



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 of 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 is our own actions that directly create or destroy community. The Circle of Connection diagram assists 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.

INTERVENTION NORMAL CLASSROOM BEHAVIOUR MANAGEMENT

INTERVENTION	BEHAVIOURS OF DISCONNECTION	SUGGESTED STRATEGIES	POSSIBLE CONSEQUENCE	NOTIFICATIONS AND DOCUMENTATION
<p><i>LOW LEVEL BEHAVIOURS</i></p> <p><i>PRIMARY</i></p>	<ul style="list-style-type: none"> ● Off task behaviour ● Laptop not in protective case/bag ● Distracting others ● Disrupting the learning of 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 or in use ● Non-serious attempt at learning task ● Plagiarism ● Device (laptop, watch misuse (movies, games, Chat, email. Social media) ● Low-level hands on behaviour ● Not following instructions ● Using Headphones without permission ● Touching other's property without permission ● Other low level classroom misdemeanours 	<ul style="list-style-type: none"> ● Choice Theory ● Restorative Justice ● Email / phone / meet with parents ● LA Goal setting / Monitoring ● Ensure sufficient Adjustments – Profile Check ● Differentiation ● Positive Behaviours for Learning ● Quality Differentiated Teaching Practise: <ul style="list-style-type: none"> ○ Learning Intentions ○ Success Criteria ○ Descriptive Feedback ○ Authentic Rich Tasks ○ High Impact Teaching strategies ○ The Gradual Release of Responsibility ○ Accountable Talk ○ Peer and Self- Assessment ○ Design, Plan, Activate 	<ul style="list-style-type: none"> ● LA run reconnection ● LA run Community service – whilst on duty ● Lunch Reconnection if approved by the relevant KLA leader / House Leader 	<ul style="list-style-type: none"> ● Enter into compass as Low level behaviour (KLA Low level or Beyond Classroom low level) ● Strategy and consequence entered in Compass ● Referral Request to KLA leader for support (when primary strategies are ineffective and exhausted) ● Referral Request to House leader for Assistance (when primary strategies are ineffective and exhausted)

<p>LOW LEVEL BEHAVIOURS</p> <p>PRIMARY</p>		<ul style="list-style-type: none"> ● Phone confiscated and place in the office for remainder of day – place phone in envelope for security ● Laptop checked for inappropriate content by IT Support 		<ul style="list-style-type: none"> ● DLN Leader notified (if appropriate) ● Strategies and consequences documented in compass ● Incident Reports documented and placed on paper file ●
<p>MID LEVEL BEHAVIOURS</p> <p>SECONDARY</p>	<ul style="list-style-type: none"> ● Ongoing low level 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 ● Significant and ongoing negative impact on others’ learning ● 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 Mid levels behaviour ● Pornography- pictures, sexting, video ● Bullying and intimidation ● Accessing illegal material/pornography on laptop ● Sexualised Behaviour according to CeDow Matrix – Sexualised behaviour ● Dangerous unsafe to self or others behaviour / skylarking 	<ul style="list-style-type: none"> ● Take Statements from students if necessary ● Restorative Justice ● Coaching Conversation ● TRIAD Meeting ● Meeting with student parents and relevant parties ● Phone call to parent / carer by KLA leader / house leader ● Utilise support templates <ul style="list-style-type: none"> ○ Academic Improvement ○ Behaviour Management ○ Welfare Support ○ Attendance ○ MSPEC referral ● Refocus card (House leader/ KLA leader DLN only) ● DLN referral for support ● Monitoring / observation of adjustments (LA and Middle Leader) ● Personalised Plan monitoring and review ● (Leader of DLN in collaboration with LA, Middle leader) ● Middle leader Observation ● Counselling referral (House Leader) ● QDTP (see primary strategies) • Referral to SST for further 	<ul style="list-style-type: none"> ● Lunch Reconnection if appropriate ● Assistant Principal After School Reconnection issued and followed up by Middle Leader only ● Whole Day Reconnection (Issued and Followed up Middle leaders with Leader of Pastoral Care approval) ● ICLT device monitoring and inspection (Issued and Followed up Middle leaders with Leader of Pastoral Care approval) ● Academic Study hall (KLA leader run only) 	<ul style="list-style-type: none"> ● Enter into compass as Mid level behaviour (KLA mid level) ● Strategy and consequence for intervention entered in Compass ● Referral Request to Leader of Pastoral or Leader ● (when tertiary strategies are ineffective and exhausted) ● Referral Request to Leader of Learning and Teaching for support (when tertiary strategies are ineffective and exhausted) ● Referral Request to SST (Student Support Team) for Assistance when tertiary strategies are ineffective and exhausted)

	<ul style="list-style-type: none"> ● Intent to breach of school security systems or other cyber illegal actions 	support when all strategies are ineffective and exhausted.		
<p>HIGH LEVEL BEHAVIOURS</p> <p>TERTIARY</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 ● High level inappropriate behaviour ● Significant and on-going Bullying and Intimidation ● Sexualised Behaviour according to CeDow Matrix – Sexualised behaviour 	<ul style="list-style-type: none"> ● Phone call to parent / carer by Leader of Pastoral Care ● Internal Case Management as per SST ● External Case Management 	<ul style="list-style-type: none"> ● LA to notify office to have KLA/HL or member of Leadership team to remove student from classroom ● Suspension ● Re-entry interview after suspension ● Whole School Case Management – Learning and Wellbeing Plan 	<ul style="list-style-type: none"> ● Incidents entered into Compass ● Communicate to parents and carer advising of outcome Notification to LCLA, KLA and Pastoral Leader ● Minutes of parent contact documented as Data record in compass or Case Management website ● Plans documented placed on Case Management Website. ● Strategies and consequences documented in compass ● Incident reports documented and placed on paper file ● Police Liaison Officer notified ● Natural Justice steps documented in compass
<p>HIGH LEVEL BEHAVIOURS</p> <p>TERTIARY</p>	<ul style="list-style-type: none"> ● Criminal or Illegal Misconduct ● Student breaching internal case management. ● Student not responding to all previous strategies implemented ● Police Notification if applicable 	<ul style="list-style-type: none"> ● Parent and student to meet with AP/Principal/CEDoW ● Suspension ● Exclusion 		<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 placed on Case management website if being case managed. ● Strategies and consequences documented in compass ● Incident Reports documented and placed on paper file ● Natural Justice steps documented in compass

INTERVENTION BEYOND NORMAL CLASSROOM BEHAVIOUR MANAGEMENT

INTERVENTION	BEHAVIOURS OF DISCONNECTION - GENERAL	SUGGESTED STRATEGIES	POSSIBLE CONSEQUENCE	NOTIFICATIONS AND DOCUMENTATION
<p>LOW LEVEL BEHAVIOURS</p> <p>PRIMARY</p>	<ul style="list-style-type: none"> ● Off task behaviour in Learning Circle ● Laptop not in protective bag or case ● Disruptive behaviour in Learning Circle ● Out of uniform ● Late to Learning Circle unexplained ● No handbook in Learning Circle ● Device misuse such as watch (movies, games, chat, Social media) ● Mobile Phone Visible or in use ● Laptop Misuse during Learning Circle or playground (video, games, messenger, Social media, hands on another's laptop) ● Littering ● Bag on the wrong bag rack 	<ul style="list-style-type: none"> ● Natural Justice Steps ● Effective Questioning ● Restorative Meeting ● Remind of expectations and redirection of behaviour ● Normal Learning circle classroom behaviour management e.g. move student, effective questioning ● Communicate with home and notify if previous incidents and sanctions not effective 	<ul style="list-style-type: none"> ● LCLA run reconnection ● LCLA run Community service – whilst on duty ● Lunch Reconnection if approved by the relevant KLA leader / House Leader ● Confiscate phone ● Place in envelope - Office ● Uniform Playground Withdrawal issued by LCLA 	<ul style="list-style-type: none"> ● Incident recorded in Compass ● Notification to House Leader ● Strategies and consequences documented in compass ● La on playground record low level issue and CC LCLA

<p>LOW LEVEL BEHAVIOURS</p> <p>PRIMARY</p>	<ul style="list-style-type: none"> ● Out of bounds ● Low-level hands on behaviour ● Low-level negative impact on others wellbeing (e.g. taking football) ● Disrespect to LA - not follow instructions/ defiance ● Onsite truancy during Learning Circle ● Low level misdemeanour ● Ongoing low level behaviours 			<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>SECONDARY</p>	<ul style="list-style-type: none"> ● Ongoing low level behaviours ● Bringing the school's name into disrepute ● Disrespect of school or others' property ● Negative impact on the learning of others in Learning Circle (interfering, tampering with others work etc.) ● Negative impact on others wellbeing (name-calling, teasing) ● Significant uniform infringements, piercings, haircuts, extreme hair colouring, artificial nails) ● Sharing files illegally ● Non-authorized application, games, pirated movies. 	<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) ● MSPEC referral ● Internal Case Management - SST 	<ul style="list-style-type: none"> ● Phone call to parent / carer by House Leader ● Meeting with LCLA and House Leader and Parents ● After School Reconnection ● House Based Reconnection ● Whole Day Reconnection 	<ul style="list-style-type: none"> ● Incidents entered in Compass ● Notification to LCLA, House Leader and Pastoral Leader ● Communicate (Email, phone call or letter Home with outcome) Data record on compass ● DLN Leader (if appropriate) ● Plans placed on Case Management Web site and LAs notified if appropriate ● Strategies and consequences documented in compass ● Incident Reports documented and placed on paper file ● Minutes of parent meetings documented and filed

**MID LEVEL
BEHAVIOURS**

SECONDARY

- Serious Disrespect to Learning Advisors as determined by Leader of Pastoral Care (aggressive, confrontational or intimidation)
- Serious Disregard for safety/wellbeing of self or others as determined by Leader of Pastoral Care
- Bullying and Intimidation
- Ongoing mid level behaviours
- Intent to breach of school security systems or other cyber illegal actions
- Accessing illegal material/pornography on laptop
- Dangerous unsafe to self or others behaviour / skylarking
- Student breaching internal case management / whole school plan / undertaking

**HIGH LEVEL
BEHAVIOURS**

- High Level disrespect (aggressive, confrontational or intimidation)
- Violence (to self or others)
- High Level Defiance
- High level inappropriate behaviour
- Sexualised Behaviours as per CeDOW sexualised behaviour matrix High level
- Significant and ongoing Bullying and Intimidation
- Criminal or Illegal Misconduct
- Ongoing unacceptable behaviours
- Police Notification where applicable

- LA to notify the office to have a leader remove student from the learning space
- Natural Justice Steps
- Effective Questioning
- MSPEC referral
- External Case Management

- After school reconnection
- Contact made with parents
- Whole Day reconnection
- Suspension out of school
- Re-entry interview
- Exclusion

- Incidents entered into Compass
- Communicate outcome to parents/ carer via email, phone call or letter . Data record placed on compass.
- Notification to LCLA, KLA and Leader of Pastoral
- Minutes of parent contact documented as data record on compass
- Plans documented and filed on Case Management Website
- Strategies and consequences documented in compass of Case Management Website where appropriate
- Incident Reports documented and placed on paper file
- Police Liaison Office notified
- Natural Justice steps documented in compass
- AP/Principal to notify CEDoW as per CEDoW Suspension and Exclusion Policy
- Minutes of parent contact documented
- Plans documented and placed on case Management website where appropriate