



## Student Behaviour Management Policy

### Context

St Patrick's College is a Catholic day and boarding school for boys in the Edmund Rice tradition, established in 1893. St Patrick's College is committed to providing a caring, supportive, and safe environment where every student has a place, a voice and their story is known. Edmund Rice Education Australia is committed to providing safe and supportive environments where all children and young people entrusted to our care are affirmed in their dignity and worth as a person.

### Background

Edmund Rice Education Australia (EREA), as St Patrick's College's governing authority, sets the policy framework for all EREA schools. These policies have been contextualised for St Patrick's College's particular school environment so that our policies reflect the needs of our students.

### Rationale

St Patrick's College is a Catholic School in the Edmund Rice Tradition and is entrusted by the parents and guardians of the students to provide an environment where each boy has the opportunity to achieve his potential.

The Student Behaviour Management Policy operates on the understanding that the College should be a safe environment where effective learning occurs, and where respect for each other is the norm, in line with Gospel values and the touchstones of the Charter for EREA schools.

### Vision

'Raising fine boys to the status of great men'

### Scriptural Context

Trust in the Lord with all your heart, and do not lean on your own understanding. In all your ways acknowledge him, and he will make straight your paths. Proverbs 3:5-6

### Policy Statement

The Student Behaviour Management Policy exists to build a supportive school environment founded on a belief in behaviour management as a teaching and learning exercise rather than a disciplinary interaction.

This Student Behaviour Management Policy informs the Student Behaviour polices under the Student Duty of Care Module.



## Guidelines:

The Student Behaviour Management Policy is enacted with reference to the Student Behaviour Support Pyramid which sets out levels of behaviour and the corresponding sanctions.

1. Appropriate conduct is expected and encouraged.
2. Action is taken for inappropriate behaviour while maintaining the dignity of the individual.
3. The College will ensure that in addressing behavioural concerns, processes used to investigate such incidents protects procedural fairness
4. All members of the St Patrick's College community shall endeavour to be clear and consistent in the implementation of behaviour management procedures.
5. Each member of the St Patrick's College community will be valued. Justice and compassion will be a fundamental consideration at every level of the behavioural management process.
6. Students will be required to take appropriate responsibility for their own actions.
7. Positive student behaviour will be recognised and affirmed.

The College will collaborate with its community to implement a positive behaviour management approach based on SWPBS and processes consistent with the Catholic Education Ballarat's Guidelines for Behaviour Support (2019) which includes the processes, if required, for suspension and expulsion (in the case of serious offences). Suspension and expulsion are used as a last resort option.

8. When student behaviour is unacceptable, student management principles will be motivated by the aim of effecting change and personal growth. The process employed may involve the use of restorative justice to repair any harm caused.
9. To assist effective student behavioural management, St Patrick's College will provide ongoing professional development to staff in the behaviour management of boys. Such professional development will include information on restraints and seclusion practices.
10. The Student Behaviour Management Policy will be supported by operational procedures which are accessible to staff.
11. Discipline will be applied in a way that is proportionate to the behavior (more importantly knowledge of student's ability to cope in various situations). It will not include, under any circumstances, corporal punishment. When a child is disciplined, preventative planning for behaviours and interventions used will be considered.
12. Relevant behavioural incidents should be recorded in the Student Behaviour Tracking program in SIMON. Teachers should keep anecdotal records for minor incidents. When minor incidents become frequent or intensify, information is to be updated into Student Behaviour Tracking in SIMON.
13. With the use of Student Behaviour Tracking in SIMON a student incident register indicating details of serious incidents including suspensions and expulsions will be maintained. This student incident register will be overseen by the Deputy Principal Wellbeing.



The student incident register will be monitored as part of data collection to assist in improving student behaviour. Relevant supporting documentation should also be stored electronically.

14. The Deputy Principal Wellbeing and Principal will discuss planned responses to problem behaviours and will provide targeted support to a student who has been suspended. This will be communicated to parents.
15. Restraint and seclusion practices are only applied to protect the safety of a student and members of the College community (they are the last resort). If enacted, the College will follow procedures consistent with CECV Positive Behaviour Guidelines. Restraint and seclusion are only used in emergency situations when there are no other options to maintain the safety of others. Restraint and seclusion must not be used as part of a student management plan.

## Detention Guidelines

Detention is one of the range of strategies that are used for planned responses to behaviour.

1. Detention can occur: during school hours and after school (providing adequate notification to parents.)
2. When detention is implemented, the College will ensure that:
  - a. no more than half the time allocated for any recess is used for detention
  - b. students undertake detention at a reasonable time and place
  - c. where students are detained after school to complete school work, or to undertake additional or new work or duties:
    - i. parents are informed at least the day before the detention
    - ii. the time of detention should not exceed sixty minutes
    - iii. alternative measures are negotiated with parents whose family circumstances are such that the student's completion of after-school work would create undue hardship (e.g. where students regularly supervise younger siblings in the absence of parents, or where limited travel alternatives for students are available).
    - iv. adequate supervision of students is provided
  - d. detentions are recorded on Student Behaviour Tracking program in SIMON.

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## Status of Policy

This policy has been endorsed by the College Advisory Council on 4 February 2020

This policy is due to be updated in 12 months from the date endorsed by the College Advisory Council unless required earlier.