

BEHAVIOUR MANAGEMENT PROCEDURES



ORIGINALLY RELEASED: 2008
REVISED: 2010, 2012, 2014, 2016, 2018, 2021, 2023
DUE FOR REVIEW: 2024

SOURCES OF AUTHORITY	
CECWA Policy	Community
Executive Directive	Student Behaviour

RATIONALE

Behaviour management at Xavier Catholic School is based on the dignity of the human person. Created in the image and likeness of God, each human person has an innate dignity and a right to be treated with respect. Central to our mission is the commitment to the development of full potential that can only be achieved in an environment where acceptable standards of behaviour are apparent and developmentally appropriate with a focus on positive consequences.

At Xavier Catholic School, we aim to create an inclusive, respectful, safe, and empathetic school environment. We strive to embrace every student, parent, and staff member, to ensure that they feel valued and integral to the school community; celebrate our differences; and take a proactive stance in promoting student safety and wellbeing. Xavier Catholic School does not tolerate bullying, harassment, aggression and violence by any member of its community.

Some of the ways we work to achieve these aims are by:

- Building positive relationships between students, parents and staff;
- Regularly communicating between the school and home;
- Explicitly teaching and emphasis on the Xavier values;
- Involving students, staff and parents in decision-making within the school;
- Providing multiple avenues for student, staff and parent feedback.

Through praise, encouragement and recognition, Xavier Catholic School aims to enhance the development of self-discipline and wellbeing in students. Students will be encouraged to take responsibility for their actions, recognise the impact of their actions, and reconcile and resolve conflict with others. Our commitment to restorative practices will be evident in helping our students learn from their mistakes.

DEFINITIONS

Behaviour management

Behaviour management is the “decisive, proactive, preventative school staff behaviours that minimise student misbehaviour and promote student engagement, and, strategic, respectful, actions that eliminate or minimise disruption when it arises, to restore the learning environment” (O’Neill, 2011, p. 35).

Child abuse

Child abuse refers to the long term and/or short-term maltreatment of a person under the age of 18 years of age. It is the result of action or inaction which results in harm or injury to a child. Child abuse may be categorised as follows:

- physical abuse;
- sexual abuse;
- emotional abuse and/or psychological abuse; and/or
- neglect.

The use of any form of child abuse is explicitly forbidden at Xavier Catholic School.

Corporal punishment

Corporal punishment is defined as the use of physical force towards a child for the purpose of control and/or correction. The use of any form of corporal punishment is explicitly forbidden at Xavier Catholic School.

Degrading punishment

Degrading punishment is defined as the use of any treatment that humiliates an individual or diminishes their human dignity. The use of any form of degrading punishment is explicitly forbidden at Xavier Catholic School.

Restorative practice

Restorative practice is defined as “a strategy that seeks to repair relationships that have been damaged, including those damaged through bullying. It does this by bringing about a sense of remorse and restorative action on the part of the person who has bullied someone and forgiveness by the person who has been bullied” (Bullying No Way!, n.d.).

Bullying

The National Definition of Bullying for Australian Schools (Bullying No Way!, (n.d.) states:

Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.

Bullying can happen in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records).

Bullying of any form or for any reason can have immediate, medium- and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

There are three types of bullying behaviour:

- Verbal bullying which includes name calling or insulting someone about physical characteristics such as their weight or height, or other attributes including race, sexuality, culture, or religion.
- Physical bullying which includes hitting or otherwise hurting someone, shoving or intimidating another person, or damaging or stealing their belongings.
- Social bullying which includes consistently excluding another person or sharing information or images that will have a harmful effect on the other person.

Verbal, physical and social bullying can occur in person or online, directly or indirectly, overtly or covertly.

Online bullying is referred to as cyberbullying. Cyberbullying can include:

- sending insulting or threatening messages;
- posting unkind messages or inappropriate images on social networking sites;
- excluding others from online chats or other communication;
- inappropriate image tagging;
- sharing someone's personal or embarrassing information online;
- creating hate sites or starting social exclusion campaigns on social networking sites;
- sharing unflattering or private images, including naked or sexual images;
- assuming the identity of another person online and representing them in a negative manner or manner that may damage their relationship with others;
- repeatedly, and for no strategic reason, attacking players in online
- gaming.

For it to be cyberbullying, inappropriate actions online must be between people who have ongoing contact and be part of a pattern of repeated behaviours (online or offline). One action – such as an insulting comment or an embarrassing photo – which is repeated through sharing and forwarding to others, can be called bullying if the individuals involved know each other, and have ongoing contact either on or offline.

Harassment

Harassment is any unwanted, unwelcome or uninvited behaviour which makes a person feel humiliated, intimidated or offended. Harassment can be seen as one form of bullying. Like bullying, harassment often occurs on the grounds of 'difference'- related to culture, ethnicity, gender, sexuality, sexual orientation, ability or disability, religion, body size and physical appearance, personality, age or economic status.

Aggression

Aggression is behaviour that is intended to harm another individual who does not wish to be harmed.

Violence

Violence can occur between people of equal power and implies extreme forcefulness, usually (but not always) of a physical kind.

RIGHTS AND RESPONSIBILITIES

Every member of Xavier Catholic School has a right to fully participate in an educational environment that is safe, supportive and inclusive. Everyone deserves to be treated with respect and dignity. We have developed statements of rights and responsibilities for all members of our school community:

STUDENTS

RIGHTS	RESPONSIBILITIES
<ul style="list-style-type: none">To learn without disruption;To feel safe and secure;To openly communicate any issues or concerns and be heard by teachers and parents;To be treated with respect, honesty and courtesy	<ul style="list-style-type: none">Support the teacher and peers by listening, helping, cooperating and behaving responsibly;Treat all staff with respect;Treat other students in a friendly and respectful way by including others, playing fairly, avoiding rough play and treating others as a westie;Treat the environment with respect, and keep the classrooms and outdoor areas clean and tidy;Report inappropriate behaviour to a teacher;Use manners to Make Jesus Real

PARENTS

RIGHTS	RESPONSIBILITIES
<ul style="list-style-type: none">To know your child is safe and protected;To know your child is treated in an equitable and fair way;To know that inappropriate behaviour is dealt with in a consistent and appropriate manner;To be able to approach appropriate staff without prejudice if concerned about any situation	<ul style="list-style-type: none">Understand, accept and respect the behaviour management policy;Model appropriate behaviour on school grounds, and at all school occasions and events;Not to become personally involved in issues that do not directly impact on your child;Take an active interest in your child's educational progress and emotional development;Support the school in maintaining a safe and respectful learning environment for all students;Contact the class teacher first, to communicate any concerns, questions or seek clarification;Regularly communicate any information that may affect your child's behaviour or performance at school;Send your child to school with a healthy lunch and snacks

TEACHERS

RIGHTS	RESPONSIBILITIES
<ul style="list-style-type: none">To be able to teach without disruption;To be able to work in a safe and supportive environment;To be treated with respect, courtesy and honesty;To be supported by the whole school community	<ul style="list-style-type: none">Support the school's ethos, policies and procedures;Treat all students, parents and other staff with respect, courtesy and honesty;Be well organised, and provide relevant, individualised educational programs;Share responsibility for making sure the school environment is safe, clean and tidy;Communicate effectively and respectfully with other staff, students and parents;Effectively deal with students whose behaviour disrupts the learning of others

LEADERSHIP TEAM

RIGHTS	RESPONSIBILITIES
<ul style="list-style-type: none">To be treated with respect, courtesy and honesty;	<ul style="list-style-type: none">Develop and implement the behaviour management

<ul style="list-style-type: none"> • To be able to work in a safe and supportive environment; • To be supported by staff in the implementation of the behaviour management policy; • To be supported by the whole school community 	<ul style="list-style-type: none"> • and bullying policy within the school; • Promote the policy through communication and on the school website; • Be aware of the legislative requirements relating to bullying and harassment (refer to CECWA policy); • Ensure that all students, staff and school community members are familiar with the school's policy; • Support staff in the investigation and resolution of all incidents and allegations of bullying and behavioural issues; • Ensuring that the school's plans to counter behaviour management are monitored- including documentation, intervention, follow up, initiating reviews of approaches at regular intervals; • Ensure that sensitivity, confidentiality and the rights of all individuals are protected at all times; • Provide professional development as required
---	---

STUDENT CODE OF CONDUCT

Xavier Catholic School has developed a Student Code of Conduct:

1. At Xavier Catholic School in order to feel SAFE, we will:
 - Follow school rules;
 - Listen to instructions;
 - Look after ourselves and each other;
 - Keep our hands and feet to ourselves.

2. At Xavier Catholic School in order to feel HAPPY, we will smile and enjoy the things we do at school.

3. At Xavier Catholic School in order to feel PROUD, we will:
 - Do our best and be all that we can be;
 - Have a growth mindset and keep trying.

4. At Xavier Catholic School in order to feel like FOLLOWERS OF JESUS, we will:
 - Walk in Jesus' footsteps and treat others the way we want to be treated;
 - Welcome and include others with kindness (GTS & WESTIE).

5. At Xavier Catholic School in order to feel RESPECTED, we will:
 - Understand and celebrate differences in others;
 - Listen and acknowledge others.

6. When someone isn't feeling this way, we can:
 - Ask how I can help;
 - Be a good role model so others can follow;
 - Seek help from an adult;
 - Forgive others.

Both the School Code of Conduct and the Student Code of Conduct can be found on the school website: <https://xavier.wa.edu.au/our-school/official-documents/>

CLASSROOM MANAGEMENT PLAN

- Class teachers must have a well-documented and clearly displayed plan for managing student behaviour within their class. Creative and innovative visual plans are encouraged to motivate students in the appropriate ways of classroom behaviour. Teachers must encourage students to enact this plan within the classroom.
- The Zones of Behaviour chart is used in all classrooms.
- The approach taken to managing student behaviour needs to be clearly and positively set out at the parent teacher night.

- Records of student misbehaviour must be maintained by entering a pastoral note into SEQTA.
- Parent contact must occur and be documented in SEQTA when student behaviour is inappropriate.
- Within the context of classroom discipline, referral to the Principal (or Assistant Principals) is an appropriate strategy in the case of Red behaviours.
- Individual Behaviour Management Plans may be necessary for students who consistently are non-compliant with appropriate classroom management procedures.
- In the case of a Red behaviour where a child is sent to the Leadership Team, a reflection sheet is filled out with the child to assist them with restoring their relationships with others.
- In the event of a major problem which affects the safety of other students an emergency card needs to be sent to the Office, or a phone call to ask for assistance.

PLAYGROUND MANAGEMENT PLAN

- All children's concerns and behaviour must be followed up and recorded on SEQTA.
- Rules must be consistently enforced by ALL staff.
- With red behaviours - send Red Card to Office for a member of the Leadership Team to assist.
- Students must play in their own year level area.
- No hat, no play: sit/play in a shaded area. All staff on duty must reinforce this.
- Duty staff must record in the accident book, which is kept in office, any accident where a person is injured, or has the potential of further injury. This needs to be given to Leadership Team for signing.
- Staff to exercise proper duty of care by circulating around all areas of their relevant duty.
- Staff members on duty to wear vest, hat and lanyard with emergency cards.

RED BEHAVIOURS

There are certain behaviours that are completely unacceptable at Xavier Catholic School. Within the Zones of Behaviour (see Appendix 1), they are considered 'Red behaviours'. These are:

- Swearing
- Bullying / Racism
- Physical Violence
- Wilful damage of school or others' property
- Bringing dangerous items to school
- Inappropriate internet searches
- Stealing
- Threatening behaviour towards staff and students
- Inappropriate touching
- Disrespectful behaviour towards staff
(see Appendix 2)

Staff members respond to these by:

- referral to the Principal or Assistant Principals;
- a reflection sheet is filled out using the principles of restorative practice;
- consequence determined (Principal's discretion if an in-school suspension or out of school suspension is warranted);
- reflection sheet sent to parents on Seesaw, or depending on the seriousness, a phone call to parents;
- pastoral notes made on SEQTA with reflection sheet uploaded;
- class teacher notified of consequence.

EXCLUSION OF STUDENTS FOR DISCIPLINARY REASONS

The decision to exclude a student from a Catholic school must be carefully considered and will only occur in the following circumstances:

1. The nature of the alleged incident is deemed serious to a level that merits such action; and/ or
2. Attempts to address the behaviour(s) of concern have been exhausted.

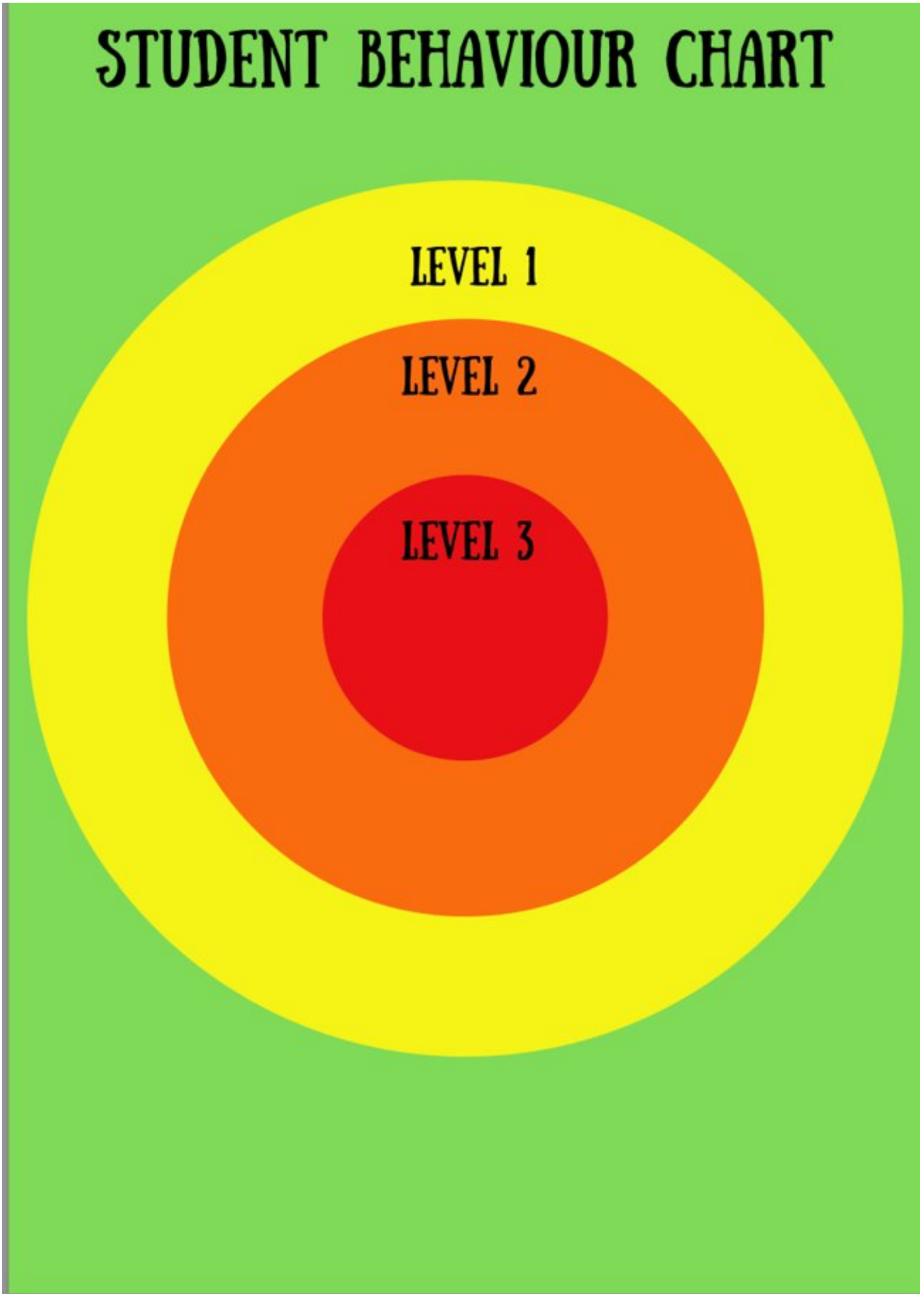
The Principal must seek consultation from their School Improvement Advisor or Regional Officer before proceeding with this course of action. The exclusion of a student will only occur in accordance with the CEWA Exclusion Guidelines.

STUDENT BEHAVIOUR CHART

LEVEL 1

LEVEL 2

LEVEL 3





RED BEHAVIOURS

- **SWEARING**
- **BULLYING / RACISM**
- **PHYSICAL VIOLENCE**
- **WILFUL DAMAGE OF SCHOOL OR OTHERS' PROPERTY**
- **BRINGING DANGEROUS ITEMS TO SCHOOL**
- **INAPPROPRIATE INTERNET SEARCHES**
- **STEALING**
- **THREATENING BEHAVIOUR TOWARDS STAFF AND STUDENTS**
- **INAPPROPRIATE TOUCHING**
- **DISRESPECTFUL BEHAVIOUR TOWARDS STAFF**