

## St Luke's Behaviour Management Procedures



### **Rationale**

The College's Student Behaviour Management Policy is based on an understanding of its Mission – “to work in partnership with students, families and staff to form a community that is based on faith, values, wellbeing and excellence”. The policy is an important aspect of the College Vision to celebrate the talents of each individual and empower them to achieve self-discipline and personal excellence. It includes:

- Ensuring pastoral care is based on Gospel values – challenging the direction within ourselves.
- Recognising the unique nature and identity of each student and nurturing every member of the College community to care for each other.
- Maintaining St Luke's College as a safe, happy, and caring place.
- Ensuring the voice of staff and students have been heard throughout policy with significant input provided by both parties.

### **1.0 BELIEF STATEMENT:**

At St Luke's College our Student Behaviour Management Procedures are to model and operate out of Gospel values such as love, faith, justice, honesty, and forgiveness. As teachers in a Catholic school, we recognise the image of God in each student and each other and remember the Christian belief in the fundamental dignity and worth of each person.

We believe that in managing student behaviour we need to guide the student towards self-control, self-direction, and responsible choice. Our task is to encourage constructive and positive behaviour and to recognise and correct unacceptable behaviour. We strive to always maintain the dignity and self-esteem of students. Therefore, when dealing with students individually or collectively, the focus will be on the behaviour(s) and not on the child. Students should feel valued by staff whether being congratulated or corrected.

All members of our school community – staff, parents and students alike - have a right to be treated with respect and courtesy. The College aims to provide a positive learning environment that recognises the rights and responsibilities of all its members. This will occur in a climate of friendliness and co-operation, where a positive attitude to learning, acknowledgement of good behaviour and predictable and consistent responses to unacceptable behaviour exists throughout.

The Student Behaviour Management Procedures at St Luke's College are based on:

- recognising and affirming those students who model positive examples of student behaviour.
- recognising and correcting those students who exhibit and engage in unacceptable behaviour.
- Empowering students to take responsibility for their actions, teaching them the value and reward of honesty.
- Demonstrating and guiding students to learn from past behaviours and mistakes.

Constructive student management grows out of warm student-teacher relationships. Studies regularly reinforce the fact that there is a strong relationship between praise for the student and his/her work and improved behaviour. Praise, reward and encouragement ought to outweigh negative sanctions. A well-planned curriculum and effective teaching provide the foundation for good classroom management.

Generally good management of student behaviour in schools will result:

- when warm and supportive relationships exist between teachers and students;
- when expectations are well established, fairly and universally and consistently enforced;
- when expectations of staff and students are clearly understood;
- when positive examples of student behaviour are encouraged and rewarded;
- when unacceptable behaviour is recognised and corrected;
- when students are able to recognise and/or own their inappropriate behaviours;
- when students are honest and take responsibility for their actions
- when regular communication exists between teachers, parents and students;
- when the school provides a secure and safe environment for students and staff.

Along with parents and the community, teachers share the important responsibility of helping our students develop socially acceptable behaviour. Every interaction with a student is a teachable moment and should thus be treated and respected in that manner. The goal for all our students is to guide them to grow into respectful and responsible adults.

## **2.0 PROCEDURES**

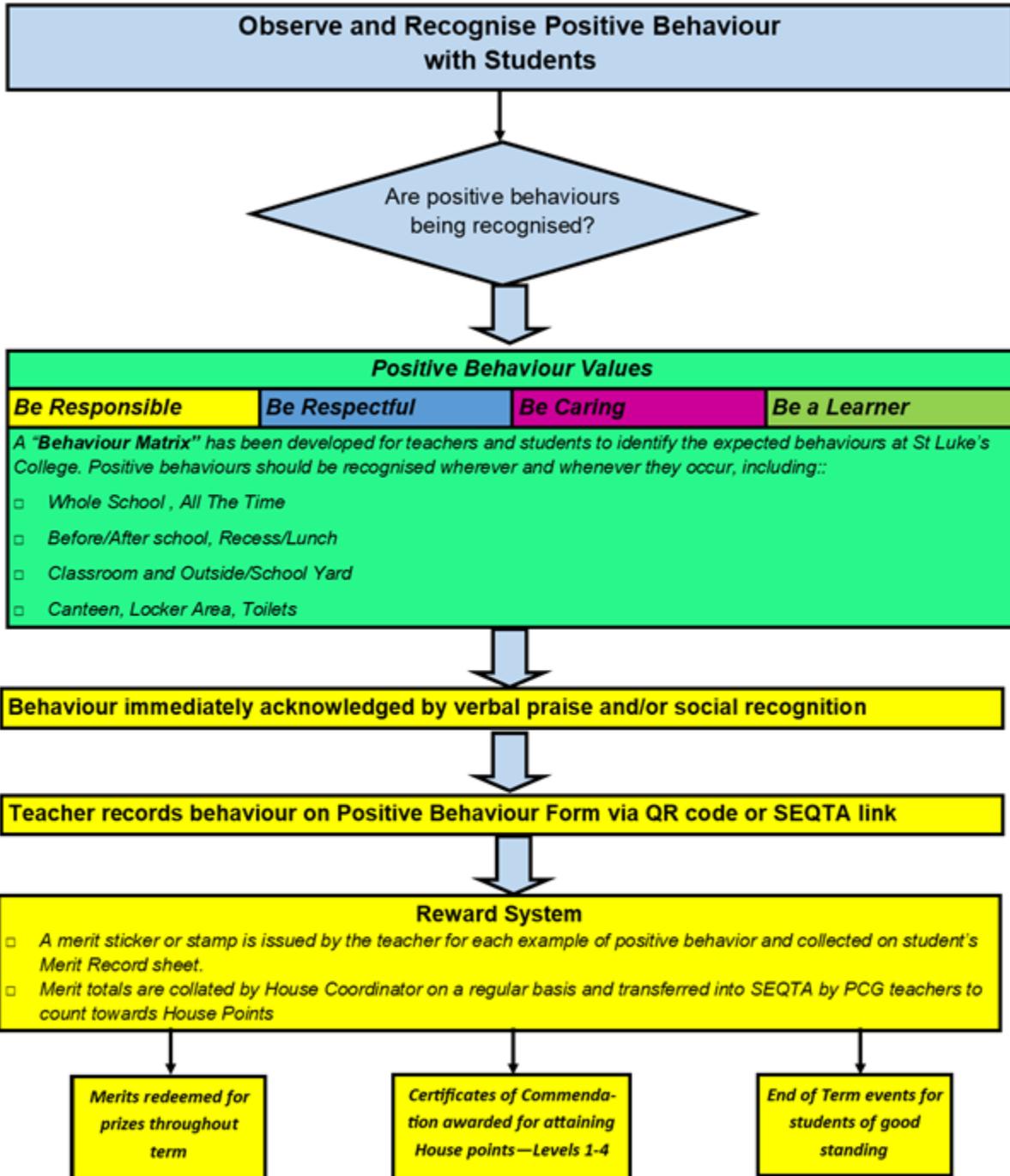
1. The College has a Positive Behaviour for Learning (PBL) framework which includes:
  - The rights and responsibilities of all members of the College community.
  - The roles and responsibilities of all staff with respect to behaviour management:
  - Mechanisms for achieving a supportive culture and positive learning environment
2. As required, teaching staff will contact a student's parents to engage in a consultation process when behaviour management issues are encountered. Parents are informed and engaged in the process when planning individual behaviour management plans.
3. The Behaviour Management Policy manages breaches of College discipline. The process includes guidance on dealing with minor behaviors and incidents within the classroom as well as escalated student behaviour that may result in detentions, suspension and in rare and extreme cases exclusions.
4. Professional Learning has been provided to all staff on how to manage and administer PBL in their classrooms.
5. Deputies and House Coordinator's will refer to relevant CEWA documents for guidance when dealing with extreme behaviours or actions.
6. The outcome of extreme behaviour will involve the Principal and parents

## **3.0 Positive Behaviours for Learning**

### **PBL is:**

- A system of tools and strategies for defining, teaching, acknowledging appropriate behaviour, and correcting inappropriate behaviour.
- A framework designed to support student outcomes and academic success.
- A whole school approach that has been developed with the voice of staff and students.
- It is preventative. Seeking to use positive reinforcement to encourage positive behaviour and prevent the manifest of negative behaviour.
- Data driven. Data is used to reward behaviour and track trends in behaviour across school, year groups and Houses.
- Changes the paradigm of focus from negative behaviours and exchanges positive expectations and interactions.

### 3.1 Positive Behaviour Flow Chart



### 3.2 Reinforcing Positive Behaviour - Merits

Merits are given to students to reinforce behaviour expectations by providing instant recognition/reward for students who display positive behaviour in the classroom, schoolyard or on excursion.

<p>Merits are awarded for displaying behaviour that promotes SLC student expectations:</p> <ul style="list-style-type: none"> <li>• Be Responsible</li> <li>• Be Respectful</li> <li>• Be Caring</li> <li>• Be a Learner</li> </ul>
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The PBL matrix (see Appendix 1) should be used to identify the types of behaviours that can earn students merits.

#### Example Behaviours

Some examples of behaviour that could be recognised with a merit are listed in the table below:

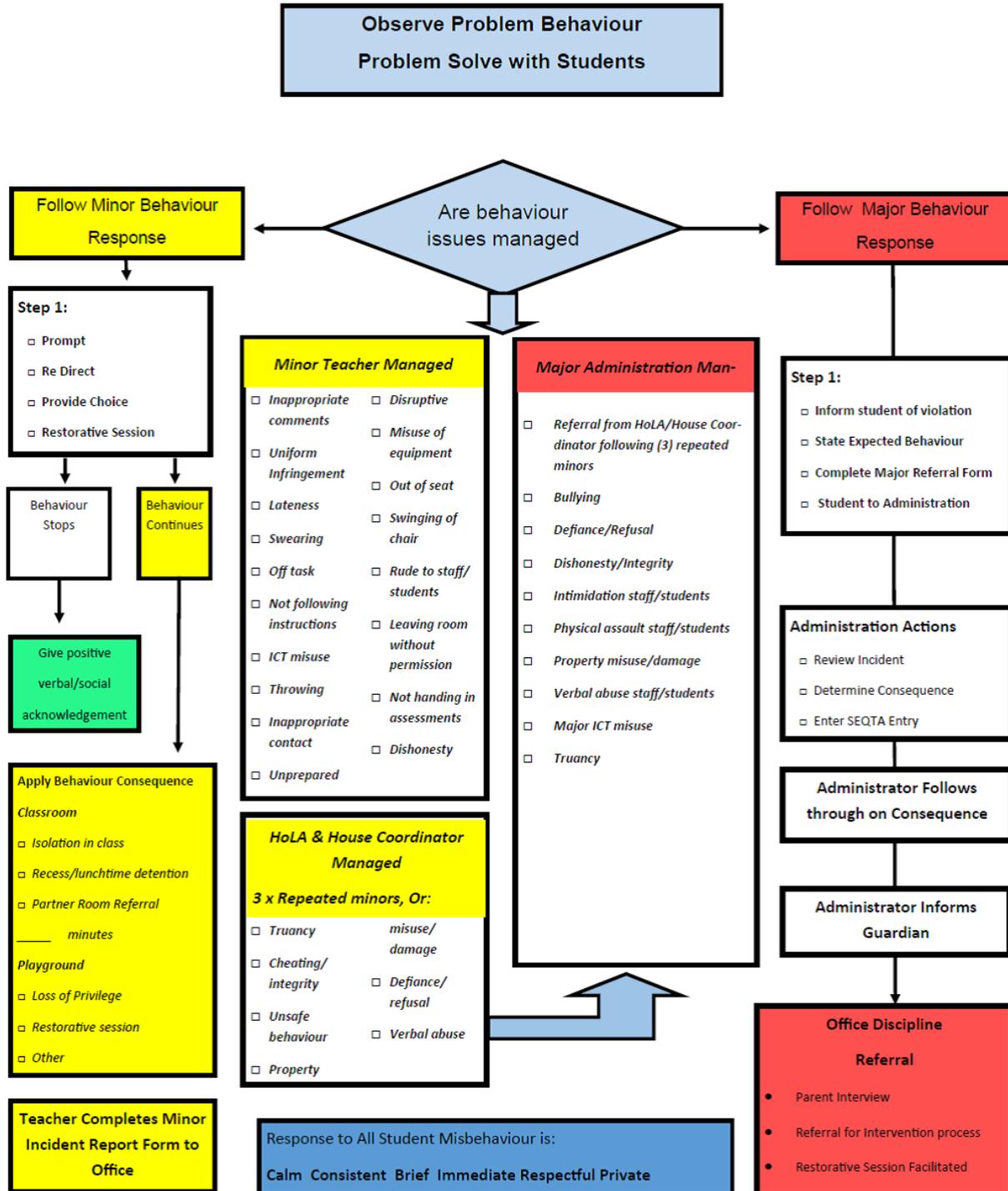
Be Responsible	Be Respectful	Be Caring	Be a Learner
<ul style="list-style-type: none"> <li>• Submitting drafts regularly</li> <li>• Consistent homework completion</li> <li>• Always bringing correct materials to class</li> <li>• Displaying safe behaviour</li> <li>• Showing initiative</li> </ul>	<ul style="list-style-type: none"> <li>• Using good manners consistently</li> <li>• Cooperating well with others on a group project</li> <li>• Picking up litter in playground</li> <li>• Following teacher instructions consistently</li> </ul>	<ul style="list-style-type: none"> <li>• Assisting staff and/or peers willingly</li> <li>• Helping clean up after class</li> <li>• Showing kindness to others</li> <li>• Letting others go first</li> <li>• Looking out for a new student in the locker room</li> </ul>	<ul style="list-style-type: none"> <li>• Putting in extra effort on a set task</li> <li>• Improved test score</li> <li>• Consistently working well in class</li> <li>• Finishing work quickly</li> <li>• Winning a class quiz.</li> <li>• Using ICT effectively</li> <li>• Persevering with a difficult task</li> </ul>

#### **PLEASE NOTE:**

- This list is not exhaustive. Any behaviour that is consistent with the Positive Behaviour matrix (Appendix 1) can be recognised with a merit, particularly when the behaviour:
  - is displayed consistently over a period of time.
  - shows improvement or is unusual for that student.
  - goes above and beyond what is expected.

### 3.3 Negative Behaviour Flow Chart

## St Luke's College Behaviour Management Process



### 3.4 Responding to Inappropriate Behaviour.

#### Responding to Inappropriate Behaviour

##### Consistent Response to Behaviour

To ensure a cohesive and consistent approach, all staff need to respond in the same way to student misbehavior. All staff are expected to respond to misbehavior using the following procedures:

- Use a calm teaching voice and a professional manner.
- Respond the same way each time a social/behavioural learning error occurs.
- Respond to all students who display minor behaviours.
- Respond briefly and disengage to get back to learning.
- Respond immediately after the behaviour takes place.
- Tell the learner exactly what they are doing incorrectly and state specifically what they should be doing.
- Be respectful by avoiding sarcasm or threats of future consequences.
- Have a private conversation.

<b>To effectively correct a social learning error staff should respond in a way that is:</b>	
<b>Calm</b>	Using professional and composed voice tone and volume
<b>Consistent</b>	Respond each time a social learning error takes place
<b>Brief</b>	Short and concise response and disengage quickly
<b>Immediate</b>	Respond within a short time after the social learning error takes place
<b>Respectful</b>	Polite response free of sarcasm, given in private
<b>Specific</b>	Identify the observable behavior from the schoolwide matrix that was violated.

##### Behaviour Management Process

<b>An effective schoolwide continuum of response strategies to minor problem behaviours should include:</b>	
<b>Prompt</b>	With a visual or verbal cue signal the occurrence of the behaviour
<b>Re-direct</b>	Restate the matrix behavior that is expected
<b>Re-teach</b>	Tell, show, practise and acknowledge the expected behaviour
<b>Provide choice</b>	Give the student options of behaviours to do next
<b>Conference with the student</b>	Have a private conversation with the student to problem solve to plan how the student can meet the expectations

## **4.0 Good Standing**

At St Luke's College, the Good Standing Policy supports our Positive Behaviours for Learning (PBL) Policy by acknowledging and rewarding the students who demonstrate exemplary behaviour, work ethic, attendance and standards of uniform. The Good Standing policy emphasises the importance of students taking responsibility for the choices they make on a daily basis, which impacts academically and socially on themselves and others.

The Good Standing system is primarily points based with points being awarded for positive behaviours and points being deducted for failure to show expected behaviour (see Appendix 2).

Every student will begin the school year with Good Standing (five points). This entitles the student to the freedom, rights and privileges of the College. These may include (not limited to):

- Lunchtime activities
- School representation (e.g., inter-school events)
- Fun Days (e.g., end of year pool day)
- Extra-curricular camps (e.g., Space Camp, Country Week)
- Holding Leadership positions within the College
- Extra-curricular activities (e.g., STEM Academy)

Good Standing may be lost due to individual points falling below zero or, lost immediately due to an incident of a serious nature at the discretion of the Leadership Team. A student who has not maintained Good Standing may not be entitled to the privileges mentioned above.

Students may earn back their Good Standing following a sanction period determined by the House Coordinator and Deputy Principal.

## **5.0 Description of Sanctions from Leadership Team**

All sanctions above, as well as:

### **5.1 Parent Meeting**

If, despite previous sanctions and intervention strategies, there still exists unresolved instances of student behaviour or for extreme examples of unacceptable student behaviour, the Deputy Principal/Principal may organise a parent meeting in order to further clarify the student's progress and to discuss future management strategies. The House Coordinator, College Counsellor and other classroom teachers may be consulted/involved to discuss the student's behaviour patterns and to offer support.

### **5.3 Suspensions**

Suspensions will only be given if the student has violated the rights of other members of the school community in a willful or continual manner; has seriously compromised their safety or that of another student(s); has failed to respond to or respect a staff member; has significantly compromised the reputation of the College or has breached the Student Code of Conduct on a regular basis.

#### **5.3 Suspensions are of two types:**

- In-school suspension: As part of a behaviour modification process, a student may be withdrawn from some or all classes for a period of time. Alternative times for breaks will also be arranged. Decisions on internal suspension will be made by a Deputy Principal in consultation with the House Coordinator. Students are required to complete schoolwork and a self-reflection exercise during this time.
- Suspension from school: This sanction is only applied for serious breaches of discipline and the decision to suspend a student is made by a Deputy Principal in consultation with the Principal. Parents are required to attend an interview with the Principal and/or Deputy Principal to discuss the student's progress and readmission to classes.

In serious cases, or following a suspension, the Deputy Principal/Principal will arrange an interview with the parents, student and staff concerned to negotiate a return to class for the student. The College recognises that every situation and student is unique and therefore in the best interest of the students the discretion of the Principal is considered in all circumstances.

### **5.4 Exclusion**

Exclusion is an extreme disciplinary step reserved for cases of gross misconduct, or behaviour that is persistently disruptive or contrary to the mission statement of the College. Exclusion is a sanction to be applied only as a last resort normally after all other measures have failed. Careful consideration shall be given to the overall good of the individual student as well as the welfare of the College community.

- The Principal is expected to examine individual cases on their own merit and balance the principle of natural justice with the quality of mercy.
- The decision to exclude a student shall be the responsibility of the Principal, who will follow the CEWA Exclusion of Students Policy in handling the matter.

## **5.5 Zero Tolerance towards Violence and Drugs**

St Luke's has a commitment to the safety and wellbeing of all families within our community. For this reason, the College must take a strong stance against the actions of students that compromise the safety and wellbeing of others. Any matter relating to drugs or violence at school will be considered an extreme behavior and will therefore be dealt with directly by the Deputy Principal and/or Principal in accordance with our behavioural management policy. Further direction on issues of this matter is provided in the College Drug Policy.

## **6.0 Education, Programs and Development of the whole person**

St Luke's College is committed to education that develops the whole person – intellectually, spiritually, and morally. Through our programs, we promote a framework that grounds teaching and learning in academic rigor, social concerns, and moral inquiry. Our staff believe in the value of working with each student individually to support their growth as young men and women.

The collective voice of students at the College is highly valued and has been used to develop a number of College programs, initiatives and activities to support our students become respectable, accountable and compassionate members of our community. The school regularly organises guest speakers and skilled professionals to present on relevant issues or deliver workshops that will instill important life skills amongst our student body.

### **6.1 Programs, initiatives, and activities currently include:**

- Year 7 Transition Program
- Year 7 Camp
- Year 10 and Year 8 Pastoral Day
- Year 9 Leadership Day
- Tomorrow Man and Tomorrow Women Workshops
- Your Choizez - Year 8 and 9 Guest Speaker
- Retreats for each year group
- Peer Support program
- Wellbeing activities in the Pastoral Care Centre during lunchtimes
- 4theTeam – Leadership Development days
- Year 10 Wellbeing Day
- Youth Mental Health and First Aid training
- Various motivational guest speakers invited to present to both students and parents on relevant teenage issues.

## **7.0 Other Behaviour Management Strategies**

Wherever possible, teachers will encourage and affirm positive behaviour in students.

This recognition might be offered through:

- Merits on PBL
- Verbal commendations
- Writing notes of commendation/affirmations in SEQTA
- Contacting parents/guardian with positive affirmations

## **7.1 Establishing Positive Relationships**

When working with students it is important to establish positive relationships and acknowledge positive student behaviour. Some ways that this can be achieved include:

- PBL merits
- verbal acknowledgment
- positive comments on work
- communication to parents (phone call or email)
- recognition outside the classroom e.g. speaking to students when on yard duty
- give positive feedback to the student e.g. If you hear they have done well in another area

## **7.2 Professional Support**

To support teaching staff in their specific roles a range of professional development opportunities will be made available should the need arise. These might include the following:

- Seminars/workshops which focus upon 'best practice' in classroom management, behaviour modification strategies, practical strategies for coping with disruptive students. This type of professional training might be accessed through programs offered by 'out-of-school' consultants or, alternatively, may be provided 'in-house' by drawing upon the skills of experienced staff and the College Counsellor.

- Staff have obtained professional development in Positive Behaviour for Learning and receive regular refreshers of the benefits on focusing on positive behaviours from pastoral care team at staff meetings, briefings and PLCs.
- Staff have been trained in Mental Health First Aid and key pastoral leaders undergone Gate Keep Suicide Prevention training.
- Seminar/workshops for Middle Leaders, Deputy Principals which focus upon strategies for supporting teachers in classroom management.
- Peer teacher class observations occurs regularly throughout school with staff seeing the value of learning from their colleagues and receiving feedback for the classroom practices in a safe and supportive environment.
- Peer-mentoring/peer modelling programs which provide inexperienced teachers with a skilled 'buddy'. Where such programs are implemented, activities might include the inexperienced teacher 'sitting-in' on some of the mentor's classes followed by discussion of 'best practice', team-teaching with the mentor and then conferencing the outcomes, the mentor 'sitting in' on some of the protégé's classes followed by discussion of outcomes and 'best practice'.
- Various other professional training specific to the needs of students, learning areas and individual teachers.

## **8.0 Non-Approved Methods of Behaviour Management**

- Corporal punishment is never to be used as a disciplinary measure.
- In reprimanding a student, the teacher should say nothing that would reflect unfavourably on the student's parents, siblings, home, community, race, national origin, or previous and present teachers.
- Inappropriate language should never be used when speaking to a student.
- Group punishment if only a few students are at fault is unjust.
- Keeping students in after school without notifying parents/guardians.
- Denigrating, embarrassing or humiliating a student opposes the dignity of the student.
- The College forbids any type of child abuse as defined in section 9.

## **9.0 Definitions**

As per the Guide to Registration Standards and Other Requirements for Non-Government Schools the following terms are defined as:

### **9.1 Child abuse:**

Four forms of child abuse are covered by Western Australian law:

1. Physical abuse occurs when a child is severely and/or persistently hurt or injured by an adult or a child's caregiver.
2. Sexual abuse, in relation to a child, includes sexual behaviour in circumstances where:
  - (a) the child is the subject of bribery, coercion, a threat, exploitation or violence;
  - (b) the child has less power than another person involved in the behaviour; or
  - (c) there is a significant disparity in the developmental function or maturity of the child and another person involved in the behaviour.
3. Emotional abuse includes:
  - (a) psychological abuse; and
  - (b) being exposed to an act of family and domestic violence.
4. Neglect includes failure by a child's parents to provide, arrange or allow the provision of:
  - (a) adequate care for the child; or
  - (b) effective medical, therapeutic, or remedial treatment for the child.

### **9.2 Corporal punishment:**

Any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light; typically involving hitting the child with the hand or with an implement; can also include, for example, forcing the child to stay in an uncomfortable position.

It does not include the use of reasonable physical restraint to protect the child or others from harm [from UN Committee on the Rights of the Child, General Comment No. 8 (2006), paragraphs 11 and 15: CRC/C/ GC/8, 2 March 2007]

### **9.3 Degrading punishment:**

Any punishment which is incompatible with respect for human dignity, including corporal punishment and non-physical punishment which belittles, humiliates, denigrates, scapegoats, threatens, scares or ridicules the child [from UN Committee on the Rights of the Child, General Comment No. 8 (2006), paragraphs 11 and 16: CRC/C/GC/8, 2 March 2007].



## **Appendix 2: Allocation of Points**

### **Student Conduct**

Merit	1 point
Late to class	-1 point
Incomplete homework	-1 point
Yard Duty/Lunch detention	-1 point
Uniform Infringement	-2 points
Uniform Infringement – PE	-1 point
Gum Infringement	-2 points
Behaviour Infringement	-2 points
Detention	-5 points
Suspension	-10 points

### **Attendance (per term)**

100% attendance	10 points <i>per term</i>
≥ 90% attendance	2 points <i>per term</i>

### **Leadership Positions**

Head Boy/Head Girl	20 points
Student Executive	15 points
House Captains	15 points
House Council	10 points
Peer Mentors	5 points

### **Service to Others**

Christian Service/Volunteering (Yr7-10)	1 point <i>per hour</i>
Christian Service/Volunteering (Yr 11/12)	1 points <i>per hour after first 20 hours</i>
Regular Canteen Volunteer	5 points <i>per term</i>

### **Awards**

Excellence/Endeavour Award	10 points
Overall Subject Award (Presentation Night)	15 points
Special Award (Presentation Night)	20 points

## **Academic Competitions**

### Science Talent Search

- Finalist 5 points
- Category Winner 10 points
- Overall Winner 15 points

### Book Week Competition

- Year Group Winner 10 points
- Runner-up 5 points

### Maths Have Sum Fun competition

- Participation 5 points

### Education Perfect Championships

- Gold Award 10 points
- Silver Award 5 points
- Bronze Award 2 points
- Credit 1 point

### Beijing Bound Competition

- Entrant 10 points
- Winner 15 points

## **Extracurricular Involvement**

e.g. Solar Car Challenge participation 5 points

School Production Involvement 10 points

## **Extracurricular Competitions**

e.g. Lunchtime Sport winner/runner-up 5 points/3 points

## **Sporting Achievements**

### Interhouse Carnivals

- Participation 1 point
- Year champion 10 points
- Runner up 5 points

### Interschool Carnivals

- Interschool representative 3 points
- Interschool champion 5 points

### Netball/Football

- Interschool representative 3 points
- MVP 5 points

### King and Queen of the Mountain

- Participation 1 point
- King and Queen 15 points
- Year champion 10 points
- Year runner-up 5 points

## **Other**

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School/Community Representative 5 points

*\* House Coordinators may award points for other activities/achievements not directly mentioned here at their discretion and/or in consultation with other staff and House Coordinators.*