



Behaviour Management Policy

DOCUMENT STATUS

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Draft

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DOCUMENT APPROVAL

Approved By (name/position of approver)	Date
School Council	

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2019 Staff Handbook

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1. POLICY STATEMENT AND PURPOSE

Georgiana Molloy Anglican School provides every student with the educational support the student needs to learn and maintain positive behaviour. GMAS explicitly forbids the use of any form of child abuse, corporal punishment or other degrading punishment. Please see Definitions below for a description of these terms, as defined in the Guide to Registration Standards for Non-Government Schools.

2. SCOPE

This document applies to teaching staff as pastoral mentors of students and provides direction about their responsibilities under the School Education Act 1999.

3. DEFINITIONS

Bullying

An ongoing misuse of power in relationships through repeated verbal, physical and/or social behaviour that causes physical and/or psychological harm. It can involve an individual or a group misusing their power over one or more persons

Child abuse

Four forms of child abuse are covered by WA 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).

GMAS/The School

Georgiana Molloy Anglican School

Harassment

Unwanted, unwelcome aggressive pressure or intimidation

4. BACKGROUND

Together Everyone Achieves More

Education needs to be an effective partnership between the family and the school. At GMAS we believe that all children have a right to learn in classrooms which are free of ongoing distractions caused by persistent disciplinary matters. The key words here are “ongoing” and “persistent”. We accept that children may make mistakes and behave on occasions in a way that is disruptive and disturbing, but ongoing or persistent breaches by the same child need to be ceased.

As an Anglican School we uphold the Christian values and ethics in the way we care for each other in the school environment and in our speech, behaviour and attitude.

School Rules

The GMAS Rules can be summarised in three simple statements:

Respect Yourself

Respect Others

Respect Georgiana Molloy Anglican School

Where members of our community hold to these principles the School remains a place in which all can grow and thrive, attaining to their potential as a whole person; emotionally, socially, physically and intellectually.

5. RESPONSIBILITY FOR IMPLEMENTATION AND COMPLIANCE

Behaviour Management

Resolution of behaviour management issues begins at the level of communication with the staff member, asking students in breach of school rules to alter their behaviour to reflect the expectations of the School community as defined by the School’s Classroom Behaviour Expectations (see [Appendices](#)) and Student Code of Conduct (see [Related Documentation](#)) which are displayed in classrooms throughout the school. Further breaches of these expectations are

recorded in the Pastoral and Academic Management System (SEQTA), detailing the issue and outlining consequences issued by the staff member. Entries by staff are regularly monitored and students who regularly receive them are interviewed by their Home Room Teacher/Head of Department and/or Head of Year/Head of Sub-School and any of the consequences outlined below may follow.

SEQTA entries are a warning that the student's actions are not acceptable and that they need to change their attitude and/or behaviour. If a student does not fulfil the GMAS behaviour expectations, a staff member may apply the following steps as appropriate:

- issue a warning or reprimand
- enter a note in SEQTA with an appropriate consequence
- discuss the concerns with the student (serious incidents to be documented on a Student Incident form)
- issue an informal recess/lunch detention or duty or other sanctions and note this in SEQTA.
- contact parents to discuss ongoing behaviour concerns and document details in the student file (SEQTA).
- issue a formal lunch detention

If a student continues to not fulfil the GMAS behaviour expectations they will be referred to a Head of Department/Head of Year or Home Room Teacher who will, in the case of repeated SEQTA entries i.e. 3 in one week:

- issue a formal lunch detention and contact parents
- issue a second formal lunch detention if required
- meet with the parents and the student and document notes on file including a behaviour contract
- place the student on a Daily Review Card to be monitored by the Home Room Teacher/Head of Year for a designated period of time with parent contact
- all details of above actions will be recorded on the student file in SEQTA.

If a student's behaviour is still a concern, the matter is to be referred to the Head of Year who may apply the following steps as appropriate:

- issue a formal after school detention
- meet with the student and parents, place the student on a behaviour contract and document notes on the student file (SEQTA)
- issue a formal Saturday detention for serious offences or continued repeated offences

- issue an internal or short external suspension

A matter referred to the Deputy Principal or Principal is considered serious either in nature or significance due to their repeated occurrence and is the final point of referral for disciplinary matters.

Any matters referred to the Deputy Principal/Principal may additionally lead to:

- exclusion from the school community either for a significant period or on a permanent basis. (Depending on the nature of the exclusion, an external agency may be recommended for referral before the student returns).

GMAS reserves the right to assess each breach of the behaviour expectations on its merits and to refer any incident to the most appropriate level. In the most serious cases, which involve violence or a criminal act, the Principal may deal with students involved in the first instance. Some incidents require a certain set of procedures be followed that may include mandatory Police notification (e.g. possession of inappropriate illegal materials, weapons or drugs). These cases will be assessed and dealt with directly by the Principal.

See attached appendices:

6. APPENDICES

[Classroom Behaviour Expectations](#)

[Behaviour Management Flow Chart](#)

[GMAS Merit Award System](#)

7. RELATED DOCUMENTATION

[Bullying Prevention Policy](#)

[Bullying Prevention Procedures](#)



Georgiana Molloy Anglican School

Classroom Behaviour Expectations

Respect Yourself

Always be on time.

Be prepared for class – pens/file/books/PE gear.

Use class time to learn and work.

Wear the uniform with pride.

Respect Others

Show courtesy in **ALL** forms of communication.

Allow others to learn without distraction.

Show listening courtesy when someone (especially the teacher) is speaking. Do not call out or interrupt.

Listen to instructions when they are given.

Keep your hands to yourself at all times.

Remain in your seat unless you have permission to move.

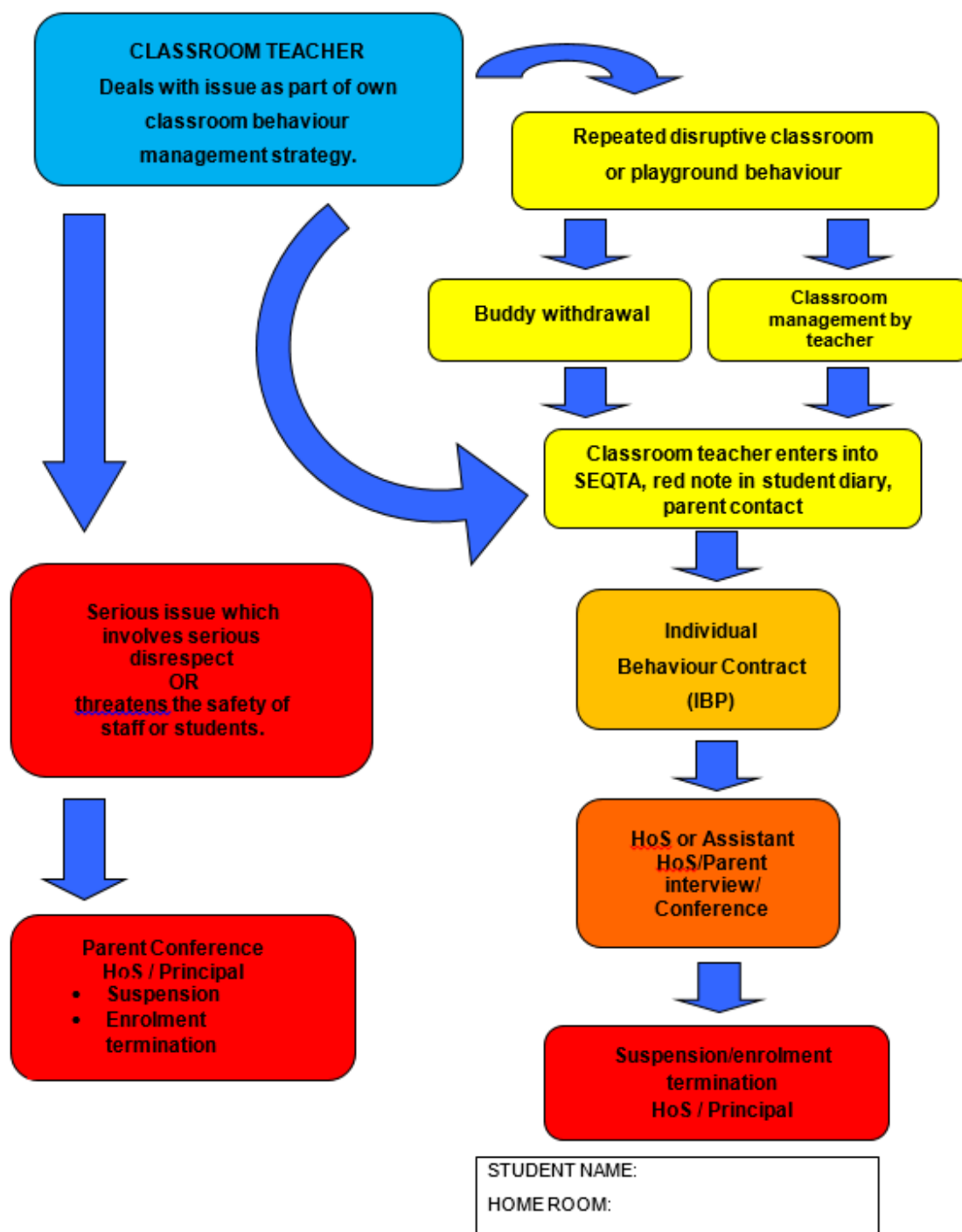
Respect for the School

Show respect for **ALL** school property.

Wear the school uniform with pride

PRIMARY SCHOOL BEHAVIOUR MANAGEMENT FLOWCHART

Students with behaviour management issues can be dealt with in the following ways:

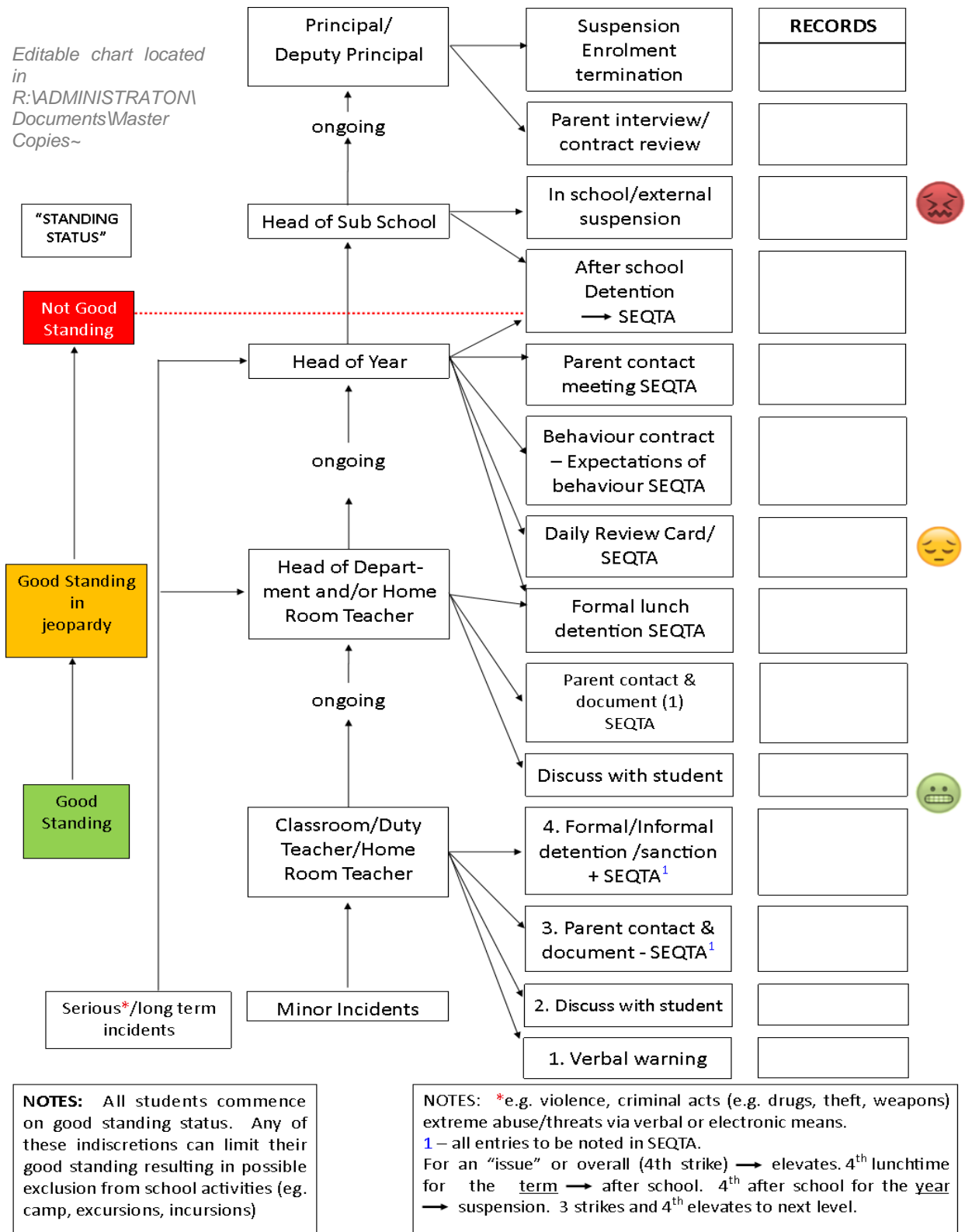


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Behaviour Management Flow Chart Years 7-12

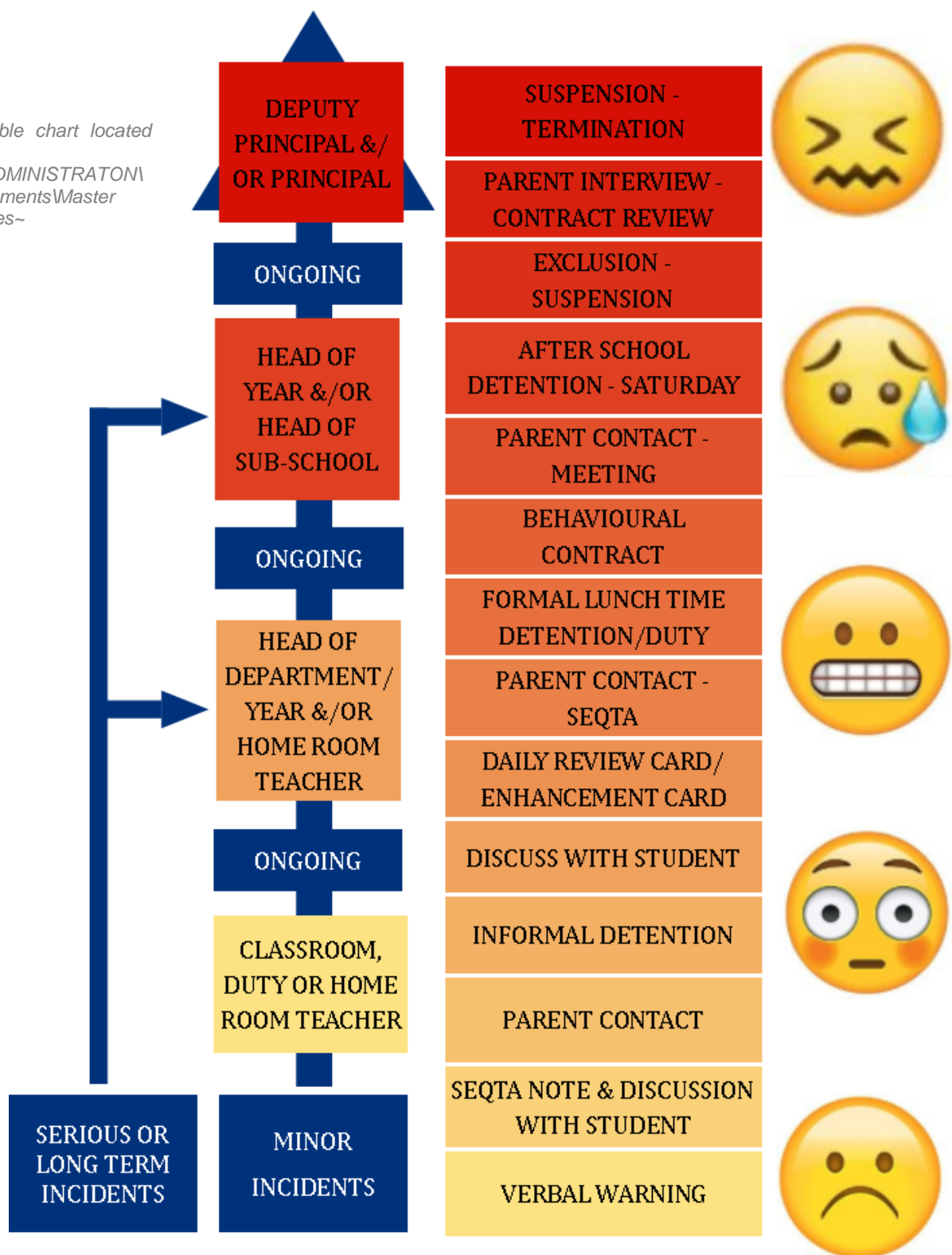
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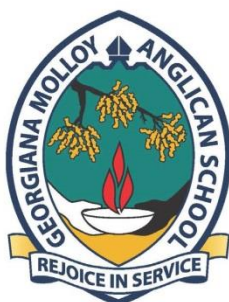




Behaviour Management Flow Chart Years 7-12

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Est. 2003

Merit Award System Years 7 to 12

GO FOR GOLD!



Prize
presented at
Presentation
Night

GOLD AWARD
100 POINTS



SILVER AWARD
75 POINTS



BRONZE AWARD
50 POINTS

110% AWARD
25 POINTS



MERIT AWARD
5 POINTS

GREEN NOTE
HOUSE POINT
1 POINT



HOW CAN I EARN MERIT POINTS?

ASSIGNMENTS, ATTITUDE, LEADERSHIP, IMPROVED BEHAVIOUR, HELPFUL, ATTENDANCE, COURTESY,
EFFORT, TEST RESULT, INITIATIVE, CLASS WORK, UNIFORM, HOME WORK, COOPERATION