



Policy:	Behaviour Management Policy
Released:	2019
Due for Review:	2023
Domain:	Community

A Responsible and Positive Behaviour Framework founded on ‘Servite Living our Values’

1. Rationale

Servite is committed to providing a safe, respectful and positive learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing and learning.

The Behaviour Management Policy is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community.

Our purpose and aim are to:

- Encourage and train students in positive attitudes and acceptable standards so that self-regulation becomes an ongoing attribute.
- Reinforce positive behaviour displayed by students.
- Encourage students to change unacceptable attitudes and standards.
- Facilitate effective learning through mutual respect in all school relationships.
- Help students learn to live and work co-operatively with others.
- Encourage students to look for ways to repair any damage done to relationships with others, and in so doing, maintain a strong sense of community.

2. Definitions

Behaviour: The way in which students act or conduct themselves, especially towards others.

Child Abuse: Four forms of child abuse are covered by WA law and are defined by the Department of Communities:

1. Physical abuse occurs when a child is severely and/or persistently hurt or injured by an adult or caregiver.
2. Sexual abuse occurs when a child is exposed to, or involved in, sexual activity that is inappropriate to the child’s age and development level, and 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 is when children do not receive adequate food or shelter, medical treatment, supervision, care or nurturance to such an extent that their development is damaged or they are injured. Neglect may be acute, episodic or chronic.

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.

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.

Expectations: At Servite, the term expectations refer to the effort in setting the same educational and behavioural ideals for all students in a class and at the college. They are the common understandings relating to learning and behaviour that students are taught and expected of them so that they can learn and behave in appropriate ways.

Responsibilities: Doing the things students are expected to do and accept the consequences (results) of their actions. Being answerable, or accountable for students' actions.

Rights: In accordance with what is good, proper, or just.

Standards: A level of excellence or achievement in learning and behaviour, that is understood to be acceptable.

3. Scope

This Policy applies to all students.

4. Principles

All areas of Servite are learning and teaching environments. We consider the responsible and positive behaviour framework to be an opportunity for valuable social learning as well as a means of optimising the success of academic education programs.

Our Responsible and Positive Behaviour Framework outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours through restorative practise and in a restorative manner. Our Responsible and Positive Behaviour Framework, provides clarity through shared expectations for student behaviours to everyone, assisting Servite to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

Our school community promotes our high standards of responsible behaviour through living our values.

The Servite College Values are:

1. Courage
2. Compassion
3. Hospitality
4. Respect
5. Justice
6. Mercy

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.

The first step in facilitating positive expectations and standards is communicating those standards to all students. At Servite we emphasise the importance of these expectations and standards by role modelling the

behaviours we want students to demonstrate at school and explicit teaching through our:

- Pastoral Care Programs
- Berry Street Education Model Strategies
- Keeping Safe: Child Protection Curriculum (KS:CPC)
- Restorative Practice Responses and Reflections
- Induction programs
- Classroom expectations - Classroom Code of Co-operation (through students and teachers' collaboration)
- College/Student Code of Conduct
- Playground expectations - Recreational Areas Code of Co-operation
- Student handbooks
- Commitment to the College - Enrolment Agreement
- Behaviour Expectation Strategies

Communicating positive expectations and standards is a strategy directed towards all students and teachers and is designed to prevent inappropriate and unacceptable standards.

5. Procedures

5.1 Berry Street Educational Model - A Relational and Restorative Management Approach

As a Catholic co-educational College, guided by our College Vision "becoming all we are created to be, Servite College endeavours to provide for each member of our community the experience of high quality interpersonal relationships of care and support. In any community relationships can be harmed and damaged. Servite College is a community that promotes the resolution of conflicts and the restoration of relationships between community members.

Berry Street Educational Model provides a framework based on the belief that when relationships are harmed, we must work with the students, teachers and parents involved to restore the relationships. Berry Street Educational Model provides the lens and tools to support teachers to re-humanise classrooms by acknowledging and cultivating healthy emotional self-awareness and management, strong and positive relationships and personal intentions and skills to self-manage. It encourages the critical importance of relationships, perception of self and the mental and emotional states of engagement. It encompasses clear expectations, limits and consequences, responsibility and accountability for one's actions and a high degree of support and nurturing. Servite sees quality relationships as pivotal to authentic teaching and learning, and believe that the relationship between the student, staff member, parent and guardian is paramount.

The Berry Street Educational Model provides a focus on developing positive relationships between all members of the school community and opportunities for people to take responsibility for their behaviour & learning. This requires that staff members actively create the space where students can experience situations that develop their emotional & social capacity in order to support and assist them in taking responsibility for their behaviour & learning. Berry Street Educational Strategies create a context which enables students to learn from their mistakes, reconcile their differences, resolve problems with others and effectively address a wide variety of wrongdoings undertaken within the College community.

At Servite our aims are to:

- Develop a 'Thriving' community by cultivating wellness through building positive relationships and where all feel a sense of belonging and connectedness;
- Foster an environment where all members of the College community are treated with kindness, dignity and respect;
- Create an environment where all members feel safe and are treated with courtesy and employ forgiveness;
- Promote appropriate standards of conduct at all times;
- Provide an effective procedure for resolving conflict/complaints and behavioural issues in a restorative, sensitive and fair manner. (Restorative Justice Questions)

Parent Concerns:

- If parents have concerns regarding their child at any stage of their schooling, they are to inform the school of their concerns so that the College is able to support where possible. Whether the concern relates to academic progress, behaviour or emotional well-being, there are various people whom they can approach at the school.
- If the concern is related to a child's academic progress in a subject, discuss concerns with the Subject Teacher or Head of Learning Area (HOLA).
- For other issues, they can discuss concerns with their child's Homeroom Teacher or their Head of Community (HOC). Servite also has a College Counsellor and an Educational Psychologist who can offer support in a number of areas.
- For Subject Selection, parents need to speak to the HOLA, Director of College or Deputy Principal Teaching and Learning.



- Where the parent or guardian chooses not to directly engage with the College support structure or give approval for their child to connect with the support structure, the College will negotiate with the family to identify appropriate staff that they approve to engage with the students.
- In some cases, student, parents and the College may require to engage external support agencies. These may include but are not limited to: CEWA, Psychology Safety and Awareness Team, Headspace, Police, Camhs.
- Student behaviour and/or situation present differently. Hence, the College develops individualised case management in the best interest of each child and may not specifically be covered in specific College Policed procedures or documents.

At Servite College, Berry Street Education Model practices and strategies:

- Acknowledges that the responsibility to act justly is expected of all members of the college community;
- Affirms the intrinsic dignity of each human person;

- Recognises that quality relationships are fundamental to effective learning and genuine pastoral care;
- Ensures Gospel values are expressed in structures, procedures and practices of the College and its community.

When a behaviour or action of a student is deemed to have been disrespectful, non-compliant, caused harm, and/or damaged relationships, a range of consequences will be sanctioned. At all times the action and the consequence will be viewed and explained as an opportunity for reflection and growth on the part of the student. The aim is to assist the student to make the necessary changes to facilitate his or her wellbeing at the College for the benefit of all.

There are a range of strategies that aim to bring about resolution, repair damaged relationships and see a new way forward. They can be seen along a continuum from the informal through to the very formal.

Essentially, strategies aim to:

- Involve all who participate to have a sense of dignity, fairness and justice;
- Allow students to gain a greater insight into the impact of their behaviours on others;
- Provide opportunities for healing and repairing the damaged relationships;
- Ensure a sense of community is heightened when students, teachers, and parents are equally valued in the process.
- Seek professional expertise as a response to student behaviour
- Inform students of their responsibilities and how they made accountable for behaviour

5.2 Expectations of Teachers

Teachers are to understand the BSEM curriculum and adapt the following learning format to the specific needs of their classroom.

Strategies

- Teacher-centred approaches to strengthen student self-regulation or relationships.
- Teacher behaviours which are integrated with pedagogical approaches.

Brainbreaks

- Student-centred regulatory activities to ready the brain for learning.
- Short-burst activities for the start of lesson or transition times.

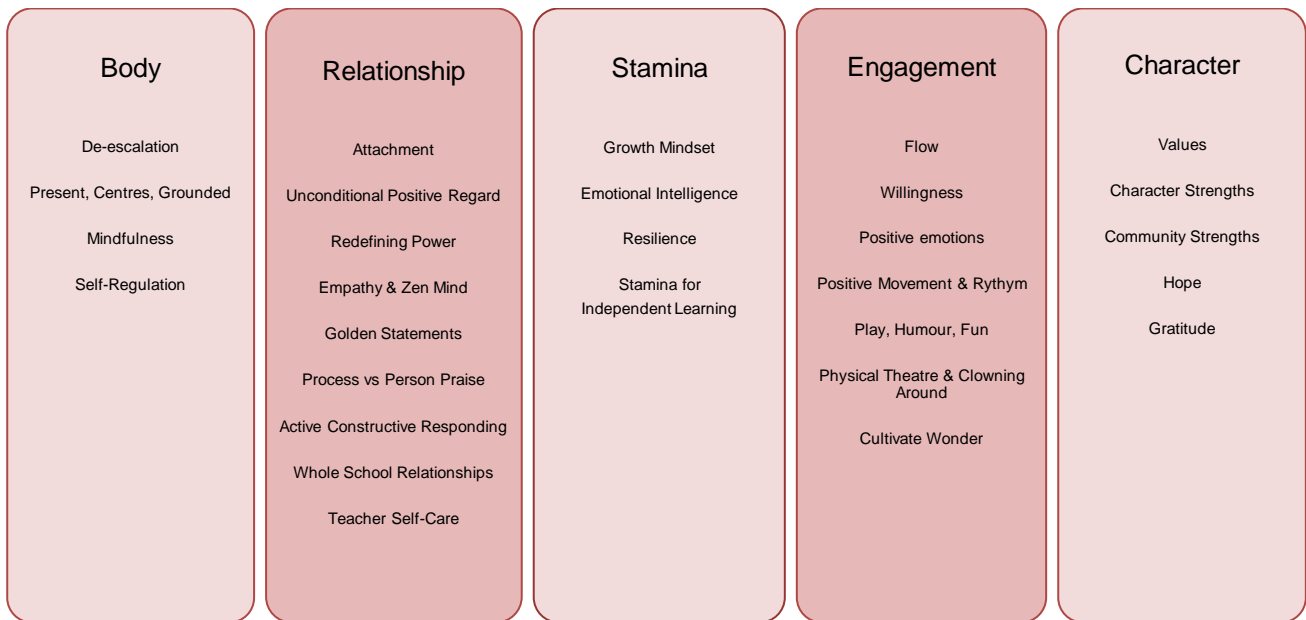
Lesson Plans

- Fully explained lesson plan sequences to teach specific skills and aims.
- Identify Learning Intentions and Success Criteria

5.3 Berry Street Curriculum

The Berry Street Curriculum is purposefully designed to support the sequential development of students' physical, psychological, social and emotional capacities. It is designed to be responsive to the needs of children and young people as they emerge.

The domains within the Berry Street Education (BSEM) are: Body, Stamina, Engagement, and Character, all anchored by Relationship. These five areas are pedagogical lenses; each domain reflects our durable understandings and evidence-based practice which inform daily classroom learning.



6. Related Documents

Our Student Standards and Expectations are a direct outcome of our Values as documented in Living Our Values and have been agreed upon and endorsed by all members of the Community. They are aligned with the principles and expected standards outlined in the following policies and documents.

- Living Our Values
- Pastoral Care Policy
- Code of Conduct
- Student Code of Conduct
- Positive Education Framework
- Berry Street Educational Model
(Books 1 – 5 Reference this curriculum as: Brunzell, T., Norish, J., Ralston, S., Abbott, L., Witter, M., M., Joyce, T., & Larkin, J. (2015). *Berry Street Education Model: Curriculum and Classroom Strategies, Domain 2: Relationship*. Melbourne, VIC: Berry Street Victoria.)
- Behavioural Management Response Structure Document
- Bullying and Harassment Policy
- Drug Policy
- Social Media Policy
- ICT Appropriate Student Use Policy
- Student Expectations and Standards Document
- College Uniform and Presentation Expectations Document

7. Review History

Year of Review	Reviewed By	Amendments
2019	Executive	Published
2020	Executive	June 2020
2021	Executive	December 2021