

Saint Ignatius College

Geelong

ACCEPTABLE BEHAVIOUR POLICY

The Acceptable Behaviour Policy of Catholic Regional College reflects the values and goals of the Vision and Mission Statements.

Specifically, this Policy is informed by the Gospel values of **JUSTICE, FORGIVENESS** and **RESPECT** and addresses these values in the following ways:

RIGHTS AND PRINCIPLES

- All members of the College community have the right to be treated with dignity, respect and justice.
- All teachers have the right to teach and all students have the right to learn without disruption.
- Students and teachers have the right to feel safe and comfortable.
- Courtesy and positive behaviour are to be expected and encouraged within the school community.
- The policy should be adhered to and administered consistently by all members of the school community.
- The policy aims to promote and nurture self-discipline.
- Members of the college community are accepted as growing, developing persons and are therefore, given the opportunity to redress mistakes, and experience compassion and forgiveness.
- Students are expected and encouraged to behave responsibly at school and in the wider community.
- The individual differences of students and their parents are given due consideration.
- The focus is to be on behaviour, not the person, thus maintaining dignity and self esteem.
- We expect and encourage respect for schoolwork, school property, property of others, and the environment.
- Corporal punishment is not permitted.
- A discipline process is established and evaluated on a regular basis.

RESPONSIBILITIES

More specifically, in respecting the rights of the school community the following responsibilities will apply for all students while at school, travelling to and from school, and on activities organised by the school:

- To treat all members of the school community with courtesy and respect.
- To be responsible for my personal belongings and respect the property of others.
- To respect the health and safety of myself and others by:
 - Not bringing or being in the possession of any dangerous objects and materials such as pocketknives, stanley knives, scalpels lighters, matches etc.
 - Not bringing or being in the possession of any drugs, including alcohol and cigarettes at school, to or from school or while attending a school function.
 - Not engaging in any physical contact.
 - Not using threatening behaviour or language.
 - Not bringing roller blades or skateboards to school.
- To provide a written note from a parent or guardian when absent from school.
- To be punctual for school and all classes.
- To bring correct materials to class.
- To remain in the school grounds unless written approval is given by a parent/guardian and the note is countersigned by the Homeroom teacher.
- To not enter areas declared out of bounds.
- To complete set class work/homework by the due date.
- To take the planner to each lesson and homeroom and have it signed regularly by a parent or guardian.
- To allow a teacher to teach free of interruption or intimidation.
- To allow other students to learn free of interruption or intimidation.
- To return all library resources by the due date.
- To wear the school uniform as required.
- To assist in maintaining the environment by not eating food in classrooms and not chewing gum or spitting at any time; by not bringing using liquid paper pens and bottles to school.
- To contribute to the maintenance of a clean classroom.
- To refrain from graffiti or other vandalism to school property.
- To not bring banned items to school – liquid paper bottles and pens, chewing gum, roller blades, skateboards, Discmans, ipods, walkmans, jewellery, electronic games and such like items.
- To follow directions given by teachers and other staff members.
- To be courteous and polite in all public settings, avoid obstructing shop entrances and pathways, and behave appropriately on public transport.
- Not to invite visitors to the school during breaks and class time.

- To not bring valuables to school. If a student needs to have a mobile phone during school hours they must hand it in to the office and collect it at the end of the day. Mobile phones may not be used during school hours.

EXPECTATIONS

School wide and Classroom Acceptable Behaviour Plans will be developed using the following seven headings* that reflect “restorative practices,” logical consequences, a balance between rewards and punishments and rights and responsibilities. Some examples of rules are included under each heading. (*Adapted from Bill Rogers, "You Know the Fair Rule," ACER 1990.)

1. COMMUNICATION

Obtain permission before speaking
Pay attention when the teacher or other students are speaking
Working noise to be at an appropriate level

2. TREATMENT (of each other)

Be respectful and courteous at all times
This rule is to ensure fair treatment of all and it addresses issues like sexism, racism, physical/mental handicaps etc. eg. no 'bagging' or put-downs.

3. HEALTH, SAFETY & SECURITY

Rules in this category cover use of equipment, protection of property, safe behaviour in certain classes (art, science, technology etc.). These rules may also address the wearing of unsafe clothing, jewellery or the possession of items that are unacceptable and/or inappropriate.
Have respect for property (i.e.. no graffiti)
Leave bags in the assigned place
No eating, drinking or chewing in class.

4. LEARNING

These rules cover the learning climate, punctuality to class, procedures to get teachers' assistance, routines for workstations, bringing of appropriate equipment to classes etc.
Always follow the teacher's directions
Bring required materials to class
Stay 'on-task' - avoid social chatter

5. MOVEMENT

Rules in this category will vary with the type of class, and subject. However, have clear rules about the degree of free movement allowed and if permission is required to leave seats. Also have clear rules about the manner of entering and leaving a class. eg. enter quietly, remain standing, greeting, prayer, commence. Pack up, clean up, straighten furniture, bid farewell, and leave in an orderly manner. Remember, the teacher has control over the classroom set up. Furniture should not be moved without the teacher's permission and if moved during class, to be returned to original position.

6. CONFLICT SETTling

Rules in this area cover fighting, arguing, disputes over property etc.
Settle disputes out of class time where possible
Negotiate, never use physical violence
Seek the teacher's assistance if necessary

7. UNIFORM

To wear the correct items of uniform properly as detailed in the Uniform Policy.
To keep the uniform clean and in good repair.

Building Expectations for Acceptable Behaviour, and Responding to Breaches of these Expectations....

THREE LEVELS OF UNACCEPTABLE BEHAVIOUR	EXAMPLES OF UNACCEPTABLE BEHAVIOUR	POSSIBLE RESPONSES
<p>Level One <i>(Minor infringements)</i> <i>Breaches of behaviour that are managed by classroom teachers, in communication with HRT's.</i></p>	<p>Any behaviour that is counter to the Acceptable Behaviour Policy.</p> <p>Behaviour that is dealt with by the classroom teacher with a warning or reprimand.</p> <p>Examples of such behaviour include: -initial failure to follow instructions -lateness to class -incorrect wearing of school uniform -initial disruption to class activities -use of inappropriate language</p>	<p>Warning Reprimand Movement of student within the class. Note in planner (informing HRT and parents) Communication via Year Level Monitoring letters.</p>
<p>Level Two <i>(Major infringements)</i> <i>Breaches of behaviour that require additional support of Head of School (HS), Assistant Head of School and/or Leadership Team members.</i></p>	<p>Instances of Level One behaviour that are continued, despite warnings.</p> <p>Behaviour in which a student does not display courtesy and respect to members of the college community.</p> <p>Refusal to follow reasonable instructions.</p> <p>Verbal abuse of staff or students.</p> <p>Behaviour that causes damage to property, including graffiti.</p> <p>Smoking</p> <p>Truancy</p>	<p>Instances of Level Two behaviour will require contact with the students' parents, either by phone or formal letter.</p> <p>For level two behaviour related to courtesy and respect, the student will be removed from classes. The student will have internal suspension until such time an interview can be established with the teacher, HS, student and parents.</p> <p>Consequences of the behaviour will be determined in the process of contact with the parents. These may include: Catch up classes for lost time Restoration duties Reimbursement for damage For smoking a \$10 donation to charity and detention. Monitoring book Behaviour management plan.</p>
<p>Level Three <i>(Critical Infringements)</i> <i>Breaches of behaviour that require formal response of Principal and Welfare and Discipline Group*.</i> <i>Response may require the approval of the college board.</i></p>	<p>Instances of Level Two behaviour that are continued, despite the application of Level Two restorative responses.</p> <p>Behaviour that constitutes a threat to the health and safety of a member of the college community.</p> <p>The possession of dangerous objects.</p> <p>Threatening behaviour.</p> <p>Allegations relating to sexual harassment or bullying.</p> <p>Possession of substances such as alcohol or drugs etc.</p>	<p>Immediate withdrawal from classes.</p> <p>External suspension until interview established with Discipline and Welfare group, student and parents.</p> <p>Consequences of the behaviour will be determined in the process of interview with the parents. These may include: Consequences as for Level Two Negotiated transfer to another school or educational institution. Withdrawal of college enrolment</p>

***NOTE:** Discipline and Welfare Group comprises Principal, Head of School, Equal Opportunity Representative and homeroom teachers. The group will be formed according to each individual situation, drawing on all records pertaining to behaviour and performance of the student(s) involved.