

Behaviour Support Policy

"{For us the lives and faces of young people (each and every one) are places where this God of life reveals Himself to us and we get to know Him."

- Evangelizers in the Midst of Youth #79

Rationale

Newman College recognises the need to establish a climate within the College Community, which promotes a high degree of self-behaviour management and self-respect within students, thus allowing them to have a self-fulfilling life at the College.

Definition

Students learn best when they are in a safe and settled environment where there are clear and consistent norms, and high expectations for social behaviour. Our Behaviour Support Policy is centred on developing and promoting respectful and positive relationships within the College community. Students will receive positive guidance and encouragement, that promotes a learning environment where the dignity of each individual is valued and celebrated.

Scope

The purpose of the Behaviour Support Policy is to identify and articulate the College's expectations regarding student conduct, reflective of the 12 Code of Conduct Statements:

1. *Act safely and competently.*
2. *Give priority to students' safety and wellbeing in all your behaviour and decision making.*
3. *Act in accordance with the values of the Gospel as defined in the Code of Ethical Conduct.*
4. *Conduct yourself in accordance with laws, agreements, policies and standards relevant to your relationship with the school community.*
5. *Respect the dignity, culture, values and beliefs of each member of the school community.*
6. *Treat personal information about members of the school community as private and confidential.*
7. *Give impartial, honest and accurate information about the education, safety and wellbeing of students.*
8. *Support all members of the school community in making informed decisions about students.*
9. *Promote and preserve the trust and privilege inherent in your relationship with all members of the school community.*
10. *Maintain and build on the community's trust and confidence in Catholic schools and the Church.*
11. *Act reflectively and ethically.*
12. *Allow students to have a voice in their decision, safety and well-being.*

The College seeks to provide students with the opportunity to manage and change their behaviour appropriately. The Behaviour Support Policy is founded on Respect.

1. Respect for our faith

Acknowledge the faith journey of each person and share positively in the faith life of our Marist school

2. Respect for others

Value differences in other people and respect all who work in the Newman community

3. Respect for self

Value the talents we have and achieve to the best of our ability

4. Respect for learning

Contribute to a safe, orderly and productive learning environment. Interact respectfully with teachers and peers.

5. Respect for the College

Be proud of the College and show consideration for the property of others and of the College

Beliefs and Values

Key to our policy is common beliefs about how we manage behaviour. We believe:

1. Students take responsibility for their behaviour.
2. Appropriate behaviour is acknowledged and celebrated.
3. Unacceptable behaviour has consequences but is always seen as an opportunity for students to learn.
4. Staff collaborate and share responsibility for modelling the Newman College Norms.
5. All consequences are just, educative and promote self-discipline and are restorative in nature.
6. All teachers share the responsibility for maintaining standards.
7. All students must be offered procedural fairness, where each child's voice is heard and respected, throughout the behaviour support process.

The College explicitly forbids the use of any form of child abuse (physical, sexual, emotional or neglect), corporal punishment or other degrading punishment and provides clear guidance to all members of the school community about what forms of behaviour management, discipline or punishment are permitted.

The College explicitly forbids any forms of behaviour management, discipline or punishment that does not conform to the rules of procedural fairness and non-discrimination.

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

Rights and Responsibilities

Students, Staff and External Providers have the right to:

- Be treated with respect and dignity
- Work and learn in a positive environment free from interference or distraction
- Be treated fairly
- Be free from harassment or bullying
- Have one's person and property respected
- Feel safe and secure
- Staff have the right to teach free from student interruption.

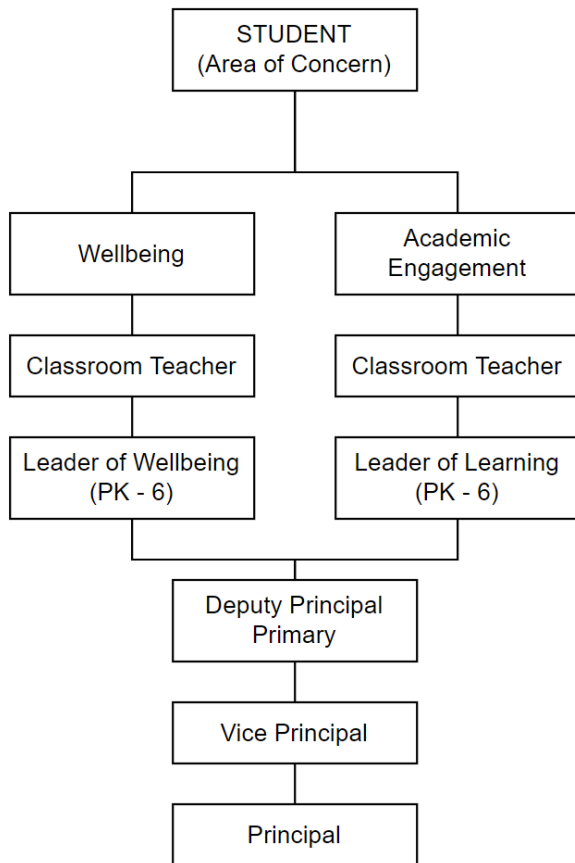
Students, Staff and External Providers have the responsibility to:

- Treat everyone else respectfully and actively
- Discourage others from acting disrespectfully
- Respect the right of others to learn by being prepared to listen to others' opinions and refrain from any interruption to class
- Treat others fairly, without prejudice and regardless of their background
- Take an active stand against any form of intimidation or ostracising of fellow students
- Respect the privacy of others, especially avoiding gossip and disclosing personal information. Avoid damage to property of any kind
- Follow College rules and policies and follow teachers' instructions
- Staff to deliver engaging lessons

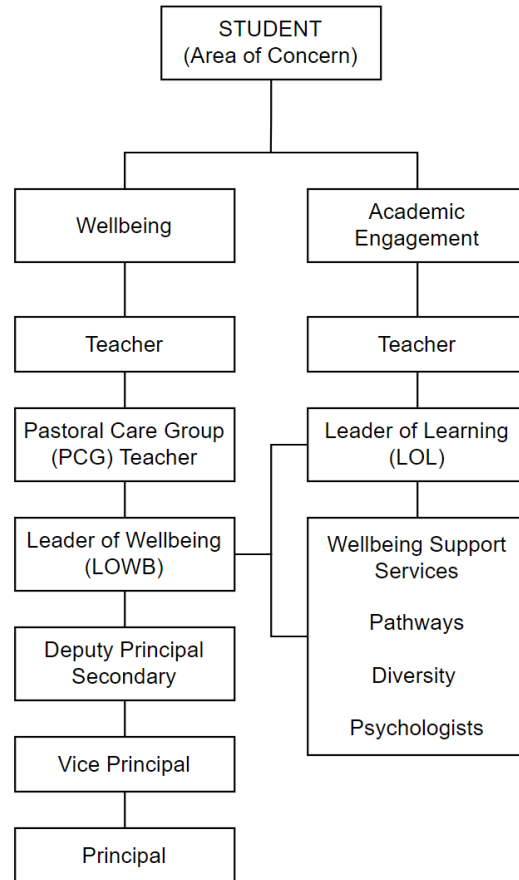
Newman College PK-12 Wellbeing Support Structure

The following Wellbeing Support Structure works in conjunction with the Framework for Behaviour:

Wellbeing Support Structure – Primary



Wellbeing Support Structure – Secondary



FRAMEWORK – PRIMARY

FOSTERING A POSITIVE LEARNING ENVIRONMENT – Responsibility of All Staff

Each staff member is responsible for developing a classroom climate that is centred on respectful relationships where the dignity of each child is valued and celebrated.

- Newman College Norms
- Student Code of Conduct
- Staff Code of Conduct

STUDENT BEHAVIOUR

ACTIONS

STAGE 1 – Responsibility of Teacher

Initial occurrence low level disruption and breaches of respect outline:

- In class - Talking, calling out, task avoidance, disrupting others, etc.
- At play - Littering, being unsafe, etc.

- In class behaviour support strategies employed with consistency by Classroom or Specialist Teacher.
- Playground behaviour support strategies employed with consistency by teacher on duty. Eg: 5 minute 'walk & talk' with the duty teacher

STAGE 2 – Responsibility of Teacher

No positive response to Stage 1

- Moderate disruption and breaches of respect
- Rude behaviour, talking back, being unkind, inappropriate language etc.
 - Repeated occurrences
 - Low level defiance
 - Low level misuse of equipment and/or technology
 - Being off task, not following instructions

- Removal from break time with teacher to complete work and counsel
- Teacher/Student counselling
- Information recorded in Pastoral Care Notes on SEQTA by teacher including 'Staff Alert' to Leader of Wellbeing
- Parent informed by teacher and communication recorded on SEQTA.

STAGE 3 – Responsibility of Teacher, Leader of Learning, Leader of Wellbeing, REC

No positive response to Stages 1 and 2 (ongoing occurrences) / Serious disruption and breaches of respect:

- Dishonesty, stealing, deliberately unkind
- Hurtful, physical or verbal behaviour
- Defiance
- Bullying
- Serious misuse of equipment and/or technology

- Withdrawn to Leader for discussion
 - Complete Think Sheet
 - Complete Class Work
- Removal from break time with Leadership to counsel
- Behaviour Support Plan
- Information and completed Think Sheet documentation recorded on SEQTA by teacher including 'Staff Alert' to Leader of Wellbeing
- Parent Meeting

STAGE 4 – Responsibility of Leader of Learning, Leader of Wellbeing, REC, Deputy Principal Primary

No positive response to Stage 3

- Extreme disruption and respect breaches
- Intentional and/or ongoing aggressive, physical and verbal behaviour to others
- Continued Bullying
- Ongoing defiance
- Continued refusal to conform to College expectations
- Extreme misuse of equipment and/or technology

- Withdrawn to office
 - Complete Think Sheet
- Complete Class Work
- Break time Detention
- Behaviour Support Plan
- Information recorded on SEQTA by Leader, including 'Staff Alert' to Vice Principal
- Parent Meeting with Teacher and member of Leadership Team

STAGE 5 – Responsibility of Deputy Principal Primary, Vice Principal, Principal

No positive response to Stage 4

- Most serious breach of College Standards
- Extreme behaviours e.g. physical and verbal violence, unlawful behaviour

- Suspension (internal or external)
- Removal of privilege of involvement in College activities (e.g. incursions, excursions, interschool activities, etc)
- Parent meeting with Deputy Principal Secondary, Vice Principal and/or Principal
- Re-entry meeting with Deputy Principal Secondary, Vice Principal and/or Principal
- Written communication to parent/guardian
- Possible exclusion from the College

FRAMEWORK - SECONDARY

FOSTERING A POSITIVE LEARNING ENVIRONMENT – Responsibility of All Staff

Each staff member is responsible for developing a classroom climate that is centred on respectful relationships where the dignity of each child is valued and celebrated.

- Newman College Norms
- Student Code of Conduct
- Staff Code of Conduct

STUDENT BEHAVIOUR

ACTIONS

Stage 1 - Responsibility of Teacher

Initial occurrence low level disruption and breaches of respect outline:

- Talking in class
- Disrupting others
- Foolish behaviour in classroom/school grounds
- Littering
- Uniform
- Punctuality/Late to Class

- In class behaviour support strategies employed with consistency by teacher
- Outdoor behaviour support strategies employed with consistency by teacher on duty
- Teacher led consequences should be progressive. This may include:
 - Verbal warnings
 - Classroom privileges withdrawn
 - Recess or Lunchtime detention led by classroom teacher
- Late to Class Procedures
- Concerns and actions taken recorded in Pastoral Care Notes on SEQTA

STAGE 2 - Responsibility of Teacher

No positive response to Stage 1, Moderate disruption, and breaches of respect:

- Rude behaviour, talking back, being unkind, inappropriate language etc.
- Repeated occurrences
- Low level defiance
- Low level misuse of equipment and/or technology
- Being off task, not following instructions

- One-to-one conversation - provide the student with the opportunity to foster restorative practices
- Teacher led consequences should be progressive. This may include:
 - Parent/Guardian communication via telephone, email or SEQTA notification
 - Individual classroom behaviour plan designed with student
 - Further classroom privileges withdrawn
 - Use of a 'buddy' class (from different year group)
 - Recess or Lunchtime detention led by classroom teacher
 - Additional work from subject area
- Concerns and actions taken recorded in Pastoral Care Notes on SEQTA and alert Leader of Learning and Leader of Wellbeing

STAGE 3 - Responsibility of Teacher, Leader of Wellbeing, Leader of Learning

- No positive response to Stage 2.
- Numerous behavioural problems over a short period of time across more than one Learning Area.
- Serious breach of College expectations, i.e. persistent refusal to follow expectations of classroom teacher, inappropriate conduct towards others.
- Persistently breaching expectation and accumulated detentions.
- Repeating a more serious breach of College expectations.

- Parents/guardians contacted via telephone, email or SEQTA notification
- Student placed on Friday Detention.
- Behaviour Support Plan issued by LOL or LOWB
- Removal of privilege of involvement in College activities (e.g. incursions, excursions, interschool activities, etc.)
- Parent/guardian meeting with Classroom teacher (and Leader if required)
- Withdrawn from class to meet with leader for restorative discussion
- Possible internal suspension
- Concerns and actions taken recorded in Pastoral Care Notes on SEQTA and alert Leader of Learning and Leader of Wellbeing, requesting follow up.

STAGE 4 – Responsibility of Deputy Principal Secondary, Leader of Wellbeing

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| <ul style="list-style-type: none"> ▪ No positive response to Stage 3 monitoring and other Behaviour Support measures ▪ Very serious breach of College standards. Including but not limited to; physical and verbal violence, consistent bullying, sexual harassment, emotional or racial abuse, smoking, vaping, possession of offensive material. ▪ Workplace and TAFE breaches | <ul style="list-style-type: none"> ▪ Parent/guardian interview with Leader ▪ Behaviour Support Plan issued by Leader, providing student with the opportunity to foster restorative practices ▪ Possible suspension (internal or external) ▪ Re-entry meeting with Leader ▪ Written communication to parent/guardian ▪ Concerns and actions taken recorded in Pastoral Care Notes on SEQTA and alert teacher, leader and Vice Principal as required ▪ Discussion regarding enrolment with College Principal |
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STAGE 5 – Responsibility of Deputy Principal Secondary, Vice Principal, Principal

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| <ul style="list-style-type: none"> ▪ Repeated refusal to conform to College standards ▪ Most serious breach of College standards. Including but not limited to; repeated physical or verbal violence, repeated bullying, sexual harassment, emotional or racial abuse, possession, use or distribution of e-cigarettes, drugs and/or alcohol. | <ul style="list-style-type: none"> ▪ Suspension ▪ Removal of privilege of involvement in College activities (e.g. incursions, excursions, interschool activities, etc) ▪ Parent meeting with Deputy Principal Secondary, Vice Principal and/or Principal ▪ Re-entry meeting with Deputy Principal Secondary, Vice Principal and/or Principal ▪ Written communication to parent/guardian ▪ Possible exclusion from the College |
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