



SETON CATHOLIC COLLEGE | every interaction matters

BEHAVIOUR MANAGEMENT GUIDELINES AND PROCEDURES

Marchant Road Samson WA 6163
PO Box 333 Hamilton Hill WA 6963

Phone: (08) 9331 9600
Fax: (08) 9314 8440

Email: admin@seton.wa.edu.au
seton.wa.edu.au

Aim

Seton Catholic College's Behaviour Management Procedures aim to promote healthy behaviours that ensure all students are provided with a safe and positive learning environment.

Seton Catholic College adopts the Restorative Practices Philosophy to Student Behaviour Management

Sources of Authority	
CECWA Policy	Community
Executive Directive	Student Safety, Wellbeing & Behaviour

Scope

These procedures apply to all students and staff at Seton Catholic College.

Definitions

The use of any form of child abuse, corporal punishment or other degrading punishment to manage student behaviour is explicitly forbidden.

These terms are defined in accordance with the Guide to Registration Standards and Other Requirements for Non-Government Schools:

Child abuse: Four forms of child abuse are covered by Western Australian law:

1. Physical abuse occurs when a child is severely and/or persistently hurt or injured by an adult or a child's caregiver.
2. Sexual abuse, in relation to a child, 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 includes failure by a child's parents to provide, arrange or allow the provision of:
 - (a) adequate care for the child; or
 - (b) effective medical, therapeutic or remedial treatment for the child.

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)].

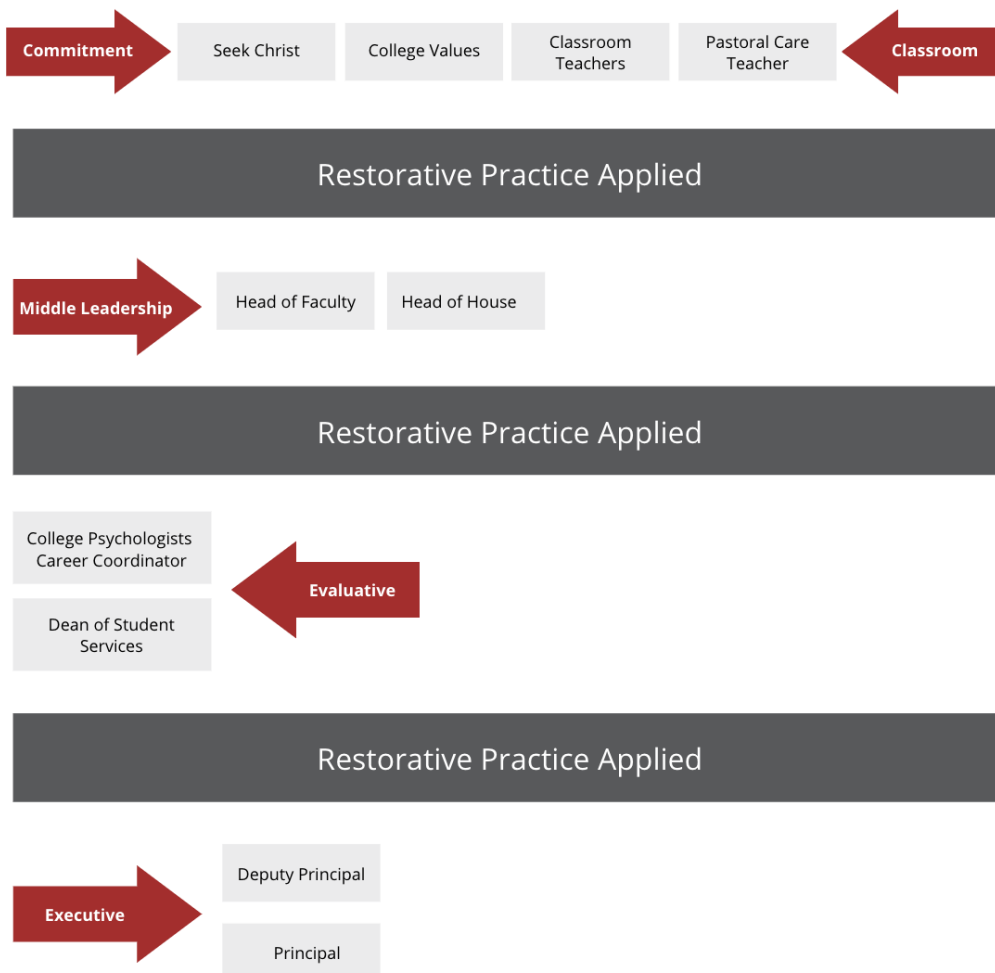
Degrading punishment: Any punishment which is incompatible with respect for human dignity, including corporal punishment and non-physical punishment which belittles, humiliates, denigrates, scapegoats, threatens, scares or ridicules the child [UN Committee on the Rights of the Child, General Comment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

All behavioural issues will be dealt with in accordance to the rules of procedural fairness, which 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.

Parent/caregiver/other responsible person for the purpose of this document will be referred to as 'guardian'.

Procedures



This is an interactive tile on the teachers' SEQTA Homepage (Pastoral Care)

Classroom Teachers

Proactive

- Instigate and ask for student feedback in relation to expectations in the classroom.
- Build positive relationships with all students in their classroom.
- Continually monitor student progress and behaviour by moving around the room and not sitting at their desk.
- Identify student's interests using the SEQTA Learning Profile Portal and through speaking with students.
- Good teachers are consistent, know their students, set achievable standards and these may vary over time.

- Are aware of students on IP's and IEP's.
- Are aware of Action, Risk Management and Mental Health Plans for students at risk.
- Communicate with Education Support where applicable.
- Construct seating plans where necessary.
- Give regular positive and constructive feedback.
- Contact guardians with any concerns early (homework and motivation) and provide positive strategies.
- Have clear expectations of behaviour and work.
- Promote and support College Standards and Values.

Restorative Practice

If problems arise in the classroom the teacher should:

- Ring or invite guardians to a meeting to discuss issues early. Not allow the situation to get out of control.
- Ask students to work with them to rectify the problem. Work together on Restorative plans.
- Discuss issues with the student focusing on ownership of behaviour.
- Follow up agreements promptly.
- Seek advice from colleagues/HOLA.
- Place all notes on SEQTA with 'Actions' detailed.
- Refer to HOLA for repeat, serious or unresolved issues.

Pastoral Care Teachers

Proactive

- Instigate and ask students for feedback regarding PCG expectations.
- Make the effort to build relationships with all students in their pastoral care group.
- Identify student's interests using the SEQTA Learning Profile Portal.
- Speak with their students regularly about how they are feeling, what they are doing out of school, how they are going at school.
- Move around the room (do not sit at the teacher's desk for the duration of PCG).
- Initiate and promote positive conversations amongst their students.
- Check SEQTA regularly and discuss positive and negative comments with students (identifying issues early).
- Discuss goals and achievements with their students (use SEQTA as the starting point).
- Regularly contact guardians to provide constructive feedback.
- Ensure uniform/grooming and general College standards are met – Good Pastoral Care Teachers are consistent.
- Provide opportunity for fun activities in PCT.

Restorative Practice

If problems arise in the Pastoral Care Group the teacher should:

- Ring or invite guardians to a meeting to discuss issues early. Not allow the situation to get out of control.
- Ask students to work with them to rectify the problem. Work together on Restorative plans.
- Discuss issues with the student focusing on ownership of behaviour.
- Follow up agreements promptly.
- Use SEQTA to update guardians on any general issues. Highlight 'Actions' in each message.
- Ask HOH for support/advice.
- Refer to HOH for repeat, serious or unresolved issues.

Head of Learning Areas

Proactive

To promote healthy behaviours HOLAs should discuss and provide at Faculty meetings examples of:

- Classroom Management Styles.
- Restorative Practice examples.
- Different Pedagogy and Learning Styles.

and

- Give strategic ideas suitable for the year/subject.
- Visit classrooms and provide feedback with goals as to the changes expected. This is to be followed up after two – three weeks with the staff member.
- Check and follow up with classroom teachers who are having issues with student/s.
- Check SEQTA for broader issues in classes. (Look for patterns of behaviour).

Restorative Practice

If staff refer students to the HOLA it is important that the HOLA:

- Looks to implement restorative practices agreed upon by all parties.
- Works with the teacher and student/s to resolve the issues.
- Contacts and works with the guardians (in person and/or over the phone) alerting them to the ongoing problem and including them in the solution.
- Constantly update SEQTA outlining 'Actions'.
- Contacts the HOH if either the issue is not resolved or if the concern is identified across other Learning Areas.

Heads of House

Proactive

To Promote Healthy Behaviours HOH should:

- Develop positive working relationships with PCTs.
- Develop positive relationships with students.
- Promote a sense of belonging within the House.
- Promote College values.
- Know the individual student's needs and background and inform class teachers where required.
- Discuss issues with Psychologists (as required).
- Give teachers strategies to deal with individual student needs.
- Connect with guardians constantly to build positive relationships.

Restorative Practice

If staff or guardians refer students to the HOH it is important that the HOH:

- Meet with and monitor students with repetitive issues look for restorative practice opportunities.
- Work with guardians/teachers. Constantly informing them of developments where applicable.
- Inform classroom teachers of appropriate medical or personal issues of the student.
- Regularly follow up with students when restorative plans have been put in place.
- Inform guardians of expectations moving forward and agree on deadlines or future meeting times where applicable.
- Refer any mental health or emotional concerns to the College Psychologist for appraisal.
- Work with HOLA if they have been involved in issues relating to a student.
- Place students on Behaviour Cards if appropriate (in consultation with the student's guardians).
- Asks students to reflect on their behaviours/actions regularly, both initially and in follow up meetings.
- Refers students to Dean of Students if issues are not resolved. This must be done via written communication and a formal meeting with the guardian, student, HOH and Dean of Students.

Dean of Students

When a student is referred to the Dean of Students there will be:

- A meeting with the Head of House to discuss concerns.
- An initial interview with guardians and Head of House scheduled.
- Formal Notification (a written letter) sent from HOH to guardians outlining the move to the Dean of Students.
- Major expectations/requirements outlined/agreed upon with guardian/student.
- Restorative plans put in place between all parties.
- Involvement from support staff if necessary, i.e. College Psychologist, Career Coordinator etc.
- Regular student meetings to monitor the agreements put in place.

- Regular contact with guardians.

Positive Improvements:

- Contact guardians, HOH and student and move student back to HOH level.

No Improvement:

- If no response/improvement the student will be moved up to Deputy Principal – Wellbeing. This must be done via written communication and a formal meeting with the guardians, student, Dean of Students and Deputy Principal – Wellbeing.

College Psychologists

The College Psychologists are involved in facilitating and promoting the health and wellbeing of students within the College. This may involve individual counselling of students on a range of issues of a personal nature, including social, emotional, behavioural or mental health matters.

The College Psychologists may also assist with the learning needs of students and address behavioural issues of concern. Students may self-refer to a College Psychologist or be referred by their guardians or Head of House. In consultation with the student and the family, a College Psychologist may recommend referral to an external agency if ongoing regular specialised support is required.

The services offered by the College Psychologists are confidential.

Deputy Principal Wellbeing

The Deputy Principal monitors standards of discipline throughout the College and is responsible for the more serious sanctions in the College.

The Deputy Principal – Wellbeing will meet with the student and guardian to discuss strategies with the aim of achieving the best possible outcome for the student.

Principal

Despite a school's proactive efforts, there are circumstances when a student's behaviour is unacceptable and warrants exclusion. Exclusion is an extreme disciplinary action reserved for cases of gross misconduct, serious breaches of school rules, or repeated behaviour that is persistently disruptive. Given the significant implications for the student and their family exclusion is, therefore, to be applied by the Principal as a last resort.

The Principal will consult the Executive Director of Catholic Education Western Australia following an investigation or where a student's behaviour does not meet College expectation over time and therefore may warrant exclusion. Please refer to the CEWA Student Behaviour Directives for more information on the Process for Exclusion of Students for Disciplinary Reasons.

Student Code of Conduct



Student Code of Conduct

In each area we are always ensuring 'every interaction matters'. Our interactions with ourselves, with others, the community and our environment is at the best level possible. We 'Seek Christ' in those we encounter and aspire to live by Catholic values .

Respect

SELF

- Act safely, at all times, inside and outside of the classroom.
- Refrain from drinking alcohol, smoking cigarettes or taking drugs.
- Refrain from any criminal activities.
- Communicate honestly.
- Wear the College uniform with pride. Always present neat and tidy.

OTHERS

- Treat others with dignity and kindness (students, staff and families).
- Respect and listen to teachers. Follow appropriate instructions.
- Avoid taking photos/videos of other students and sharing them on any platform without permission.
- Use of all social media (including opinions and views) is appropriate and in line with College and Catholic Church values.
- Avoid bullying behaviours, gossip, sexting, abuse (physical and verbal), threats and any other negative behaviours which could impinge on another person's well-being.

ENVIRONMENT

- Respect the College environment by ensuring litter is disposed of properly and school property remains clean, tidy and graffiti free.
- Respect the College and its standards by acting appropriately while outside the College. Ensure an excellent representation of the College at all times (with or without uniform on).
- Act in an environmentally sustainable manner.



Inclusion

- Accept others and value their gifts and talents.
- Accept differences. Do not put anyone down based on appearance, race, socio economic issues or personal differences, whether discretely or indiscreetly.
- Avoid any form of bullying behaviour (verbal, physical or online).
- Support those with disabilities and ensure inclusion.
- Show empathy and understanding for others by the way you include or treat them.
- Follow and promote the notion of 'Team Seton'.

Service

- Support Seton and community events (Project Compassion, Thailand trip fundraising, Seton Day stalls, LifeLink Appeal, Christmas hampers).
- Complete your Service Learning hours at Seton with enthusiasm and honesty.
- Encourage others to support those less fortunate.
- Attend all compulsory College events (including, but not limited to: retreats, carnivals, Masses, Seton Day, assemblies).
- Stop for someone who needs assistance.
- Positively role-model behaviours for peers and younger students and lead by example.



Excellence

- Participate to the best of your ability in and out of the classroom. This includes extra-curricular and co-curricular activities.
- Engage in gifted and talented opportunities when they arise.
- Ensure a positive learning environment which is free of disruptive behaviours.
- Celebrate positive achievements by others at the College.
- Attend all school days unless legitimately sick or another approved absence.
- Represent the College (to the best of your ability) if required to do so. This includes ACC Swimming, Athletics and sporting teams as well as arts or academic groups.

Authorised by:	Joseph Hoyne - Principal
Effective Date:	31 August 2021
Next Review:	31 August 2022