

St Saviour's College



**Student Positive Behaviour Management
Support**

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PART A

Introduction

St Saviour's College is a Catholic day and residential College offering young women a comprehensive curriculum and co-curricula program with a commitment to developing and fostering respect and responsibility in relationships. Situated in Toowoomba in the St Patrick's Cathedral precinct, its mix of cultures in the College community is a source of pride and lends a rich diversity to classroom interactions and shared experiences. Enrolments are drawn from as many as 24 different Primary Schools Catholic and State and 18 different parishes.

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College Vision and Mission

Vision

To inspire young women to live out the Mercy values of our founder, Catherine McAuley and become empowered women in a changing world.

Mission

Faith and Spirituality

We nurture our faith and spirituality through our Catholic tradition, Mercy heritage and cultural inclusivity

Welfare and Relationships

We support the spiritual, emotional and social wellbeing of all within our College community.

Learning and Teaching

We commit to excellence in education through the provision of a diverse and challenging curriculum, which empowers our young women to become autonomous, life long learners and valued contributors to society

Resources and Development

We commit to resourcing the College through collaborative planning tempered by social justice principles that reflect our commitment to stewardship and a sustainable future.

Values

Compassion

Justice

Hospitality

Excellence

We seek:

to empathise with and to respond to all with hearts and hands of Mercy

to actively promote opportunities and equity for all through an awareness of Rights and Responsibility

to create a welcoming community enabling all to experience a sense of belonging

to strive to do our personal best in all we do

Rationale

This Student Behaviour Management Support Policy focuses on enhancing a positive school ethos and promoting effective learning by establishing:

- Clearly stated expectations of that constitutes acceptable behaviour
- Effective behaviour management strategies
- Processes which recognise, teach, reward and celebrate positive behaviour
- Processes, rules and actions to respond to unacceptable behaviour.

Code of Expected Conduct:

“Be respectful. Be responsible.”

All of our practices are in accordance with the Diocese of Toowoomba CEO Code of Conduct. Toowoomba Catholic Education unequivocally commits to fostering the dignity, self-esteem and integrity of every person. (p.2)

As members of the St Saviour’s College, we endeavour to build a positive faith and learning community through our:

- Respect for our faith and learning values
- Respect for ourselves and others
- Responsibility for our relationships and learning
- Responsibility for caring for our College environment

College community support structure

Homeclass Teacher

Be informed as required
Record uniform infringements (green slips)
Help monitor Behaviour Cards

Classroom Teachers

Informal strategies
Student planner entries
Teacher diary entries
Report to Student Services uniform infringements from PGD
Contact parents/residential
Complete a Communication Note

Learning Support Teacher

Liaison with classroom teacher to support nominated strategies

Middle Leadership Team

Receive Communication Note
Contact parents/Head of Boarding to discuss concern
Initiate Behaviour Cards
Initiate letter for After School Detention
Authorise After School Detentions
Recommend suspension to the Principal where considered appropriate

Principal

Support efforts of all staff
Liaise with Middle and Senior Management team re student issues
Be kept informed of students on After School Detention
Final confirmation of internal/external suspensions
Contact parents/residential for external suspensions

Student Services Staff

Enter data for all detentions: Lunch-time and After School
Detention in appropriate register
Entering Lunch-time detentions on Morning Notices, keep folder up to date
Generate letters re detention as required

College Counsellor

Liaise with teachers, ML SW and APM and Principal

Parents/Carers

Communicate any chance of circumstance of issues relating to student well being with the HCT and/ or ML SW

College Chaplains

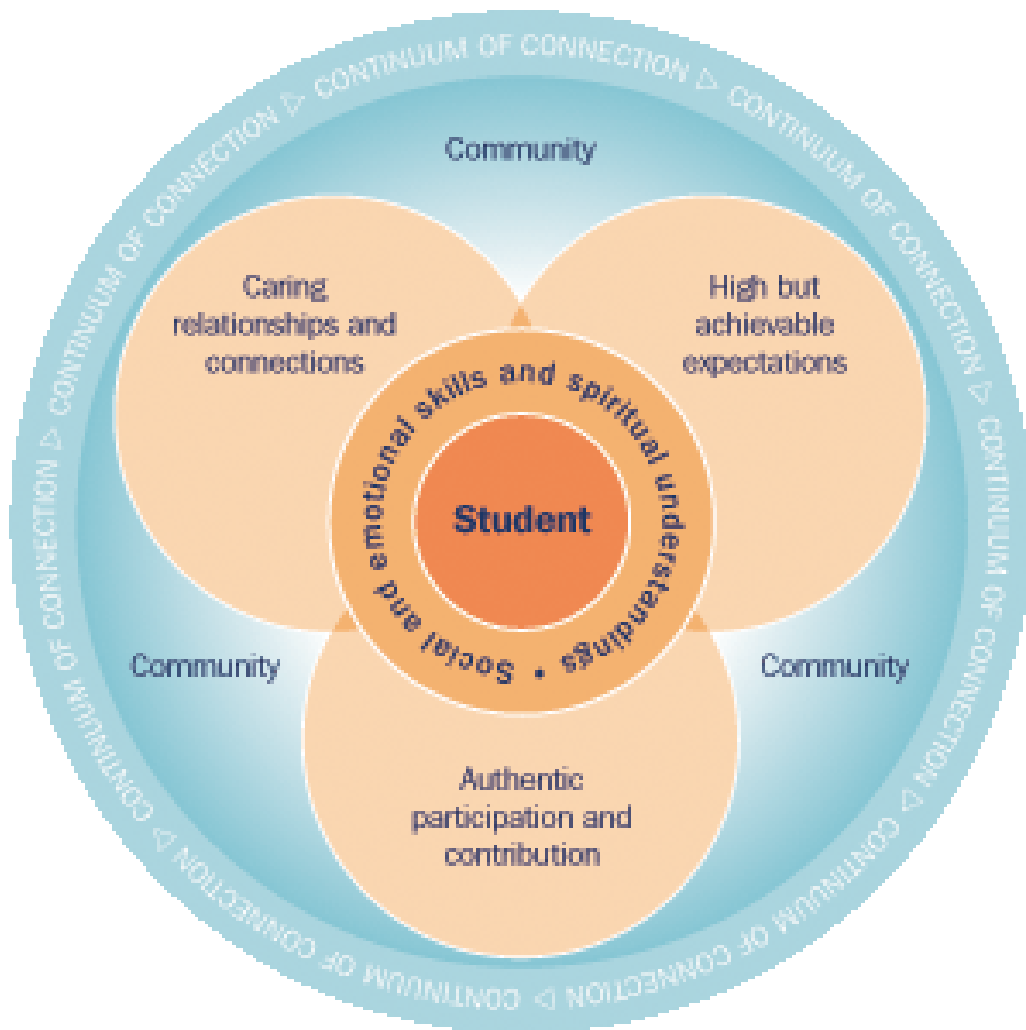
Support staff in their support of students

Table 1

The College community is made of individuals and groups of people holding a variety of roles. Table 1 illustrates the various levels of interactions that members of the community have with each other. It is essential that all role holders operate within a Catholic Christian and Mercy ethos as interactions between students, between students and staff, and between staff have a directly influence the creation of 'right relationships'. These create an atmosphere of care and respect that pervades the culture of the school.

College community support structure

MIND MATTERS Whole Student Approach



(p.11 *Mind Matters – 2012 Whole School Matters*)

PART B

Student Support Plan

Students are expected to behave in a respectful, responsible manner. When student behaviour is of a concern, appropriate consequences are put in place.

It is important that consequences associated with either behaviour or academic concerns be issued with fairness and consistency and to help students become personally responsible for their own behaviour.

The College believes that

- all staff and students are treated with respect and dignity
- that no student has the right to interfere with a teacher's right to teach or disrupt the other students right to learn.

Responsibilities

Students are responsible for

Meeting College expectations that are modelled on but not limited to the following general expectations:

- Respect for authority
- Respect of self and others and their property
- Respect for learning
- Displaying appropriate social skills
- Preparedness
- Promptness

Teachers are responsible for

- Monitoring student adherence to expectations
- Addressing issues of concern in a consistent manner
- Referring ongoing issues of concern to appropriate ML SW or APM

Parents /Carers are responsible for

- Ensuring regular and constructive communication with Homeclass teachers or relevant staff regarding their daughter's learning and wellbeing
- Actively supporting their daughter's engagement in the school environment
- Supporting the College in maintaining a safe and respectful learning environment for all students

The Middle Leader – Student Wellbeing and APM are responsible for

- Monitoring student behaviour
- Following up of students who fail to complete lunchtime detentions or other sanctions designed to address failure to meet expectations
- Considering local circumstances when determining what a reasonable time and place for detention entails
-

The College Leadership Team is responsible for

- Developing and reviewing student detention / sanctions to ensure alignment with the College Pastoral Welfare policies
- Supporting staff in implementing expectations and associated procedures
- Ensuring students are encouraged in a positive manner to meet expectations
- Communicating the expectations and procedures to parents/carer/ staff and students

Consequences – Supporting Positive Behaviour

(1) Process for Supporting Positive Student Behaviour

In order to support the development of a safe, happy and orderly culture based on our Mercy values at the College, students will be recognised, affirmed and rewarded for respectful and responsible behaviour. This support is designed to allow all students the opportunity to consistently have their work efforts, positive attitudes and behaviour specially recognised as being an integral part of College life.

Level One: Informal/Verbal

Praise given on a one-to-one basis

Praise given in class

Action Initiated By: Any Staff member

Level Two: Formal - Parental notification

Note in the student planner

Letter home

Report comment

Parent/Teacher interview comment

Action Initiated By: Homeclass Teachers/Class Teachers

Level Three: Formal

House Points system

Certificates

Formal Awards/Rewards

Action Initiated By: Teachers and Leadership

Level Four: Student Leadership

College Captain and Vice Captain

Residential Captain and Vice Captain

House Captain and Vice Captains

Circle Leaders

SRC President

YEP and Peer Support Leaders

SRC Membership (Homeclass Captains)

Action Initiated By: Teachers and Leadership

Level Five: College Awards

Action Initiated By: Individual teachers, Middle Leadership and Senior Leadership team

Adapted from St Columba College Student Behaviour Management Policy p.5

(2) Process for Dealing with Inappropriate Student Behaviour

Students who fail to be respectful to others or responsible towards the learning and teaching process will be subject to consequences intended to modify their future actions and attitude.

Level One: Informal Response – Very Minor (i.e. verbal warning for low-grade inappropriate behaviour)

No documentation

Verbal warning only issued in an appropriate manner

Action Initiated by: Homeclass Teachers/Classroom Teachers/Yard Duty teachers, Support Staff supporting teacher-nominated strategies

Level Two: Formal Response - Minor (i.e. poor language; uniform infringement; repeated low grade issues etc)

Parental Contact via diary, note, phone or personal contact

Informal time penalty enacted by the teacher or lunch-time detention

Action Initiated by: Homeclass Teachers/Classroom Teachers/yard duty teachers e.g. five minutes with the teacher on duty/paper pick up, Lunch-time detention Register

Level Three: Formal Response - Serious (i.e. bad language directed at others; continued uniform infringements; poor classroom behaviour, non-observance of policies (IT, Assessment))

Parent Contact

Detention - after school detention

Student meeting the Year Level Coordinator/Teaching & Learning Coordinator

Withdrawal of privileges as appropriate

Where a student is placed on detention for ongoing low level poor behaviour previous responses to this behaviour must be documented.

Action Initiated By: ML SW/ /Classroom Teachers

Level Four: Suspension - Internal (i.e. continued poor behaviour; swearing directed at a teacher or student; harassment/bullying; other serious issues)

Formal Documentation from the YLC/HOD

Parental contact made via the phone

Student withdrawn from all classroom activities for a stated period (usually one day).

Recess and Lunch breaks at alternative times to other students.

Action Initiated By: APM supported by Principal

Level Five: Suspension – External

Formal Documentation from the APM and Principal

Student accompanied by a parent, re-entry interview with the Principal and APM.

A college counsellor may be involved in this interview.
Enrolment Review if deemed appropriate by the Principal. (e.g. substance abuse, violence, serious harassment).

Action Initiated By: Principal in communication with APM

Adapted from St Columba College Student Behaviour Management Policy p.6

Individual subject/ activity detention (Level 2 Inappropriate behaviour)

Each teacher has his/her own expectations that may incorporate specific requirements for specific subjects/activity. It is the responsibility to clearly articulate these expectations to the class and to reinforce these on a regular basis.

Teachers may detain a student either at lunch time or morning tea to address concerns
Students held on class detention will be supervised by the individual subject teacher
It is an expectation that the individual teacher maintain a record in their teacher journal of the need to issue a detention.

Subject/Activity detention may result from, but not limited to, the following:

- Failure to address expectation at least twice in one week
- Unacceptable behaviour during out of class school activities.

Uniform Detention (Level 2 Inappropriate behaviour)

Procedures

Before Lunch:

Open spreadsheet and ensure it has current date
Enter the students from Homeclass onto the spreadsheet
Enter students from Morning Tea (teacher lists) onto the spreadsheet
PRINT the spreadsheet before lunch.

After Lunch:

Delete the students who are highlighted from the spreadsheet. They will be highlighted or crossed by the teacher.

Copy the names remaining from the spreadsheet into the morning notices for the next day.

Email any students of concern to the ML SW:

- 3 or more detentions
- Detentions not completed within a week
- Place the detention sheet in the folder.

Teachers on Duty:

Collect folder from Student Services
Highlight and date students that have attended that day
Give students a write out from the folder
Add any students placed on detention at lunch time to the bottom of the list.

After School Detention (Level 3 Inappropriate Behaviour)

The purpose of After School Detention is to provide a negative consequence for behaviour, so that the student will desist with the behaviour resulting in detention.

This consequence is appropriate:

- *for continuous, repeated inappropriate behaviour.*
- *when all other forms of correction have not resulted in a change in the student's behaviour*
- *to allow students the opportunity for restitution.*
- *As a logical consequence linking the misbehaviour with the consequence. For example, "your behaviour has interrupted your learning, and therefore you will need to make up that time at after-school detention."*
- *Logical consequences involve prior warning and the offering of choice, which is respectful and promotes student self-responsibility for behaviour.*
- *Students should know what the consequences are so there is a sense of fairness when such consequences are applied*

When applying ASD as a consequence, consider the following:

- *Does this consequence relate to the student's inappropriate behaviour?*
- *Is this consequence fair? Does the magnitude match the behaviour impact?*
- *Does this consequence teach appropriate behaviours? What will the students do in ASD to teach appropriate behaviours?*
- *Does this consequence preserve dignity and relationships?*

Procedures to activate After School Detention:

1. Teacher has attempted to correct the student's behaviour through the use of correction, lunch time detention, parents contacted, etc etc etc
2. Teacher refers the incident to ML SW where appropriate.
3. ML SW discuss the inappropriate behaviour with the student. The ML SW clearly outlines the consequences of inappropriate behaviour. Relate it back to the students learning. Interruption to learning, working to potential, being a member of our community. ML SW to inform student about ASD.
4. ML SW to contact parents and advise of continuous inappropriate behaviour and placement on ASD. Advise the "restitution" student will complete in this time eg, "Use the time to write a reflection on the incident and write an apology to"
5. Generate letter to send home to parents.
6. Write students name of ASD register

Specifications for After School Detention:

- Students undertake detention at a reasonable time and place
- Parents are informed at least the three days before the detention
- The time of detention should not exceed one hour
- Detention will take place on a Thursday afternoon from 3.15 - 4.15pm in Library unless otherwise organised
- Alternative measures maybe negotiated with parents whose family circumstances are such that the students completion of after-school work would create undue hardship (e.g. where students regularly supervise younger siblings in the absence of parents, or where limited travel alternatives for students are available).
- Parents are notified by letter at least three days prior to the set date, which needs to be signed and returned to the relative Year Level Coordinator following day.
- Parents will be responsible for either picking up their daughter from the school at the designated time or arranging alternative transport for her
- Afternoon detention will be supervised by a teacher

Removal from access to beyond the classroom activities (Level 3 Inappropriate Behaviour)

Where a student consistently fails to meet expectations and the above sanctions have not addressed the concern, the appropriate ML SW may opt to have the student withdrawn for activities that are not compulsory, such as non-competitive sport, school socials, Enrichment excursions

Such withdrawal is not instigated until the student has been given appropriate warning by the APM of the potential consequence of behaviour and been offered a path to address the concern.

Parents are informed of the potential issuing of this sanction with timely written confirmation.

Internal Suspension (Level 4 Inappropriate Behaviour)

In-school suspension designed to address issues regarding unacceptable behaviour. The APM is issued in conjunction with discussion with the Principal

Whilst on Internal Suspension the student is removed from the traditional classroom environment and placed in the Suspension Room in the Admin area. Other areas would be negotiated through the Assistant Principal – Mission.

The suspension may nominate for one to three days, depending on the student's offending behaviour, and the student may be warned that future offenses could result in additional suspension.

For the length of the suspension, the student reports directly to the Suspension Room and she is expected to complete work set by teachers organised with the APM.

When an internal suspension is issued, the student must be:
appropriately supervised at all times

- able to access assistance if necessary
- be provided with an adequate amount of work
- be given separate supervised break times
- provided with access to toilet facilities.

Staff responsibility

- Initial communication regarding the issue is made to the parent / carer via the phone
- Written confirmation must be completed within a timely period.
- All associated documentation are filed on the student's main file.
- All details are recorded in SAS

External Suspension (Level 5 Inappropriate Behaviour)

External Suspension are only considered for very serious matters, particularly, when as a result of the action or behaviour, the students' chance of realising their potential is undermined.

External Suspension is considered as appropriate as a last resort after all behaviour management strategies and resolution processes have been exhausted. The decision regarding the suspension of a student could have significant impact on the student's future in terms of the student's access to educational opportunities and future prospects.

There is no doubt that rules of procedural fairness apply to these situations. Therefore, the suspension of a student should not be applied in an unreasonable or arbitrary manner.

A student should only be suspended from St Saviour's when serious or exceptional circumstances exist and/or other reasonable methods have been used to modify the student's behaviour.

In considering whether or not to suspend a student, all relevant aspects should be considered

Relevant aspects may include, but not be limited to:

- the safety of the school community
- the impact on the student and the broader school community
- whether the student will be safe
- whether appropriate supervision is available
- how supportive the student's family is of the proposed action, and
- cultural aspects in some ethnic communities.

Suspension may be considered where appropriate student management strategies have already been applied and recorded.

Prior to consideration of a suspension, the Principal should ensure that

- there is clarity regarding behaviour expectations for the student to assist the student to develop appropriate behaviour(s),
- clear records and document of all prior actions are available
- discussion has occurred with the student and parents/caregivers regarding the specific behaviour(s) which have led to suspension.

In some circumstances, the Principal may determine that a student should be suspended immediately, particularly where there may be concerns of risk of harm to self or others, and for the health, safety and wellbeing of staff or students.

This includes, but is not limited to:

- physical and/or threatened violence, where a student and/or member of staff is/are injured, or where there is threatened action that is assessed as a credible threat to the safety and wellbeing of students, staff and others,
- possession of a prohibited weapon
- use or possession of illegal substances or, where a substance is reasonably suspected of being an illegal substance, for the period required to test and confirm the status of the substance,
- acute or extreme anti-social behaviour, such as: ongoing harassment, persistent use of offensive language, or persistent disruption of other students' learning.

Process for suspension

- Any decision to suspend a student can only be taken by the Principal or the nominated member of the College Leadership Team if the Principal is absent

If suspension is to occur, it is essential that prior to suspension:

- The student and the parent/carer of the student are fully aware of the matters alleged against the student
- The student and the parent/carer of the student have had full opportunity to respond to the allegations against the student
The Principal (or delegate) is accompanied in any interviews with the students or parent/carer
- The student is given the opportunity to be accompanied by her parent/carer or other support person such as the Homeclass Teacher at formal interviews
- The relevant staff members have been consulted
- The student's parent/carer is advised in writing

It is essential that prior to initiating a suspension that:

- there is documented evidence of the events leading up to the suspension and the interventions tried by the College.
 - Suspension of a student should be of minimum duration so that an adequate learning program can be maintained.
 - Normally suspension should not exceed 5 days. Suspension beyond a total of 5 school days requires careful consideration by the Principal in consultation with the Senior Education Officer from the Catholic Education Office Toowoomba.
- ✓ Initial communication regarding the issue is made to the parent carer via the phone
 - ✓ Written confirmation must be completed within a timely period.
 - ✓ All associated documentation are filed on the student's main file.
- ✓ All details are recorded in SAS.

Process for Appeals

Parents/caregivers, or students living independently, who consider that correct procedures have not been followed, or that an unreasonable decision has been made, may appeal a suspension that is less than three days to the Principal. Parents/caregivers, or students living independently, may appeal a suspension longer than three days to the Senior Education Officer

Parents or students living independently may appeal the exclusion to the Director of Education
The fact that an appeal has been lodged does not put on hold the Principal's decision to suspend attendance.


Appeals must be in writing, stating the grounds on which the appeal is being made. A parent/caregiver or independent student who requires assistance to participate in the inclusive community will have access to help with the appeals process. Alternative options to respond will be considered.

Appeals are made to:

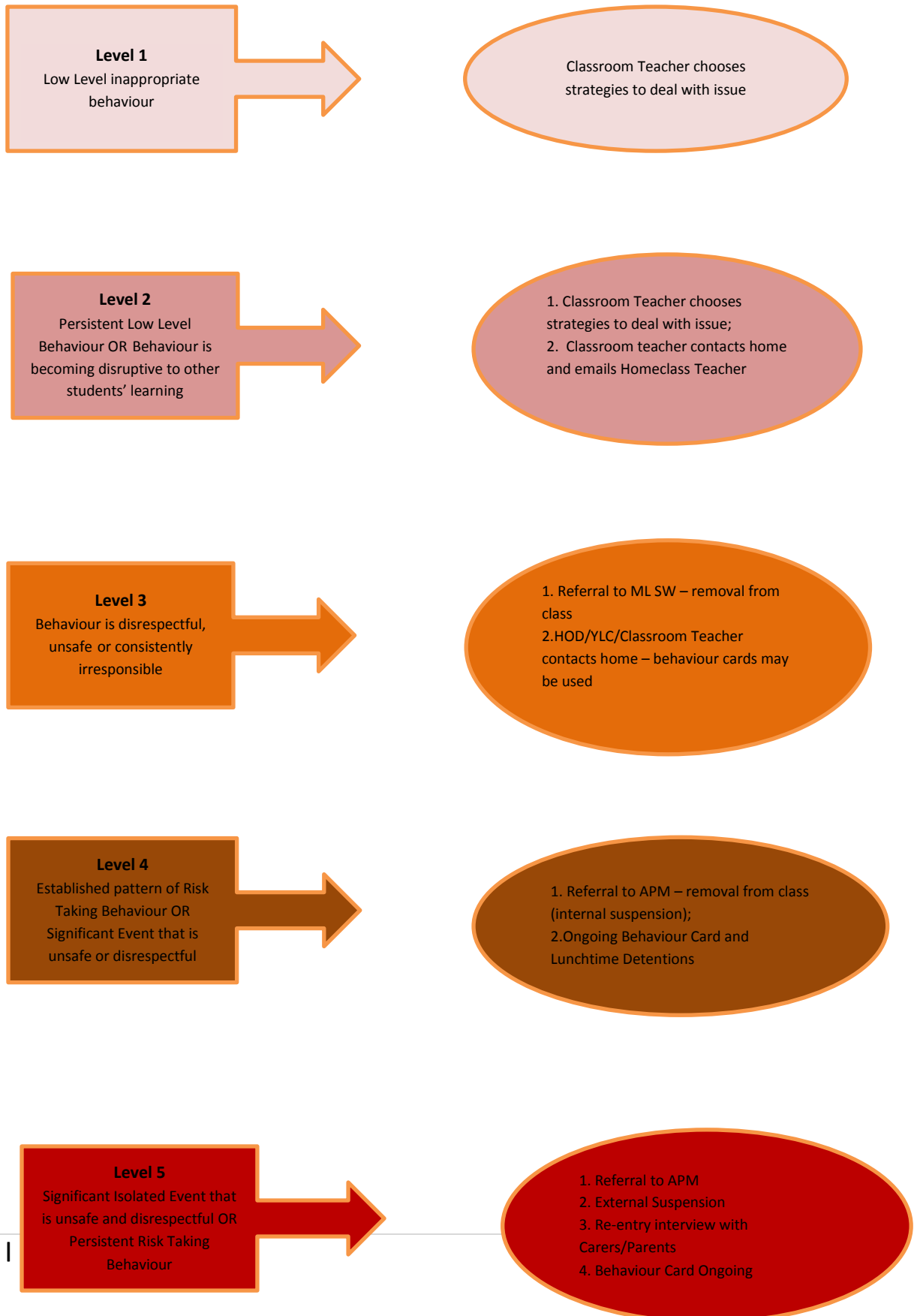
- The Principal about a decision to suspend a student for less than three days,
- The Senior Education Officer about a decision to suspend a student for more than three days
- The Director of Catholic Education Toowoomba about a recommendation to exclude a student

PART C

Process for dealing with inappropriate student behaviour

| FAILING TO RESPECT AND/OR BE RESPONSIBLE | ACTION INITIATED BY: |
|---|--|
| <ul style="list-style-type: none"> • Talking off-task • Calling out • Moving around room • No equipment • Not completing class/homework • Tapping • Minor misuse of equipment • Head on desk/legs on chairs | <p style="text-align: center;"></p> <p>Homeclass Teachers/Classroom Teacher/ Yard Duty teachers, Support Staff supporting teacher-nominated strategies</p> <p>No documentation required Note in teacher planner advisable</p> <p>e.g. verbal reminder/warning in an appropriate manner; specific direction e.g. log off computer</p> |
| <p>At Level Two there is always parental/carer contact and teacher diary documentation.</p> | |
| <ul style="list-style-type: none"> • Repeated low grade (see Level 1) inappropriate behaviour • Poor language • Uniform infringement • Mobile phone and I-pod infringement | <p>Homeclass teacher, classroom teacher, or yard duty teacher</p> <ul style="list-style-type: none"> • Where possible, correct behaviour appropriately • Parental contact via diary, note, phone or personal contact • Informal time penalty or lunch-time detention • policy follow-through (e.g. parents collect phone) • Documentation (e.g. teacher diary, e-mail Homeclass teacher) |
| <p>At Level Three there is always parental/carer contact, ML SW contact and SAS documentation. There are three main possible courses of action: removal to buddy class/other appropriate venue, behaviour management monitoring sheets and/or detentions, either lunchtime or after school.</p> | |
| <ul style="list-style-type: none"> • Bad language directed at others • Continued uniform infringements • Poor classroom behaviour • e.g. non-observance of policies for computer use, assessment, punctuality/class truancy | <p>Homeclass Teachers/ Classroom Teachers</p> <ul style="list-style-type: none"> • Remove from class to Buddy classroom (see departmental behaviour management plans) if required, phone buddy teacher to advise them student is coming • Later, complete a BR • Parent/Boarding Contact • Student meeting the ML SW • Determine if a behaviour management/adjustment sheet if required for monitoring behaviour or if a detention is more appropriate. • Detention - After School • Withdrawal of privileges as appropriate • Where a student is placed on detention for ongoing low level poor behaviour previous responses to this behaviour must be documented through documents e.g. BR, e-mails, diary notes. |
| <p>At Level Four there is always parental/carer contact, APM contact supported by Principal and ICN/SAS documentation. There is always withdrawal from normal classroom routine.</p> | |
| <ul style="list-style-type: none"> • Continued poor behaviour Harassment or bullying • Other serious issues | <p>APM supported by Principal IF THE BEHAVIOUR IS ENDANGERING, SEEK ASSISTANCE FROM THE NEAREST ADULT IN THE FIRST INSTANC. RING FOR ADDITIONAL ASSISTANCE FROM YLC TEAM OR LEADERSHIP TEAM.</p> <ul style="list-style-type: none"> • Complete a BR of the incident • Formal Documentation from the YLC/TLC • Parental contact made via the phone • Student withdrawn from all classroom activities for a stated period (usually one day). • Recess and Lunch breaks at alternative times to other students. |
| <p>At Level Five, there is always parent/carer contact, Principal contact supported by either APM. and formal documentation from the Principal. Additionally, there is a re-entry interview and, where appropriate, an enrolment review.</p> | |
| <ul style="list-style-type: none"> • substance abuse • violence • serious harassment | <p>Principal in communication with APM</p> <ul style="list-style-type: none"> • Formal Documentation from the Principal • Student accompanied by a parent, re-entry interview with the Principal. A college counsellor may be involved in this interview. • Enrolment Review if deemed appropriate by the Principal. |

Behaviour Management Pathway



Action to be taken in response to bullying, harassment and violence of students towards students

