



# Irene McCormack Catholic College

## Behaviour Management Procedures

### 1. Aim

The Behaviour Management Procedures reflects the gospel values of love, justice and reconciliation, recognising our students are created in the image and likeness of God, recognising the dignity of the person. The management of student behaviour emanates from an understanding of the Pastoral Care policy statement that includes:

- A recognition of the basic attitudes and responsibilities of teachers and students.
- The fostering of an environment which facilitates the development of self-discipline.

Managing student behaviour entails guiding the student towards self-control and self-direction. Discipline should not be reduced to mere enforcement of a set of rules. The task of the teacher is to encourage and promote constructive and positive behaviour based on mutual respect, courtesy, a sense of co-operation and common sense.

Constructive discipline grows out of a warm, friendly and positive student-teacher relationship. A well-planned curriculum, effective teaching and competent management of the classroom provide foundation for good classroom discipline. Sanctions administered as an expression of power can never bring about the required results.

Teachers by nature of their vocation are role models for their students. It is important that this modelling is constructive and growth promoting. Students will set their standards of behaviour and attitudes in accordance with teacher expectations.

These expectations are communicated most effectively through the way teachers interact with students and other staff, through their own responses to problem solving and the way teachers accept responsibilities.

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

### 2. Scope

This procedure is designed for teachers but applies to all members of the College community

### 3. Procedure

The Behaviour Management Procedures at Irene McCormack Catholic College aim to be one where rules are clear, sensible and firm. The emphasis is on student choices and learning consequences rather than punishment. The ultimate aims are student self-discipline and a positive learning environment.

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 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 (2008)].

*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, self-esteem, 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.

### **Principles**

#### **Conduct in the Classroom**

As sound classroom management is necessary to maximise student outcomes. The classroom teacher is ultimately responsible for the classroom learning.

As a College we strive to create a positive working environment for all students and staff. In order to do so it is important that we have an approach that use a 5:1 ratio of positive comments/interactions for every negative.

Throughout the year through consultation with staff and students the College will implement specific focuses to both highlight the positive that the students are doing and also areas for improvement. In the case of the later the announcement of focus through SEQTA will act as the 'verbal warning' for students.

All students will sign the 'Student Code of Conduct' in their planner. It is this that clearly outlines what is expected of students in their interactions with peers and staff both at the College and away from the College. Staff should strive to highlight positive examples of students following this code of Conduct but also explain to students when they are in breach of the Code.

The Classroom Routine is what is expected all staff follow to maximise teaching and learning and an engaging learning environment. Through a uniformed approach to lesson structure students become aware what is expected of them in all learning areas.

Authorised by	Robert Marshall	Signature:	
		Date:	3/12/2021
Effective Date:	November 2021	Next Review:	2022