Not Improve Despite Repeated Efforts on Your Part;
- Initially: send parents a note via Organiser eg, `X's behaviour was unacceptable in class today, I am concerned that s/he is not learning" Request that parents acknowledge the note. Follow up with a phone call if the note is not acknowledged.
- Inform Studies Coordinator
- Complete Department notification form if applicable.
- Check with Pastoral Teacher or Year Coordinator as to behaviour in other classes.

- If the student's problem is apparent only in your subject (don't take it personally, some of us just cannot jump from great heights; or write wonderful poetry; or cut in a straight line
- Liaise with HOD to plan strategies of counselling, withdrawal, ongoing communication with parents, etc.
- If it is apparent that the student is causing difficulties in a number of classes liaise with Year Coordinator. Allow the Year Coordinator to advise you on and implement strategies to be adopted across the board. Rest assured that the Year Coordinators will inform AP Student Welfare and Principal of serious problems.

Procedures For Responding To Communications From Parents

Concerns to Pastoral teacher regarding general worries about a student:-
Pastoral teacher should arrange to check concerns with classroom teachers and Year Coordinator and then get back to parents

Concerns to Pastoral Teacher re specific subject teacher:-
Pastoral teacher should :

1. Ask parents to speak to subject teacher or offer to liaise between parents and subject teacher

OR (depending on seriousness of complaint or nature of issue)

2. Inform parents that the matter will be referred to Studies Coordinator who will contact the parent for further information

3. Inform AP Student Welfare or Principal of complaint.

Concerns expressed to classroom teachers about a student in his/her class:
Classroom teachers **must** respond to the concern, seeking help from Studies Coordinator or Year Coordinator if necessary. Phone calls and notes from parents **must** be acknowledged and supervising Studies Coordinator informed of concern and invited to check the proposed response.

Parental concerns expressed to Studies Coordinators about the progress of a student in a teacher's class:
- Studies Coordinator needs to discuss student with teacher and ascertain the teacher's perspective on the student's behaviour and progress.
- Studies Coordinator suggests departmental and school strategies to the teacher and monitors the implementation of these strategies
- Studies Coordinator informs parent of the action taken and the ongoing process

- Studies Coordinator discusses student with Year Coordinator if necessary
- Studies Coordinator informs AP or Principal if necessary

Parental concerns expressed to Year Co about the progress of a student in a teacher's class:
- Year Co speaks with Studies Coordinator
- Studies Coordinator and Year Co decide on above process

Parental concerns expressed to AP/Principal about the progress of a student in a teacher's class:
- Principal refers parent to subject teacher in the first instance
- Principal requests that Studies Coordinator implement procedures as outlined above

Parental concerns expressed to AP/Principal about student welfare and/or general behaviour problems
- Principal liaises with Year-Co and or Pastoral teacher depending on seriousness of problem.

Acute And/Or Threatening Behaviour In A Classroom

Some Departments have a series of strategies to access departmental support before behaviour reaches crisis point. Check your Department's provisions in regard to a `buddy system'.

Try to intervene between acute and threatening behaviour by removing the student or alerting another teacher: e.g.

- Send the difficult student to Student Office/AP or Principal with another student and a note. Sometimes it is best to say to the (difficult) student: "I'm giving you the opportunity to tell Mr or Mrs…… what has happened"

- Send a student next door with a note if you feel that the adjacent teacher can help to defuse the situation.

Never attempt to physically remove a student or physically restrain a student.

- If you feel that a student needs to be removed from your class send an SOS note via a reliable student to your Studies Coordinator or Year Co if you know they are nearby or to an AP or Principal or the Student Office.

- In extreme circumstances (we seldom have even one of these per year) having attempted to have a student removed and/or being worried about the wellbeing of other class members, say to the class: "We need to get on with the lesson and 'X' is stopping

us, please follow me to the oval/shelter/chapel etc while s/he he considers his/her options/talks to the Principal" and leave X in the classroom. **NB** notify the relevant people of your exit.

References

Student Management and Welfare in ACT Government Schools policy.
SFX Senior Assessment Handbook
SFX Staff Handbook

Forms

Approved by:	College Board
Issuing Group:	Executive
Implementation Date:	2010
Supersedes Policy Dated:	2005
Revision Date:	2015
Contact Officer:	Principal / AP Student Welfare