



Student Behavioural Management Policy

Please note that the Student Behavioural Management Policy is under review in 2016.

This policy document is to be used in relationship with the below SCS policy statements which can be found via the links below.

<https://sydcatholicschools.nsw.edu.au/2016/03/03/student-management-suspension-transfer-and-exclusion-policy/>

<https://sydcatholicschools.nsw.edu.au/2016/03/02/student-wellbeing-and-pastoral-care-policy/>

STUDENT BEHAVIOUR MANAGEMENT GUIDELINES

Rationale:

Southern Cross Catholic Vocational College (SCCVC) recognises the need to develop a climate within the College community which promotes respect and good relationships within a restorative context.

The College seeks to develop in students an understanding of the need to be aware and fully accepting of the rights and responsibilities of personal decisions. This document is not about "punishment" it is, however, all about consequences. We view as critical to the development of our students the need for them to accept responsibility for their decisions, to consider possible consequences of these decisions and to accept responsibility for and ownership of these.

The College also believes that the most effective form of student management is based on the principles of positive behaviour management and restorative processes. This methodology is evident in all of our processes but requires the goodwill and co-operation of all parties, students and parents if it is to truly effective.

The cornerstone of our Behaviour Management Guidelines is **Respect:**

Respect for **Self**

For students to have high expectations of themselves in all circumstances and learning environments. Taking pride in who they are, what they do and say and in their appearance. Behave with dignity and thoughtfulness in all situations.

Respect for **Others**

For students to protect and promote the diversity and individuality of all. Through their own self respect and positive interaction with others, encourage the improvement of others in all that they do and wish to become. Be hospitable, courteous and helpful to all.



Southern Cross Catholic Vocational College

A TRADE TRAINING CENTRE UNDER THE PATRONAGE OF OUR LADY OF THE SOUTHERN CROSS



Respect for the **Environment and Property**

For students to respect the environment and the property of others at all times. We are the current caretakers of our planet and more specifically College property which must be left in good order for those who follow us. The property of other students belongs to them: it is their right to use and to have without fear of deliberate damage or theft by others.

A key feature of our Behaviour Management Policy is to provide students with the opportunity to manage and change their behaviour when it fails to be respectful of self, others and property. This is based on restorative principles, is relational and includes negotiating outcomes that lead to increased respect, effective self determination and self improvement.

Key Features of the Behaviour Management System

A key feature of the Behaviour Management System is to promote and maintain in our students high standards of learning, behaviour, care for the environment, interpersonal relationships, presentation (wearing of the College uniform, grooming). It is therefore critical that our staff are united in:

- A commitment to having **high expectations** of student behaviour and performance by ensuring **well planned, interesting, relevant and challenging student-centred lessons**
- Promoting a **respectful learning environment** that encourages positive behaviour by all
- recognising, affirming and encouraging **positive behaviour** at all times
- promoting the awareness and ownership of **consequences** that follow all behaviour, both positive and negative
- sharing the responsibility for **maintaining high standards** of student behaviour and performance in all learning environments
- practices that are **fair, just and respectful** at all times and in all circumstances
- **modelling** the behaviour we promote in our students
- the provision of **procedural fairness** in the implementation of all aspects of behaviour management strategies.

BEHAVIOUR MANAGEMENT PROCEDURES

Establishing relationships, expectations and student accountability

A key feature of any Behaviour Management system is the relationships developed with the students. Learning facilitators should actively attempt to get to know their students and take an appropriate interest in their lives. Learning Facilitators should also be very clear about expectations and apply them consistently with respect and consistently with College expectations. Students must be made accountable for their actions in a dignified and respectful fashion with a focus on the behaviour, not the student. All opportunities to acknowledge, promote and reward positive behaviour should be taken at all times. **Building a positive learning environment* is the most critical step in the behaviour management.**



BEHAVIOURS TO ENCOURAGE

Students are encouraged at all times to be respectful of:

- their own need for dignity, self-discipline, learning and guidance
- others' need for space, acceptance, respect, learning, tolerance and safety
- staff need for co-operation and respect at all times and in all circumstances.

This will be shown by:

- orderly, courteous and calm behaviour
- the completion of all tasks in a thorough and professional fashion
- having high expectations of learning outcomes
- following promptly the instructions of Learning Facilitators
- protecting the right of others to safe, orderly learning environments
- getting to class on time and remaining in class for the duration of the lesson
- speaking respectfully to all participants in the class or activity
- respect for the authority of the Learning Facilitator to manage the classroom setting.

Consequences of Student Behaviour

Students are constantly reminded of the reality of consequences and the need to own and be responsible for them when they result from a personal choice that they have made. The procedures section of this document is based on this premise.

* **A Learning Environment is any place of learning either at school or in the workplace while on work placement. It may be a classroom, a workshop, a playing field, the school recreation area and so on.**

Communication

Student growth and development in learning and social awareness and responsibility will be monitored in an ongoing basis over the course of his or her time at the College. Observations will be communicated to them and to their parents at various formal times throughout the year and also informally when particular concern or achievement has occurred. This communication will be in written form, verbally or both.

Discipline

Inevitably some students will struggle with the need for self management and self responsibility. This is an issue of maturity and many other complex factors. Where students' behaviour is repeatedly lacking in self discipline then the College will need to take disciplinary action for his or her own safety as well as the safety of other students in the College. These steps are outlined in the



Southern Cross Catholic Vocational College



A TRADE TRAINING CENTRE UNDER THE PATRONAGE OF OUR LADY OF THE SOUTHERN CROSS

Procedures and Guidelines following but may variously contain the following elements:

Loss of all or part of Break time

There are 2 Break times at the College each lasts 30 minutes. A student may have his or her time reduced in order to address issues of concern.

Learning Block 5 attendance

The College has a 5 Learning Block day. On most occasions this Learning Block is not utilised. Students may be asked to remain at school for all or part of this Learning Block.

Removal from the Learning Environment

Where a student's continued presence in a learning environment is becomes detrimental to the learning of others, he or she may be removed from that class. This will generally follow the implementation of a formal procedure but may not do if the behaviour is consider significantly serious.

Prolonged removal from a learning environment

Where a student's behaviour, after several attempts to address and modify, continues to be disruptive to the teaching and learning the student may be removed for a longer period of time requiring a resolution process that will involve his or her parents/carers

Suspension

Where a student's behaviour is considered to be a serious breach of school expectations or the breach is less serious but repetitive over an extended period, he or she may be suspended from school. Duration of suspension will depend on the nature and severity of the offending behaviour

Student Transfer

In the event of an extremely serious breach of College expectations or in the case of repeated smaller breaches which the student is making little attempt to address, the Principal may recommend to the Executive Director of Schools that the student be transferred from this school. (Refer to Sydney Catholic Schools Pastoral Care Guidelines on the Sydney SCS public website).

What is a serious offence?

The following activities are viewed most seriously by the College and are in stark contradiction to our Vision and Mission. **It is important to note that participation in any of these may result in instant suspension from the College and even transfer from our College to another school. Some such behaviours include but are not limited to the following:**

- Physical fighting or the attendance at a pre-arranged physical fight
- Graffiti
- Being under the influence of illicit drugs or alcohol
- Malicious damage to the reputation or dignity of another
- Malicious damage to property
- Smoking on school property or off school property in College uniform
- Bullying or continued intimidatory behaviour



Southern Cross Catholic Vocational College



A TRADE TRAINING CENTRE UNDER THE PATRONAGE OF OUR LADY OF THE SOUTHERN CROSS

- Being involved in the possession or transfer of offensive written or visual material
- Inappropriate use of technology
- Theft
- ***Other behaviours deemed to be particularly offensive, dangerous or threatening to the wellbeing of others.***

Corporal Punishment

SCCVC expressly prohibits the use of corporal punishment by any staff member, or member of the wider SCCVC community including parents. Staff are advised annually of their obligations in this regard under the Child Protection Act 1998.

Procedural Fairness

All students engaged in Behaviour Management strategies are offered procedural fairness. That is, in the process of all investigations, students can expect to be dealt with fairly and justly. Students have the right to:

- know the allegations related to the complaint or grievance
- know the process by which the matter will be considered
- respond appropriately to the allegations and participate in a reflection and re-entry process
- know the process in seeking a review of a decision SCS Pastoral Care Guidelines available from the SCS, Sydney public website ("Parents" tab)
- anonymity and privacy if he or she has provided evidence either for or against students involved in a serious incident

Students are not entitled to know the sources of all the information that guide the College's decision making processes regarding disciplinary action.

In all cases the person conducting the investigation will not act alone in determination of suspension.