

Sacred Heart College



Yarrowonga

Student Behaviour Management Procedure

Ratified by Leadership	Aug 2023
Responsibility for currency	Principal
Year for next major review	2024
Record of revisions	2019 Major review 2023 Minor wording changes, changes to reflect CES policies

RATIONALE

This Policy sets out how the College, when faced with behaviour of such magnitude, manages the expulsion of a student.

COMMITMENT TO CHILD SAFETY

All students enrolled, and any child visiting, have the right to feel safe and to be safe. The wellbeing of children in our care will always be our first priority and we have zero tolerance to child abuse. We aim to create a child safe and child friendly environment where children feel safe and are free to enjoy life to the full without any concern for their safety.

INCLUSIVE EDUCATION

Sacred Heart College:

- Is committed to ensuring that students with disabilities are not discriminated against and are accommodated to participate in education on the same basis as their peers,
- acknowledges and responds to the diverse needs, identities and strengths of all students,
- students with disabilities and additional needs are treated with respect and are involved in making decisions about their education
- will make reasonable adjustments, where necessary, to accommodate students with disabilities or additional needs.

A positive classroom environment is fostered contributing to positive attitudes and beliefs about disability, positive learning, engagement and wellbeing outcomes for all students.

VISION

At Sacred Heart College we believe that:

1. Learning in a Catholic education environment helps individuals open their hearts and minds to God and bear witness to this in the community.
2. Our College is a dynamic hope-filled learning environment where all individuals are valued, inspired and challenged to be their best.
3. Our College is a community where all members work in partnership to contribute to the holistic development of each individual.
4. Education empowers individuals to be responsible for their lives and to contribute to society as stewards.

GRADUATE OUTCOMES

As a graduate of Sacred Heart College our graduates:

- Are called to live out the Mercy values and follow the teachings of Jesus;
- know that they are loved by God;
- are empowered as a learner to achieve their best;
- are a curious and creative learner who seeks growth through challenge;
- have the courage to act with integrity;
- contribute positively to the community;
- are responsible, respectful and inclusive;
- are attentive to their spiritual, physical, academic and emotional growth.

INTRODUCTION

Sacred Heart College promotes child 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 responses should be seen as an opportunity for personal improvement. At all times, the Christian value of forgiveness should be upheld and promoted.

Sacred Heart College is developing a school wide positive behaviour structure, SWPBS, which is a whole school evidence based framework for creating a safe, supportive and orderly school environment.

The evidence gathered on SWPBS demonstrates:

- improved academic outcomes
- reduced rates of problem behaviour across the school
- increased consistency of practices
- improvements of staff and student wellbeing
- increased teaching time
- improved school climate.

The SWPBS reference group at Sacred Heart College is known as the BLUE Team. The core pillars of SWPBS at the College are grounded in the 3 pillars of:

- Always be responsible
- Always be respectful
- Always be your best

These pillars then apply to the following environments at school:

- Whole school
- In the classroom
- In the yard

PURPOSE AND SCOPE

Sacred Heart 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:

- **Procedural Fairness** Underpinning this entire document is the notion of procedural fairness. Procedural fairness is a basic right of all when dealing at all levels of authority in this document. The person against whom an allegation has been made has the right to the following:-
 - Know the allegations related to a specific matter and any other information which will be taken into account in considering the matter.
 - Know the process by which the matter will be considered.
 - Respond to the allegations.
 - Know how to seek a review of the decision made in response to the allegations. They will also have the right to an unbiased decision which includes:-
 - Impartiality in an investigation and decision making.

- An absence of bias by a decision maker. At Sacred Heart College we work from the premise that education is a partnership that involves the student, the teacher and the parent or guardian, and that all parties have responsibilities in the process. We are committed to the development of the whole person for all our students. This commitment is firmly grounded in the principles of justice, self-discipline and reconciliation and it acknowledges that any consequence which lowers the dignity of the person is totally inappropriate.

Corporal punishment is never to be used by any teacher as a consequence for misbehaviour at Sacred Heart College. The College does **NOT** support the use of Corporal punishment by others, including parents as a way of disciplining students. In fact, the use of such punishment may force the College to act in accordance with Child Protection legislation.

- **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

Suspensions

Suspension occurs when a student's normal attendance at school has been temporarily altered (internal) or withdrawn (external) on the authority of the Principal, for a set period of time.

Suspensions can be **internal** whereby the students will be working in an area that has line of sight to staff. The student will have the same duration of breaks during the day but they will be taken at an alternative time. Internal suspension of up to 2 days can be implemented by the Deputy Principal Students in consultation with the relevant Year Level leader.

Suspensions may also be external where the student is asked to remain at home. External suspension of up to 2 days may be implemented by the Deputy Principal Students in consultation with the Principal.

Suspension exceeding 2 days will be implemented by the Deputy Principal Students, the Principal in consultation with the Chief Student Pastoral Care Officer (CES Ltd)

Suspension allows the parties involved to reflect on and enter into dialogue about the behaviour and circumstances that have led to the suspension, and to plan and/or review learning and behaviour supports to assist a student to engage positively with school and learning.

Considerations

Before deciding to to suspend or expel a student the Principal and Deputy Principal - Students must:

- properly, fairly and without bias, consider all relevant matters including the impact of the behaviour of the student on the affected parties; (in making their decision)
- Determine whether the suspension is appropriate when compared to:
- The behaviour for which the student is being suspended
- The educational needs of the student
- The **disability** of the student
- The magnitude and the impact of the student actions
- The residential and social circumstances of the student

Students with Disability. When responding to behaviour concerns associated with a student with a disability, consideration must be given to the requirements of the *Equal Opportunity Act 2010* (Vic.), *Disability Discrimination Act 1992* (Cth) and *Disability Standards for Education 2005* (Cth). The Principal is required to notify the CES Ltd Assistant to the Executive Director: Pastoral Wellbeing when considering the suspension, negotiated transfer or expulsion of a student with a disability to discuss supports.

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 its advantages when dealing with a very disruptive student.

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 Year Level 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 Year Level 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.

LA 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.

Year-Level 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.

Wellbeing Leader:

Responsible for the pastoral wellbeing of all students and for high level intervention and support where other avenues have been exhausted.

Deputy Principal – Students & Organisation:

Responsible for the pastoral wellbeing of all students, especially when there are serious concerns about student behaviour.

Learning Support Leader:

Responsible for the dissemination of information in relation to students with additional needs. Must be informed of all issues surrounding students identified with additional needs.

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. Or as an alternative, the student can be kept in at recess or lunchtime. This decision is at the discretion of the teacher. In this instance, the teacher will discuss behaviours of concern with the student.
- 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. This may take place in the form of a discussion with the classroom teacher, or as a restorative conversation supported by the Learning Advisor or Year Level Leader. 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 Advisor, and together determine how the student's parents/guardians will be contacted to seek their assistance in improving the learning behaviours of the student. Additionally, the teacher and Learning Advisor will discuss behaviours of concern with the student.
- When a student is referred out of class, this is a serious matter. Teachers ~~could~~ work with the YEAR LEVEL 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. Additionally, the teacher will outline behaviours of concern with the student and establish clear expectations regarding behaviour upon return to the classroom. This process may require support from the Year Level Leader.
- 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 YEAR LEVEL Leader will monitor this. This will require a parent meeting with the teacher(s), the YEAR LEVEL 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 Deputy Principal - Students. At this time, the Deputy Principal - Students will meet with the parents, the student and the YEAR LEVEL 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 require student work differentiation.
- 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 Advisor, 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 teachers should arrange a meeting with the student and their parents (and if necessary, with the support of the Learning Advisor, Year Level Leader, or the Learning Support Leader). The classroom teacher is expected to enter the information on SIMON, with follow up notes added when the issue is resolved.
- 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 YEAR LEVEL LEADER arrange for the computer to be 'wiped'. The YEAR LEVEL LEADER should inform parents that this step is being taken. Between the Learning Advisor, YEAR LEVEL LEADER and parents, other sanctions might also be employed (eg. blocking from particular websites)

'Hands-Off': Physical Violence

Sacred Heart 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).

- 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 Advisor).
- Where physical violence is threatened (but does not occur), this should be referred directly to the student's YEAR LEVEL LEADER, who will undertake a full investigation, and where necessary, in consultation with the Deputy Principal - Students, apply a sanction, which may include recommending internal suspension.
- Where deliberate physical violence is employed, this should be referred directly to the student's YEAR LEVEL LEADER, who will undertake a full investigation, and where necessary, in consultation with the Deputy Principal - Students, 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 Advisor, who will make a judgement (possibly in discussion with the YEAR LEVEL 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 Sacred Heart Community. However, it may have been intended (eg jovially), it is still inappropriate for a place of learning and will not be condoned.

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 Advisor for follow-up. An appropriate recompense would be collecting of rubbish from the yard. The student's parent /guardian should also be informed of this inappropriate behaviour.

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 YEAR LEVEL LEADER, who will investigate the incidence and determine an appropriate response. This may include:

- An apology
- After school detention
- An internal suspension
- Referral to the Deputy Principal - Students

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 above mentioned 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.

- Where possible, the student/s involved should be withdrawn from public spaces (including classrooms).
- The matter must be referred to a Leadership Team member as soon as possible, who will then determine the necessary steps forward.
- The dignity of all should be protected.
- Every effort must be made to ensure that calm is maintained.
- Written accounts of what has occurred should be attended to as soon as practicable. This should be completed by all witnesses.
- 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.
- 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.
- Matters deemed sufficiently dangerous or inappropriate could result in:
 - Internal suspension (up to two weeks) and/or
 - External suspension (up to two weeks) and/or
 - Negotiated transfer to another school
 - Cancellation of enrolment.
- 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 Deputy Principal - Students). Sanctions may include:

- Being asked to 'shadow' the senior teacher or their nominee.
- Exclusion from activities (supervised)
- 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 borne 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, YEAR LEVEL LEADER, Leadership Team Member or the Learning Support Leader.

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

If a student cannot be found, the YEAR LEVEL LEADER will contact the parent/guardian to inform them. When it is established that a student was absent without permission, the classroom teachers should:

- Consult the YEAR LEVEL Leader
- Discuss the absence with the student
- Notify parents and set a time for a detention
- Record the incident on SIMON, including a follow up note after the detention has been completed

If a student is regularly avoiding classes the YEAR LEVEL Leader will discern an appropriate course of action, and where necessary, refer the matter to the Deputy Principal - Students.

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 YEAR LEVEL Leader. Parents are to be notified if extraordinary permission to leave the grounds has been given by the student's YEAR LEVEL Leader, a member of the Leadership Team or the Learning Support Leader.

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

- Notify parents immediately of the student's absence
- Set a time for a lunchtime or an after-school detention, discuss absence with student and notify parents
- Alternatively, the student can be restricted to a designated area of the college grounds
- 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 Teacher and YEAR LEVEL Leader shall convene a parent meeting to establish strict measures and procedures to ensure the safety and supervision of the student. The College Wellbeing Leader may also be included where deemed necessary. These measures may include:

- Restricting the student's access to areas of the college grounds
- Recess & Lunchtime sign in sheets

- Parental supervision during recesses and lunchtimes
- Counselling
- Following consultation with the Pastoral Leader, in school suspension.

Students with Additional Needs

Students with additional needs are those who have been identified as requiring a Personal Learning Plan (PLP). This PLP is a legal contract, to which the school is accountable. Where, in an PLP, procedures other than those outlined in this document are outlined or implied, they shall take precedence. Teachers must familiarise themselves with the PLPs of the students whom they teach, and any uncertainty should be directed to the Learning Support Leader.

Searches of Private Property

Staff should not search private student property (eg school bag) unless under instruction by the Principal/Deputy 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 cannot 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.

RELEVANT DOCUMENTS

Suspension Policy

Expulsion Policy

[Positive behaviour matrix](#)

Uniform Policy

Appropriate Use of Mobile Phones and Electronic Communication Devices Policy

REVIEW

Procedure originally ratified 2017

Last update 2023

Next review 2024