

1. Rationale

Mazenod College is committed to enabling students to fulfil their potential in their social, physical, intellectual, emotional and spiritual development. This is enabled by providing a learning environment that:

- is safe for all members of our learning community
- is respectful of the dignity of all members of the community
- encourages the pursuit of personal excellence
- promotes social and civic responsibility
- maintains cultural harmony
- develops self-regulation, resilience and personal responsibility.

The Behaviour Policy includes strategies to:

- maintain a positive school environment
- promote effort
- encourage positive behaviours and personal excellence
- have students take personal responsibility for their actions
- respond in a timely manner to negative behaviours.

2. Definitions

- 2.1. Minor breaches** include but are not limited to: punctuality, dress, hair, litter, disruption in class, being in out of bounds areas, eating in class, inappropriate language, chewing gum, use of student personal devices during school hours, and breaches of other rules outlined in the College Diary.
- 2.2. Serious breaches** include but are not limited to: physical violence, vandalism, insolence, confrontation, smoking, drinking, drugs (possession, use or trade), pornography, theft, bringing the College into disrepute, truancy, breaches of privacy through use of mobile phones/cameras/video, refusal to cooperate with the College, bullying / harassment, inappropriate use of the internet, bringing prohibited items to school, repeated minor breaches.
- 2.3. Bullying** is an ongoing misuse of power in relationships through repeated verbal, physical and/or social behaviour that causes physical and/or psychological harm. It can involve an individual or a group misusing their power over one or more persons. Bullying can happen in person or online, and it can be obvious (overt) or hidden (covert). Bullying of any form or for any reason can have long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying. However, these conflicts still need to be addressed and resolved¹.
- 2.4. Harassment** is behaviour that targets an individual or group due to their identity, race, culture or ethnic origin; religion; physical characteristics; gender; sexual orientation; marital, parenting or economic status; age; ability or disability and that offends, humiliates, intimidates or creates a hostile environment. Harassment may be an ongoing pattern of behaviour, or it may be a single act. It may be directed randomly or towards the same person/s. It may be intentional or unintentional (i.e. words or actions that offend and distress one person may be genuinely regarded by the person doing them as minor or harmless)².

¹ Student Wellbeing Hub and Bullying No Way! websites

² Student Wellbeing Hub and Bullying No Way! websites

3. Principles

- 3.1. Students have a right to learn.
- 3.2. Behaviour of students shall be consistent with the Student Code of Conduct.
- 3.3. Students have a responsibility to contribute to a Productive Classroom.
- 3.4. Central to a Productive Classroom is a developmentally appropriate curriculum.
- 3.5. Classroom teachers have primary responsibility to maintain a productive and safe learning environment.
- 3.6. The College Leadership Team and Middle Leaders have a responsibility to build the capacity of staff and to support them in their maintenance of a productive classroom.
- 3.7. Behaviour management is both the individual and collective responsibility of all staff at Mazenod College. Inconsistency among staff confuses students, undermines colleagues and creates an inherent unfairness in our shared strategies.
- 3.8. Effective and timely communication with families is essential to supporting students to develop positive learning behaviours in the classroom.
- 3.9. The dignity of all people within the College community shall be respected in all matters relating to the behaviour of students.
- 3.10. All processes shall be consistent with the Mazenod College Code of Conduct.
- 3.11. Methods of addressing inappropriate behaviour shall have as their aim the correction of the behaviour.
- 3.12. Mazenod College prohibits any form of consequence that amounts to child abuse, corporal punishment or other consequences that degrades or humiliates a child.
 - Four forms of child abuse are covered by WA law and are defined by the Department of Communities, they include physical abuse, sexual abuse, emotional abuse and neglect³.
 - Corporal punishment includes 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.
 - Degrading punishment includes 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.
- 3.13. Consequences should be for the behaviour of individuals rather than for whole groups. While group punishments, where a whole group is punished for the wrongdoing of one or more group members, are not explicitly banned, they will rarely be consistent with providing positive guidance or procedural fairness.
- 3.14. The rules of procedural fairness require:
 - a hearing appropriate to the circumstances
 - lack of bias
 - evidence to support a decision
 - inquiry into the matters in dispute.
- 3.15. Consequences for inappropriate behaviour shall be addressed proportionally to the seriousness of the breach and should not prevent a student having food at recess or lunch.

³ <https://www.dcp.wa.gov.au/ChildProtection/ChildAbuseAndNeglect>

4. Procedures

4.1. Stage 1 - Maintain a positive learning environment

- 4.1.1. Ensure Productive Classroom poster is clearly displayed in the classroom.
- 4.1.2. Ensure classroom expectations are made clear to students.
- 4.1.3. Maintain consistent expectations.
- 4.1.4. Attend to low-level disengagement or unproductive behaviours early to prevent escalation.
- 4.1.5. Positively reinforce productive behaviours through verbal praise, contact home and positive rewards.
- 4.1.6. Build and maintain positive relationships with students.
- 4.1.7. Engage the support of families by phone both through early commendation and early intervention.

4.2. Stage 2 - Minor conflicts and breaches of College behaviour expectations

- 4.2.1. Minor breaches shall be addressed directly by the classroom teacher.
- 4.2.2. Teachers are encouraged to get support and guidance from colleagues.
- 4.2.3. Heads of Learning/Year may be engaged as a support but are not to be expected to intervene at this stage.
- 4.2.4. Minor breaches may be addressed by:
 - minor behaviour management strategies
 - discussion of issue
 - teacher-led detention
 - parent contact (check with HoY first)
 - a verbal or written agreement with the student to correct the behaviour
 - confiscation of student personal devices if used during school hours
 - keeping your own records.

4.3. Stage 3 - Frequent or unresolved conflicts and breaches

- 4.3.1. Frequent and/or unresolved conflicts and breaches should be raised with the Head of Learning with the Head of Year being informed.
- 4.3.2. The Head of Year may determine that the matter affects the student across subjects and may intervene.
- 4.3.3. Parents will be contacted and invited where possible to meet and discuss the behaviour.
- 4.3.4. The classroom teacher should be involved in the meeting.
- 4.3.5. Actions arising from this meeting may include:
 - Behaviour contract
 - After-school detention
 - Written or verbal agreement.
- 4.3.6. Documentation shall be maintained on the student's record

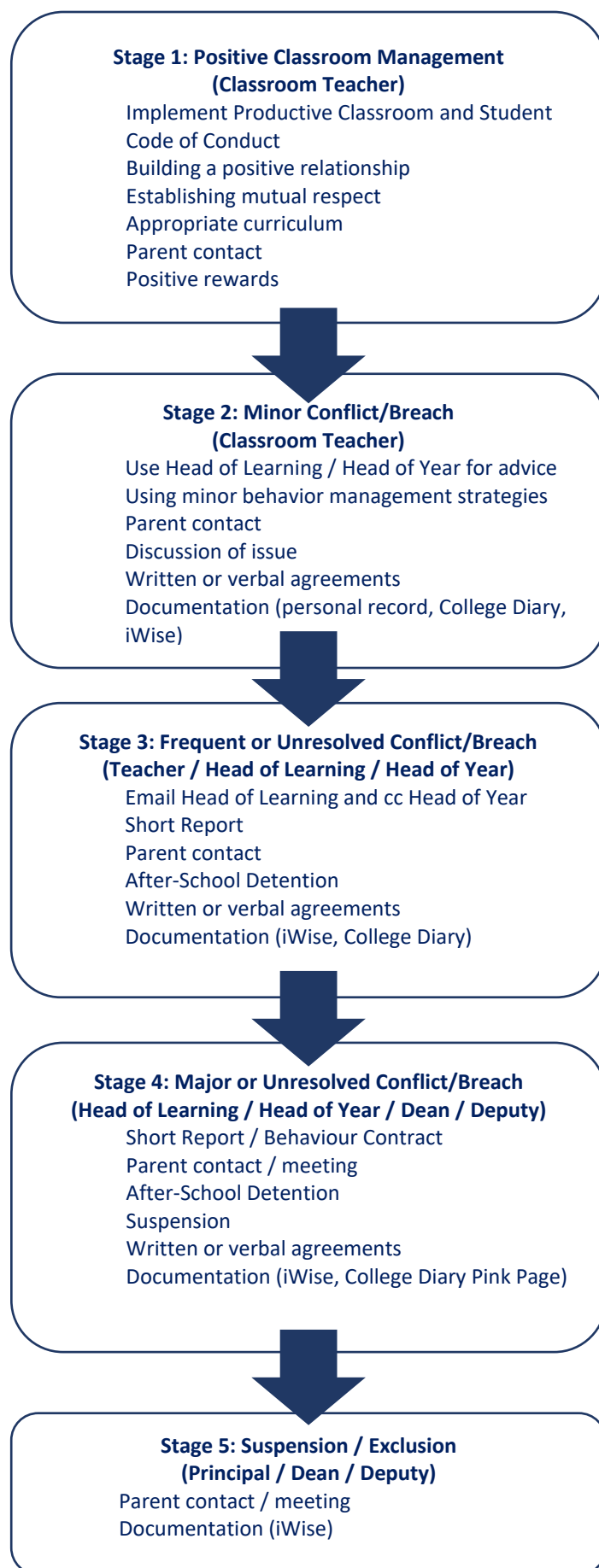
4.4. Stage 4 - Serious or unresolved conflicts and breaches

- 4.4.1. Serious and/or unresolved conflicts and breaches should be raised with the Head of Learning and/or the Head of Year as well as the relevant Deputy Principal for the year level.
- 4.4.2. Parents will be contacted and invited to meet and discuss the behaviour.
- 4.4.3. Actions arising from this meeting may include:
 - Behaviour contract
 - After-school detention
 - In-school or out-of-school suspension
 - Written or verbal agreement.
- 4.4.4. The Pink Page of the College Diary may only be used by Heads of Learning and Heads of Year.

4.5. Stage 5 - Suspension / Exclusion

- 4.5.1. Parents will be contacted and invited to meet and discuss the behaviour.
- 4.5.2. Actions arising from this meeting may include:
 - Behaviour contract
 - In-school or out-of-school suspension.
- 4.5.3. Exclusion of students shall be addressed through the Exclusion of Students for Disciplinary Reasons Policy.

4.6. Behaviour Management Summary



5. Related Documents

Mazenod College Policy: Code of Conduct [Staff]

Mazenod College Policy: Student Code of Conduct

Mazenod College Policy: Exclusion of Students for Disciplinary Reasons

Mazenod College Policy: ICT Use [Students]

Mazenod College Policy: Cybersafety

6. References

Government of Western Australia, Department of Communities, Child Protection and Family Support, *Child Abuse and Neglect*, retrieved January 2020 @ <https://www.dcp.wa.gov.au/ChildProtection/ChildAbuseAndNeglect>

UN Committee on the Rights of the Child, General Comment No. 8 (2006): *The Right of the Child to Protection from Corporal Punishment and Other Cruel or Degrading Forms of Punishment*

7. Review History

Year	Reviewed by:	Amendments / Review
2018	CLT	
2020	CLT	Updates to include National Principles for Child Safe Organisations