



Student Behaviour Management Policy

“There will be redemptiveness and forgiveness in our dealings with students.

There will be respect of self, others and the school community.” (Padua College Mission and Vision Statement)

The Student Behaviour Management Policy provides the school community with levels of involvement; possible outcomes; record keeping and links. The policy is clear, visually readable and explains its purpose. The policy is reviewed annually.

How then do we operate Pastoral Care at Padua? Within the operational context of the Colleges Student Behaviour Management Policy and in accordance with [Catholic Education Melbourne \(CEM\)](#).

Does the policy ‘fix’ inappropriate behaviours? It can/may and can depend on the age of the student, though at most times it helps along with other interventions if required. The policy sets high standards and applies across the College 7-12. The policy foundation is based on student rights and student responsibilities and importantly restorative practices. The students are also advocates for the policy. They have provided feedback on the policy to ensure there is student ownership.

We are made in the image of Christ. Christ was caring; compassionate and forgiving. He was also no pushover and gave *tough love* when tough love was needed. Tough love has its place in this policy. The emphasis on team is critical to positive outcomes in pastoral care. When behaviour issues arise, the ‘we’ rather than the ‘I’ focus promotes a team approach to outcomes. There are and will be times when decisions for a student’s educational are not popular but are required to be made. There are certain Catholic Education Melbourne compliances when a student moves into the Level 5 category of the policy. *Do we have a philosophical approach to behaviour management?* Yes, the policy is grounded in the Restorative Practices view of welfare management – restoring right relationships.

Behaviour Management policies will not ‘solve’ all inappropriate behaviours but provide guidance and outcomes for the needs of the individual or for collective growth. The College policy is flexible, allowing for personal issues that can affect behaviours but at the same time providing clear levels of expectation and ‘possible welfare measures’ that can be applied. The walk and talk of pastoral care is as important (if not more so) than all that goes with it.

1. Rationale

The Student Behaviour Management Policy is a redemptive policy, which seeks to facilitate the development of responsible self-discipline among students. Disciplinary practices are designed to protect the rights of students, parents and teachers, enabling students to achieve to their best in a safe and happy school environment. Students at Padua College have rights and responsibilities. These rights and responsibilities encourage students to, *“progressively grow in their capacity to exercise moral judgement, democratic values and a concern for the common good.” (CEM Pastoral Care of students in Catholic Schools, p6)*

The Student Behaviour Management Policy allows for sufficient flexibility and tolerance to accommodate individual differences and varying circumstances. Mediation, negotiation and restitution are integral to Pastoral Care, therefore promoting reconciliation with those who are affected by unacceptable behaviour. It is acknowledged that such a process is time-consuming but it is important that we recognise the value to our students to learn life-long skills and understand the importance of resilience. Behaviours are categorised according to the level (1-5) of disrespect for self and or others. The consequences of Step 3 behaviours are immediate and can be non-negotiable. In all behaviour issues, communication with parents (if needed) as well Pastoral follow-up is very important. Pastoral Care at Padua College is intentional. It is discernible responses to people’s needs, guided by Christian principles:

1. Do your best;
2. Help others achieve;
3. Respect self, peers and your environment.

2. Student Bill of Rights and Responsibilities

Students have a right to:	Students have a responsibility to:
<ul style="list-style-type: none"> ✚ Enjoy school in a positive physical and emotional learning environment ✚ Experience tolerance and be free of discrimination ✚ Have their views heard in a respectful manner ✚ Learn and focus on their studies ✚ Have their personal and College property respected 	<ul style="list-style-type: none"> ✚ Allow others to enjoy school in a positive physical and emotional learning environment ✚ Show tolerance and not discriminate ✚ Be respectful when others express their views ✚ Respect the rights of others to learn and focus on their studies ✚ Respect College and students' property

3. Restorative Justice Practices - CONCENTRATE ON PROCESS – NOT THE OUTCOME

Restorative Justice Practices is a whole school commitment to quality relationships. It establishes a philosophy and a set of practices that reflect a commitment to inclusiveness and collaboration problem solving and provides strategies to manage students with challenging behaviours while maintaining the respect and dignity of all parties. The Student Bill of Rights (Rights and Responsibilities) are a prerequisite to the policy therefore nurturing and respecting the uniqueness of each student. Our students deserve to know College boundaries and expectations as well as their personal rights as members of the school community.

<p><i>Incident</i> What happened? How did it happen? How did you act in this incident?</p>	<p><i>Solution</i> What needs to happen to make things right?</p>
<p><i>Affect</i> Who do you think was affected? How were they affected? How were you affected?</p>	<p><i>Learning</i> If the same situation happens again how could you behave differently?</p>

4. Level Overview

LEVELS	Response to Levels 1-5
0	HC optional SIMON information gathering.
1	Class teacher deals with these behaviours. Scope of action could involve reprimands, warnings, time outs or home contact before considering other behaviour management measures.
2	Teacher/HRT deal with these behaviours. /HCO (informed). Scope of action may involve reprimands, warnings, conferencing, time-outs; Conduct Card.
3	Teacher/HRT/ PCC deal with this increase in behaviours. The matters here are quite serious and may require time outs and cooling off periods. Conferencing and behaviour management plans may be needed and careful monitoring of performance to be maintained. Close consultation with parents may be required.
4	HCO/PPC and the DP HOC deal with these serious behaviours. Time outs, cooling off periods and/or suspension; conferencing and behaviour management plans may be needed as will careful monitoring of performance. Close consultation with parents and possibly with appropriate community agencies.
5	At this level PPC/DP and the Principal are involved. These are matters of the most serious nature (extreme and/or repeated Category 4 behaviours). At Level 5 the CEM policy may be engaged.

5. Student Behaviour Management Plan (BMP)

1. Teach students positive learnt behaviours. All students can learn behaviours.
2. Students who require a plan can be identified through the **characteristic, high frequency behaviours** that they display and not through bad day syndrome behaviours.
3. BMP can be implemented for a range of characteristics displayed in the classroom as simple as TAB (task avoiding behaviours) and at any time to support a student need.
4. BMP may require the teacher to consult with the HCO and or Student Programs.

6. Year 7-10 Completion of Work Policy

A variety of reasons may cause a student to fall behind in school work. The first instance is not to treat lack of class work as a behavioral issue unless it is clear the student is causing disruption to the learning of others or not complying with the learning and teaching request by the teacher. Assessment and classwork issues will require linking (firstly) with parents and Student Programs but also keeping the House Coordinator in the communication chain. It is important to be familiar with the policy and the flowchart.

[M:\Curriculum\General\Policies\7-10 Completion of Work Flowchart colour.docx](#)

7. Further Reference (Available on SIMON Pastoral Links)

1. For Cyber Abuse issues refer to one of or the *ICT Users Agreement Policy; iPad User Guide; Conditions of Use of the Student Computer Network; Padua College Student Technology User Contract* (signed bi-annually).
2. For Plagiarism and or cheating refer to *College Assessment Policy*.
3. For Uniform issue refer to *Uniform Regulations Policy*
4. For Classroom expectations refer to the *Vision for the Classroom and Expectations for Students*.
5. *Catholic Education Melbourne (CEM)* – [Pastoral Care of Students in Catholic Schools](#)

7. Levels of Behaviour Response

	Level 0	Level 1	Level 2	Level 3	Level 4	Level 5
Behaviour		Disrupting learning Not handing in work Not on task Small misdemeanours Uniform infringements	Consistent repetition of L1 behaviour Deliberate non compliance Careless damage Hands off non compliance	Consistent repetition of L2 behaviour Willful damage Harm to other students Anti-social behaviour Truancy	Consistent repetition of L3 behaviour Deliberate behaviours designed to cause personal injury or damage	Consistent repetition of L4 behaviour
Possible Involvement and or Consultation	HC optional information	Teacher HRT LAH can be informed HCO informed	Teacher HRT HCO informed	Teacher HRT HCO PCC	HCO PCC DP-HOC	HCO PCC WBT/Pathways DP-HOC CP
Restorative Justice Practices	<p><i>Incident</i> What happened? How did it happen? How did you act in this incident?</p> <p><i>Affect</i> Who do you think was affected? How were they affected? How were you affected?</p> <p><i>Solution</i> What needs to happen to make things right?</p> <p><i>Learning</i> If the same situation happens again how could you behave differently?</p>					
Possible Responses		Teacher/Student meet Seating plan Inform HRT Email/ phone parent Lunchtime detention	Meet with teacher; HCO; HRT Conduct Card Detention –After school Referral to WBT Community Service/payment Removal of certain privileges	Meet with teacher; HCO; PCC Conduct Card Suspension – internal or external Referral to WBT Community Yard restrictions Behaviour Management Plan Community Service/payment Removal of College representation	Meet with student; parent; PCC; DP-HOC Suspension – Internal or External Referral to WBT Community Policy/Agency involvement Behaviour Management Plan Community Service/payment	Meet with student; parent; DP-HOC; CP Referral to WBT Community Policy/Agency involvement External suspension External referral Relocation
SIMON Tracking	Optional	Required	Required	Required	Required	Required