



STPATRICK'S
Technical College



SACE ■ TRAINING ■ APPRENTICESHIPS

Policies & Procedures 5.2

Behaviour Management

Version 5: 13 January 2014
Ratified by Board of Directors: Feb 2014
Review Date: Feb 2017





INTRODUCTION

The collaborative process enshrined in this policy maintains the rights and responsibilities of teachers to teach and students to learn.

We strive to foster a dynamic learning environment, where the curriculum is relevant and teaching methodologies are effective.

Sound behaviour management increases positive learning opportunities, enhances independent learning and creates a safe, orderly and caring school environment. The emphasis of the policy remains on supporting this growth process.

UNDERLYING PRINCIPLES

At St Patrick's Technical College the development of personal responsibility and behaviour management processes are formulated in the light of Christian values that ensure the rights of teachers to teach and students to learn in a safe and caring environment.

This is achieved by:

- basing personal responsibility and behaviour management processes upon justice and reconciliation, with an explicit respect for human dignity;
- developing a system of rights, responsibilities and consequences for responsible and irresponsible behaviour in an atmosphere of care, hope, compassion and empathy;
- students developing an understanding of behaviour as a process requiring personal choice;
- students having opportunities to develop ownership of their own behaviour and to have their personal responsibility consistently reinforced;
- offering relevant and inclusive curricula, teaching methodologies, structures and practices which meet the needs and interests of all students, in accordance with the principles of social justice, through acknowledging and valuing uniqueness and cultural background, family circumstance and disability;
- being a cooperative community;
- developing in community members a feeling of self-worth and respect for each individual's dignity;
- ensuring that staff and all those who work with St Patrick's Technical College students have the opportunities and encouragement to continue developing effective approaches to behaviour management;
- being alert to issues and problems which arise and addressing them at the earliest opportunity;
- acknowledging the uniqueness of each situation and its accompanying implications and considerations;
- undertaking an ongoing review process so that our practices reflect changing needs and demonstrate a congruence between policy and practice.



RESPONSIBILITIES

Responsibilities of the student are to:

- be aware of, and to take responsibility for, their own behaviour choices;
- respect and support the rights of other students, staff and themselves to participate fully in the teaching and learning processes;
- work cooperatively, showing respect for others and the environment;
- be responsible for their behaviour and accept the consequences of their choices.
- Responsibilities of parents are to:
 - become actively involved as the first and most important role models and educators of their children;
 - encourage their children to respect and support the rights of others in the light of Christian values.

Responsibilities of the Principal, Trainers and Employer are to:

- ensure that the values of justice, reconciliation and respect of human dignity are modelled and supported in the College training and work environment and to provide appropriate learning and training programs;
- ensure that the rights of teachers and trainers to teach and train and of students, in their various roles as trainees and employees, to learn and train in a safe, caring Christian environment are valued and protected;
- ensure that relevant curriculum, teaching methodologies, school structure and practices meet the needs and interests of students;
- provide opportunities for students to grow in understanding, acceptance and demonstration of responsibility for personal behaviour;
- ensure that the College's response to cultural background, family circumstances and disability, supports student learning outcomes inclusive of all these contexts;
- involve the wider College community including staff, employers, trainers, students and families in the development, implementation and review of the College's policy;
- ensure that new members of the College community are aware of the expectations and the consequences of responsible and irresponsible behaviour;
- ensure that staff in leadership positions in the College reflect current knowledge, understanding and skill in modelling and teaching responsible behaviour;
- provide opportunities for staff, trainers and employers and in particular new staff, to gain knowledge, understanding and skills in modelling and teaching responsible behaviour and managing students behaviour in their various education, training and employment settings effectively;
- involve where appropriate, Catholic Education Office personnel and other agencies, to support staff and families in the effective management of students, and particularly in their roles as Australian School Based Apprentices.



Responsibilities of teachers and trainers are to:

- model justice, reconciliation and respect for human dignity;
- create a safe, caring and supportive learning, training and work environment;
- teach, through modelling, the importance of building and maintaining relationships with respect and dignity within the learning, training and employment environments;
- be aware of the impact their behaviour has on the development of personal responsibility in students and school based apprentices as well as the formation of positive relationships with students;
- ensure that curriculum and teaching and training methodologies are relevant to the students and encourage students' responsibility as well as their involvement in their learning and decision making;
- recognise and reinforce in students a greater understanding, acceptance and demonstration of responsibility for their own behaviour;
- increase the opportunities for students to experience a range of spiritual, physical, social and personal successes and to acknowledge these successes;
- ensure that response to cultural background, family circumstances and disability supports student learning outcomes;
- assist students to participate meaningfully in the negotiations in relation to rights, responsibilities and consequences;
- participate in the development, implementation and review of the College's policy;
- continue to develop knowledge, understanding and skills in modelling and teaching responsible behaviour to enable the effective management of student behaviour.

A focus on building relationships underpins all teaching, learning and training.

This is shown in:

- the way we speak;
- having a positive attitude;
- giving our time generously to our students and trainees;
- being genuinely interested in them;
- the physical environment created:
 - class, workshop and work routines, operations and procedures
 - assertive and consistent teacher/trainer/employers behaviour
 - giving time to settling students and trainees
 - positive reinforcement
 - classroom, workshop and work guidelines and methodology
 - being clear when talking to the whole class and when they are required to listen.



Do:

- focus on the behaviour not the student or trainee
- make positive and constructive statements about how to improve
- allow many fresh starts
- written apologies.

Don't:

- send students out of a class/workshops/workplace
- shout at students, trainees
- respond inappropriately.

Other strategies:

- Students/trainees may be required to make up lost time during break times
- Students/trainees may be required to make up time outside of normal hours (time/place to be negotiated beforehand)
- Students may in extreme cases be suspended (by Principal or delegated nominee)
- Students may in extreme cases have their contract of training cancelled.

ACTION

St Patrick's Technical College has developed Pastoral Care within its organisational structure to ensure St Patrick's Technical College will strive to use a wide variety of creative strategies when faced with challenging behaviours.

Choosing the response that best suits the level of behaviour is important. The recommended action would be to not confront the student in front of class, other trainees or employees. Address the observed behaviour. This means responding at the lower levels of intervention required for the student/trainee to stop or modify the behaviour.

There are four factors to consider when responding to a student's behaviour:

- *frequency* – how often it occurs?
- *intensity* – how fierce is it?
- *generality* – does it occur elsewhere?
- *durability* – does it go on occurring?

Levels of Response

- ignoring
- making eye contact
- non-verbal cues
- distracting (with another task)
- partial agreement (acknowledge the student's/trainee's feelings and opinions)
- reflection (state what you see the student/trainee doing)
- redirection (state what you want the student/trainee to be doing)



Behaviour Management

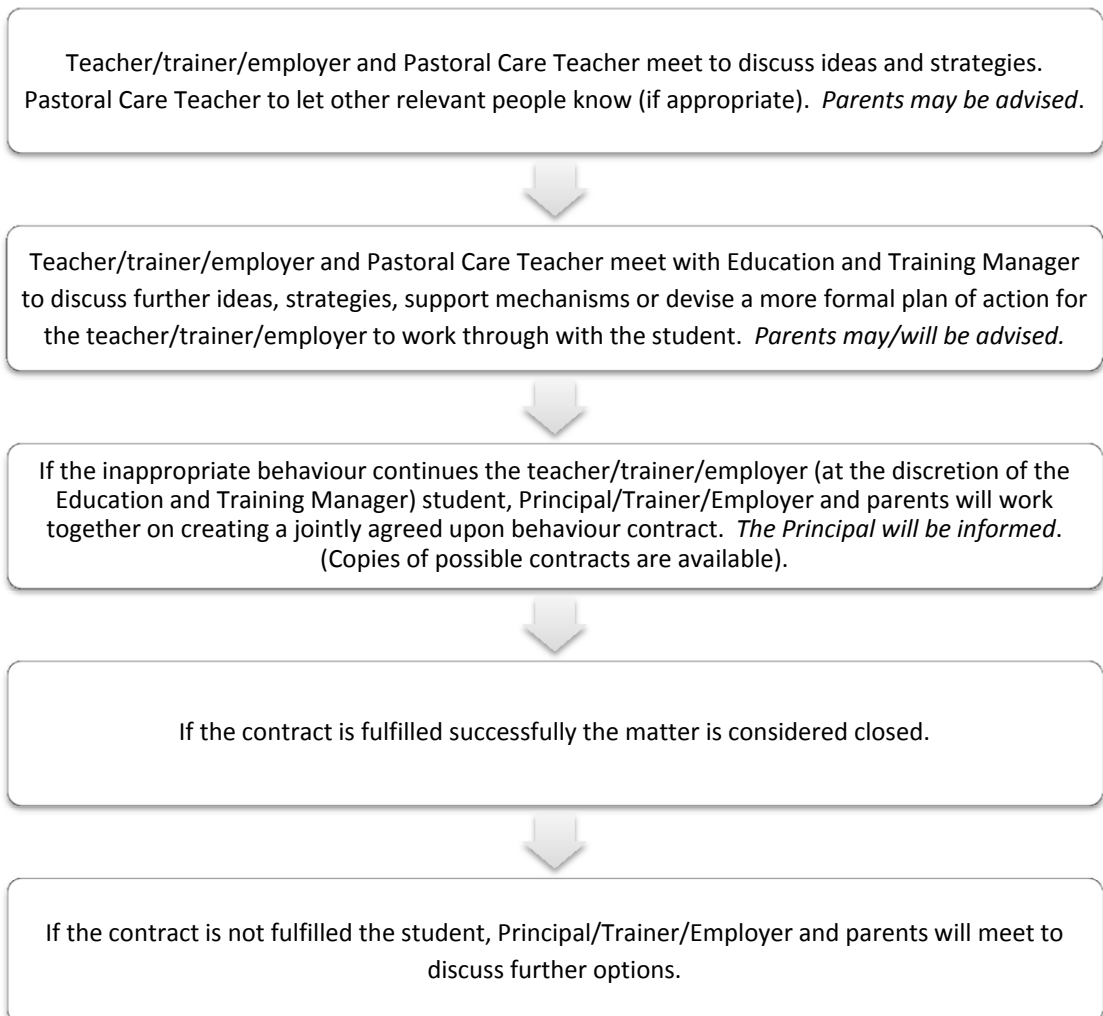
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- refocussing (on the expected behaviour)
- redirect and walk away (shows you are expecting them to do the right thing and have shifted the responsibility for their behaviour onto them)
- reminder of class/training/work expectations.

When a teacher/trainer/employer becomes aware of a behaviour difficulty the following strategies are suggested prior to seeking further assistance.

- Give the student/trainee a reminder of expectations.
- Take time with the student/trainee outside class/training/work time to discuss the behaviour.
- Apply some appropriate consequence.

When a teacher/trainer has made attempts to bring about positive change to no avail, the following process has been designed to assist:





Important considerations

- Some of the above steps may be skipped or missed in cases of extreme behaviour (suspected drugs or physical violence). In these cases the student is to see the Education & Training Manager/Principal/Employer.
- These measures are based on the premise that appropriate and logical consequences are best when misbehaviour occurs.
- Inevitably there are occasions when students/trainees/employees do not live up to the ideal of responsible behaviour. Various procedures from diary/logbook notes, contracts, make-up time (with prior notice when out of hours) are used to encourage responsible behaviour.
- Repeated extremes of unacceptable behaviour can lead to suspension and expulsion.
- To always ensure that the way staff/trainers/employers and students relate is based on mutual respect and consideration.
- To always ensure that behavioural practices respect the dignity of students/trainees/employees.
- In dealing with unacceptable behaviour from our students/trainees/employees let us always ask ourselves the following question. "Does my response to this behaviour reflect the ethos of St Patrick's Technical College?"

UNIFORM

All teachers/trainers/employers are asked to regularly monitor the wearing of the correct uniform as per the uniform policy guidelines.

If a student is not in correct uniform (and does not have a note of/satisfactory explanation) then the Pastoral Care Teacher is contacted by the teacher/trainer/employer and the infringement recorded. The student must be informed and if appropriate asked to address the issue. It is the responsibility of the Pastoral Care Teacher to monitor the number of uniform infringements and act accordingly to seek a solution, taking into consideration the individual circumstances of the student/trainee.

MISSED LESSONS / TRUANCY

- If a student/trainee skips a lesson/session/on the job training, the student will make up the equivalent time under the supervision of the Pastoral Care Teacher. The teacher/trainer/employer will decide on suitable tasks/consequences.
- Pastoral Care Teachers will keep track of any student's truanting.
- Days missed will be made up at an appropriate and negotiated time.
- St Patrick's Technical College Leadership Team in conjunction with teachers/trainers/employers will supervise and devise the make-up task.
- Where relevant a deduction commensurate with loss of work time will be made to the student's training allowance.



Appendix 1 - Behaviour Management Flow Charts, summarises the actions to take and possible consequences for inappropriate student behaviour.

RELATED POLICIES

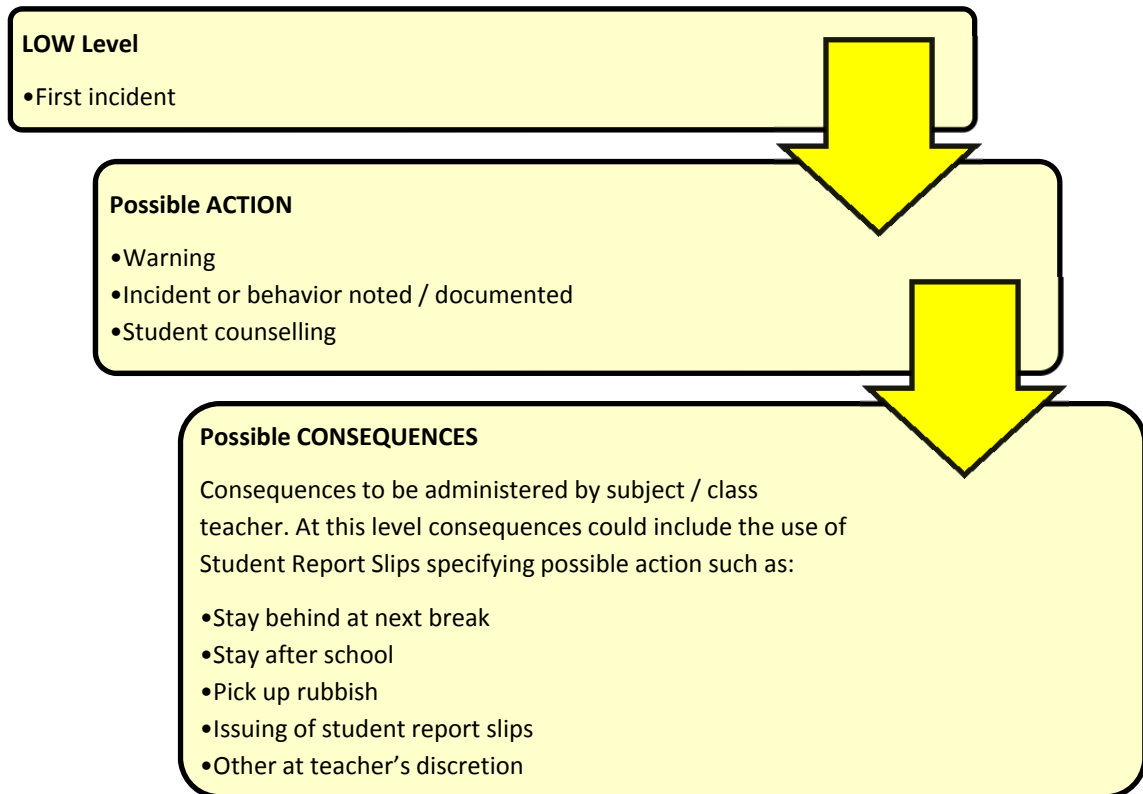
- *5.3 - Case Management*
- *5.4 - Duty of Care / Health, Safety and Welfare*
- *5.5 - Anti-harassment and Anti-bullying*
- *5.9 - Student Grievances*
- *5.11 - Student Code of Conduct*
- *5.15 - Student Uniform*



BEHAVIOUR MANAGEMENT FLOWCHARTS

Underlying principles

At St Patrick's Technical College the development of personal responsibility is of paramount importance. Our behaviour management processes are formulated in the light of Christian values that help ensure the rights of teachers to teach and students to learn in a safe, caring environment.





MEDIUM Level

- Repetitive / ongoing
- Continuation of low level behaviour

Possible ACTION

Pastoral Care teacher, Pastoral Care coordinator notified. Meeting arranged with parent / caregiver, mentors and subject teachers.

Meeting discussion points should include:

- Issues, problems and behaviour
- Goal setting and desired outcomes
- Discussion of and implementation of appropriate consequences
- All decisions must be documented and communicated to all teachers and staff concerned. Copies of all documentation to be placed in student files
- Student counselling

Possible CONSEQUENCES

Pastoral Care Coordinators in consultation with Pastoral Care teachers to administer consequences including:

- Issuing of student report slips
- Daily lesson check implemented
- Loss of 'Frees'
- School service
- After school detention (ASD)
- Internal / external suspension in consultation with a member of the Leadership Team
- Consequences must be documented
- Parents / caregivers **MUST** be informed of any consequences imposed



HIGH Level

- Ongoing / repetitive
- Serious / dangerous

Possible ACTION

Pastoral Care teacher, Pastoral Care Coordinator, Assistant Principal - Student Welfare, Principal notified.

- Remove offending student
- Remove self and class from offending student
- Isolate student
- Student sent home (Leadership only)
- Request assistance as required
- Parent / caregiver notified
- Meeting with parents and school personnel identified above
- Referral to outside agencies
- All incidents to be documented and presented at meetings.

Possible CONSEQUENCES

Pastoral Care teachers, Pastoral Care Coordinator, Assistant Principal - Student Welfare, Principal to explain and administer consequences including:

- Isolating of student (Fish Bowl)
- Student collected / sent home
- Ongoing daily lesson check
- External suspension
- External agency intervention
- Extended work experience model implemented
- Student exit
- Meeting discussion and consequences minuted.
- Formal documentation drafted with copies filed and forwarded to parents / caregivers