

CORPUS CHRISTI CATHOLIC HIGH SCHOOL OAK FLATS



STUDENT BEHAVIOUR MANAGEMENT POLICY & GUIDELINES

Learning and Teaching Principles

Corpus Christi Catholic High School Student Behaviour Management Policy and Guidelines are underpinned by our Learning and Teaching Principles, in particular:

Learning and teaching serve the development of a Eucharistic Imagination with which to transform the world.

Learning and teaching are relational and transformative, evidenced by quality relationships and growth in wisdom.

Learning and teaching require resilience and calculated risk-taking, supported by high expectations and quality learning environments.

Rationale

The school culture promotes and sustains a safe and supportive environment for all, where the inherent dignity and worth of each person is valued and protected. The school upholds the rights of all people to equity of access within a safe and supportive learning environment, in which they can take appropriate risks and meet personal challenges in their learning and personal growth.

Context

Policy Accessibility

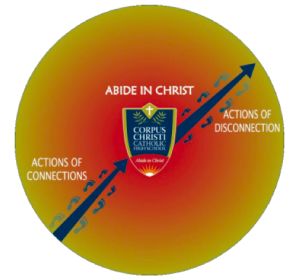
The pastoral care and student management policies, practices and procedures are accessible to all members of the school community. They are well documented and explicitly taught to students and are publicly displayed. Policy documents are regularly reviewed and updated as part of the annual strategic planning of the school. Guiding and informing the policy document is the Diocese of Wollongong's systemic schools' framework for Pastoral Care and Wellbeing - 'Path to Life'.

Restorative Justice Principles & Respect Framework

The whole school approach to student management and learning is based on restorative justice principles and procedural fairness, and is encapsulated in the framework of Respect for Self, Respect for Learning, Respect for Others and Respect for the Environment. Learning Advisors, House Leaders, KLA Leaders and the School Leadership are encouraged and supported to use Reality Therapy and Choice Theory in assisting students to resolve issues and conflict.

Circles of Connection

The Circle of Connection diagram helps all members of the Corpus Christi school community understand how our own actions impact both in positive and negative ways on the function of the community as a whole. The image uses the shape of a circle to reflect our Learning Circles and the circular nature of community life. The 'Circles' use colours depth of connection to the community. The colour red, symbolising love and life, is at the centre of the circles of connection. As we move towards the outside of the circle, the colour fades to grey, symbolising the loss of life and vibrancy that we feel when our actions exclude us from the community. The footprints highlight the fact that it our own actions that directly create or destroy community. The Circle of Connection diagram assist students to comprehend that consequences for actions of disconnection are non-negotiable and are commensurate with the behaviour itself. This graphic is used as a starting point in any restorative meetings or discussions with students.



Learning Advisory Program & Parents/Carers Partnership

All staff members of the school share responsibility for the pastoral care and wellbeing of students in partnership with parents/carers. Within our Learning Advisory program, the Learning Circle Learning Advisor fulfils the critical role of monitoring, managing and supporting students as they grow to develop as positive agents in their own learning and well-being. They are the first point of contact between the student, their parents/carers, and all others who have contact with the student during the course of the school day. The Learning Circle Learning Advisor is charged with the responsibility of communicating community expectations clearly; affirming positive behaviours and implementing appropriate consequences for incidents as guided by this Policy. At all times, the professional judgement of the Learning Circle Learning Advisor, based as it is on a comprehensive knowledge and deep respect for the young persons in their care, and their persistent actions of connection towards them, is respected and affirmed.

Implementation

This policy outlines the processes and procedures that will be implemented should students involve themselves in incidents that are sufficiently serious as to require intervention and planning at a level beyond that reasonably expected of the Learning Advisor.

Corpus Christi Student Behaviour Management Policy and Guidelines is also supported by

- 1. Bullying and Harassment Policy*
- 2. Uniform Guidelines*
- 3. Power to Search Students' Possessions Policy*

These have been identified as critical aspects of student behaviour management concerns.

CLASSROOM BEHAVIOUR MANAGEMENT

To assist staff to respond with justice and equity to student behaviours of serious disconnection in the classroom, the following consequences and restorative actions have been determined.

All learners have the:

Right to know (give student a clear explanation as to what they have done wrong)

Right to respond (allow students the right of reply, this could be verbally or form of a written response or account)

Right to a fair and unbiased decision (decision made in reference to the CCCHS behaviour management)

| CIRCLES | BEHAVIOURS OF DISCONNECTION - GENERAL | CONSEQUENCES | RESTORATIVE ACTIONS | NOTIFICATIONS AND DOCUMENTATION |
|--|--|--|--|--|
| <p>LOW LEVEL BEHAVIOURS</p> <p style="text-align: center;">1</p> | <ul style="list-style-type: none"> • Off task behaviour • Laptop not in the correct bag • Distracting others • Non-completion of a satisfactory amount of work • Out of uniform • Late to learning session • Non-completion of home learning • No or incorrect learning equipment • Mobile phone visible • Other low level classroom misdemeanours | <ul style="list-style-type: none"> • Reminded of expectations • Normal classroom behaviour management <ul style="list-style-type: none"> - move student - effective questioning - choice theory - implement seating plan • Completion of task/home learning at Course LAs discretion • Course LA led reconnection (e.g. held back, meet at lunch/recess, clean up learning space) • Phone confiscated and in the office for remainder of day | <ul style="list-style-type: none"> • Natural Justice Steps • Effective Questioning • A restorative meeting with the students • Course LA is required for the student to return to the Centre Circle of the School Community. | <ul style="list-style-type: none"> • Incident recorded in Compass • Strategies and consequences documented in compass • Reports documented • Natural Justice steps documented in compass |

| | | | | |
|--|---|---|---|--|
| <p>LOW LEVEL BEHAVIOURS</p> <p>2</p> | <ul style="list-style-type: none"> • Out of bounds • Late to class (no more than 15 minutes) • Ongoing circle 1 behaviours in the same subject • Non-serious attempt at learning task including Plagiarism or copying others work) • Laptop misuse (videos, games, iChat, email) • Low-level hands on behaviour | <ul style="list-style-type: none"> • Communicate with home and notify of previous incidents and sanctions • Record in compass • Issue reconnection and follow-up attendance • Phone confiscated and in the office for remainder of day | <ul style="list-style-type: none"> • Following the Lunch Reconnection/Study Hall, a restorative meeting with the students Course LA is required for the student to return to the Centre Circle of the School Community. • Progress report if applicable determined by Pastoral leader/AP/ Leader of Learning & Teaching | <ul style="list-style-type: none"> • Incident entered into Compass • Notification to LCLA and KLA • LCLA monitors multiples instances across KLA and notify Pastoral leader • Course LA notifies parents • DLN Leader notified (if appropriate) • Strategies and consequences documented in compass • Reports documented • Natural Justice steps documented in compass |
| <p>MID LEVEL BEHAVIOURS</p> <p>3</p> | <ul style="list-style-type: none"> • Ongoing Circle 2 behaviours in the same subject • Missed lesson (truancy- 15 mins or more) • Bringing the school's name into disrepute on an incursion or excursion • Disrespect of school or others' property • Negative impact on others learning | <ul style="list-style-type: none"> • Phone call to parent / carer by KLA • After School Reconnection Meeting given by KLA • Record made in Compass • <i>Any incident involving potential damage to another students' laptop must be immediately reported to the AP or Principal and the laptop is to be inspected by IT for damage.</i> | <ul style="list-style-type: none"> • Meeting with parents and KLA Leader= • Implement a learning plan in consultation with student and parents (contract/ monitoring booklet/ learning management plan/class change/ goal setting) • Progress report if applicable determined by Pastoral leader/AP/ Leader of Learning & Teaching | <ul style="list-style-type: none"> • Incidents entered in Compass • Notification to LCLA and KLA • Letter home with circle placement • Pastoral leader notified • DLN Leader (if appropriate) • Plans placed on file and LAS notified if appropriate • Strategies and consequences documented in compass • Reports documented • Natural Justice steps documented in compass |

| | | | | |
|---|---|--|---|--|
| <p>MID LEVEL BEHAVIOURS</p> <p>4</p> | <ul style="list-style-type: none"> • Serious Disrespect to Learning Advisor or other students as determined by KLA or Pastoral Leader • Serious Disregard for safety of self or others as determined by KLA or Pastoral Leader • Ongoing circle 3 behaviours • Pornography- pictures, sexting, video | <ul style="list-style-type: none"> • After School Reconnection • Class withdrawal • Phone call to parent / carer by KLA or Pastoral Leader • Meeting given by KLA or Pastoral Leader • Record made in Compass | <p>Internal Case Management - case management plan in consult with student and parents (could include contract/ monitoring booklet/ learning management plan/ class change/ goal setting)</p> | <ul style="list-style-type: none"> • Incidents entered into Compass • Letter home with circle placement (copy for file) • Notification to LCLA, KLA and Pastoral Leader • AP to notify outcome of KLA meeting to Pastoral team further action determined • Minutes of parent contact documented • Plans documented and filed • Strategies and consequences documented in compass • Reports documented • Natural Justice steps documented in compass |
| <p>HIGH LEVEL BEHAVIOURS</p> <p>5</p> | <ul style="list-style-type: none"> • Serious / Dangerous behaviour incident • High Level disrespect (aggressive, confrontational or intimidation) • Violence (to self or others) • Continued refusal to follow instructions • Intent to breach of school security systems or other cyber illegal actions • Dangerous unsafe to self or others behaviour / skylarking • High level inappropriate behaviour • Sexual misconduct • Accessing illegal material/pornography on laptop • Bullying and Intimidation • Ongoing circle 4 behaviours | <ul style="list-style-type: none"> • LA to notify office to have KLA/HL or member of Leadership team to remove student from classroom • Phone call to parent / carer by KLA/Pastoral Leader/AP • Class Withdrawal • Suspension • Record made in Compass | <ul style="list-style-type: none"> • Internal Case Management • Case management plan in consult with student and parents (contract/ monitoring booklet/ learning management plan/ class change/ goal setting) | <ul style="list-style-type: none"> • Incidents entered into Compass • Letter home with circle placement (copy for file) • Notification to LCLA, KLA and Pastoral Leader • AP to notify outcome of KLA meeting to Pastoral team further action determined • Minutes of parent contact documented • Plans documented and filed • Strategies and consequences documented in compass • Reports documented • Police Liaison Office notified • Natural Justice steps documented in compass |

| <p>HIGH LEVEL BEHAVIOURS</p> <p>6</p> | | | | |
|--|---|--|---|--|
| <ul style="list-style-type: none"> • Criminal or illegal misconduct • Student breaching internal case management. • Student not responding to all previous strategies implemented | <ul style="list-style-type: none"> • Parent and student to meet with AP/Principal/CEDoW • Suspension • Exclusion | <ul style="list-style-type: none"> • External Case Management | <ul style="list-style-type: none"> • AP/Principal to notify CEDoW as per CEDoW Suspension and Exclusion Policy • Minutes of parent contact documented • Plans documented and filed • Strategies and consequences documented in compass • Reports documented • Natural Justice steps documented in compass | |

INTERVENTION BEYOND NORMAL CLASSROOM BEHAVIOUR MANAGEMENT

To assist staff to respond with justice and equity to student behaviours of serious disconnection that require intervention beyond the normal classroom behaviour management strategies, the following consequences and restorative actions have been determined.

All learners have the:

Right to know (give student a clear explanation as to what they have done wrong)

Right to respond (allow students the right of reply, this could be verbally or form of a written response or account)

Right to a fair and unbiased decision (decision made in reference to the CCCHS behaviour management)

| CIRCLES | BEHAVIOURS OF DISCONNECTION - GENERAL | CONSEQUENCES | RESTORATIVE ACTIONS | NOTIFICATIONS AND DOCUMENTATION |
|--|---|--|--|--|
| <p>LOW LEVEL BEHAVIOURS</p> <p>1</p> | <ul style="list-style-type: none"> • Low level misdemeanour • Off task behaviour in iCLE • Laptop not in correct bag • Disruptive behaviour in iCLE • Out of uniform • Late to iCLE • No or incorrect learning equipment for iCLE • Littering • Bag on the wrong bag rack • Phone visible • Pushing in in canteen line | <ul style="list-style-type: none"> • Remind of expectations and redirection of behaviour • Normal iCLE classroom behaviour management e.g. move student, effective questioning • Phone confiscated and in the office for remainder of the day | <ul style="list-style-type: none"> • Natural Justice Steps • Effective Questioning • Restorative Meeting to return to the centre circle | <ul style="list-style-type: none"> • Incident recorded in Compass • Notification to LCLA • Strategies and consequences documented in compass • Reports documented • Natural justice steps documented in compass |
| <p>LOW LEVEL BEHAVIOURS</p> <p>2</p> | <ul style="list-style-type: none"> • Ongoing circle one behaviours • Out of bounds • Laptop Misuse during iCLE or playground (video, games, iChat, email, hands on another's laptop) • Low-level hands on behaviour • Low-level negative impact on others wellbeing (e.g. taking football) • Disrespect to LA • Phone in use | <ul style="list-style-type: none"> • Communicate with home and notify of previous incidents and sanctions • Record in compass • Issue reconnection and follow-up attendance • Confiscate phone | <ul style="list-style-type: none"> • Natural Justice Steps • Effective Questioning • Following reconnection, a restorative meeting with LCLA is required for the student to return to the centre circle | <ul style="list-style-type: none"> • Incident recorded in Compass • Notification to LCLA and House Leader • LCLA to monitor multiple instances and notify House Leader • Natural justice steps documented in compass |

| | | | | |
|--|---|--|---|---|
| <p>MID LEVEL BEHAVIOURS</p> <p>3</p> | <ul style="list-style-type: none"> • Ongoing Circle 1 and 2 behaviours • Bringing the school's name into disrepute on a whole school event • Disrespect of school or others' property • Negative impact on others learning at iCLE • Negative impact on others wellbeing • Significant uniform infringements, (piercings, haircuts, extreme hair colouring, artificial nails) • Onsite Truancy of iCLE • Sharing files illegally, • Non-authorised applications games, pirated movies, games | <ul style="list-style-type: none"> • Phone call to parent / carer by LCLA • After School Reconnection Meeting given by Pastoral Leader • Record made in Compass • <i>Any incident involving potential damage to another student's laptop must be immediately reported to the AP or Principal and the laptop is to be inspected by IT for damage.</i> | <ul style="list-style-type: none"> • Natural Justice Steps • Effective Questioning • Meeting with parents and KLA (Course LA to organise) • Plan in consult with student and parents (contract/ monitoring booklet/ learning management plan/ class change/ goal setting) | <ul style="list-style-type: none"> • Incidents entered in Compass • Notification to LCLA and Pastoral Leader • Letter home with circle placement (copy for file) • Pastoral leader notified (FYI only) • DLN Leader (if appropriate) • Plans placed on file and LAs notified if appropriate • Strategies and consequences documented in compass • Reports documented • Natural Justice steps documented in compass |
| <p>MID LEVEL BEHAVIOURS</p> <p>4</p> | <ul style="list-style-type: none"> • Serious Disrespect to Learning Advisors as determined by Pastoral Leader (aggressive, confrontational or intimidation) • Serious Disregard for safety/wellbeing of self or others as determined by Pastoral Leader • Ongoing circle 3 behaviours | <ul style="list-style-type: none"> • Phone call to parent / carer by Pastoral Leader • Class withdrawal • Meeting given by Pastoral Leader • Record made in Compass | <ul style="list-style-type: none"> • Natural Justice Steps • Effective Questioning • Meeting with parents and KLA (Course LA to organise) • Implement learning plan in consultation with student and parents (contract/ monitoring booklet/ learning management plan/ class change/ goal setting) | <ul style="list-style-type: none"> • Incident entered into Compass • Notification to LCLA and Pastoral Leader • Letter home with circle placement (copy for file) • Issued to be raised with AP at Pastoral meeting • DLN Leader (if appropriate) • Minutes of parent meetings documented and filed • Strategies and consequences documented in compass • Reports documented • Natural Justice steps documented in compass |

| | | | | |
|---|---|---|---|--|
| <p>HIGH LEVEL BEHAVIOURS</p> <p>5</p> | <ul style="list-style-type: none"> • Ongoing Circle 3 and 4 behaviours • High Level disrespect (aggressive, confrontational or intimidation) • Violence (to self or others) • Intent to breach of school security systems or other cyber illegal actions • Continued refusal to follow instructions • Dangerous unsafe to self or others behaviour / skylarking • High level inappropriate behaviour • Sexual misconduct • Accessing illegal material/pornography on laptop • Bullying and Intimidation | <ul style="list-style-type: none"> • LA to notify the office to have a leader remove student from the learning space • Phone call made home by Pastoral Leader/AP • Suspension • Re-entry Interview • Record made in Compass | <ul style="list-style-type: none"> • Natural Justice Steps • Effective Questioning • Internal Case Management • Case management plan in consult with student and parents (contract/ monitoring booklet/ learning management plan/ class change/ goal setting) | <ul style="list-style-type: none"> • Incidents entered into Compass • Letter Home with Circle (copy for file) • Notification to LCLA, KLA and Pastoral Leader • AP to notify outcome of KLA meeting to Pastoral team further action determined • Minutes of parent contact documented • Plans documented and filed • Strategies and consequences documented in compass • Reports documented • Police Liaison Office notified • Natural Justice steps documented in compass |
| <p>HIGH LEVEL BEHAVIOURS</p> <p>6</p> | <ul style="list-style-type: none"> • Criminal or Illegal Misconduct • Student breaching internal case management. • Ongoing unacceptable behaviours | <ul style="list-style-type: none"> • Suspension • Exclusion | <ul style="list-style-type: none"> • Natural Justice Steps • Effective Questioning • External Case Management | <ul style="list-style-type: none"> • AP/Principal to notify CEDoW as per CEDoW Suspension and Exclusion Policy • Minutes of parent contact documented • Plans documented and filed • Strategies and consequences documented in compass • Reports documented • Natural Justice steps documented in compass |

Definitions Relating to Student Behaviour Management Policy

RESTORATIVE MEETING

For a student to restore himself or herself to the Circle Centre of the school community a Restorative Meeting is required where the process of Restorative Justice and Choice Theory are used. The process involves a meeting with the student, Learning Advisor, and/or KLA/House leader. The process is as follows:

1. The student identifies their actions of disconnection within the incident.
2. The student identifies how they intend to restore themselves back to the Centre Circle of the school community.
3. The student names the choices that they intend to make to keep themselves in the Centre Circle of the community.

Note:

- The above Restorative Meeting procedure is separate to any Restorative Justice meeting required in restoring and reconciling the situation involving the student/s or staff member.
- Any meeting respects the dignity of all involved especially the victim. In some cases, the victim may not be ready to face the perpetrator or bully and as such a Restorative Meeting will not take place until the victim chooses for such a meeting to happen. In between time this does not mean that the incident/behaviour involving the perpetrator or bully is not addressed and dealt with in the manner that is outlined in the behaviour policy.

LUNCH TIME RECONNECTION

Begins at the start of lunch and concludes allowing the student to use toilet facilities before returning to Session 3. They bring their lunch to the Reconnection Meeting.
These Reconnections are supervised by House Leaders.
This Reconnection time may involve community service

AFTER SCHOOL RECONNECTION

Held on Wednesday afternoons beginning at 3.15pm and concluding at 4.15pm
These Reconnections are supervised by Middle Leaders of the school
This Reconnection time may involve community service

CLASS WITHDRAWAL

Class withdrawal occurs when a student's attendance in learning sessions and the playground has been withdrawn as a disciplinary measure
Class withdrawal allows a period of time for the parties involved to reflect on and enter into dialogue about the behaviour and circumstances that have led to the withdrawal, and to focus on the development of an appropriate response and process for a return to class

CONTRACT

A contract is a course of action that outlines particular behaviours that a student will focus on to keep himself/herself in the Centre Circle of the school community.

These behaviours are no different to the everyday behaviours that are required of every student in being part of the school community.

If a student is not able to meet the requirements of the contract they move from Circle 4 to Circle 5 disconnection and a meeting is arranged with the student, the student's Parent/Carer and Assistant Principal to create a Case Management Plan.

SUSPENSION

Suspension occurs when a student's attendance at school has been temporarily withdrawn as a disciplinary measure, on the authority of the Principal for a set short or extended period of time.

- Short suspension is a suspension from school for up to three school days
- Extended suspension is a suspension for more than three school days

Suspension allows a period of time for the parties involved to reflect on and enter into dialogue about the behaviour and circumstances that have led to the suspension, and to focus on the development of an appropriate response and process for a return to school.

Suspension of a student may occur when the behaviour of a student is prejudicial to the safety and welfare of the student, staff and other students of the school and/or the reputation of the school.

All suspensions are issued in accordance to the [CEDoW Suspension and Exclusion Policy](#)

CASE MANAGEMENT PLAN

A Case Management Plan is a course of action for a situation involving a student where high level behavioural intervention is required in support of the student in their learning and behaviour. This plan will be developed in a meeting which will involve a number of key people from the school community which will include: the student; the Principal; parent/carers. It may also include any of the following: Learning Circle Learning Advisor, House Leader, Assistant Principal and Catholic Education Office representative, School Counsellor, Police Liaison Officer or others determined by the Principal who may be of assistance to the process.

SCHOOL'S CRITICAL INCIDENT TEAM REFERRAL

In reference to consequences for an incident involving drugs, weapons or threats to the school. Such an incident requires the school to follow critical incident procedures as determined by the School's Critical Incident Team. The Team's response will include but is not limited to:

- Establishing an incident with a student involving drugs, weapons or threat to the school has occurred.
 - Students interviewed by a member of the School Leadership Team or Middle Leadership Team
 - The student's Parents/Carers notified
 - Police notified of the incident
 - The Catholic Education is notified of the incident