



Behaviour Management Policy

Version	3
Short description	The College strives to create an inclusive Christian community where the message, practice and values of Jesus Christ, as proclaimed in the Gospel, are given practical expression. In this community, the cooperation of each member is required in order to verite the common good. Any elements or behaviours that affect the well-being of the community need to be addressed with Christ-like compassion.
Relevant to	All students
Authority	This Policy has been approved by the Leadership Team
Responsible officer	Deputy Principal Pastoral Care
Date introduced	2010
Date(s) modified	2014, 2019
Next scheduled review date	2021
Related College documents	Code of Conduct Student Code of Conduct Uniform and Presentation Policy Pastoral Care Flow Chart Actions Resulting From Extreme Behaviours

Lumen Christi College Behaviour Management

Introduction:

Lumen Christi College seeks to provide opportunities that allow each student to become the best person he or she can possibly be. A pastorally caring and supportive environment based on the teachings of Christ helps to create a positive environment where all can learn and grow. Enriched by the heritage of Catholic Education, Lumen Christi College is dedicated to preparing students for the challenges demanded in daily life.

Rationale:

Lumen Christi College strives to create an inclusive Christian community where the message, practice and values of Jesus Christ, as proclaimed in the Gospel, are given practical expression. In this community, the cooperation of each member is required in order to support the common good. Any elements or behaviours that affect the well-being of the community need to be addressed with Christ-like compassion.

'The use of any form of **child abuse, corporal punishment** or other **degrading punishment** is explicitly forbidden. These terms are defined (in accordance with the Guide to Registration Standard and Other Requirement for Non-Government Schools, 2018) in appropriate school publications and the **Staff Code of Conduct**.'

Principles:

The College

1. is required to have a learning environment that is welcoming, supportive, and safe. This learning environment conveys the ways in which individuals are valued and reflects expectations regarding behaviour.
2. is responsible for developing, documenting and implementing a school behaviour management plan that promotes positive relationships and a supportive learning environment that enhances the dignity of the human person.
3. strives to develop an environment that is free from violence, coercion and discrimination and minimises the impact of disruptive behaviour. All members of the College community share responsibility for the maintenance of this good order and personal safety.
4. has a responsibility to encourage social participation and self-discipline. Teachers are expected to provide inclusive, flexible and relevant curriculum to address both social and academic learning outcomes for all students.
5. ensures students are taught the social and cognitive skills required to meet the College's expectations in order to achieve their potential. It provides recognition for participation, progress and achievement through identifying and affirming student strengths in both academic and non-academic areas.
6. Behaviour Management policy focuses on relationships. Challenges are seen as teaching and learning opportunities so restorative practices which focus on relationships are used whenever possible.
7. will ensure that students who are not participating fully in the educational program are not placed at educational risk. When necessary, staff, students and parents will contribute to planning individualised behaviour strategies to minimise such risk. The early involvement of parents in the consultation and behaviour strategies maximises the opportunity to modify student behaviour.
8. acknowledges that exclusion is an extreme disciplinary step reserved for cases of serious misconduct, or behaviour that is persistently disruptive or contrary to the purpose of the College. Exclusion is a sanction to be applied only as a last resort normally after all other measures have failed. Careful consideration shall be given to the overall good of the individual student as well as to the welfare of the College community.
9. will examine individual cases on their own merit and balance the principle of natural justice with the quality of mercy.
10. decision to exclude a student shall be the responsibility of the Principal or delegate.

Definitions:

'Behaviour' is defined as actions and mannerisms of individuals or groups of individuals which may affect others /or the environment.

Where the term 'Parents' is used throughout this policy it encompasses parents, guardians or caregivers.

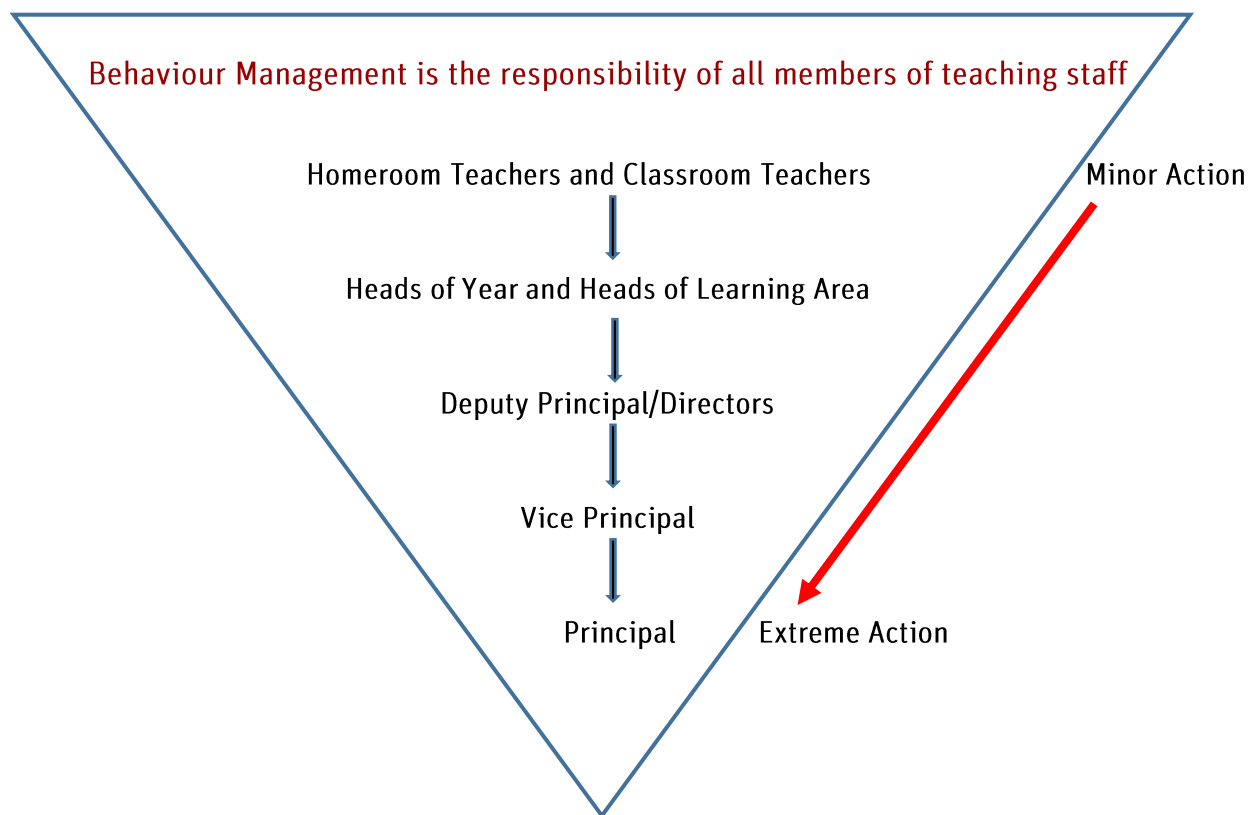
Procedures:

1. The College has a behaviour management plan which reflects:
 - The College Code of Conduct
 - The Student Code of Conduct
 - The roles and responsibilities of College staff with respect to behaviour management – As referenced in the Pastoral Care Flow Chart
 - Strategies for the prevention of bullying, harassment, aggression and violence
 - Processes for resolving conflict when challenges arise
2. Contact with parents needs to be sensitive to any factors that may create difficulties with communication, for example cultural differences, English as a second language or disability.
3. The College establishes individual behaviour management plans when a student requires additional support to meet their individual needs or to modify their behaviour.
4. The Principal is required to contact a student's parents to engage in a consultation process when behavioural issues are encountered. Parents are informed and engaged in the process when planning individual behaviour management plans.
5. There are procedures in place to manage breaches of this policy. These procedures may relate to detaining students after school, withdrawal of students from school activities, suspension, as well as exclusions.
6. In such cases, the Principal shall undertake an investigation based on the merits of the matter by providing fair and unbiased hearing of the parties concerned.
7. During the investigation and before any decision about consequences are made, the Principal or delegate must ensure that:
 - A student has the right of response to any allegations made against him/her
 - The student has the right of representation, normally a parent
 - Consultation with parents and staff involved takes place as soon as is practicable

BEHAVIOUR MANAGEMENT PLAN

Behaviour Management Structure (Appendix 1: Pastoral Care Flow Chart)

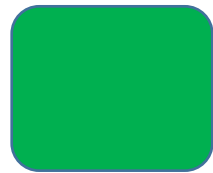
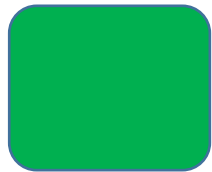
The management of behaviour in the College accords with the following structure:



Behaviour Management Plan

PASTORAL CARE FLOW CHART

GENERAL AFFIRMATION & ACADEMIC CONSIDERATION



(Click on links below for examples)

MINOR ACTION

(Individual Teacher)

MODERATE ACTION

(Homeroom Teacher/HOY)

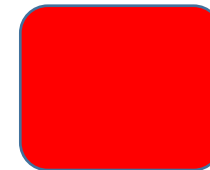
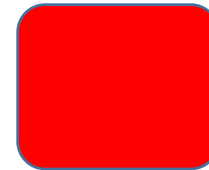
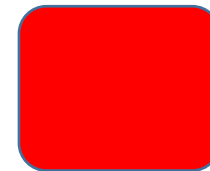
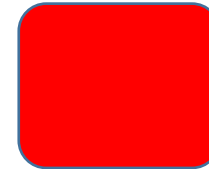
MAJOR ACTION

(HOLA/HOY/Deputy Principal/Directors)

EXTREME ACTION

(Vice Principal/Principal)

ACADEMIC/BEHAVIOUR CONCERN



MINOR ACTIONS

Person involved	POSITIVE BEHAVIOUR	Action	NEGATIVE BEHAVIOUR	Action
	EXAMPLES	EXAMPLES	EXAMPLES	EXAMPLES
Class Teacher Homeroom Teacher	<ul style="list-style-type: none"> • Preparedness for class • Completion of home studies • Community involvement • Completing work • Assisting teacher • Punctuality to class • Welcoming of new students • Being responsible • Courtesy and respect • Cooperative behaviour • Following Uniform and Presentation Policy 	<ul style="list-style-type: none"> • Informal comment • Possible SEQTA entry - • Positive praise • Written comment on work • Recognising improvement 	<ul style="list-style-type: none"> • Talking in class • Chewing gum • Dropping litter • Out of bounds • Late to class (SEQTA entry) • Not bringing equipment to class (SEQTA entry) • Inappropriate language or actions (SEQTA entry) • Interfering in teaching process • Argumentative behaviours • Failure to follow instructions (SEQTA entry) • Failure to follow Uniform and Presentation Policy (SEQTA entry) 	<ul style="list-style-type: none"> • Warning • Pause control • Seating plans • Anecdotal correction • Informal class rule reminders • Restorative practice • Low level actions by teachers • SEQTA (if deemed necessary) • Inform Homeroom teacher • Conversations • Psychologist
HOME				

SEQTA Entries: Please consider carefully who is notified, from teacher to parent, when entering data on a student.

MODERATE ACTIONS

Person involved	POSITIVE BEHAVIOUR	Action	NEGATIVE BEHAVIOUR	Action
	EXAMPLES	EXAMPLES	EXAMPLES	EXAMPLES
Class Teacher Homeroom Teacher HOLA HOY ALO	<p>One off or repeated low level positive behaviour:</p> <ul style="list-style-type: none"> • Volunteering to assist teacher • Welcoming visitors to College • Improved assessment results • High standard of class work • Effective team leadership • Excellence on the sporting field or stage • Working hard to overcome an obstacle • Consistently high attendance • Academic excellence 	<ul style="list-style-type: none"> • SEQTA entry required • Possible LUCE award • Parental communication 	<p>One-off or repeated low level negative minor behaviour</p> <ul style="list-style-type: none"> • Threats of violence • Breach of ICT procedures • Non-compliance • Breach of Assessment Policy • Punctuality • Bullying 	<ul style="list-style-type: none"> • Restorative practice • Personal detention (managed by the teacher) • Could be escalated to Break 2 Detention • Definite parent contact by teacher • Refer to HOLA (in class)/HOY (out of class) • Inform Homeroom teacher • SEQTA entry required
HOME				

SEQTA Entries: Please consider carefully who is notified, from teacher to parent, when entering data on a student.

MAJOR ACTIONS

Person involved	POSITIVE BEHAVIOUR	Action	NEGATIVE BEHAVIOUR	Action
	EXAMPLES	EXAMPLES	EXAMPLES	EXAMPLES
Class Teacher HOLA HOY	<ul style="list-style-type: none"> • Consistent moderate level positive behaviour • Promote reconciliation/mediation between students • Initiating positive change • Celebrating the success of other students • Recognition of state/national achievement • Promoting the College in a positive manner 	<ul style="list-style-type: none"> • SEQTA entry required • LUCE Award • LUMIERE Award • College Assembly Award • Learning Area Award 	One-off or repeated moderate level negative behaviour: <ul style="list-style-type: none"> • Breaching College Code of Conduct • Fighting/physical violence • Inciting violence • Verbal abuse of a staff member • Intimidation of a staff member • Graffiti • Theft • Truancy 	<ul style="list-style-type: none"> • Restorative practice • Refer to HOLA/HOY • College detention • Parents notified • Suspension – internal • SEQTA entry required
HOME				

SEQTA Entries: Please consider carefully who is notified, from teacher to parent, when entering data on a student.

EXTREME ACTIONS

Person involved	POSITIVE BEHAVIOUR	Action	NEGATIVE BEHAVIOUR	Action
	EXAMPLES	EXAMPLES	EXAMPLES	EXAMPLES
Directors/ Deputy Principal Vice Principal Principal	<ul style="list-style-type: none"> Repeated moderate/major positive behaviour Helping members of the local community Beyond required Christian Service hours 	<ul style="list-style-type: none"> SEQTA entry required LUMIERE Award LUX Award College Awards – Presentation Evening Awards Newsletter article Principal's Commendation 	<ul style="list-style-type: none"> One-off or repeated moderate/major negative behaviour Illegal activity Fighting/physical violence 	<ul style="list-style-type: none"> Restorative practice Case management Suspension – internal SEQTA required Refer to HOLA/HOY HOY/DP/Directors to investigate & discipline as required Suspension – external Exclusion
HOME				

SEQTA Entries: Please consider carefully who is notified, from teacher to parent, when entering data on a student.

Actions Resulting From Extreme Behaviour

