IMMACULATE HEART COLLEGE

Through Mary to Jesus: "The Way, the Truth and the Life"

John 14:6

Secondary School Behaviour Management Policy

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1. Rationale

This policy aims to ensure that students receive positive guidance and encouragement towards acceptable behaviour and are given opportunities to interact and develop respectful and positive relationships with all members of the school community. The school explicitly forbids the use of any form of child abuse, corporal punishment or other degrading punishment as defined below.

2. Policy Statement

Immaculate Heart College emphasises the formation of the responsible whole person and we value our whole-school approach to responsible behaviour through an effective program, which contains positive strategies and processes for assisting students to be the best that they can be.

The College believes maintaining and reinforcing our high standards of behaviour management is of paramount importance as it enables a safe, and orderly, learning and teaching environment that can be enjoyed by all.

3. Definitions

Students - means all pupils enrolled, and those on trial, at Immaculate Heart College.

Behaviour - A student's learned actions, identified in the College Code of Conduct, that contribute to the student's growth and development and the school's good order and proper management.

Behaviour Support - The educational support a student receives from the College in order to learn and maintain identified behaviour.

Restorative justice principles – are a set of principles built on building, maintaining and valuing relationships within a school community by holding individuals accountable for their actions, focusing upon repairing and strengthening relationships.

Child abuse - Four forms of child abuse are covered by WA law and are defined by the Department of Communities:

(1) Physical abuse occurs when a child is severely and/or persistently hurt or injured by an adult or caregiver.

(2) Sexual abuse occurs when a child is exposed to, or involved in, sexual activity that is inappropriate to the child's age and developmental level, and includes sexual behaviour in circumstances where:

    (a) the child is the subject of bribery, coercion, a threat, exploitation or violence;

    (b) the child has less power than another person involved in the behaviour; or

    (c) there is a significant disparity in the developmental function or maturity of the child and another person involved in the behaviour.

(3) Emotional abuse includes:

(a) psychological abuse; and

(b) being exposed to an act of family and domestic violence.

(4) Neglect is when children do not receive adequate food or shelter, medical treatment, supervision, care or nurturance to such an extent that their development is damaged or they are injured. Neglect may be acute, episodic or chronic.

Corporal punishment - Any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light; typically involving hitting the child with the hand or with an implement; can also include, for example, forcing the child to stay in an uncomfortable position. It does not include the use of reasonable physical restraint to protect the child or others from harm [UN Committee on the Rights of the Child, General Comment No. 8 (2006)].

Degrading punishment - Any punishment which is incompatible with respect for human dignity, including corporal punishment and non-physical punishment which belittles, humiliates, denigrates, scapegoats, threatens, scares or ridicules the child [UN Committee on the Rights of the Child, General Comment No. 8 (2006)].

Emotional abuse - Emotional abuse occurs when an adult harms a child's development by repeatedly treating and speaking to a child in ways that damage the child's ability to feel and express their feelings.

Psychological abuse - Repeatedly treating and speaking to a child in ways that damage the child's perceptions, memory, selfesteem, moral development and intelligence. It is a form of emotional abuse.

Rules of procedural fairness - These rules require: (a) a hearing appropriate to the circumstances; (b) lack of bias; (c) evidence to support a decision; and (d) inquiry into matters in dispute.

4. Scope

This policy applies to Secondary School students, years 7-12.

5.   Responsibilities

The **Principal** is responsible for implementation of the policy.

The **Deputy Principal** is responsible for ensuring annual review of this policy, or prior to this review date in response to feedback.

Pastoral Care Coordinators are responsible for enacting this policy and compliance monitoring.

All teaching staff have a responsibility to read and adhere to this policy and the associated procedures.

6.   Principles

It is the College aim to maintain positive, disciplined, safe and mutually supportive learning environments. The principles of behaviour management upheld within the College include:

a) First and foremost, the College encourages positive behaviour and high expectations, rather than reactive behaviour management processes.

b) Positive behavioural education programs are used to promote the virtues, habits and values which permeates through all activities at the College.

c) The staff focus shall be on the specific behaviour and the needs of the student. Where warnings or reprimands are necessary, these will be given individually and privately unless prevented by circumstance. Intervention strategies begin with the least intrusive, progressing to the most intrusive, as necessary.

d) Consequences for inappropriate behaviour is determined by individual equitable needs and the situation, however all consequences should match undesirable behaviour.

e) Procedures for managing undesirable behaviour are outlined by levels of strategic action, allowing for consistency. Refer to the related Behaviour Management Procedure.

f) Restorative justice principles are used, encouraging students to be self-disciplined and self-directed learners. All students are responsible for the choices they make and are encouraged to own and accept the subsequent consequences.

g) Routine opportunities for the monitoring and review of behaviour management policies, procedures and practices are conducted.

h) Staff and parents/guardians are encouraged to work closely with Pastoral Care Coordinators and teachers, to develop desirable student behavioural outcomes.

i) External professional behavioural support be sourced by parents/guardians if required.

Restorative Justice Principles

Restorative Justice is built on a philosophy that focuses on building, maintaining and valuing relationships within a school community by holding individuals accountable for their actions, focusing upon repairing and strengthening relationships. Restorative Justice Practices actively encourage students to:

- be aware of expectations, rights and responsibilities.

- think critically about relevant issues.

- be aware of consequences of their actions.

- be able to function effectively within the community.

- be able to make good choices.

- be able to make a positive contribution to the life of the College community through their actions, behaviour and sense of good will.

- seek support, guidance and direction as required.

- be in a position to enjoy their experience at the College.

Students will be assisted in the process by:

- **seeing appropriate behaviour modelled**: Students learn from the example of others therefore it is important that staff and parents model appropriate behaviours.

- **knowing the logical consequences for inappropriate behaviour in advance**: Students will be made aware of the Consequence Process. Posters clearly outlining the process, Levels of Behaviour and expectations will be displayed throughout the College.

- **having opportunities to develop plans and strategies to improve their behaviour**: Students will be given opportunities to develop Responsible Behaviour Action Plans where they detail the incident, the inappropriateness of the action, and the remedial appropriate for the situation. (Appendix 3)

- **participating in social-skills programs as required**: All students at IHC have the opportunity to participate in 'What's the Buzz?' social skills activities from Pre-Primary to Year 12.

- **being taught assertiveness and problem solving strategies**: Embedded in the curriculum framework and pedagogical practices of each subject area are activities that are described in the Personal & Social Development Framework (positive self-esteem; emotional resilience; assertiveness; resolving conflict; strengthening support networks; dealing with stress; how to stay safe; making decisions and developing friendships).

As a Catholic community, our behaviour management strategies are focused on fostering forgiveness and peacemaking. This also means students are encouraged to find forgiveness and peace within themselves.

7. Supporting Information

- *Disability Discrimination Act 1992* (Commonwealth)

- *Disability Standards for Education 2005*

- *Equal Opportunity Act 1984* (WA)

- *School Education Act 1999* (WA)

- *School Education Regulations 2000* (WA)

- *State Records Act 2000* (WA)

8. Related Documents

Type	Document	Doc #
Policy	Student Code of Conduct	
Procedure	Behaviour Management Procedure	
Form	Parent Interview Record	

9. Review

This policy will be reviewed three-yearly, or in response to feedback received from the community.

Revision	Year of Review	Authored by:	Reviewed by:	Reason for amendments or review
1.0	November 2020	JC	KK	Policies and procedures to reflect secondary school rather than a whole school approach.
2.0	December 2020	KK	MG	Changes to align with IHC Policy formatting
2.1	February 2021	KK	SH	Terminology. High School to Secondary School