



Procedure

STUDENT BEHAVIOUR MANAGEMENT PROCEDURE

RELEVANT POLICY

Wellbeing & OH&S Policy.

INTRODUCTION

St. Joseph's College promotes safety and belonging by respecting diversity and encouraging harmonious relationships. All members of the College community have the right to a safe and supportive environment, in which they can reach their full academic, emotional, physical and spiritual potential.

When students behave in a manner contrary to the College's ethos and expectations, their rights are not diminished. The College's Student Behaviour Management Procedures are to be applied in a manner that always respects the dignity of all involved. Mistakes, and at times, misbehaviour, are part of the adolescent development and our response should be seen as an opportunity for personal improvement. At all times, the Christian value of forgiveness should be upheld and promoted.

PURPOSE AND SCOPE

St. Joseph's College expects that all interactions between people are based on mutual respect and the application of these procedures will enhance this expectation. Disrespectful or inappropriate behaviours by students will be responded to utilising the procedures outlined below, and applied in a manner that addresses the behaviours, whilst not denigrating the person.

The purpose of these procedures is to provide agreed procedures for when staff are managing behavioural issues with students at all year levels. These pathways are to be adhered to, and not circumnavigated for expediency. The roles of staff at the various levels of responsibility need to be respected and fulfilled. Any concerns about the implementation of this procedure in specific incidents should be raised by following the 'Issue Resolution' Procedure.

Guiding Principles: Incidents where students are understood to have acted inappropriately will be investigated and responded to based on the following principles:

- **Impartiality.** The matter will be investigated in a fair and impartial manner. No judgements or assumptions will be made, and no action will be taken until the investigation is complete. If a complaint is made against a person, their rights will be protected and they will be given an opportunity to have their side of the story heard.
- **Confidentiality.** As far as is reasonable and safe, matters will remain confidential. The only people who will have access to information about the behaviour will be those responsible for bringing the matter to a reasonable outcome.
- **Timeliness.** Each matter will be finalised within as short a period as possible.

No Victimisation. The school will make every reasonable effort to ensure that a person involved in behaviour management processes is not victimised in any way.

DEFINITIONS

Internal Suspension

From time-to-time it is necessary to isolate or withdraw students from their peers for extended periods of time. Students can either be placed in a Time-Out space, or asked to accompany and be supervised by a particular teacher or teachers in their classes. Students are provided with school work to go on with, and are expected to adhere to a different timetable (eg. may have recess and lunch at a different time to their peers), and generally contact their teachers via email for support. Students on internal suspension do not move about the school freely. The maximum 'Internal Suspension' is for not longer than two weeks, and this consequence can only be implemented by the Pastoral Care Leader (usually, but not always, at the recommendation of a HOUSE LEADER).

External Suspension

Students who are asked to remain at home due to particularly inappropriate behaviour will be provided with ongoing school-work via the online learning management system. Students may be permitted infrequent access to the school to meet with the Social Worker or learning enhancement. Students on External suspension generally contact their teachers via email. The maximum External Suspension is for not longer than two weeks, and this consequence can only be implemented by the Principal.

Paired Teachers:

An arrangement between teachers that allows them to place students in the other's class for a negotiated amount of "Time Out". When selecting your Paired Teacher, having them in close proximity is an advantage, however, not always necessary. Pairing with a Teacher at a different year level has it's advantages when dealing with a very disruptive student.

Time Out: A specified space within the school, normally a "Paired Teacher's" Class that is supervised by a teacher for the withdrawal of students who have been disruptive in their normal learning environment. Students sent for a 'Time Out' complete a written account of why they have been sent for a Time Out, and then continue with their school work.

Withdrawal/Exclusion from the Yard:

There are times when a student is a danger and/or menace to the safety and quiet enjoyment of the recreational use of the yard. In such instances, it is appropriate for a HOUSE LEADER to withdraw a student from the yard at recess/lunch for an established period of time.

Detention: There are times when a student will be given detention as a disciplinary measure or "kept back" to complete work (in accordance with Part 5.6 *Education Regulations 1988*).

If the detention is during recess or lunchtime, no more than half the time allocated for any break may be used for additional work.

Where students are required to undertake additional work after school, the time should not exceed one hour. No student shall be occupied on such work for more than one hour in any one school day.

The Principal (usually through the House Leader) should ensure that parents or guardians are informed in advance when after-school additional work is to be required of students.

RIGHTS AND RESPONSIBILITIES

- Student:** Responsible for acting in a way that is respectful of others and the rules of our College.
- Parent:** Responsible for helping son/daughter to understand and enact positive behaviours; supporting the College in the implementation of this procedure.
- Teacher:** Responsible for maintaining an engaging, positive learning space, effective working relationships with students and a safe environment.
- LM Teacher:** Responsible for day-to-day pastoral care and organisational management of the student; first point of call for parents and for teachers of the student; responds to low-level behavioural concerns.
- House Leader:** Responsible for overseeing the management of more serious behavioural issues; assisting in the repair of damaged relationships (student-student; student-teacher); assisting students to proceed with their learning in the least disruptive manner possible.
- Pastoral Leader (Leadership Team):**
Responsible for the pastoral care of all students, especially when there are serious concerns about student behaviour.
- Learning Enhancement Leader:**
Responsible for the dissemination of information in relation to students with special needs. Must be consulted and informed of all issues surrounding students identified with special needs. Often is the point of call for parents and staff when there are issues with special needs students.
- Koori Education Worker:**
Responsible for the day-to-day support for the education of Koori students. Must be a point of reference when dealing with issues around Koori students. Contact with Koori parents must be passed by the Koori Education Worker.
- Social Worker:** Responsible for high level intervention and support where other avenues have been exhausted.
- Family Worker:**
To be called upon by the Social Worker and/or Pastoral Leader where there is a need to support families where student issues are impacting on home life.

IMPLEMENTATION STEPS

Classroom

- **Disrupting the learning of others**

Low-level disruption of the learning of others (eg. talking, calling out, moving around the room, etc.) is unacceptable. Having used the low-level informal classroom behavioural modification techniques, (eg: visual contact, moving near the student, a quiet word, etc.), without success, staff will implement the following:

Students will be afforded a four-step process, intended to modify and correct their behaviour and allow them and others to continue their learning.

- In the first formal instance, the teacher will remind the student of acceptable classroom behaviours.
 - In the second instance, the teacher will move the student to another space within the learning area, to allow them engage with their work.
 - In the third instance, the teacher will warn the student that ongoing disruption of the learning environment will result in their exclusion from the class.
 - In the fourth instance, the student will either (1) be referred to Time Out in a pairing teacher's class. An alternative, the student can be kept in at recess or lunchtime. This decision is at the discretion of the teacher.
 - When a student is referred out of a class or given a detention, the teacher will record this instance on SIMON, and arrange for the student to renegotiate to come back into class, on the understanding that their behaviour will need to be appropriate for their learning and that of their peers. When a student is repeatedly disrupting the class, but does not proceed to referral to Time Out, teachers are expected to communicate their concerns to the Learning Mentor, and together determine how the student's parents/guardians will be contacted to seek their assistance in improving the learning behaviours of the student.
 - When a student is referred out of class, this is a serious matter. Teachers could work with the HOUSE LEADER to determine the appropriate course of action with regard to parental input into how ongoing behavioural concerns will be managed. The teacher must contact the student's parents/guardians and record the same in the Follow Up Notes on the initial SIMON entry.
 - If a student is referred out of a class three times in a term, the student will be placed on internal suspension for one day. The House Leader will monitor this. This will require a parent meeting with the teacher(s), the HOUSE LEADER and the student. Outcomes and actions from these meetings must be recorded in the Follow Up Notes on the initial SIMON entry.
 - A further referral will escalate the management of the student's behaviour to the Pastoral Care Leader. At this time, the Pastoral Care Leader will meet with the parents, the student and the HOUSE LEADER and determine an appropriate behavioural contract for the student's ongoing learning.
- **Off-task behaviour or failure to complete work in class**
 - Off task behaviour that does not disrupt the learning environment is not a behavioural concern, but a learning engagement issue. Firstly, it is the teacher's responsibility to attempt to reengage the student, which should be attempted with the assumption that the student does not understand the work, or have the confidence to complete it (which may subsequently require modification).
 - Should the student still not engage in their work, teachers could employ some of the initial steps mentioned above, but should not escalate to referral. As soon as practicable, teachers should, with the help of the Learning Mentor, seek to understand the needs of the student, and determine whether this behaviour is only occurring in one subject, or more broadly. If it is only the one subject, the teacher should arrange

a meeting with the student and their parents (and if necessary, with the support of the Learning Mentor, Curriculum Leader, or the Learning Enhancement Leader). The classroom teacher is expected to enter the information on SIMON, with follow up notes added when the issue is resolved.

- o If one reason for ongoing sustained disengagement, is the presence of various multimedia on a student's computer (eg. games, movies), then an appropriate step would be to request that the HOUSE LEADER arrange for the computer to be 'wiped'. The HOUSE LEADER should inform parents that this step is being taken. Between the Learning Mentor, HOUSE LEADER and parents, other sanctions might also be employed (eg. blocking from particular websites)

'Hands-Off': Physical Violence

St Joseph's College is a 'Hands-off' school. By this, the school means that students are not to touch each other, unless it is absolutely necessary to undertake learning activities or to ensure the safety of another. When students act in a deliberately violent or unsafe physical manner, they effectively forfeit their right to move freely around the school (since they have endangered the safety of others).

- o For Low-level breaches (eg horseplay) it might be necessary to remind students that we are a hands-off school, by having them undertake duties such as rubbish pick-up, or for them to be excluded from the yard for a period of time. Generally, the teacher who witnessed the behaviour would be the one to apply a consequence (although they might consult with the student's Learning Mentor).
- o Where physical violence is threatened (but does not occur), this should be referred directly to the student's HOUSE LEADER, who will undertake a full investigation, and where necessary, in consultation with the Pastoral Care Leader, apply a sanction, which may include recommending internal suspension.
- o Where deliberate physical violence is employed, this should be referred directly to the student's HOUSE LEADER, who will undertake a full investigation, and where necessary, in consultation with the Pastoral Care Leader, apply a sanction, which may include recommending internal suspension. Recommendations for external suspension or consideration of withdrawal of enrolment must be directed to the Principal.

Yard

Students are always expected to comply with the rules of the school and with teacher's directions. Failure to meet this expectation will be referred directly to the student's Learning Mentor, who will make a judgement (possibly in discussion with the HOUSE LEADER) about appropriate consequences. The teacher who experiences the behaviour of concern is expected to record the incident on SIMON with follow up notes added when the issue is resolved.

Aggressive, violent language (including swearing)

Words can be used as viciously as physical violence, and swearing is the language of violence. Violence has no place in the St Joseph's Community. However it may have been intended (eg jovially), it is still inappropriate for a place of learning and will not be condoned.

- o **Low-level or unintentional violent language.**

If a student swears in a thoughtless manner (eg. as part of a story, as an exclamation of frustration or without intention to offend), in the first instance, they should be reminded that that language is offensive and unnecessary. If the student continues to use the offensive language without regard for the warning, this matter should be recorded on SIMON as a low-level infringement, and referred to the student's Learning Mentor for follow-up. An appropriate recompense would be gathering a bucket of rubbish. The student's parent /guardian should also be informed of this inappropriate behaviour.

- o **Swearing directed at a staff member, a student or another member of the community**

Where aggressive and violent language is directed explicitly at another person, this should be treated as a serious matter, and it should be referred directly to the student's HOUSE LEADER, who will investigate the incidence and determine an appropriate response. This may include:

- o An apology
- o After school detention
- o An internal suspension
- o Referral to the Pastoral Care Leader

Serious Incident

There are, unfortunately, times when adolescents can behave in an extreme manner, causing danger and/or disruption that is outside the bounds of the abovementioned procedures. (Eg: serious damage to school property, aggression, harassment, illegal use of alcohol, possession of a weapon, possession or distribution of drugs) In such cases, it is the first responsibility of the teacher to ensure the safety of the students and those in the near vicinity.

- o Where possible, the student/s involved should be withdrawn from public spaces (including classrooms).
- o The matter must be referred to a Leadership Team member as soon as possible, who will then determine the necessary steps forward.
- o The dignity of all should be protected.
- o Every effort must be made to ensure that calm is maintained.
- o Written accounts of what has occurred should be attended to as soon as practicable. This should be completed by all witnesses.
- o Parents should be informed about what has occurred as soon as practicable. This should be undertaken by a teacher, not by the student (usually a Leadership Team member). Some management of the student's mobile phone might be necessary.
- o Where necessary, a member of the Leadership Team will organise for the Victoria Police to be informed. They may instruct that the school makes no further investigation that may hinder their work.
- o Matters deemed sufficiently dangerous or inappropriate could result in:
 - o Internal suspension (up to two weeks) and/or
 - o External suspension (up to two weeks) and/or
 - o Negotiated transfer to another school
 - o Cancellation of enrolment.
- o There will be instances where students will be placed on external suspension from school while a matter is investigated further. Where this is deemed necessary, it will be timely, and the student's parents/guardians will be contacted regularly.

Excursions/Camps

The behavioural and learning expectations of students on camps or excursions are exactly the same as what is expected whilst at school. Some venues have additional rules that must also be adhered to. If students disrupt the learning of others or do not act in a safe or respectful manner, teachers will use their discretion in using any of the procedures detailed above. Where the behaviour is sufficiently serious, the teacher with the duty of leadership on the camp/excursion (usually the person with the highest POL), will make a judgement about how to proceed. Often, this will occur following a phone conversation with an appropriate person at school (eg. the Pastoral Care Leader). Sanctions may include:

- o Being asked to 'shadow' the senior teacher or their nominee.
- o Exclusion from activities (supervised)
- o Being returned to school.

The need to return a student to school is considered a serious behavioural breach and the student's parents will be notified of the course of action to be taken. All costs associated with this action will be born by the student's family.

The teacher who experiences the behaviour of concern is expected to record the incident on SIMON (it may be necessary to write or save an account until such time as it is practicable to upload the information to SIMON) with follow up notes added when the issue is resolved.

Absent from class without permission

Students are expected to be in class, unless they have been given permission by their teacher, HOUSE LEADER, Social Worker, Leadership Team Member, Koori Education Worker or the Learning Enhancement Leader.

When a teacher realises that a student is absent without permission, they should email the front office and the student's HOUSE LEADER, to check if there may be a legitimate reason.

If a student cannot be found, the HOUSE LEADER will contact the parent/guardian to inform them.

When it is established that a student was absent without permission, the classroom teacher should:

- o Consult the House Leader
- o Notify parents and set a time for a catch up detention
- o Record the incident on SIMON, including a follow up note after the detention has been completed

If a student is regularly avoiding classes the House Leader will discern an appropriate course of action, and where necessary, refer the matter to the Pastoral Care Leader.

Leaving the school grounds without permission

Students are expected to be within the school grounds, unless there is parental permission via a note, telephone call or email that has been endorsed by the House Leader. Parents are to be notified if extraordinary permission to leave the grounds has been given by the student's House Leader, the College Social Worker, a member of the Leadership Team or the Learning Enhancement Leader.

When it is established that a student has left the college grounds without permission, the LA / HR Teacher should, in consultation with the House Leader:

- o Notify parents immediately of the student's absence
- o Set a time for a lunchtime or an after school detention, notify parents
- o Alternatively the student can be restricted to a designated area of the college grounds
- o Record the incident on SIMON, including a follow up note after the detention has been completed

When a student has left the grounds without permission repeatedly the LA / HR Teacher and House Leader shall convene a parent meeting to establish strict measures and procedures to ensure the safety and supervision of the student. The College Social Worker and/or Pastoral Leader may also be include where deemed necessary. These measures may include:

- o Restricting the student's access to areas of the college grounds
- o Recess & Lunchtime sign in sheets
- o Parental supervision during recesses and lunchtimes
- o Counselling
- o Following consultation with the Pastoral Leader, in school suspension

Students with Special Needs

Students with special needs are those who have been identified as requiring an Individual Learning Plan (ILP). This ILP is a legal contract, to which the school is accountable. Where, in an ILP, procedures other than those outlined in this document are outlined or implied, they shall take

precedence. Teachers must familiarise themselves with the ILPs of the students whom they teach, and any uncertainty should be directed to the Learning Enhancement Leader.

Searches of Private Property

Staff should not search private student property (eg school bag) unless under instruction by the Principal. The student's permission must be sought, and where there is genuine concern that a search is important (but denied), the Police should be called. Lockers, which are the property of the school can be searched without student's permission. Students can be required to hand over their bags (on the understanding that it will not be searched by anyone but the Police without permission).

School staff should never attempt to search the person of a student, but should call the Police when a concern exists.

Police Investigations

Requests to interview a student are to be made under warrant and will be considered by the Principal. It is every citizen's right to refuse to answer questions. Where the parent/guardian can not be present, or be contacted to give their permission, the Principal may accept responsibility for this. In this instance, the Principal will take notes and may advise the student not to answer any more questions without a lawyer present.

Challenge of the implementation of this procedure

Students, staff or parents wishing to challenge the school's decision on any matters for which this procedure is applied are to be directed to the 'Issue Resolution Procedure'

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