



CORPUS CHRISTI COLLEGE

SEQUERE DOMINUM

CORPUS CHRISTI COLLEGE BEHAVIOUR MANAGEMENT PROCEDURE

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

RATIONALE

Corpus Christi College strives to create an inclusive Christian community where the message, practice and values of Jesus Christ, as proclaimed in the Gospel, are given practical expression. In this community, the cooperation of each member is required in order to verite the common good. (CS 60,61). Any elements or behaviours that affect the well- being of the community need to be addressed with Christlike compassion.

PRINCIPLES

1. A Catholic school is required to develop a learning environment that is welcoming, supportive, and safe. The College's learning environment conveys the ways in which individuals are valued and reflects expectations regarding behaviour.
2. The Principal is responsible for developing, documenting and implementing a school behaviour management plan that promotes positive social relations and a supportive learning environment that enhances the dignity of the human person.
3. Corpus Christi College strives to develop such an environment that is free of violence, coercion and discrimination and minimises the impact of behaviour that is not conducive to learning. All members of the College community share responsibility for the maintenance of this good order and personal safety.
4. Corpus Christi College has a responsibility to encourage social participation, self-discipline and a focus on relationships. Teachers are expected to provide inclusive, flexible and relevant curriculum to address both social and academic learning outcomes for all students.
5. Students who are not participating fully in the educational program because of disruptive behaviour are putting themselves and others at educational risk. When necessary, staff, students and parents need to contribute to planning individualised behaviour management strategies in order to minimise such risk. The early involvement of parents in the consultation and behaviour planning process maximises the opportunity to modify student behaviour.

PROCEDURES

1. The College has a behaviour management framework which includes:
 - The rights and responsibilities of all members of the College community. This is called the Code of Conduct.

- The roles and responsibilities of all staff with respect to behaviour management: Behaviour Management Process (as below)
 - Mechanisms for achieving a supportive culture and positive learning environment
 - [CEWA Student Safety, Wellbeing and Behaviour Executive Directive](#)
 - [CEWA Process for Exclusion of Students for Disciplinary Reasons](#)
 - Bullying Procedures
 - Relevant CEWA documents
2. As required, teaching staff will contact a student's parents to engage in a consultation process when behaviour management issues are encountered. Parents are informed and engaged in the process when planning individual behaviour management plans.
 3. The Behaviour Management Process below manages breaches of College discipline. The process includes guidance on detaining students after school, suspension, as well as exclusions.
 4. Professional Learning will be provided to all teaching staff in order for the framework to be successfully implemented.

BEHAVIOUR MANAGEMENT PROCESS

SPECIFIC ROLES

Organisationally, the management of student behaviour accords with the following structure:

Homeroom Teachers and Subject Teachers



Heads of Learning Area and Heads of Year



Deputy Principals



Vice Principal



Principal

It is the responsibility of every teacher to enforce all the regulations of the school at all times.

Classroom Teacher

Should:

- Adhere to the College Code of Conduct at all times
- Be prepared, punctual, professional and firm
- Gain and maintain control of the class
- Treat students respectfully, consistently and fairly, giving praise and encouragement
- Try different approaches to modifying behaviour

- When issuing consequences explain both the reason and desired behaviour to student and record details on SEQTA
- Make time for reconciliation after incidents
- Be approachable especially in working through a difficulty with a student
- Focus on the issue rather than the personality of the student
- Seek assistance from Head of Learning Area, Head of Year, relevant Deputy Principal or Vice Principal
- Express concern to parents about behaviour/progress
- Keep Homeroom teachers informed about behaviour/progress

Homeroom Teacher

The pastoral role of the Homeroom Teacher is to support behaviour management measures in the school, be a sympathetic listener and to gain knowledge of matters which may be affecting a student's attitude and performance.

- Run a well-ordered Homeroom where administration tasks are efficiently attended to
- Monitor students' standards of dress, punctuality and good manners
- Record on SEQTA if offences have been repeated
- Deal with any behaviour issues that arise in Homeroom
- Follow up in a pastoral role when advised of misbehaviour or poor performance by a Homeroom member

Head of Learning Area

The Head of Learning Area have a role in assisting members of the Learning Area to develop programs of work and classroom strategies that will maintain a positive learning environment. Heads of Learning Area are to fulfil the following disciplinary functions:

- Assist the teacher with gaining and maintaining control
- Offer constructive advice
- Discuss student progress when appropriate
- Confer with Head of Year, Deputy Principals or College Psychologists as or when appropriate

Head of Year

The Head of Year has an overall perspective of and responsibility for the progress of students in that year group. They do not have a role in providing 'on-the-spot' support or discipline. Rather, where a student's ongoing behaviour in the classroom interferes with the learning of others, then the situation should initially be referred to the Head of Learning Area before it is referred to the Head of Year for action. The Heads of Year:

- Show interest in, concern for, and affirm all students within the Year group
- Lead, guide and assists the Homeroom and Classroom Teacher in caring for the individual student on a day-to-day basis
- Monitor and promote positive student behaviour in relation to honesty and classroom attitudes, dress, grooming, punctuality to class, participation in Year group and whole school activities
- Oversee the behaviour of students; are aware of behavioural problems and disciplinary issues in relation to particular students within the Year group
- Oversee the maintenance of appropriate uniform and grooming standards amongst students within the Year group
- Work with the Heads of Learning Areas to assist the classroom teacher with classroom management and disciplinary matters
- Plan and implement appropriate interventions or takes disciplinary action where a student's in-class behaviour is causing concern
- Mentors students and provides them with help and support as needed

- Liaises with the College Psychologists, Director of Learning Support and the relevant Deputy Principals about individual student's needs
- Communicate closely with parents about student achievement and developmental, behavioural and disciplinary issues
- Maintain records of student progress and behaviour
- Read student reports at the Year level to obtain an awareness of student performance
- Convene and conduct Year level meetings with staff to review the study, attitudes, behaviour and academic performances of students, and arranges follow up to these meetings by contacting parents where appropriate

Deputy Principals

One of the most important roles for the Deputy Principals is to ensure that good behaviour is maintained in the College. The Deputy Principals have a particular role in all matters related to student behaviour.

Deputy Principals have a key role in fostering and maintaining an atmosphere of genuine pastoral care for all students in their school. They work in close association with Heads of Year, Heads of Learning Area and Homeroom Teachers in ensuring that each student's uniqueness is recognised and affirmed. Whilst the Head of Year work closely together in the interests of students, the Deputy Principals have a particular focus upon the care of students and their pastoral well-being. Deputy Principals have a significant role together with the Heads of Year, College Psychologists and/or Vice Principal in counselling students and initiating behaviour modification programs.

The Deputy Principal will:

- Support/assist teachers, students, parents in behaviour management
- Be available for individual counselling
- Suggest strategies appropriate for control at various levels of the plan
- Deal with serious discipline matters including those that need to be dealt with immediately
- Provide a strong presence around the school
- Initiate suspension of students where warranted

Vice Principal

The Vice Principal will work with all other staff members by providing the support necessary for them to carry out their individual roles. In particular, the Vice Principal will:

- Support/assist teachers, students, parents in behaviour management
- Be available for individual counselling
- Suggest strategies appropriate for control at various levels of the plan
- Deal with serious discipline matters including those that need to be dealt with immediately
- Provide a strong presence around the school
- Initiate suspension of students where warranted
- Initiate exclusion of students where warranted

Principal

The Principal is the person who is ultimately responsible for discipline and tone in the College and should be:

- Available to promote the College's procedures and practice with class, Year and whole school groups
- Available for parents, staff and students to review matters of concern
- Involved in serious discipline matters
- Responsible for the exclusion of a student

FLOW CHARTS - DEALING WITH BEHAVIOUR MANAGEMENT ISSUES

Note:

This process outlined in the flow charts is to be used as a guide for managing student behaviour. They are provided as a means of assisting all teachers with the management of student behaviour and of engaging in the referral process.

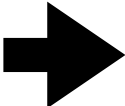
It is recognised that there will be incidents of a serious nature where steps in the process will be skipped.

**STRATEGIES FOR DEALING WITH UNACCEPTABLE BEHAVIOUR
WITHIN THE CLASSROOM**

MINOR BEHAVIOUR

EXAMPLES including but not restricted to...

- Talking in class
- Calling out
- Distracting others
- Failing to follow instructions
- Disrespectfulness/ Answering back
- Not prepared for class
- Inattentiveness
- Lesson disruption
- Inappropriate use of ICT
- Lateness



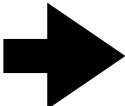
POSSIBLE STRATEGIES

- Teacher investigates incident
- Verbal warning
- Discuss/negotiate a change in behaviour
- Move the student
- Remove the student from the class for a short period of time
- Issue a Teacher led detention
- Use Buddy system if in place
- Record the behaviour in SEQTA - HOLA/HOY/Parent alerted
- Implement individual behaviour plan

MAJOR BEHAVIOUR

EXAMPLES including but not restricted to...

- Minor issues not resolved/ongoing
- Physical abuse
- Verbal abuse
- Property damage
- Theft
- Possession of prohibited object/substance
- Consumption of prohibited object/substance
- Harassment
- Intimidation



POSSIBLE STRATEGIES

- Record description of incident on SEQTA
- Refer to HOLA/HOY
- HOLA/HOY to investigate - interview - make Parent contact

Issue not resolved and ongoing or requires further assistance/advice



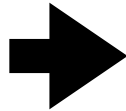
Refer to
Deputy Principal

STRATEGIES FOR DEALING WITH UNACCEPTABLE BEHAVIOUR
OUTSIDE OF THE CLASSROOM / UNIFORM BREACHES

MINOR BEHAVIOUR

EXAMPLES including but not limited to...

- Littering
- Incorrect uniform (including grooming)
- Obscenities
- Out of bounds
- Rough play
- Breach of "Hands off" policy
- Lateness to school
- Incorrect use of ICT



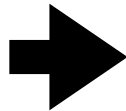
POSSIBLE STRATEGIES

- Teacher investigates incident
- Insist on correct uniform
- Discuss/negotiate a change in behaviour
- Time out
- Litter duty
- Confiscation of items
- Ban the student from the area for a short period of time
- Issue a HOY detention
- Record the behaviour in SEQTA - HOLA/HOY/Parent alerted

MAJOR BEHAVIOUR

EXAMPLES including but not limited to...

- Minor issues not resolved/ongoing
- Physical abuse
- Verbal abuse
- Property damage
- Theft
- Possession of prohibited object/substance
- Consumption of prohibited object/substance
- Harassment
- Intimidation
- Deliberate/dangerous rough play



POSSIBLE STRATEGIES

- Record description of incident on SEQTA
- Confiscation of items
- Refer to HOLA/HOY
- Loss of House uniform privileges
- HOLA/HOY to investigate - interview - make Parent contact.

Issue not resolved and ongoing or requires further assistance/advice



Refer to
Deputy Principal

MANAGEMENT OF BEHAVIOURAL ISSUES

As per flow charts

WITHIN THE CLASSROOM

1. Classroom Teacher

The classroom teacher is the most effective and appropriate person to deal with issues arising in the classroom and is encouraged to resolve any issues in the first instance. Consequences should be progressive.

All classroom teachers should clearly outline and enforce College expectations, rules and routines to ensure consistency of practice across the College. Teachers should:

- create a positive classroom environment
- establish clear classroom rules in collaboration
- ensure students understand Classroom Rules
- be a role model for desired behaviour – punctuality, preparation, courtesy
- establish clear directives for movement into and out of class
- move around the class frequently, checking and commenting on students' work
- be firm, consistent and fair
- try to keep students inside the room unless their need is genuine. Ensure College Diary is signed and keep a note of how frequently the student is leaving your classroom.

When behavioural expectations are not being met, (talking in class, calling out, distracting others, inappropriate use of ICT, failing to follow instructions, disrespect/answering back, use of mobile phones or banned item, lateness to class, etc...) teachers may take the following action(s):

- Give a verbal warning and let the student know that they are not meeting classroom expectations. Issued by the teacher in a private, non-threatening way which emphasises the student's behaviour and not their character. The student should not be humiliated by the warning.
- Move the student then, if necessary, isolate within the class. Initially, you may move the student for a short period of time before returning to seat.
- Communicate to parents either through email, phone or SEQTA.
- Keep students in at recess or lunch (Always allow students time to go to the toilet, get a drink and food at recess and lunch). Teachers should record their detentions in SEQTA under the Detentions category and 'Teacher Detention' subcategory.
- Implement individual behaviour plans for student – identify the behaviour that the student needs to change and design a system for providing the student with positive reinforcement when they engage in the desired behaviour. Parents may need to be involved in the process. Concentrate only on the required behaviour and not on the student's perceived deficiencies.
- Confiscate non-approved items students are wearing or are in their possession (e.g. mobile phone). These should be clearly labelled and taken to Student Services for safe-keeping. Students may collect the confiscated items at the end of the day or as otherwise directed.
- Speak to the student one-on-one after the lesson. This will often prove to be more effective than trying to 'deal' with the behaviour in front of peers. Appropriate consequences can be given then, if necessary.

- Remove student briefly from the classroom or learning environment in order to avoid further disruption to the lesson. Students should remain in view of the teacher and should not remain outside the classroom or from the class for a period longer than 5 minutes before meeting with the teacher to discuss their behaviour.
- Send a student to a 'buddy' teacher for repeated misbehaviour. 'Buddy' classes should come from different Year groups to your class and should be organised and facilitated within learning areas. To be co-ordinated and instituted by the Head of Learning Area.

If students are not meeting expectations in relation to being prepared for class (iPad, diary, books, equipment, etc.), incomplete classwork or homework, similar methods used in overseeing classroom behaviour should be applied.

It is an expectation that staff keep clear, current records on SEQTA, including parental contact. The Head of Learning Area needs to be included in all SEQTA entries.

2. Head of Learning Area

Students are referred to the HOLA if they continue to not meet behaviour expectations.

Strategies employed by Head of Learning Area may include:

- working with the subject teacher concerned to monitor the student's progress. This may include classroom observation of student behaviour and learning environment.
- organising a meeting between student, teacher and HOLA with the aim of establishing a management plan
- providing guidance and support on the use of particular strategies

Sanctions imposed by the Head of Learning Area at this stage may include:

- recess and lunch detention run within the Learning Area (Always allow students time to go to the toilet, get a drink and food at recess and lunch). Heads of Learning Area should record their detentions in SEQTA under the Detentions category and 'Teacher Detention' subcategory.
- withdrawal of student from class for a specified time length
- use of a Buddy teacher within the Learning Area

The Head of Learning Area will:

- contact parents via email, phone or through SEQTA
- notify Head of Year
- record all actions and correspondence in SEQTA

3. Head of Year

Students are referred to the Head of Year if, after the intervention of the HOLA, behaviour expectations continue not to be met, or for a serious breach of rules.

The Heads of Year will, after consulting the subject teacher and HOLA, interview the student involved in order to discuss the consequences of their behavioural choices.

Strategies employed by the Head of Year may include:

- discussing with the student regarding a specific behaviour that needs to be improved. This would become a formal agreement, and would involve the teacher or teachers concerned, as well as parents.
- placing the student on a Daily Review Card (See Appendix 1) for a specified number of days. Students can be placed on an individually negotiated Daily Review by the HOY. In such instances, consultation with the student, parents, teachers and psychologist result in the identification of particular behaviours to be modified. Strategies to support positive change are agreed and practised. A process and timeline for monitoring and reviewing progress is established. The review operates until the HOY rescinds it.
- referring the student to the College Psychologist or the Careers Coordinator
- continuing to work with the subject teacher concerned to monitor the student's progress. This may include classroom observation of student behaviour and learning environment.

Sanctions imposed by the Head of Year at this stage may include:

- lunch detention (HOY)
- after school detention
- Daily Review Card

Head of Year will:

- contact parents via email, phone or SEQTA
- inform the Homeroom Teacher, Classroom Teacher and HOLA of the outcome
- inform and seek advice from Deputy Principal
- record all correspondence in SEQTA

OUTSIDE OF THE CLASSROOM / UNIFORM BREACHES**1. Teacher**

For incidents that occur outside of a classroom or for uniform breaches (including littering, incorrect uniform or grooming, lateness to school, graffiti/vandalism, possession of banned items (e.g. mobile phones etc.), obscenities, out of bounds, unduly rough play, intimidation, bullying or harassment, overt displays of affection, etc...) teachers are encouraged to use their discretion and may use the following actions:

- Investigate and discuss behaviour, reprimands and negotiates a change in behaviour allowing for correction of behaviour and positively reinforces improved effort.
- Insist on correct wearing of uniform
- Implement appropriate consequences for student's actions, e.g. litter duty, cleaning up, etc.
- Confiscate non-approved items students are wearing or are in their possession (e.g. mobile phone). These should be clearly labelled and taken to Student Services for safe-keeping. Students may collect the confiscated items at the end of the day or as otherwise directed.
- Enlist the support of other Duty Teachers
- Informing Head of Year immediately if appropriate

Most incidents can be dealt with at the time.

It is an expectation that staff record any behaviour/incident/infringement on SEQTA, include the action they implemented and inform the Head of Year.

2. Head of Year

The Heads of Year will, if appropriate, after consulting the teacher, interview the student involved in order to discuss the consequences of their:

- Behaviour
- Continual uniform infringement
- Use or possession of a banned item

Strategies employed by the Head of Year may include:

- Discussing with the student a specific behaviour that needs to be improved
- Reminding student about the Uniform and Grooming guidelines and banned items
- Conducting a “shared concern” session as outlined in the Bullying Involving Students procedures

Sanctions imposed by the Head of Year at this stage may include:

- lunch detention (HOY)
- after school detention
- remove privilege of wearing the House Uniform on Fridays (see Appendix 3)
- remove privilege of wearing Leavers Jackets

Head of Year will:

- contact parents via email, phone or through SEQTA
- inform the teacher of the outcome
- inform and seek advice from Deputy Principal
- record all correspondence in SEQTA

DESCRIPTION OF SANCTIONS FOR TEACHERS

Reminder

A simple, non-intrusive, verbal or non-verbal reminder to a student given in a positive way.

Warning

Issued by the teacher in a private, non-abusive way which emphasises the student’s behaviour and not their character. The student should not be humiliated by the warning.

Mentoring

Mentoring should be done privately, emphasising the behaviour expected and the consequences of continued misbehaviour.

Specific Placement in Class

If necessary, a student can be directed to sit in a specific seat within the classroom.

Phone Call/Email Home

This is a most effective early intervention strategy that enlists the support of parents in meeting students’ needs. This also needs to be recorded on SEQTA.

Confiscation of Non approved Uniform Items or Banned Objects

Confiscate non-approved items students are wearing or are in their possession (e.g. mobile phone). These should be clearly labelled and taken to Student Services for safe-keeping. Students may collect the confiscated items at the end of the day or as otherwise directed.

Litter Duty

A student is assigned an area of the College grounds from which they will remove all litter. This can be given for part of Recess or Lunch break and supervised by the staff member imposing the sanction. Record on SEQTA.

Lunchtime Detention

Students may be kept in at recess or lunch for 5- 10 minutes (Always allow students time to go to the toilet, get a drink and food at recess and lunch). Teachers should record their detentions in SEQTA under the Detentions category and 'Teacher Detention' subcategory.

Buddy System

Buddy classes should be set up within Learning Areas by the HOLA. 'Buddy' classes should come from different Year groups to your class.

Teacher sending student should communicate this information to the 'buddy' teacher prior to the lesson, pre-warning the "buddy" teacher and via e-mail during the lesson if the action does occur.

Teachers should refrain from sending students to buddy classes without going through all other actions suggested in the "Management of Behaviour Issues" and informing the buddy teacher.

DESCRIPTION OF SANCTIONS FOR HEAD OF YEAR (HOY) AND DEPUTY PRINCIPALS

All sanctions above, as well as:

HOY Detention (Lunch) – HOY Detentions are run daily for 20 minutes and are supervised by a Head of Year. A HOY Detention (Lunch):

- can be issued by a HOY
- can be issued for
 - ongoing behaviour issues in class
 - negative behaviour outside of the classroom
 - ongoing uniform and banned items infringements
 - continual unauthorised late entries in SEQTA
- and the reason must be recorded in SEQTA under the Detentions category, and 'HOY Detention' subcategory.

If a student misses two HOY detentions, it is an automatic after-school detention.

After-school Detention

After-school detentions are run every Tuesday afternoon from 3:30 – 4:30pm and supervised by a Head of Year. Only a HOY can issue an after-school detention for repeat offences or serious behavioural breaches. The supervising HOY will decide the nature of the work e.g. writing out school rules, essays, cleaning up certain areas of the school, etc. Parents of students attending the detention will be notified at least 24 hours beforehand.

HOLAs and Deputy Principals may also issue an after-school detention.

Daily Review Card

A Daily Review Card (Appendix 1) is a form that enables the HOY to closely monitor the behaviour of a student as a result of particular behaviours to needing be modified. Strategies to support positive change are agreed and practised. The student provides the Daily Review card to their teacher at the start of every lesson. The classroom teacher ticks the box if the

focus has been met or may be required to assign a rating, comment on the student's performance or behaviour during the following periods and tick the appropriate behaviour section.

A process and timeline for monitoring and reviewing progress is established between the HOY and the students. The review operates until the HOY rescinds it. The Review Card should be taken home to be commented on and signed by parent/guardian as requested by the HOY. It will be monitored by the HOY and Homeroom Teacher.

Withdrawal from Class

In consultation with the Head of Learning Area a student may be withdrawn from a particular class or set of classes for a maximum of one week. In such instances, the class teacher is to set written work for the student to complete. If possible, the student should be placed in a class of older students with a teacher from the same learning area. Parents must be informed of any withdrawal for more than one period. All instances must be recorded on SEQTA.

DESCRIPTION OF SANCTIONS FOR LEADERSHIP TEAM

Suspensions

Suspensions will only be given if the student has violated the rights of other members of the school community in a wilful or continual manner; has seriously compromised their safety or that of another student(s); has failed to respond to or respect a staff member, has significantly compromised the reputation of the College or has breached the Student Code of Conduct on a regular basis.

Suspensions are of two types:

- **In-school suspension:** As part of a behaviour modification process, a student may be withdrawn from some or all classes for a period of time. Students will not take recess and lunch at the same time as the rest of the College. Decisions on internal suspension will be made by a Deputy Principal in consultation with the HOY. Students are required to complete schoolwork and a self-reflection exercise during this time. Not to last for more than two days.
- **Suspension from school:** This sanction is only applied for very serious breaches of discipline and the decision to suspend a student is made by a Deputy Principal in consultation with the Vice Principal. Parents are required to attend an interview with the Principal and/or Vice Principal and/or a Deputy Principal to discuss the student's progress and readmission to classes.

In serious cases, or following a suspension, the Deputy Principal with the Vice Principal/Principal will arrange an interview with the parents, student and staff concerned to negotiate a return to class for the student.

Behaviour Contract

The student can be placed on a Behaviour Contract (See Appendix 2) for a specified number of days. Students can be placed on an individually negotiated Behaviour Contract by the Deputy Principals or Vice Principal. A process and timeline for monitoring and reviewing progress is established. The terms of the Contract are published to relevant staff and copies are provided for the student and parent. The Contract operates until the Deputy Principals or Vice Principal rescinds it.

Exclusions

- Exclusion is an extreme disciplinary step reserved for cases of gross misconduct, or behaviour that is persistently disruptive or contrary to the mission statement of the College. Exclusion is a sanction to be applied only as a last resort normally after all other measures have failed. Careful consideration shall be given to the overall good of the individual student as well as the welfare of the College community.
- The Principal is expected to examine individual cases on their own merit and balance the principle of natural justice with the quality of mercy.
- The decision to exclude a student shall be the responsibility of the Principal, who will follow the [CEWA Process for Exclusion of Students for Disciplinary Reasons](#) in handling the matter.

OTHER BEHAVIOUR MANAGEMENT STRATEGIES

Wherever possible, teachers should encourage and affirm positive behaviour in students. This recognition might be offered through:

- Verbal commendations
- Writing notes of commendation/affirmations in SEQTA

Establishing Positive Relationships

When working with students it is important to establish positive relationships and acknowledge positive student behaviour.

Some ways that this can be achieved include:

- affirmations through SEQTA
- verbal acknowledgment
- positive comments on work
- communication to parents (phone call or email)
- recognition outside the classroom e.g. speaking to students when on yard duty
- give positive feedback to the student e.g. If you hear they have done well in another area

Professional Support

To support teaching staff in their specific roles a range of professional development opportunities will be made available should the need arise. These might include the following:

- Seminars/workshops which focus upon 'best practice' in classroom management, behaviour modification strategies, practical strategies for coping with disruptive students. This type of professional training might be accessed through programmes offered by 'out-of-school' consultants or, alternatively, may be provided 'in-house' by drawing upon the skills of experienced staff and the College Psychologists.
- Seminar/workshops for Middle Leaders, Deputy Principals which focus upon strategies for supporting teachers in classroom management
- Peer-mentoring/peer modelling programs which provide inexperienced teachers with a skilled 'buddy'. Where such programs are implemented, activities might include the inexperienced teacher 'sitting-in' on some of the mentor's classes followed by discussion of 'best practice', team-teaching with the mentor and then conferencing the outcomes, the mentor 'sitting in' on some of the protégé's classes followed by discussion of outcomes and 'best practice'.

Non-Approved Methods of Behaviour Management

- Corporal punishment is never to be used as a disciplinary measure
- In reprimanding a student, the teacher should say nothing that would reflect unfavourably on the student's parents, siblings, home, community, race, national origin, or previous and present teachers
- Inappropriate language should never be used when speaking to a student
- Standing a student outside for a whole lesson is unacceptable
- Group punishment if only a few students are at fault is unjust
- Denigrating, embarrassing or humiliating a student opposes the dignity of the student
- Keeping students in after school without notice is inappropriate.

*DEFINITIONS

As per the Guide to Registration Standards and Other Requirements for Non-Government Schools the following terms are defined as:

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 [from UN Committee on the Rights of the Child, General Comment No. 8 (2006), paragraphs 11 and 15: CRC/C/ GC/8, 2 March 2007]

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 [from UN Committee on the Rights of the Child, General Comment No. 8 (2006), paragraphs 11 and 16: CRC/C/GC/8, 2 March 2007].

Authorised by:	Frank Italiano, Principal	Date:	11 June 2021
Effective date:	11 June 2021	Next Review:	2024

APPENDIX 1 Daily Review Card template (example only)



CORPUS CHRISTI COLLEGE
SEQUERE DOMINUM

DAILY REVIEW

Once completed by teachers, this form should then be taken home to be commented on and signed by parent/guardian. It will be monitored by the HOY and Homeroom Teacher.

Please provide this Daily Review card to your teacher at the start of every lesson.

STUDENT	H/ROOM	REFERRING TEACHER	DATE

Please tick the box ONLY if the FOCUS has been met, comment on the student's performance or behaviour during the following periods, and tick the appropriate behaviour section.


PERIOD	TEACHER	FOCUS	BEHAVIOUR
1	Signature:	<input type="checkbox"/> Thorough effort in all work given <input type="checkbox"/> Polite and responsible behaviour <input type="checkbox"/> Follows instructions <input type="checkbox"/> Brought Equipment /H/W Completed <input type="checkbox"/> Grooming impeccable Comment:	<input type="checkbox"/> EXCELLENT <input type="checkbox"/> SATISFACTORY <input type="checkbox"/> INCONSISTENT <input type="checkbox"/> POOR
2	Subject: Signature:	<input type="checkbox"/> Thorough effort in all work given <input type="checkbox"/> Polite and responsible behaviour <input type="checkbox"/> Follows instructions <input type="checkbox"/> Brought Equipment /H/W Completed <input type="checkbox"/> Grooming impeccable Comment:	<input type="checkbox"/> EXCELLENT <input type="checkbox"/> SATISFACTORY <input type="checkbox"/> INCONSISTENT <input type="checkbox"/> POOR
3	Subject: Signature:	<input type="checkbox"/> Thorough effort in all work given <input type="checkbox"/> Polite and responsible behaviour <input type="checkbox"/> Follows instructions <input type="checkbox"/> Brought Equipment /H/W Completed <input type="checkbox"/> Grooming impeccable Comment:	<input type="checkbox"/> EXCELLENT <input type="checkbox"/> SATISFACTORY <input type="checkbox"/> INCONSISTENT <input type="checkbox"/> POOR
4	Subject: Signature:	<input type="checkbox"/> Thorough effort in all work given <input type="checkbox"/> Polite and responsible behaviour <input type="checkbox"/> Follows instructions <input type="checkbox"/> Brought Equipment /H/W Completed <input type="checkbox"/> Grooming impeccable Comment:	<input type="checkbox"/> EXCELLENT <input type="checkbox"/> SATISFACTORY <input type="checkbox"/> INCONSISTENT <input type="checkbox"/> POOR
5	Subject: Signature:	<input type="checkbox"/> Thorough effort in all work given <input type="checkbox"/> Polite and responsible behaviour <input type="checkbox"/> Follows instructions <input type="checkbox"/> Brought Equipment /H/W Completed <input type="checkbox"/> Grooming impeccable Comment:	<input type="checkbox"/> EXCELLENT <input type="checkbox"/> SATISFACTORY <input type="checkbox"/> INCONSISTENT <input type="checkbox"/> POOR
6	Subject: Signature:	<input type="checkbox"/> Thorough effort in all work given <input type="checkbox"/> Polite and responsible behaviour <input type="checkbox"/> Follows instructions <input type="checkbox"/> Brought Equipment /H/W Completed <input type="checkbox"/> Grooming impeccable Comment:	<input type="checkbox"/> EXCELLENT <input type="checkbox"/> SATISFACTORY <input type="checkbox"/> INCONSISTENT <input type="checkbox"/> POOR

PARENT/GUARDIAN COMMENT:

_____ PARENT'S/GUARDIAN'S SIGNATURE

_____ DATE

APPENDIX 2: Behaviour Contract template (Deputy Principal only)

 <p>CORPUS CHRISTI COLLEGE SEQUERE DOMINUM</p>	<h1>Student Behaviour Contract</h1> <p>***Student Name***</p> <p>Year</p>
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I, _____ understand that I am undertaking a process for my continued enrolment at Corpus Christi College.

On returning to the College, I have agreed to:

1. RESPECT AND BEHAVIOUR

- Respect the authority of my teachers and follow their instructions implicitly
- Be respectful in my actions and words, to all staff and fellow students at the college.
- Communicate appropriately with teachers and students.
- Avoid engaging in unsafe actions or behaviours whilst a student at the college.
- Avoid being drawn into or drawing others into misbehaviour in or out of the classroom

2. ADHERE TO COLLEGE PROCEDURES AND STUDENT CODE OF CONDUCT

- Read, understand and abide by the conditions set by the Student Code of Conduct.
- Ensure no student will be vilified or bullied as a result of the investigations into this matter, either directly or indirectly.
- Adhere to all College Procedures, as summarised in the College Diary.

On return to the College, and for the remainder of Term _____ (unless noted otherwise):

1. At the beginning of each day, when I arrive at school, I will go to Student Services immediately and await a Deputy Principal's permission to attend Homeroom.
2. I will attend Student Services each recess and lunchtime.
3. A Daily Review Card will be completed each day and signed by each teacher. At the end of each day, one of my parents will sign the Report Card. I will present this Report to the Deputy Principal or Head of Year each morning when I arrive at school.
4. I will actively participate in at least one confidential session with one of the College Psychologists to discuss specific strategies to deal with anger management, and any other matters I wish to raise.
5. I will ensure my shirt is tucked in, my hair is kept tidy, and that I do not chew gum, all of which may attract negative attention from staff.

Deputy Principal _____ and the Head of Year _____ will decide when I stop using the Daily Review Card.

I understand the **support measures** that are available to me if I need assistance, including:

1. _____ has been invited to act as my mentor and I will meet with him from time-to-time to support me. If I need to meet with him for any reason, I will email _____ asking for his help.
2. My Head of Year is available to discuss any issues I am experiencing. I will see them on a daily basis when submitting my Daily Review Card.
3. The Deputy Principal _____ School is available for any queries regarding subjects, my overall pastoral needs and to discuss my welfare at any time.

4. The Careers Coordinator is available to discuss my subject selections, careers pathways, if I wish to make an appointment with her.
5. I know I can make an appointment to see the Principal to discuss anything related to my education or welfare at any time.

I have read and understood the Procedures and the Student Code of Conduct referred to in this Contract.

I have heard and understood the terms outlined in this Student Contract.

I realise that if I cannot abide by the conditions listed in this Contract, my parents will withdraw me from the College at my request.

Signed:

Student

Parent/s

Principal

APPENDIX 3: Clarification of Uniform and House Uniform Procedures

Please note: Loss of House Uniform privilege is only to be implemented by the Head of Year. This consequence will be issued if a student **continues** to breach the uniform and grooming guidelines.

Although each case is different, the potential escalation of consequences will most likely look like this.

Uniform offences (e.g. shirt deliberately out, incorrect earrings, wrong socks/shoes)

1. First SEQTA entry – May be the result of reminders, a confiscated item, a student being sent to student services to fix a uniform issue (e.g. nail polish) or a disrespectful response to a uniform request.
2. Second SEQTA entry – HOY detention issued and loss of House Uniform privilege for 1 week. Warning given by HOY that further uniform offences will result in loss of Friday House Uniform privilege. HOY to address concerns with parents.
3. Third SEQTA entry – HOY detention issued and loss of House Uniform privilege for the rest of the term.
4. Further SEQTA entry – Loss of House Uniform privilege indefinitely. Students are required to attend an after school detention.

The following process should be applied to students who wear the incorrect House uniform on Friday and other House uniform days.

House Uniform offences (e.g. wrong socks, wrong house shirt, no full tracksuit Terms 2 and 3)

1. First House Uniform SEQTA entry – HOY detention and warning that future offences may result in loss of house uniform.
2. Second House Uniform SEQTA entry – HOY detention issued and loss of House Uniform privilege for 1 week
3. Third House Uniform SEQTA entry – after school detention issued and loss of House Uniform privilege for the rest of the term.