IONA COLLEGE

BEHAVIOUR MANAGEMENT POLICY

Iona College seeks to provide a dynamic Catholic learning community within the Oblate spirit, so that its members are faith-filled, resilient, courageous, well-balanced and prepared to make a difference.

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Philosophy

Iona College seeks to provide a dynamic Catholic learning community within the Oblate spirit, so that its members are faith-filled, resilient, courageous, well-balanced and prepared to make a difference.

At Iona College we foster the inner transformation of each member of the community. As a Catholic school founded, developed and administered in the Oblate tradition, evangelisation is at the heart of College life and gives that life meaning. Gospel values underpin relationships and motivate us in all that we do.

The College has a holistic approach to education, including faith development, personal growth, physical development, social and emotional growth, skill development, academic achievement and appreciation of the arts. This approach is achieved only with the cooperation and support of staff, parents and students.

Iona College seeks to develop a happy, caring, safe environment in which learning can take place. This is facilitated by an emphasis upon close and supportive relationships between staff and students in both formal and informal learning situations. We see a partnership between school and parents as the optimum situation in which the boys can develop.

"Iona College Charter 2011"

Students are encouraged to pursue excellence in all areas of endeavour supported by staff, parents and each individual's personal commitment to the college ethos.

Beliefs and Assumptions

Iona College understands that the dreams and talents of each student are unique, therefore courses and curricula, wherever possible, are designed to meet the needs of each boy. Individual monitoring and flexibility in curriculum design are important features of the College.

- We believe that an integral part of any formation process is the development of individual initiative, self-reliance and motivation. The school encourages students to be active participants in their own learning.

- We believe that young people are shaped and formed by the relationships and experiences in their lives and model what they see; that the teacher is a significant influence in the student's life; that boys respond to authoritative, not authoritarian, approaches and need to participate actively in their own goals.

- We believe that teaching and learning form a meeting point for growth and development for the student and teacher and that teaching is only effective when learning takes place.

- We believe that faith education and expression are the responsibility of each member of the college community and should permeate all curricula, service initiatives, cultural pursuits, sporting activities and relationships.

"Iona College Charter 2011"

Managing Student Behaviour

The main elements of a whole school program are:

Prevention

- creating a positive environment
- building relationships
- structuring the pastoral system
- having clear guidelines
- rewarding positive behaviours

Intervention

- Challenging students about behaviour that disrupts the rights of others, be they teachers, non-teachers, members of the general community or fellow students.
- Intervention is best done immediately and followed through by the teacher.

Consequences

- imposing related, reasonable and respectful consequences for inappropriate behaviour

Supporting, repairing and rebuilding

- repairing and rebuilding the student/teacher relationship
- Implementing Restorative Justice

The four elements of the model will assist students and teachers:

- to own their own behaviours
- respect others' rights
- to develop self esteem
- to enhance working relationships

Behaviour Management at Iona College

The following strategies are the preferred practices for behaviour management and student welfare at Iona College.

General Student Management

1. Build positive relationships between teachers and students
2. Acknowledge individual rights and responsibilities in student management
3. Employ a non-confrontational approach
4. Emphasise behaviour is a "choice"; emphasise behaviour ownership
5. Implement positive corrective styles
6. Promote, support and model positive behaviours
7. Utilise wide collegial support

Classroom Plan

1. Employ clear classroom expectations
2. Plan and organise academic work for students
3. Ensure all students are actively engaged in activities appropriate for their needs
4. Organise the classroom so that it is conducive for learning
5. Establish positive relationships with students
6. Undertake professional development on behaviour management
7. Maintain professional standards of teaching practice
8. Manage behaviours appropriately
9. Maintain communication between students, parents and peers

Whole School Plan

1. Use the college diary consistently
2. Attend supervision duties in a timely fashion and actively supervise
3. Provide leadership opportunities for students
4. Provide personal development programs and access to counselling
5. Follow college policies & procedures for unacceptable behaviour

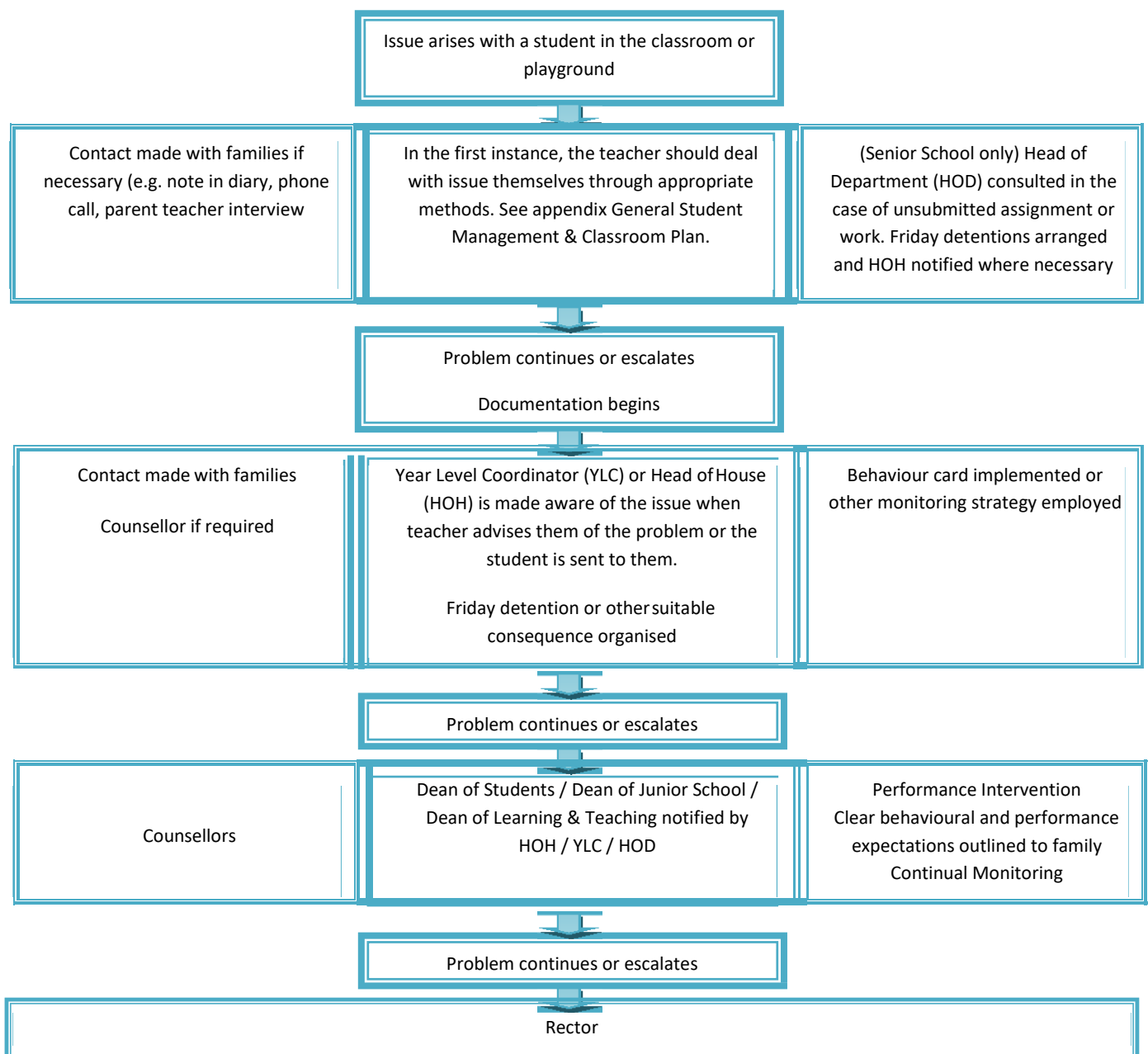*** Refer to Appendix for strategies that support this framework.**

Behaviour Management Pathway

The management of student behaviour and pastoral care at the College is the responsibility of all staff and students. Students are called to account for their behaviour in a fair and consistent manner with the intention that they develop their own self-discipline strategies as they mature and grow. At every level, our primary concern is the safety, growth and formation of our students.

Behaviour management and pastoral care are primarily the responsibility of the classroom teacher. Only after appropriate strategies have been employed should referrals occur. This establishes respect and helps the teacher maintain and develop positive relationships with students. **Teachers should NOT send students directly to the Dean of Students / Dean of Junior School without first consulting the relevant Head of House or Year Level Coordinator.**

When encountering student performance issues, the following process should be followed:

Issue arises with a student in the classroom or playground

| Contact made with families if necessary (e.g. note in diary, phone call, parent teacher interview | In the first instance, the teacher should deal with issue themselves through appropriate methods. See appendix General Student Management & Classroom Plan. | (Senior School only) Head of Department (HOD) consulted in the case of unsubmitted assignment or work. Friday detentions arranged and HOH notified where necessary |

Problem continues or escalates

Documentation begins

| Contact made with families

Counsellor if required | Year Level Coordinator (YLC) or Head of House (HOH) is made aware of the issue when teacher advises them of the problem or the student is sent to them.

Friday detention or other suitable consequence organised | Behaviour card implemented or other monitoring strategy employed |

Problem continues or escalates

| Counsellors | Dean of Students / Dean of Junior School / Dean of Learning & Teaching notified by HOH / YLC / HOD | Performance Intervention Clear behavioural and performance expectations outlined to family Continual Monitoring |

Problem continues or escalates

Rector

General College Issues

In the day to day running of the College, there are a number of student matters with which teachers, students and parents will need to be to be familiar. With this in mind, it is important for all staff to follow a consistent set of guidelines that cover a wide range of issues such as:

- Bullying
- Litter
- Lockers
- Social Networking
- iPod / Mobile Phones
- Diaries
- Damage to College Equipment
- Punctuality
- Behaviour on or off campus

For further information refer to the appendix.

Laptop Management

Iona College recognises that teaching and learning will continue to change as computers; telecommunications and other new technologies alter the way in which information is gained, manipulated, communicated and transferred. The College also recognises that electronic information skills are now essential for members of our society.

In responding to these changes, the College actively supports student access to a wide variety of information in conjunction with the development, by staff, of appropriate knowledge and skills to analyse, evaluate and use these resources.

For further information refer to the appendix. "Iona College Student Laptop Program – Policies and Procedures"

Personal presentation / Uniform

All students are expected to wear the full college uniform when attending the College and special events when representing the College. At school, any student not wearing full college uniform is expected to report to his Head of House or Year Level Coordinator. For further information refer to the *"College Uniform Policy"*

Performance Intervention

When the standard of behaviour of a boy or the quality of his work relative to his ability is regarded as sufficiently poor to warrant special attention, he is placed on Level One of Performance Intervention. By 'behaviour', the College refers to a boy's personal appearance, his demeanour in and out of the classroom, his attitude to co-curricular activities, his bearing and conduct when representing the College and his acceptance and compliance with all College rules, including those set down by his Head of House.

For further information refer to the appendix.

Appendix – General Student Management

Preferred Practice	Clarification and Strategy
Build positive relationships between teachers and students	• Spend time together e.g. playground duty, camps, co-curricular activities etc. • Orient new students and explain support structures (HOH, YLC, Tutor teachers, seniors or buddies). • Communicate openly – using student names, showing an interest in students and their families, showing genuine emotions, using greetings and farewells, acknowledging special events e.g. birthdays.
Acknowledge individual rights and responsibilities in student management	With reference to the following list of student rights: Iona College strives to put into practice the Gospel values of care, concern and empathy. In all activities, the valuing of the individual person is a guiding principle. • Every student has the <u>right</u> to benefit from the total educational programme offered by the College. • Every student has the <u>right</u> to be professionally taught. • Every student has a <u>personal responsibility</u> to be attentive in class, follow instructions, complete all assigned work (including homework), and meet all academic deadlines. • Every student has a <u>responsibility</u> to himself and his parents to take advantage of his educational opportunities. This includes active and proactive participation and involvement on his part. • Every student has a <u>right</u> to be heard: to express his views and concerns politely and in the correct forum. • Every member of the community has the <u>right</u> to be treated with respect and courtesy (regardless of sex, race, colour, beliefs, physique and ability) and also has the right to expect that the school will be well respected by the community. • Every student has a <u>responsibility</u> to respect the rights of others to be heard and educated and to be free from any intolerance or harassment. • Every person in the school community has the <u>right</u> to have public and private property respected and kept safe. • Every student has a <u>responsibility</u> to respect others; their person, their opinions, and their possessions. • Every student and teacher has the <u>right</u> to a healthy and safe school environment. • Student behaviour needs to be challenged to support these rights and responsibilities: Learning appropriate behaviours is part of the educational process. • All staff are to frequently promote students' rights and responsibilities. • Every student has the right to feel safe.
Employ a non-confrontational approach	• Use a least-to-most intrusive approach to student behaviour management. • Use reflection time/time out when appropriate (see counsellors). • No blame approach.
Emphasise behaviour is a "choice"; emphasise behaviour ownership	• Communicate to students the consequences of their actions, and explore the choices they can make to protect the rights of others. • Involve students in goal setting. • Involve students in decision-making processes (e.g. House Committees, class activities)
Implement positive corrective styles	• Use student first names rather than surnames / nicknames etc. • Use appropriate tone and volume of voice. • Emphasise the positives in student behaviour. • Use clear, non-judgemental communication. • Avoid over-emotional reactions. • Clearly state the desired behavioural change.
Promote, support and model positive behaviours	• Acknowledge positive student behaviour and achievements. • Use manners and show courtesy to others. • Support colleagues. • Keep teacher/teacher relationships positive and professional in front of students or in presence of students.
Utilise wide collegial support	• Network with outside professionals. • Utilise in-service opportunities on behaviour management internally and externally. • Provide up-to-date and clear information to colleagues. • Provide debriefs and forums for colleagues with respect to behaviour management. • Develop a professional planning and review process in accordance with the individual needs of all students. • Share information on student backgrounds. • Liaise closely with parents. • Utilise HOH, YLC, Tutor teachers, counsellors, Subject teachers and Learning Support staff where appropriate.

Appendix – Classroom Plan

Preferred Practice	Clarification and Strategy
Employ clear classroom expectations	• Establish clear rules and consequences appropriate to the age/class and in keeping with college expectations. • State rules in a positive, uncomplicated manner. • Explain/discuss reasons for the rule. • Make consequences clear. • Establish clear routines. • Make homework / assessment expectations clear and responses consistent and in line with college guidelines. • Give parents, HOH / YLC and House Tutors feedback on behaviour / work issues through the college diary. • Establish clear guidelines for students' daily work e.g. organization of written material.
Plan and organise academic work for students	• Prepare and utilizing a wide range of teaching resources. • Plan interesting lessons with significant content, addressing the requirements of your work program. • Develop work around students' interest where possible. • Stimulate discussions / show zeal. • Encourage co-operative learning among students. • Embed Habits of Mind
Ensure all students are actively engaged in activities appropriate for their needs	• Keep up to date with information on students in the class. Check with relevant HOH or YLC as well as Learning support and Sick bay documentation. • Plan for mixed abilities. • Liaise, where necessary, with Tutors, HOH/YLC, Faculty Head, other teachers and Learning Support. • Provide resources and employ strategies to cater for individual development.
Organise the classroom so that it is conducive for learning	• Plan seating and layout • Establish procedures for student movement around the room – into and out of the room. • Set up activities prior to the lesson. • Ensure the tidiness and cleanliness of the room at the start and end of each lesson. • Establish an aesthetically pleasing environment.
Establish positive relationships with students	• Acknowledge positive behaviours and reward appropriately. • Recognize achievements of students. • Follow up disruptions at an appropriate time and manner. Speak to student's individual where appropriate. • Re-establish a working relationship after the consequence has taken place. • Follow through consistently and appropriately. • Reinforce positives behaviours.
Undertake professional development on behaviour management	• Continue to develop / research classroom management plans to cater for student needs. • Keep up to date records of any professional development taken, including constant appraisal of goals. • Look for opportunities to develop professional standards. • Keep up to date with evolving techniques in education. • Provide Behaviour Management courses to staff. • Provide professional development days that focus on student emotional development, bullying, and duty of care responsibilities.
Maintain professional standards of teaching practice	• Arrive at class on time. • Establish and maintain good eye contact and non-threatening, assertive body language. • Use respectful but assertive tone of voice. • Minimise embarrassment and hostility. • Use humour appropriately. • Use positive language.
Manage Behaviours appropriately	• Allow students to recognise where "choices" have been made. • When correcting student behaviour differentiate the behaviour from the student. • Maintain congruence in words and actions. • Model desired behaviour. Refer to point 5 General Student Management. • Use time appropriately. • Move away spatially and psychologically after conflict (don't dwell on the issue). • Refer to the primary behaviour and separate from the secondary behaviour (the last

- word/accompanying behaviour). Follow this up later.
- Avoid overuse of the word "don't".
- Use partial agreement ("Yes, maybe. But in this class…").
- Use privately understood signals.
- Follow up incidents with after class chats. Separate amicably.
- Mirror positive behaviour exhibited by others where appropriate.
- Tune in to how the student is feeling.
- Avoid sarcasm, ridicule, embarrassment and put downs which lower self-esteem.
- Rehearse new patterns of behaviour.
- Avoid write-outs as punishment – get students to write about what they did. Why? What rights/rules of others may be affected? What choices they have? What they propose to do next time.
- Bin duties should be limited in use e.g. when the student has been caught littering and will be most effective when administered by the teacher who has issued the consequence.
- Use lunch time detentions for issues such as poor classroom behaviour, failure to complete homework or failure to follow teacher instructions.
- Use a consequence that relates to the behaviour, follow it through as the teacher and refer to HOH / YLC if behaviour doesn't change.

Maintain communication between Students, parents and peers	- Develop positive communication with parents and students and maintain up to date feedback of student progress - Provide parents with appropriate methods of communications e.g. diary notes, email, phone etc. - Develop professional standards with teaching peers relating to learning - Provide regular conferences, between necessary parties to cater for students with challenging behaviours. - Maintain professional boundaries with staff / students / parents and use appropriate College medium in order to do this. (College email, diary, Moodle, newsletters etc.)

Appendix – Whole School Plan

Preferred Practice	Clarification and Strategy
Use the college diary consistently	• Communication between parents/teachers • Summary of college expectations. • Tracking of Students and controlling student movement. • Record positive and negative behaviour. Be objective. • Ensure correct student use of diary for homework/ assignment dates. • Any absence from timetabled class must be recorded in diary. • Lateness to College or early departure must be recorded in diary. • Any diary found in an unacceptable condition will necessitate the purchase of a new diary from HOH. • Tutors to sight and sign diaries on a regular basis.
Attend supervision duties in a timely fashion and actively supervise	• All staff members are required to monitor student behaviour at all times. • Formal supervision duties must be attended to punctually and diligently. • Arrange appropriate work for a replacement teacher. • Over-boisterous behaviour is unacceptable. • Attend to litter. • Students are required to follow any reasonable instruction given by a teacher. • Move around entire duty area including areas near or in front of toilets, corners, lockers, classrooms and corridors. (refer to playground duty responsibilities) • Ensure all students are in appropriate areas.
Provide leadership opportunities for students	• Maintain regular student leadership through prefects and portfolios. Extend these to allow inclusion of other interested senior students. (You do not need a badge to be a leader) • House leaders / CSA / sport & cultural activity captains or other opportunities as they arise • Senior/Junior link tutoring program is student driven. • Leadership training in the basics of leadership for all students with the Iona focus on "servant leadership" orientation. e.g. P.D. programs across year levels and leadership camp. • Tutor group encouraging older students to mentor and be role models "big brothers" to younger students. • Interaction with younger students through co-curricular activities. • Senior students offered leadership opportunities at college dances, camps, buddy program, Mission Day and inter-College sporting events.
Provide personal development programs and access to counselling.	• Students made aware of and given ready and confidential access to College Counsellors and student protection officers. • Maintain a variety of personal development programs and activities with guest speakers, kits and courses.
Follow college policies & set procedures for unacceptable behaviour.	• Follow the attached flow chart with the intention of applying any behaviour related consequence, as part of an educative, restorative justice process for behaviour modification.

Appendix – GENERAL STUDENT MANAGEMENT

Bullying

Bullying in any form at the college is unacceptable and MUST be dealt with quickly by the initial teacher. All bullying must be recorded and reported to the appropriate HOH or YLC where further action can be taken depending on the situation.

Litter

It is the responsibility of each student to place litter in a bin.
Litter is to be picked up when instructed by a staff member.
If caught littering penalties include
- Litter pick up for specified time
- Detention

Lockers

Lockers are the responsibility of the person to whom they have been allocated. No other student is to access or interfere with another student's locker or lock. Lockers remain the property of the school and must be respected as such.

Social networking

Posting of statements, images personal information etc. about another person, meant to embarrass, denigrate or cause conflict amongst individuals and/or groups is considered completely unacceptable by the College and will be treated as a serious offence. In extreme cases police action may be incurred.

IPods / Media players and Mobile phones

- On arrival at school devices must be turned off and placed into the student's locker and not accessed until 3.05pm
  - (HOH, YLC permission at other times)
- No earphones on college property including bus turnaround and train station.
- No photos/video taken in school environment including the bus, train or the posting of Iona, uniformed, student on any site.
  Penalty - Confiscation 1 week and parents informed.
    Use in class / ringing in class, confiscation 1 week and a detention for disruption of learning environment.
    In really serious misuse – Dean of Students - Withdrawal

Diary

The College Diary is a mandatory part of every student's equipment. It needs to be on their person at all lessons and to and from home. Loss or damage (graffiti) to the diary in any form may result in a replacement fee.

Damage to college equipment

All students must respect college property (including text hire books, computers, lockers etc) and treat them in a manner so that damage does not result.

Punctuality

It is the student's responsibility to move between lessons in a direct and orderly manner. There should be no reason to return to lockers between lessons, unless directed by a teacher. Punctuality to lessons (including tutor group) is paramount.

Behaviour whenever representing the college

Normal college expectations apply at all college events (sporting, social, cultural, and academic, transport).

Appendix – Laptop Management

Laptops are considered as an Iona College network device and as such encompass the hardware and software contained in or connected to the device. Any services accessed through the use of a laptop (or connected hardware) are included in the scope of behaviour management.

Issue	Action	Consequence
Misuse of Laptop	• Playing games. • Listening to music through headphones during class. • Accessing an inappropriate website or material. • Using email in an inappropriate manner. • Using digital content that involves community members without their consent. • Establishing or accessing a network other than the Iona College network whilst at school. • Interfering with another student's laptop.	• Failure to follow teacher directions over in-class use of a laptop will result in a teacher issued consequence. • Use of games, inappropriate material or applications stored locally on a laptop in class will result in laptop being sent to IT Services, student account being charged a reimaging fee and student being issued with a detention. • Use of games, inappropriate material or applications from a storage device or network service that is not related to class will result in a detention. • Severe misuse of College network services including email, file services, Learning Management System and/or Internet access may result in blocking of access and referral to YLC/HOH or CLT • Establishing or accessing a network other than the Iona College network whilst at school (including ad hoc networks) will result in a detention and referral to IT Services
Laptop availability	Laptops *CAN* be used • In class where the teacher specifies and under direct teacher supervision. • Before and after school for work purposes in the Resource Centre or in a classroom under the direct supervision of a teacher. • During block exams for revision and assessment purposes and only under the direst supervision of a teacher. Laptops may *NOT* be used • On public transport or at sports training. • Generally around the College grounds or without direct supervision of a teacher. Unsupervised usage in the grounds is unacceptable. • Laptops must always be used on a desk and never on the lap of the operator.	If a student laptop is being used in an appropriate place it is the teacher's responsibility to request the machine be put away. If students fail to follow teacher instructions a suitable consequence will follow as would in any other similar situation.
Cyber Bullying	Just like physical or verbal bullying, all forms of cyber bullying are inappropriate and unacceptable.	Referral to YLC / HOH or CLT for consideration of: • Counselling • Detentions • Withdrawal from school
Sharing Data	Data that is work related, such as content from the Learning Management System or part of a group project is permitted to be shared. No personal and non-work related data is to be shared by any means. In particular, movies, songs, video clips, pictures and applications that are not work related have no place at school and as such are considered as inappropriate material. **Furthermore, sharing copyrighted material can constitute an illegal act and may result in formal legal action being taken by the College.**	• Using external storage devices (such as USB memory sticks or external hard drives), networking technologies (such as peer-to-peer sharing or ad hoc wireless) or any other means to transfer non-work related data to or from other users will result in any storage devices/network equipment being confiscated, a detention and referral to IT Services. • In cases where data is found to be copyrighted, referral to YLC/HOH or CLT will result.

NB: As students are using the College network, laptops are College property and have signed an agreement on the appropriate usage; all computers can be and are monitored as necessary.

Appendix - Uniform Policy

All students are expected to wear the full college uniform when attending the College (including travel to and from the College) and at special events when representing the College.

- Students are to wear the college uniform correctly and with pride.
- If a departure from the normal uniform is necessary, a written note from a parent is required to be given to the relevant Head of House or Year Level Co-ordinator.
- When wearing the college tie, the top shirt button is done up, with the tie knot at the collar.
- The shirt is tucked in and shorts/trousers worn at waist level.
- A belt is worn and is black leather with a plain buckle or the grey fabric belt purchased with shorts/trousers.
- Shoes are plain black lace up (including laces) and polished regularly. Normal leather upper school shoes are required.
- Hair is neat, clean and tidy at all times. Hair is to be above the collar at the back, no longer than half ear at the sides with sideburns also no longer than half ear, and fringe must remain clear of the eyes and face. It is a graded (even) cut no shorter than blade 2. Layered cuts, tinting/colouring/streaking etc, are not permitted. Gels are not to be used, as are radical shaping and styling of hair. A continued pattern of non-compliance will result in a boy being sent home until the student's hair meets the College expectations. The College will be the final arbiter on acceptability of haircuts.
- Students are clean shaven at all times (this includes exam block). If this standard is not maintained a student will be required to shave at school by his Head of House. A continued pattern of non-compliance will result in the student being given a detention or in extreme cases be withdrawn from the College.
- When in College uniform, earrings, rings, wristbands, necklaces, face and mouth jewellery including sleepers, plugs etc, are not worn.
- Tattoos must NOT be visible in college uniform or when attending college events.

Appendix – Performance Intervention

When the standard of behaviour of a boy or the quality of his work relative to his ability, is regarded as sufficiently poor to warrant special attention, he is placed on Level One of Performance Intervention. By 'behaviour', the College refers to a boy's personal appearance, his demeanour in and out of the classroom, his attitude to co-curricular activities, his bearing and conduct when representing the College and his acceptance and compliance with all College rules, including those set down by his Head of House.

The Dean of Students invokes the Performance Intervention process after consultation with Head of House and Iona teaching staff. It comes about due to repeated failure on the student to reach the standards seen by the College as being satisfactory and acceptable, despite advice and directions of staff.

A meeting with the Dean of Students, Head of House and the student with his parents will be necessary to discuss the circumstances and to sign the Performance Intervention Level 1 agreement. Typically, this will run for a period of 6 weeks. Should the student make the necessary effort throughout this period to correct issues to the satisfaction of the College a similar meeting will be arranged to complete the level 1 intervention.

However, should the student not satisfy the College's expectations during this time or revert to unacceptable behaviour patterns after completing level 1 previously, he will be moved to level 2 of Performance Intervention for a period of no longer than 3 weeks. If he fails to attain acceptable standards, the family will be required to attend an interview with the Rector to discuss the boy's future at the College.