



POSITIVE BEHAVIOUR SUPPORT PROCEDURES

Procedure Statement

The Positive Behaviour Support Procedure should be considered alongside the *Positive Behaviour Support Policy*. The Positive Behaviour Support Policy at Galen Catholic College does not exist in isolation. Equal consideration must be given to the Vision & Mission Statement and the alignment between this policy and the Codes of Conduct, Anti-Harassment & Anti-Bullying, Rights and Responsibilities and Pastoral Care-Wellbeing policies.

The procedures are an evolving document, as it remains responsive to continuous improvement and effectiveness. It has been developed to ensure learning outcomes are maximised and a supportive environment is nurtured and good behaviours are fostered.

Galen Catholic College Vision Statements

Galen Catholic College is a nurturing community, where Faith and Integrity are at the core of our aspirations.

Galen Catholic College strives to;

- Create a faith-centred and hope-filled community inspired by the teachings of Jesus.
- Provide quality education that challenges, supports and empowers students to explore and reach their full potential.
- Foster an inclusive and safe environment.
- Build authentic partnerships between school, parents and carers and the wider community.

Implementation

IMPLEMENTATION AND MONITORING OF THE STUDENT MANAGEMENT PROCEDURE

BEHAVIOUR INSIDE THE CLASSROOM

Initially, teachers should solve problems between themselves and their students by employing strategies to build positive relationships (FIRST) with their students. Where a student is behaving inappropriately, the student will be asked to stop such behaviour and then be helped to make a commitment to behave in an acceptable manner

If the student continues to disrupt the classroom and the problem cannot readily be solved, the student will be sent to FIRST Reflection. The teacher who has experienced the difficulty with the student should communicate, as soon as possible, the specific behaviour via Behavioural Tracking on SIMON.

The purpose of FIRST Reflection is to give the student time to reflect on their behaviour, consider more appropriate behaviour from the FIRST expectations and seek to positively restore affected relationships. FIRST Reflection will be completed by one of either the Homeroom Teacher, Pastoral wellbeing Leader, Learning Leader, Head of School or Deputy Principal.

If the problem persists the YLC and/or Director and/or the Deputy Principal will become involved. Parents/guardians will again be notified and additional consequences may apply.

If there continues to be no improvement in the student's behaviour the student may be suspended from school. When the student re-enters the school a formal meeting with the student, their parents/guardian and Pastoral Wellbeing Leader and/or

Director and/or Deputy Principal will be held to discuss the behaviour, restore relationships, develop an action plan that uses appropriate behaviour and negotiate a return to class.

BEHAVIOUR OUTSIDE THE CLASSROOM

Initially, teachers should solve problems in non-classroom situations by requesting appropriate FIRST behaviour expectations from the student. If appropriate a consequence may be applied. If a student refuses to accept a consequence or is disrespectful the student will be referred to the Pastoral Wellbeing Leader.

The Pastoral Wellbeing Leader will devise an appropriate consequence for the behaviour. Parents will be informed and may be required to attend the college as part of the resolution process.

If the behaviour involves violence, abuse of staff, continual or extreme acts of harassment a student may be suspended from school via the Individual Behaviour Support Plan (IBSP)

CONSEQUENCES

Children learn that actions have consequences and that behaviour is a choice, a choice made by them, and both appropriate and inappropriate behaviour have consequences and they must accept the consequences of choosing particular behaviour.

The consequences need to be:

- relative to rights
- relate to the behaviour concerned
- reasonable
- respectful of the dignity of the individual; and
- seek to positively restore affected relationships

The effectiveness of a consequence is in the certainty that it will occur as an immediate or deferred action.

DEALING WITH SPECIFIC INAPPROPRIATE BEHAVIOURS

1. PHYSICAL ASSAULT

including fighting, bullying and self-mutilation

Management:

- Teacher to assess the misbehaviour by considering the context, peer response, intensity, intention to hurt, self awareness, effects on others, etc.
- Stop activity causing concern
- Support if necessary
- Give/obtain medical assistance if required
- Ensure separation of those involved
- Report to Pastoral Wellbeing Leader, Head of School or Deputy Principal

Possible Consequences:

- Isolation (e.g. in class, in another class, office)
- Separation
- 'FIRST Reflection'
- Loss of Liberty/privileges

2. INAPPROPRIATE INTERPERSONAL BEHAVIOURS

including swearing, threatening, verbal teasing, answering back, insolence, discourtesy, passive resistance, refusals...

Management:

- Teacher to assess the misbehaviour by considering the context, peer response, intensity, intention to hurt, self awareness, effects on others, etc.
- Stop activity causing concern
- Ensure separation of those involved
- Support if necessary
- If necessary, go to Individual Behaviour Support Plan

Consequences:

- Isolation (e.g. in class, in another class, office)
- Separation
- 'FIRST Reflection'
- Loss of Liberty/privileges

3. PROPERTY ISSUES

Including school and personal property

- Destruction e.g. ripping another person's books, kicking or breaking school property, vandalism.
- Defacement e.g. graffiti
- Breakages e.g. damage caused by impulsive or improper behaviour, lack of care
- Stealing e.g. of money, food, equipment

The above behaviours assume intent to destroy or spoil personal or school property.

Management:

- If a minor incident occurs teachers will decide on the consequences and put them into effect.
- For major incidents refer to Whole School Behaviour Management Plan.

Consequences:

- Replacement
- Repair
- Repay
- Clean up
- Legal action

The offender should take responsibility to make amends for the behaviour, including written apologies where possible.

4. DRUG USE

The use of tobacco or alcohol by students under 18 years of age is banned on school premises. The use of any illegal substances is also banned on school premises. Use of any of these substances at The Galen Catholic College is considered a major offence and any incident must be reported to the Pastoral wellbeing Leader, Head of School, Deputy Principal or Principal **immediately**

Review

This policy will be reviewed as part of the College's three (3) year review process.

- Galen Catholic College School Board
- Leadership Team
- Relevant Committee(s)
- General Staff
- Relevant parent body (Parent Association)
- Relevant student body (Student Leadership)

This document shall be reviewed within three years of the date of issue.

Principal:

Signature:

Date: March 2019

APPENDIX

Principles, Practices and Procedures Underpinning Student Management at GALEN CATHOLIC COLLEGE

1. Corporal punishment, or any physical handling of students for disciplinary purposes, is expressly forbidden at Galen Catholic College. All procedures ensure natural justice and procedural fairness.
2. FIRST (School Wide Positive Behaviour Support) broadly determines acceptable student behaviour for students, staff and parents.
3. Expectations regarding student behaviour are communicated clearly to students at the commencement of the school year and at appropriate times throughout each term.
Positive reinforcement and affirmation of appropriate behaviour is viewed as a most effective strategy for student management.
4. Each year students are informed of their rights and responsibilities in feeling safe, and contributing to the safety of all school members. Students will be reminded of the definition of bullying, the forms that it may take, and ways they can assist in dealing with it within the school.
5. Staff are expected to be consistent and proactive in the management of student behaviour, employing preventive strategies in preference to reactive strategies. This requires teachers and staff to support classroom and playground environments that foster positive and constructive relationships between staff/students and students/students, where rights and responsibilities are reciprocated.
 - a. Effective student management strategies assume staff: afford the duty of care to students, are diligent in their supervision of students, anticipate foreseeable risk or incident and, where possible, take action to prevent/avoid/intervene on occasions of inappropriate behaviour and/or bullying.
6. Professional development will be offered, when required, to develop staff skills in the areas of classroom and student management, including anti-bullying strategies and techniques.
7. Appropriate disciplinary measures are applied according to the seriousness and frequency of the misbehaviour, the age and stage development of the student (mindful of levels of reasoning and understanding), the risk/offence to other members of the community, and the degree to which the behaviour interferes with the education of other students.
8. When a case of bullying is reported or observed the staff member concerned will immediately intervene, address the incident firstly with the victim, secondly with the student who bullied, and thirdly with any bystanders/onlookers.
9. In cases of serious misbehaviour, each case will be addressed on an individual basis, taking into account all factors named in No.7 above, factors relating to the specific incidences, as well as the socio-affective needs of the individual.
10. The degree and extent to which parents are informed of a student's behaviour will depend on the seriousness and frequency of the misbehaviour.
11. In the case of serious or repeated misbehaviour the parents will be: informed of the circumstances, the school's FIRST expectations of the student's behaviour, as well as the action being taken by the school to address the issue(s). Parental support in addressing the issues at home with the student will be requested.
12. Consequences delivered by staff will be positive in orientation, purposeful, just and enforceable, fostering the student's sense of responsibility for her/his actions. Restoration of affected relationships should be paramount.
13. The degree to which follow-up is required with a student will be decided upon by the staff member concerned and, when appropriate, in consultation with the Assistant Principal.
14. All cases of serious misbehaviour will be recorded and filed by the classroom teacher and/or Pastoral Wellbeing Leader via Behavioural Tracking on SIMON.

MANAGEMENT OF MISBEHAVIOUR @ GALEN COLLEGE

STUDENT MISBEHAVIOUR of a Serious Nature

STEP 1: CLASSROOM TEACHER
 Classroom Teacher implements Appropriate Behaviour management strategies via FIRST
 Eg. FIRST Predictable Responses – Minor or Major, FIRST Reflection

STEP 2: REFER TO HOMEROOM TEACHER
 This should include a discussion of behaviour strategies - Positive Behaviour Support Plan (PBSP). Parents contacted- restorative meeting

STEP 3: REFER TO PASTORAL WELLBEING LEADER
 Possible actions:
 - Restorative Meeting (interview)
 - Complete referral Wellbeing form
 - Individual Behaviour Support Plans (IBSP) – Parent Contact

STEP 4: REFER TO HEAD OF SCHOOL
 - Individual Behaviour Support Plan (IBSP) - Parent Contact
 - Internal Suspension
 - External Suspension
 - Alternative Pathways & Schools

STEP 5: REFER TO DEPUTY PRINCIPAL
 Possible actions:
 - Individual Behaviour Support Plan (IBSP)
 - Parent Contact
 - Internal Suspension
 - External Suspension
 - Alternative Pathways & Schools

STEP 6: REFER TO PRINCIPAL
 Possible actions:
 - Individual Behaviour Support Plan (IBSP)
 - Parent Contact
 - Internal Suspension
 - External Suspension
 - Alternative Pathways & Schools

