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. **Behaviour** – A student's learned actions, identified in a school's code of conduct, that contribute to the student's growth and development and the school's good order and proper management.[1]

2.2. **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, lying / cheating and breaches of other rules outlined in the College Diary.

2.3. **Serious breaches** include but are not limited to: physical violence, vandalism, insolence, confrontation, smoking, drinking, drugs (possession, use, sale 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.

2.4. **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 resolved[2].

2.5. **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].

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[1] Department of Education, Student Behaviour in Public Schools Policy, V2.2, 2018
[2] Student Wellbeing Hub and Bullying No Way! website

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3. Policy

3.1. Mazenod College supports positive student behavior through the development and implementation of the Productive Classroom.

- Students have a responsibility to contribute to a Productive Classroom and learn and maintain the behaviours established in the Student Code of Conduct.
- Individual student behaviour support will be provided where the need is identified.

3.2. The College Leadership Team and Middle Leaders have a responsibility to build the capacity of staff and support them in their maintenance of a Productive Classroom. They are also responsible for compliance monitoring.

3.3. Classroom teachers have primary responsibility to maintain a productive and safe learning environment, consistent with the Productive Classroom and College Code of Conduct.

3.4. Supporting positive student behaviour 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.

3.5. Effective and timely communication with families is essential to supporting students to develop positive learning behaviours in the classroom.

3.6. The dignity of all people within the College community shall be respected in all matters relating to the behaviour of students.

3.7. Methods of addressing inappropriate behaviour shall have as their aim the correction of the behaviour.

3.8. 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 neglect[3].
- 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.

3.9. 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.

3.10. The rules of procedural fairness will be applied to all investigations, including: a hearing appropriate to the circumstances, lack of bias, evidence to support a decision, inquiry into the matters in dispute.

3.11. The Principal has a legal duty of care to take reasonable steps to promote a safe, supportive learning environment, and prevent reasonably foreseeable harm to students and staff. This includes the duty to actively identify and remove any banned item, hazardous item or substance on College premises.

3.12. Mazenod College retains the right to involve the WA Police where appropriate.

3.13. 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.

3.14. All concerns or complaints arising from a decision under this policy should be made in accordance with the Dispute and Complaint Resolution Policy.

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[3] https://www.dcp.wa.gov.au/ChildProtection/ChildAbuseAndNeglect   *Learn what you are in the eyes of God.*

4. Procedures

4.1. Stage 1 - Maintain a positive learning environment

4.1.1. Productive Classroom, Student Code of Conduct and College Values posters are displayed in the classroom. Classroom rules and expectations are made clear to students.

4.1.2. Staff build a positive relationship with students, maintain consistent expectations and provide regular, proactive support.

4.1.3. Teaching staff attend to low-level disengagement or unproductive behaviours early to prevent escalation.

4.1.4. Individual student behaviour support is provided where the need is identified.

4.1.5. Productive behaviours are positively reinforced through verbal praise, home contact and positive rewards.

4.1.6. Family support and engagement is maintained through constructive communication, both through early commendation and early intervention.

4.1.7. All community members are responsible for establishing a safe, respectful learning environment where students feel included and supported.

4.2. Stage 2 - Minor breach / conflict of College behaviour expectations

4.2.1. Minor breaches shall be addressed directly by the classroom teacher.

4.2.2. Heads of Learning Areas (HOLA) / Heads of Year (HOY) may be engaged as a support but are not to be expected to intervene at this stage.

4.2.3. Minor breaches may be addressed by:

- low level behaviour management strategies
- restorative conversations
- teacher-led detention
- parent contact (checked with HOY first)
- a verbal or written agreement with the student to correct the behaviour
- confiscation (temporary removal) of student personal devices if used during school hours
- pastoral care note.

4.3. Stage 3 – Minor frequent or unresolved conflicts and breaches

4.3.1. Frequent or unresolved conflicts and breaches will be raised with the HOLA.

4.3.2. The HOY will be informed and 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 but are not limited to:

- confiscation / temporary removal of item(s)
- loss of co-curricular activity participation (eg social, clubs, excursions)
- Behaviour Contract
- lunch time or after-school detention
- written or verbal apology or agreement.
- student case management / individual student behaviour support.

4.3.6. Incident and intervention will be noted on the student's pastoral care record.

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4.4. Stage 4 - Serious breach / conflict of College behaviour expectations

4.4.1. Serious conflicts and breaches will be raised with the HOLA and/or the HOY as well as the Dean of Students.

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 but is not limited to:

- confiscation of item
- Behaviour Contract
- loss of co-curricular activity participation (eg social, clubs, excursions)
- loss of leadership representative position (if applicable)
- in-school detention, after-school detention or out-of-school suspension
- written or verbal apology or agreement
- student case management / individual student behaviour support.

4.4.4. The Principal or delegate will make an assessment of the situation and where appropriate, the parent may be asked to remove the student from the College grounds.

4.4.5. The incident and intervention will be noted on the Student's record / pastoral care record.

4.5. Stage 5 - Serious or unresolved conflict / breaches - Suspension / Exclusion

4.5.1. Serious conflicts and breaches will be managed by the Dean of Students / Principal.

4.5.2. Parents will be contacted and invited to meet and discuss the behaviour.

4.5.3. The Principal or delegate will make an assessment of the situation and where appropriate, the parent may be asked to remove the student from the College grounds.

4.5.4. Police notification when student found in the possession of illegal drugs, equipment or illegal activity / behaviour.

4.5.5. Actions arising from this meeting may include:

- Behaviour Contract
- Student case management / individual student behaviour support
- in-school, out-of-school suspension or exclusion.

4.5.6. Exclusion of students shall be addressed through the Exclusion of Students for Disciplinary Reasons Policy.

4.5.7. The incident and intervention will be noted on the Student's record / pastoral care record

5. Referral Process for Minor and Serious Behaviour Breaches

5.1. The College Productive Classroom is a college-wide approach, used in all classrooms and programs offered through the College, including sporting activities and excursions. It focusses on setting clear behavioural expectations and reinforcing these in a systematic way.

5.2. The following flowchart outlines the Positive Classroom Management and Referral Process for minor and serious behavior breaches. The desired outcome of applying this policy and process is always to return to positive interactions and a productive classroom environment.

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STAGE 1: Positive Classroom Management (classroom teacher)

- Implement Productive Classroom
- Student Code of Conduct
- Appropriate curriculum
- Building a positive relationship
- Regular, proactive support
- Prevent unwanted behaviours
- Universal Prevention Strategies
- Parent contact

Referral Process for Minor and Serious Behaviour Breaches

STAGE 2: Minor Breach / Conflict

Managed by Teacher with support / advice from HOY and HOLA if required
Parent contact (check with HOY first)
Possible counter measures:
- Restorative conversations
- Lower level behaviour management strategies
- Confiscation / temporary removal of student personal devices / items
- Teacher-led detention
- Written or verbal apology / agreements to correct behaviour
Document incident (pastoral care record)

STAGE 3: Minor Breach / Frequent or Unresolved Conflict

Managed by Teacher - engage HOLA and where appropriate HOY
Parent contact (where possible, invite to meet in person)
Possible counter measures:
- Restorative conversations
- Confiscation / temporary removal of student personal devices / items
- Loss of co-curricular privileges (eg socials, excursions, clubs)
- Lunch or after-school detention
- Written or verbal agreements to correct behaviour
Document incident (pastoral care record)

STAGE 4: Serious or Unresolved Conflict / Breach

Managed by HOLA and/or HOY / Dean of Students
Parent contact (interview required, face to face meeting)
Possible counter measures:
- Restorative conversations
- Loss of co-curricular privileges (eg socials, excursions, clubs)
- Loss of leadership representative position (if applicable)
- After-school detention / in-school suspension / out-of-school suspension (re-entry interview required)
- Written or verbal agreements to correct behaviour
- Parent may be asked to remove student from grounds
Documentation (student record / pastoral care record)

STAGE 5: Serious Breach / Suspension / Exclusion

Managed by Dean of Students / Principal
Parent contact (face to face meeting)
Possible counter measures:
- In-school suspension / out-of-school suspension / exclusion
- Re-entry interview required
- Written or verbal agreements to correct behaviour
- Parent may be asked to remove student from grounds
Documentation (student record / pastoral care record)

MINOR BEHAVIOUR PERSIST AND / OR INCREASES IN COMPLEXITY

Referral process enacted: Teacher → HOLA / HOY → Dean → Principal

IMPROVING BEHAVIOUR Continue to monitor and support positive classroom behaviours

Student case management, counselling and additional supports engaged as required

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6. Related Documents

Code of Conduct [Staff]

Student Code of Conduct

Dispute and Complaint Resolution Policy

Exclusion of Students for Disciplinary Reasons

ICT Use Policy [Students]

Cybersafety Policy

7. 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*

8. Review

The College Leadership team will review the whole school behaviour support planning and *Productive Classroom* at least annually, and whenever school data indicates the need; and report at least once annually to the College Board on the college's performance in behaviour support.

This Policy will be updated as required in line with the Catholic Education Office of Western Australia (CEWA) and Department of Education WA guidelines.

Year	Reviewed by:	Amendments / Review
2018	CLT	Policy reviewed and updated
2020	CLT	Updates to include National Principles for Child Safe Organisations
2021	CLT	Updates to include CEWA Positive Behaviour Support in Catholic Schools / Productive Classroom / Dept of Education guidelines

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