Behaviour Education Procedures

Caritas College School Board
At Caritas College students will be rewarded for their contribution to creating a positive culture in the College community.

Such strategies include:

- Using positive verbal and non-verbal cues
- Giving praise and/or rewards to individuals for responsible behaviour, high work standards, enthusiasm, good attitude
- Writing positive comments in their books/diaries (classroom practice) or giving stamps.
- Providing opportunities for students to demonstrate success
- Providing clear and explicit feedback to students re: their learning
- Awarding Year Level awards for positive contribution to classes at assemblies
- Awarding class rewards for activities
- Communicating achievement through newsletter
- Implementing short or long term reward systems
- Presenting certificates for special achievements
**Behaviour Plan- Form A**

Student: __________________________  Home class: _____________

Teacher completing form: _____________  Date: __________________

Copy to year level co-ordinator: Yes / No  Date: __________________

**Reason**

Describe the positive or problem behaviour. What did you observe? List facts.

<table>
<thead>
<tr>
<th>Actions taken with student</th>
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<tr>
<td>Tick or describe your teacher response to the student’s behaviour.</td>
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<td>- Verbal warning</td>
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<td>- Time out in class</td>
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<td>- Sent to buddy class</td>
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<td>- Diary note</td>
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<td>- Phone call to parent</td>
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<td>- Sent to front office</td>
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<td>- Other (please describe)</td>
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**Follow up**

Record input received from parent. Describe actions you, the parent and student will take to ensure future success.

Copy to year level co-ordinator: Yes / No  Date: __________________

**PROCEDURES**

Caritas College is committed to a holistic education where student learning and wellbeing are integral to the school vision. Mutual partnerships between families, students and school staff are critical in the successful implementation of this policy and in the growth and development of young people.

The following outlines strategies and procedures to be enacted by staff to enable students to take responsibility for their behaviours to maintain or restore right relationships with members of the community.

Students will be given every opportunity to learn and grow as a result of their behaviours and collective responses to them.

Notes:

1. Student wellbeing is paramount.
2. This outline does not intend to account for every situation that may arise with a student – it would be expected that staff assess the situation and apply the procedures as appropriate to the situation. However, the starting point is always a conversation with the student relating to the reason behind the behaviour so developing relationships with students is the most important aspect of the policy.
3. Some students, as a result of their behaviour, may bypass some of the levels dependant on the nature of the behaviour. For example, a student whose behaviour threatens the safety of others would be automatically reported to Level 5 (Principal) as opposed to Level 1 (Teacher, YD supervisor) to deal with.
4. All completed paperwork – reports and record of interviews – should be given to the Year Level Co-ordinator.
5. Where students display positive behaviours they will be rewarded.
LEVEL ONE BEHAVIOURS

**Staff Responsible:**
Responsibility of the Class Teacher, Subject Teacher, or Yard Duty Teacher.

**Definition:**
Level One is inappropriate behaviour that impacts on the safety and well-being of others, within the classroom or school yard. This includes non submission of class work / homework, incorrect uniform, not following directions given by an adult, failure to be on task within a class, littering, etc.

**Strategies:**
- Proximity Praise/Reward
  Where a student is not following the rules, praise at least one other student who is in close proximity for behaving appropriately; praise the misbehaving student upon following instructions; prompt or redirect the student to return to the appropriate behaviour; check that the student can cope with the activity.
- Reminder/Rule Reinforcement
  Have a discussion with the student in which the student names the inappropriate behaviour and the student suggests change for the future.
- Warning
  Provide a warning or caution.
- Loss of Privilege
- Yard clean-up
- Time out space within classroom
- Homework / class work to be completed during the day – during a lunch time detention or other suitable time. This would be arranged by the responsible staff member.

**Notification / Communication:**
- Communicate with Parent/Caregiver via a diary note/sticker (signed).
- Notify Class Teacher and Year Level Co-ordinator
- Incident noted on Form A (if appropriate to do so)
- Outline consequences if inappropriate behaviour continues.
- Communicate positive message via diary

**Desired Outcomes:**
Student continues in class / group displaying appropriate behaviour and learning outcomes.

**If inappropriate behaviour continues then**
→ **Level Two**
LEVEL FIVE—Serious Breach of Enrolment Conditions

Staff Responsible:
This level is lead by the Principal in consultation with the Deputy Principal and CESA

Definition:
Extreme Level of inappropriate behaviour - a serious breach of enrolment contract has occurred.

Strategies:
Principal, Deputy Principal, (CESA as appropriate) meet with parents and student to review the enrolment status for the student. The SACCS Exclusion and Suspension Policy is referred to.

Responses:
- External suspension - extended
- Exclusion
- Expulsion

Notification / Communication:
Information conveyed to staff members as appropriate. Parents and student notified in writing following the meeting with the Principal, Deputy Principal, School Counsellor (CESA reps).

LEVEL 1
Minor inappropriate behaviour that impacts on the safety and well-being of others, within the classroom or school yard.

(Responsibility of the Class Teacher, Subject Teacher or Teacher on Yard Duty)

Types of Behaviours Exhibited
- Students not prepared. e.g. do not have books, or writing equipment
- Punctuality problems. e.g. coming late to lesson or Assemblies etc
- Being off task
- Distracting/Annoying others
- Calling out
- Being out of seat
- Uniform issues
- Inappropriate language/putdowns
- Dropping litter
- Being out of bounds (e.g., in classrooms or garden beds, buildings during recess and lunch, at lockers other than during breaks)

Behaviour Modification & Intervention
- Reminder/Rule Reinforcement.
- Warning: Provide a warning or caution.
- Loss of Privilege.
- Yard clean-up.
- Time out space within Class.
- Homework / class work to be completed during the day – during a lunch time detention or other suitable time.
- Note on Form A (if appropriate to do so).

Positive Corrective Resources/Strategies
- Positive Correction – Bill Rogers – video
- Prevention – Bill Rogers – video
LEVEL TWO– Continued/Repeated Disruptions

**Staff Responsible:**
The staff member responsible is supported by the Year Level Co-ordinator as support for the Subject Teacher, Class Teacher or Yard Duty Teacher.

**Definition:**
Inappropriate behaviour that continues to disrupt the classroom or the yard, or more serious incidents than Level One.

The student is referred to the Year Level Co-ordinator using a Form A. The Teacher or Year Level Coordinator offers support in resolving the issue.

**Strategies:**
- Negotiated responsible behaviour strategies.
  - Discussion between teacher, student, Class Teacher and Year Level Co-ordinator. The aim is for the student to modify their behaviour. Review date needs to be arranged.
  - Year Level Co-ordinator investigates for the behaviour implements the consequence if appropriate. e.g. loss of privilege, yard duty, detention.
  - Modelling, rehearsing and reinforcing appropriate behaviours
  - Daily monitoring by Class Teacher and/or Year Level Co-ordinator with appropriate form completed

**Notification / Communication:**
- Parents must be contacted via the diary and phone.
- Incident noted on Form A
- Outline consequences if inappropriate behaviour continues.
- Level Two to be reviewed at meeting of Year Level Coordinators and Deputy.

**Desired Outcomes:**
Student continues in class / group displaying appropriate behaviour
All work / assessment is submitted.

If inappropriate behaviour continues then → Level Three

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**LEVEL 4**
Extreme Level of inappropriate behaviour (in and/or out of School). This may include repeated bullying, verbal abuse of a teacher, threatening behaviour and continued Level 3 behaviour that the student is not willing to modify.

*(THIS LEVEL IS MANAGED BY THE DEPUTY. PARENTS WILL BE INVOLVED AND WILL MEET WITH THE DEPUTY.)*

**Types of Behaviours Exhibited**
- Level 3 inappropriate behaviours which continue after management strategies have been put in place.
- Repeated bullying.
- Violence towards others.
- Verbal abuse of a teacher.
- Threatening behaviour.
- Cyberbullying.

**Behaviour Modification & Intervention**
- Internal/External suspension – length dependant on level of incident and as per policy
- Contract with behaviour monitoring system in place.
- Re-entry interview for all suspensions – parents, and Deputy.
- Records of all meetings/conversations

**Positive Corrective Resources/Strategies**
- Behaviour Education Consultant – (CESA)
- Behaviour development plan
- Interagency support
LEVEL FOUR – Serious Violation of the Rights of Others

**STAFF RESPONSIBLE:**
This level is lead by the Deputy in consultation with the Principal.

**DEFINITION:**
Extreme Level of inappropriate behaviour. This may include repeated bullying, cyberbullying, physical assault, verbal abuse of a teacher, threatening behaviour, infringements of the law and continued Level 3 behaviour that the student is not willing to modify.

**STRATEGIES:**
- Meeting with parents, student and Deputy Principal to review the situation.
- Behaviours are clearly defined and the student is placed on a daily monitoring card at the Deputy’s discretion.
- Parents and Student are advised of the consequence of the behaviour.
- Significant Counselling support is offered to the student and his/her family.
- The SACCS Exclusion and Suspension Policy is referred to.
- Intervention may include involving outside agencies e.g. SAPOL, CAMHS

**BEHAVIOUR MODIFICATION & INTERVENTION:**
- Due to the serious nature of the incident, the responses will be negotiated by the Deputy which may include:
  - Strategies to rebuild relationships with those affected by actions
  - Contract
  - Internal suspension
  - Paying for damage to property or replacement (in case of theft or damage)
  - External suspension (as per policy)

**NOTIFICATION / COMMUNICATION:**
- Class Teacher, Year Level Co-ordinator.
- The Parents are informed in writing of meeting and consequence agreements.
- Formal report to be placed in student file.
- Relevant staff notified of the strategies in place for dealing with the student at this level.
- Information conveyed to relevant staff members via a specially convened meeting.
- Parents and student notified of outcomes following the meeting with the Deputy Principal and Principal.

**DESIRED OUTCOMES:**
Student recognises behaviour as inappropriate and modifies. Student returns to class / group displaying appropriate behaviour

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**LEVEL 2**
Medium Level inappropriate behaviour that continues to disrupt the classroom or the yard, or more serious incidents than Level One.

*(THIS IS THE RESPONSIBILITY OF THE YEAR LEVEL COORDINATOR IN CONSULTATION WITH STAFF MEMBER RESPONSIBLE.)*

**TYPES OF BEHAVIOURS EXHIBITED**
- Level 1 inappropriate behaviours which continue after strategies have been put in place
- Anything which potentially endangers others
- Deliberate inappropriate language
- Refusal to work after strategies have been used
- Disengaged from learning and work
- Rude and unresponsive in class
- Putdowns
- Leaving class without permission / being out of class without permission

**BEHAVIOUR MODIFICATION & INTERVENTION**
- Negotiated responsible behaviour strategies (see below).
- Loss of privilege.
- Yard clean up.
- Community service
- Daily Monitoring Card/Contract/Learning and Teaching checklist
- Diary note / sticker.
- Contact with parents and Class teacher (phone or email).
- Form A record.
- Deadlines Not Met policy

**POSITIVE CORRECTIVE RESOURCES/STRATEGIES**
- “You Know The Fair Rule” – Bill Rogers – book
- Positive Classroom Management – Terri Breeden & Emalie Egan
- Discipline With Dignity – Curwin & Mendler – book
- Behaviour Recovery – Bill Rogers – book
- Managing Challenging Behaviours kit – DVD
LEVEL THREE – Continual Breaches of the Rights of Others

STAFF RESPONSIBLE:
This level is led by the Year Level Co-ordinator in collaboration with the Deputy Principal.

DEFINITION:
High Level inappropriate behaviour which may include bullying, harassment, cyberbullying, rudeness, disrespect or no modification of previous recorded behaviour; persistent lateness.

STRATEGIES:
- A Lunchtime Referral. The student must attend a session with a Year Level Co-ordinator. During this time the Year Level Co-ordinator will discuss the reasons for the Referral with the student and take action/s. (student self-assessment and teacher feedback re: learning/behaviour)
- Daily monitoring by Class Teacher and/or Year Level Co-ordinator. This will be via a behaviour plan which the Class Teacher and Year Level Co-ordinator view daily. Parents are informed of the monitoring system in place and are required to sign the form daily.
- Weekly reviews. The Year Level Co-ordinator asks for a brief summary of the student's behaviour from each teacher.
- Communicate with Parents and note behaviour on the Form A
- The Parents are contacted by the Year Level Co-ordinator and a meeting arranged.
- Student is referred for counselling as appropriate

BEHAVIOUR MODIFICATION AND INTERVENTION:
- Community Service
- Year Level Co-ordinator supports student to restore relationships where appropriate
- Referral to Counsellor
- Referral to the School Leadership Team (Deputy – Student Wellbeing)
- Behaviour Plan
  This is a card given to the student to be taken to every lesson. The student must get the teacher to give a comment on their behaviour at the end of each lesson. The student reports to the Class Teacher, who reports to the Year Level Co-ordinator at the end of the day. The length of time the student is on the monitoring card is determined by the Year Level Co-ordinator. The outcome of this meeting is for teachers, student and family to commit to action. (Commitment to Action Form)
- Whole class curriculum approach eg PC program on Cyberbullying

NOTIFICATION / COMMUNICATION:
- A meeting arranged with Parents via the diary and phone.
- At this level the Year Level Co-ordinator will contact the parents by phone to arrange a meeting to discuss the student's behaviour. The meeting will include the Class/Subject Teacher and the Deputy Principal is informed. Contact is maintained and feedback provided on a regular basis. This may include having a follow up meeting with the parents.
- Level Three to be reviewed at meeting of Year Level Coordinators and Deputy.

DESIRED OUTCOMES:
Student recognises behaviour as inappropriate and modifies. Student returns to class / group displaying appropriate behaviour

IF INAPPROPRIATE BEHAVIOUR CONTINUES THEN → LEVEL FOUR

LEVEL 3
High Level inappropriate behaviour, including bullying, rudeness, disrespect or no modification of previous recorded behaviour.

(THIS LEVEL IS THE RESPONSIBILITY OF THE YEAR LEVEL COORDINATOR IN COLLABORATION WITH THE DEPUTY PRINCIPAL)

TYPES OF BEHAVIOURS EXHIBITED
- Level 2 inappropriate behaviours which continue after strategies have been put in place
- Refusal to follow instructions
- Bullying and harassment
- Truancy
- Abusive language towards others
- Uncooperative behaviour

BEHAVIOUR MODIFICATION & INTERVENTION
- Parent contacted and an interview arranged (if appropriate).
- Daily monitoring card/contract targeting 3-4 of the most concerning behaviours.
- Weekly review by the Year Level Co-ordinator.
- Community service
- Deputy notified.

POSITIVE CORRECTIVE RESOURCES/STRATEGIES
- Counselling support, eg Centacare consultation if appropriate (as per Bullying and Harassment Policy).
- Bullying- No Way! – video/kit
- Bullying in Schools & What To Do About It – Ken Rigby – book
- Consequences – Bill Rogers – video
- Repair and Rebuild – Bill Rogers – video
- Caritas College Anti-bullying brochure