Introduction

In line with the College's mission, vision and values, St Brigid's Behaviour Management Policy works to ensure that all students will be provided with a safe and secure learning environment in which they feel cared for. The aim is to empower students to take a positive and active role in the College community.

Purpose

Students must be responsible for ensuring that:

- theirs is a genuine pursuit of knowledge and a commitment to the achievement of personal excellence;
- they show openness to learning in all activities and aim to develop a sense of personal meaning;
- they show respect and concern for others and their rights;
- they actively participate in the life of the College and contribute to community service for the common good; and,
- they care, respect and take pride in the environment.

The College will endeavour to:

- provide learning opportunities in all aspects of College life.
- monitor, report and acknowledge student progress towards their personal potential;
- ensure that each student is afforded respect, dignity and care
- ensure that there will be no;

1. 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 [UN Committee on the Rights of the Child, General Comment No. 8 (2006)].

2. Emotional abuse

Emotional abuse occurs when an adult harms a child's development by repeatedly treating and speaking to a child in ways that damage the child's ability to feel and express their feelings.

3. Psychological abuse

Repeatedly treating and speaking to a child in ways that damage the child's perceptions, memory, self-esteem, moral development and intelligence. It is a form of emotional abuse.

Rules of procedural fairness

These rules require:

- (a) a hearing appropriate to the circumstances;
- (b) lack of bias;
- (c) evidence to support a decision; and
- (d) inquiry into matters in dispute.

Coverage

This policy is relevant to all Students and Teaching staff at St Brigid's College.

Student Learning and Behaviour Expectations Flowchart

Student to re-do work Possible use of reward system Verbal warning Crowner student understands classroom Teacher/Student negotiated Student Learning Lines Reacher/Student negotiated Classroom Withdrawal of privileges (personal/hunchtime Behaviour Agreement Behaviour Agreement Behaviour Agreement Stage 2 Major Behavious/Academic issues should be directed to CTL/TL examples below (Stage 3) Complete records in SEGTA Stage 2 Student Notification to Veer Team Leader / Curriculum Team Leader Teacher in consultation with YTL/CTL to implement further strategies Possible Actions P	Stage 1 General Behaviour Issues/ Teacher applies strategies to	Academic Achievement Concerns deal with the problem				
Stage 2 Student Notification to Year Team Leader / Curriculum Team Leader Teacher in consultation with YTL/CIL to implement further strategies Possible Strategies Piscussion with Teacher/YTL Student Interview Classroom visits Personal Detention (Teacher) Classroom visits Progressive Report Progressive Report Classroom visits Progressive Report Classroom visits Progressive Report Preport Report Progressive Report Progressive Report Progressive Re	Speak to Student Parent communication Student to re-do work Possible use of reward Special study session Verbal warning Ensure student understands classroom Teacher/Student negoti- rules Agreement Teacher/Student negotiated Classroom Withdrawal of privileg Behaviour Agreement detention/use of laptop These strategies may require con- Issues not resolve	(organiser/telephone/email) Send to a buddy teacher system Teacher/Student tutoring (hunchtime) ated Student Learning Community Service Move or isolate student within es (personal/hunchtime the classroom s) imual use over a couple of weeks. d - move to Stage 2				
Possible Strategies Placed on Personal Detention (Teacher) Black on Personal Detention (Teacher) Progressive Report Removal from class Student Interview Parental Contact Referral to College Psychologist Student progress report requested Other strategies may include those mentioned in Stage 1 Issues not resolved — move to Stage 3 Possible Actions Parent Interview — Behaviour and Academic issues should be directed to either YTL (Behaviour) or CTL (Academic Possible Actions) Parent Interview — Behaviour, Student Learning Agreement Contract Possible Actions Parent Interview — Behaviour, Student Learning Agreement Contract Possible Actions Parent Interview — Behaviour, Student Learning Agreement Contract Possible Actions Parent Interview — Parent, Student, PloS — (Wednesday) Other strategies may include those mentioned in Stages 1 & 2. Issues not resolved — move to Stage 4 Examples of Major Issues Academic Issu						
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Related Documents

SBC Good Standing Policy

Review History

Version	Date Released	Next Review	Author	Approved
1.0	2008	2010		1.0
2.0	2010	2012		2.0
3.0	2015	2016		3.0
4.0	2016	2017	J Miller	4.0
5.0	2019	2021	F Hepi	5.0
6.0	2021	2023	A Cream	6.0