

# St Augustine's College

Springfield



## Student Behaviour Support Policy

2008

## ***Contents***

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|   |   |
|---|---|
| Policy Statement, Rationale & Value statement | 3 |
| Statement of Values                           | 4 |
| Student Support                               | 5 |
| Catholic Ethos & College Life                 | 6 |
| Profile of the College                        | 7 |

## ***Procedures***

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|   |    |
|---|----|
| Program Achieve: You Can Do It!   | 8  |
| 10 Positive Behaviours – Role Modelling by Staff                                      | 9  |
| 10 Positive Behaviours that make a difference at StAC                                 | 10 |
| Code of Behaviour ( 10 PB's ) - Levels Of Behaviour                                   | 11 |
| Managing Students Level of Behaviour – A guide for Adults & Adolescents chart         | 12 |
| Processes for keeping track of Student Behaviour                                      | 13 |
| Student Behaviour Support chart   | 14 |
| 10 Positive Behaviours Essential Routines, Expectation and Consequences Chart         | 15 |
| Use of Pastoral Centre  | 21 |
| Use of Task Completion including Consequences for Non Attendance                      | 23 |
| Managing Level 2 Behaviour  | 25 |
| Managing Level 3 Behaviour  | 27 |
| Managing Level 4 Behaviour  | 29 |
| Co ordinators, Guidance Counsellors, Assistant Principals, Principals & Case Managers | 34 |
| Managing Students With Disabilities Under The Guidelines of This Policy               | 35 |
| Framework and Expectations for Parents  | 37 |
| Key Roles And Relationships: Including Home group Teacher, Pastoral Care              | 39 |
| Affirmations  | 42 |
| Table of Awards   | 45 |
| Guidelines for Student Protection   | 46 |

## ***Appendices***

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|  |    |
|--|----|
| 1. Behaviour Referral form for EY/JY (original in A5 white)                    | 48 |
| 2. Behaviour Referral form to Pastoral Centre (original in A5 yellow)          | 49 |
| 3. Make a plan sheet EY  | 51 |
| 4. Make a plan sheet JY  | 52 |
| 5. Responsible Action Plan MY and SY   | 53 |
| 6. Repeated Infringements Referral form to Level 3 from Pastoral Centre (pink) | 55 |
| 7. Letter to parents for failure to attend Task Completion                     | 56 |
| 8. Tasks included in an external suspension                                    | 57 |
| 9. Foundations for Success checklist   | 59 |
| 10. Individual Behaviour Support plan – Daily & Weekly                         | 60 |
| 11. Good Behaviour Bond template   | 62 |
| 12. Outline of re-entry process after external suspension                      | 63 |
| 13. StAC Anti-Bullying Policy  | 64 |

## Student Behaviour Support Policy

### **Policy Statement**

This Student Behaviour Support policy has an accent on understanding behaviours rather than simply reacting to them. It places emphasis on relationships, personal responsibility and choice. It is proactive and preventative in nature and strives to create a positive learning, personal and interpersonal culture in the College. It provides opportunities for reconciliation and redirection for students to allow for new beginnings.

### **Rationale**

Student Behaviour Support is a cooperative process involving students, staff and parents in the progressive development of responsible citizens. St Augustine's College community models and practices fair, equitable and non-discriminatory language and behaviours. We use safe and legal procedures.

Through this policy the StAC Community fosters:

- Quality interpersonal relationships
- Pastoral relationships – planned means of helping students to value themselves and others and to experience well being
- Inclusive teaching and learning – responsiveness to special needs and educational disadvantage
- Supportive school-family partnerships and networks of care across the community
- Formation of student conscience, self-discipline and reciprocal responsibility
- Organisational structures to support student growth and also redirection when necessary
- Reconciliation in the Christian tradition to offer support and opportunity for a fresh start.

### **Value Statement**

The StAC community believes that every person should be treated with dignity and respect and will be provided with fair and just processes. The following values, taken from the College Statement of Values, will be applied to the implementation of this policy.

We Value:

- Processes which encourage people to treat others with the dignity and respect
- Processes that foster relationships built on honesty and trust, care and compassion
- Processes and consequences that help students become aware that their behaviour is their responsibility and the result of their own choice
- Consistency from all staff as vehicle for success in implementing this policy in a predictable, fair and just manner.

## **Statement of Values**

**We seek to promote these values for our students, staff and parents.**

### **Spirituality**

Having a sense of the sacred and our relationship with God through an expression of prayer and community worship.

### **Respect**

Having respect for oneself and others fostering honesty, cooperation, courtesy, consideration and self esteem.

### **Honesty and Trustworthiness**

Being true to God, to self and to others by being genuine, just, fair and trustworthy in whatever we do.

### **Care and Compassion**

Caring for self and others.

### **Responsibility**

Being accountable for one's own actions, resolving differences in constructive, non violent and peacefully ways, contributing to the community and taking care of the environment.

### **Understanding, Tolerance and Inclusion**

Valuing difference, accepting diversity within a democratic society, being included and including others.

### **Social Justice**

Being committed to the pursuit and protection of the rights of others and the common good.

### **Personal Best**

Challenging each person to excel and achieve his or her best personal potential in academic, spiritual, physical, artistic and relationship pursuits.

## Student Support

### Intentions

We intend to:

1. develop whole of school responses to student protection, personal and social development, and behaviour support requirements
2. develop and implement professional learning strategies to meet the needs of students from culturally diverse and minority backgrounds
3. strengthen our capacity to provide for the diverse needs of students with disabilities
4. develop and implement processes that support improved learning outcomes for out-of-home, marginalized and disengaged students
5. explore the development of cooperative networks to more effectively address the needs of students.

### Expectations

By 2011 we expect the following outcomes:

E1 effective pastoral care programs and strategies that address student protection, personal and social development, and resiliency are established

E2 behaviour support programs address the contemporary needs of students, the changing contexts of family and community life and Brisbane Catholic Education policy and guidelines

E3 marginalised and disengaged students are identified and support processes to enhance their learning are established

E4 documented processes and practices that support and enhance the skills of parents and careers to support their children's learning are well established

E5 schools plan for improved access for financially disadvantaged families.

**Catholic Ethos and College Life**

| <b>Broad Strategic Goal: To enhance and maintain Student Welfare</b>  |  |                  |   |                                      |
|---|--|------------------|---|--------------------------------------|
| <b>Strategies</b>   | <b>Implementation</b>  | <b>Time Line</b> | <b>Responsibilities</b>                                     | <b>Alignment with BCE priority</b>   |
| <b>3.1</b> Enhance Student Support and Behaviour Management processes to address the individual needs of the students.                  | <b>3.1.1</b> Finalise and implement revised Student Support and Behaviour Management policy including the introduction of the College Pastoral Centre.   | 2008             | Behaviour Management Committee                              | Student Support 3.1                  |
|   | <b>3.1.2</b> Regularly conduct behaviour improvement programs (e.g. 10 Personal Bests, StAC on Track, etc) keeping parents/carers informed of these initiatives and progress of individuals where necessary. | 2008 – 2010      | Administration Team   | Student Support 3.1                  |
|   | <b>3.1.3</b> Raise community awareness to understand and support suitable behaviour.   | 2008 – 2010      | Administration Team   | Student Support 3.1                  |
| <b>3.2</b> Improve processes and practices that support and enhance the skills of parents/carers to support their children's wellbeing. | <b>3.2.1</b> Seek effective ways to assist parents in their roles as carers.   | 2008 – 2010      | Guidance Counsellors Administration Team                    | Partnerships 5.1                     |
|   | <b>3.2.2</b> Raise awareness of the services the College can provide for the support of parents/carers.  | 2008             | Guidance Counsellors Assistant Principal - Student Services | Student Support 3.4 Partnerships 5.1 |

## **Profile of the College**

St Augustine's College was established in 2003 and reached its full complement of P - 12 classes in 2007. We are a Catholic, co-educational College, situated within the Catholic parish of Goodna, and committed to high quality, inclusive education. St Augustine's was established and is administered by Brisbane Catholic Education. Our master planned College is seamless P-12, and provides for students in four developmental stages, each with its own precinct: Early Years P - 2, Junior Years 3 - 5, Middle Years 6 - 9 and Senior Years 10 - 12. Our College community is drawn predominantly from the areas of Greater Springfield, Camira, Goodna, Forest Lake, Redbank Plains and the Greenbank area.

As St Augustine's grows, we will continue to develop our distinctive character and culture. The most important elements in this development are the people who make up this community - our students, our parents/carers and our staff. We strive to develop sound, life-giving relationships with our students and strong supportive partnerships with parents and families. We endeavour to do this through reflecting, incorporating and modelling the key elements of the College Vision and Mission Statements.

## **Some Key Features of the Student Behaviour Support Policy in Practice**

- Home Group (HG) and subject teachers have the key role in supporting students and the majority of issues that may arise with students are handled by these teachers;
- In Middle and Senior Years HG and subject teachers are supported by the Pastoral Coordinators appointed for particular groups of students;
- The College Code of Conduct can best be summarized by the 10 PB's chart included in this document (PB = Positive Behaviours);
- We have displayed throughout the College the triangular 'Levels of Behaviour' poster (see in this document). This is used to lift students' awareness of behaviour expectations and consequences.
- Parents are informed of behaviour issues if they are considered serious or if a pattern of inappropriate behaviour is evident;
- The College has a Pastoral Centre which is a quiet, supervised room where students can reflect on their behaviour choices, plan for and negotiate re-entry into classes. The Pastoral Centre is staffed by an Assistant Principal or Pastoral Coordinators with a School Officer on a full time basis;
- Parents may be requested to attend a meeting with HG teacher, Pastoral Coordinator and / or member of the Administration Team to discuss ways to support students who make poor choices;
- Students may be withdrawn from the playground if their behaviour is judged to be disruptive or endangering the safety of others;
- A range of individual Behaviour Plans have been developed for implementation with students who require closer monitoring;
- St Augustine's is committed to quality, inclusive teaching and learning practices, especially for those who because of a disability, require significant adjustments to how their behaviour is managed.

### **Program Achieve, You Can Do It!**

An important element of the student behaviour support process is Program Achieve, You Can Do It! Which is a program with the goal of providing students with the foundations for achievement and success in school, work and life – today and in the world of tomorrow. We work with the students to build the culture of the College as one where students are keen to do their best, willing to give things a go, get along with others, believe in themselves and their ability, and have the resilience to bounce back when faced with set backs and challenges.

The Keys to Success that the program focuses on are: Confidence, Persistence, Organisation and Getting Along (with Resilience underpinning it all). Teachers across the College work with the students to develop these foundations, and they are embedded in reporting and awards schemes.



## **10 PB's & You Can Do It – Role Modelling by staff**

We expect students at StAC to follow the 10PBs and strive for the 5 foundations of success – confidence, persistence, organisation, getting along and resilience. As role models for our students, it is also expected that staff align their actions with these expectations.

Examples of this include:

- being on time for class;
- wearing a hat in the playground;
- having a tidy and well organised work area;
- providing suitable work plans and overviews;
- being well presented;
- returning marked student work in a timely manner;
- speaking respectfully to other staff and students.

# Ten Positive Behaviours that make a difference at StAC



Speak to staff, students, parents and visitors in a respectful way

**SPEAK WELL TO OTHERS**



Respect the personal space of others

**KEEP HANDS AND FEET TO YOURSELF**



Wear your uniform with pride—hats on outside

**HATS ON OUTSIDE**



Wear your uniform with pride—personal presentation

**LOOK THE PART TO GET A GOOD START**



Tidy School

**KEEP YOUR SPACE AND SCHOOL TIDY**



Looking after Property and Environment

**TAKING CARE OF STAC BUSINESS**



Being organised for learning

**BE READY FOR LEARNING**



Doing your personal best

**DO IT RIGHT DO IT NOW**



We come here to learn

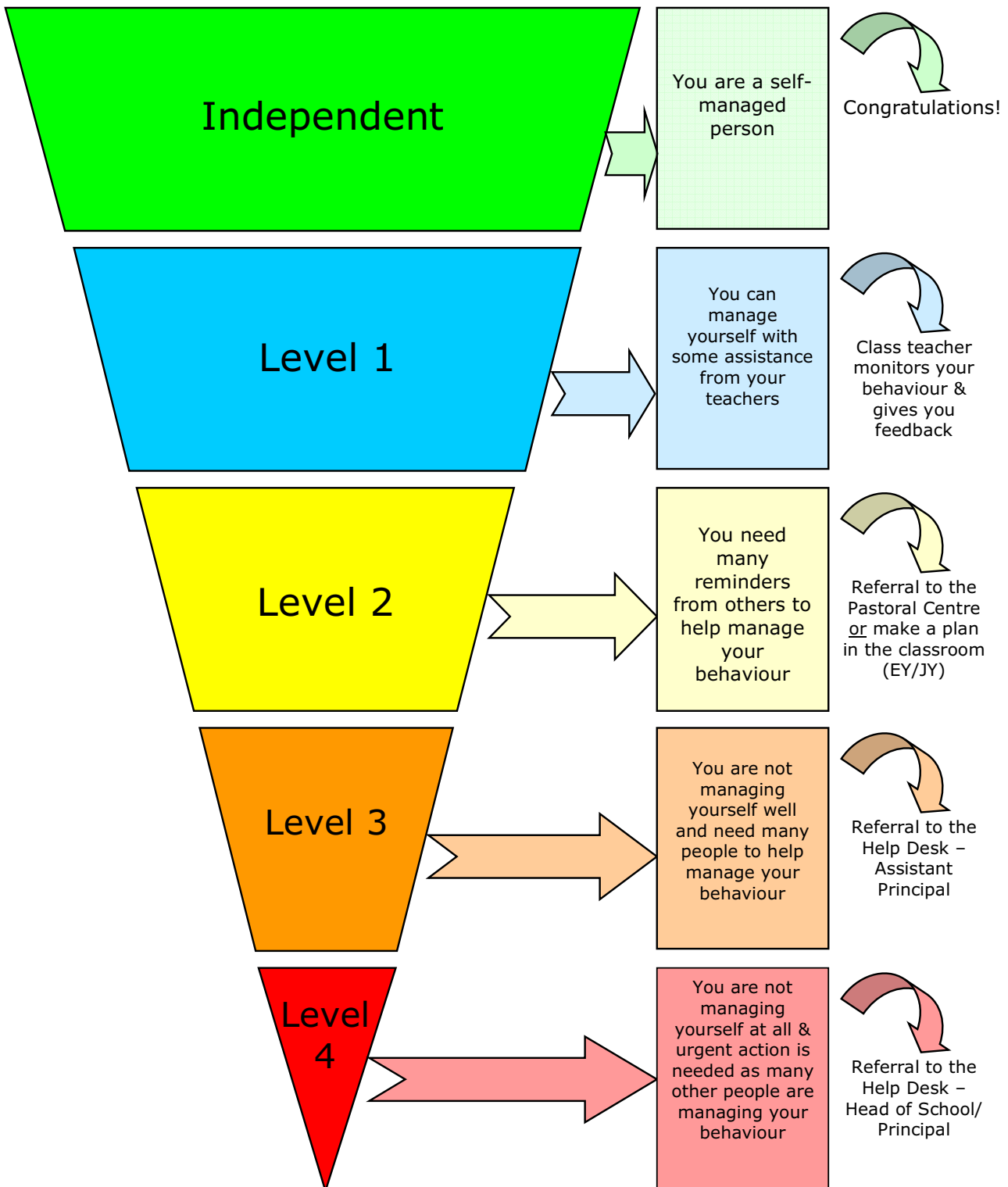
**WHEN OPPORTUNITY KNOCKS ANSWER THE DOOR**



Be personally responsible

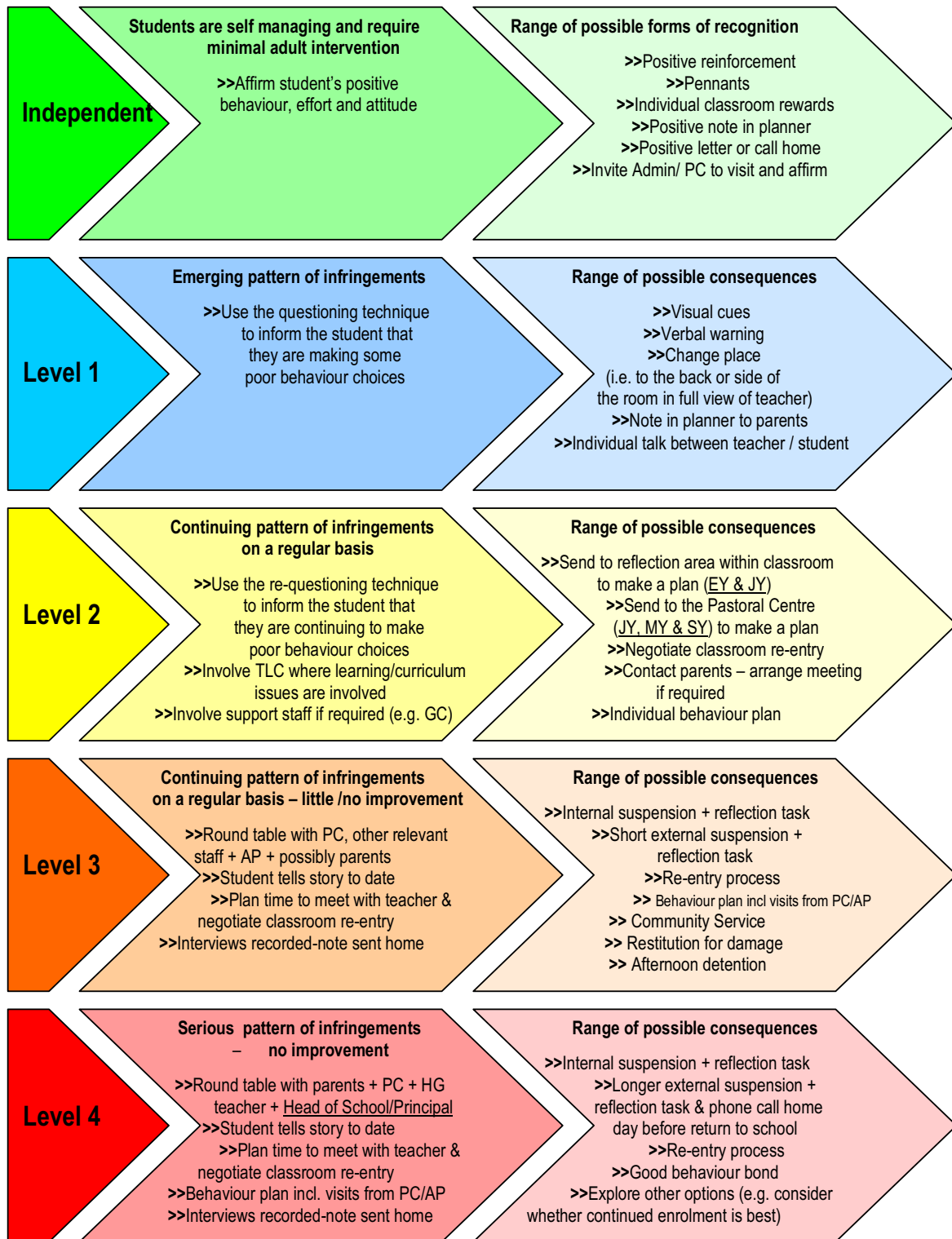
**BE THE CAPTAIN OF YOUR OWN SHIP**

# Levels of Behaviour



# Managing Students' Level of Behaviour

## A Guide for Adults and Adolescents



*\*N.B. If deemed necessary, students can be 'fast-tracked' through the levels for serious infringements*

TLC= Teaching and Learning Co ordinator, GC = Guidance Counsellor  
or, AP= Assistant Principal, PC= Pastoral Co ordinator

## Processes for Keeping Track of Student Behaviour

### \* College Data Base for Behaviour

The College Data Base for Behaviour is on the College intranet [P:drive]. It is available for all staff to read. Only Pastoral Coordinators and members of the Administration Team are able to add records of incidents and behavioural issues to this document. The data base holds records for all students from Prep to 12. Referrals of all students to the Pastoral Centre at Levels 2-4 are recorded on this data base. It can assist at interviews with parents and teachers to document patterns of behaviour.

### \* Task Completion

Students who are referred to Task Completion are recorded on P drive in E: 0201 [Whole of College Behaviour Management]. Those who fail to attend are recorded. Failure to attend on two consecutive days will result in a letter regarding Afternoon Detention.

### \* Referral to the Office during lunchtime

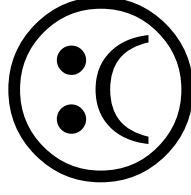
It is hoped that most teachers on duty are able to manage general behaviours at break times with students while they are out in the playground. If the behaviour is more serious, however it may be necessary to send the student from the play area. Students who display reckless behaviour which endangers others during break times or persistent lower level misbehaviours are taken from the play area and sent to the office. Supervision of the hallway at lunchtime is a rostered playground duty. Students in this area may be required to complete some community service for the College. Attendance at the office at lunchtime is recorded at the Help Desk.

### \* Community Service

A common consequence for damage to property, littering, vandalism etc is community service at lunchtime. A formal record of community service for individual students is kept at the Help Desk.



# STUDENT BEHAVIOUR SUPPORT



Making appropriate / responsible choices

What happens when we behave in a particular way is called a consequence

When behaviour deserves to be **congratulated**

**AFFIRMING STRATEGIES**

**INFORMAL**

**FORMAL**

- Positive feedback
- Teacher instigated rewards (e.g. stickers)
- Sharing of students' work with other classes
- Phone call to student's family
- Note in planner to student's family

- Spirit of St Augustine's Award
- St Augustine's 'Award for Achievement' Pennant
- St Augustine's 'Well Done' stickers
- Student of Week Award
- Work included in newsletter / displayed
- Visit from Admin Team member

When choices need to be **reconsidered**

**INTERVENTION STRATEGIES**

**INFORMAL**

**FORMAL**

- Three warnings within the classroom
- Note in the planner to student's family

• Refer to 'Levels of Behaviour' Chart.

NB: The processes and details here vary according to students' age level

## 10 Positive Behaviours Essential Routines, Expectation and Consequences Chart

| Positive Behaviour                         | Catch Phrase               | Essential routines and Expectations<br>Level 0 Independent                                  | CONSEQUENCES   |  |  |  |
|--|----------------------------|---|--|--|--|--|
|  |                            |   | Level 1  | Level 2  | Level 3  | Level 4  |
| 1. Speak to staff and students courteously | Speak well to others       | <b>Expected behaviours</b><br>Speak politely to others [students, staff, parents, visitors] | Incidental disrespectful language /swearing/ cursing | Recurrent incidental language/ swearing / cursing                          | Abusive language / swearing directed @ others                              | Pattern of abusive language / swearing directed @ others |
|  |                            | Courtesy: using please and thank you  | Incidental   |  |  |  |
|  |                            | Listening to teacher / other students   | Incidental   |  |  |  |
|  |                            | Following directions  |  | Recurrent incidental ignoring of directions from staff                     |  |  |
|  |                            | <b>Behaviours not accepted:</b><br>Calling out in class                                     |  | Recurrent incidental calling out in class                                  |  |  |
|  |                            | Arguing back: arguing rather than discussing  |  | Recurrent incidental arguing with staff                                    | Recurrent, abusive arguing with staff                                      |  |
|  |                            | Inappropriate talking in class: students should follow required routines                    |  | Recurrent incidental name calling / teasing / harassment / verbal bullying | Pattern of recurrent name calling / teasing / harassment / verbal bullying |  |
|  |                            | Name calling:   |  |  |  |  |
|  |                            | Teasing / harassment, racial comments, abuse or vilification                                |  |  |  |  |
|  |                            |   |  |  |  |  |
| 2. Respect the personal space of others    | Hands and feet to yourself | <b>Expected behaviours</b><br>Keep hands and feet to self                                   | Incidental   |  |  |  |
|  | My space – your space      | Respect the personal space of others  |  |  |  |  |

| Positive Behaviour                                | Catch Phrase    | Essential routines and Expectations<br>Level 0 Independent                          | CONSEQUENCES |   |   |  |  |
|---|-----------------|---|--------------|---|---|--|--|
|   |                 |   | Level 1      | Level 2   | Level 3   | Level 4  |  |
| 3. Wear your uniform with pride – Hats on Outside | Hats on Outside | Quiet movement around College   |              |   |   |  |  |
|   |                 | Knock before entering   |              |   |   |  |  |
|   |                 | Make way for others in doorways and pathways  |              |   |   |  |  |
|   |                 | <b>Behaviours not accepted</b><br>Hitting, punching, pushing, tripping, dacking     |              |   | Aggressive physical action against others         | Pattern of physical abuse of others  |  |
|   |                 | Hugging, kissing, touching partners   |              |   | Recurrent inappropriate touching                  | Pattern of inappropriate touching  |  |
|   |                 | Using text mail, Internet or mobile phones to abuse, harass or defame others        |              |   | Incident at school or brought to school by others | Repeated infringement  |  |
|   |                 | <b>Expected behaviours</b><br>Students wear College hat at breaks unless undercover |              | 1 <sup>st</sup> & 2 <sup>nd</sup> warning note in Planner;                                      | →→→→→→→→→→  | 3 <sup>rd</sup> warning afternoon detention plus parents advised student will be suspended for at least one day and until guaranteed that hat is worn; |  |
|   |                 | Students wear College hat at PE, sport  |              | 1 <sup>st</sup> & 2 <sup>nd</sup> warning note in Planner; Student not permitted to participate |   | 3 <sup>rd</sup> warning afternoon detention plus parents advised student will be suspended for at least one day and until guaranteed that hat is worn; |  |



| Positive Behaviour                                      | Catch Phrase                       | Essential routines and Expectations<br>Level 0 Independent  | CONSEQUENCES   |                         |         |   |  |
|---|------------------------------------|---|--|-------------------------|---------|---|--|
|   |                                    |   | Level 1  | Level 2                 | Level 3 | Level 4   |  |
| 4. Wear your uniform with pride – personal presentation | Look the part to make a good start | Students wear College hat to excursions, outside sport  | Student not permitted to leave College grounds   |                         |         |   |  |
|   |                                    | Senior Students wear College hat to and from school   | 1 <sup>st</sup> & 2 <sup>nd</sup> warning note in Planner;                                   |                         |         |   |  |
|   |                                    | Student have hat named  | Student sent to Uniform shop to have hat named   |                         |         |   |  |
|   |                                    | Wear hat to tuck shop   | Refused service  |                         |         |   |  |
|   |                                    | <b>Expected Behaviours</b><br>Only Jewellery that can be worn includes : no more than two ear piercings; thin necklace with cross or pendant worn under shirt/blouse; | Incidental; fix or remove on 1 <sup>st</sup> & 2 <sup>nd</sup> instance plus note in Planner | → → → → → → → → → → → → |         | 3 <sup>rd</sup> warning standard letter from AP home to parents to sign and return for action |  |
|   |                                    | Correct sports uniform nominated sports day;  |  |                         |         |   |  |
|   |                                    | Sports shoes to be low profile and predominantly white;   |  |                         |         |   |  |
|   |                                    | Correct day uniform on non sport nominated days;  |  |                         |         |   |  |
|   |                                    | Black lace up shoes [MY/SY]   |  |                         |         |   |  |
|   |                                    | Correct winter uniform [Jumper or track suit];<br>Scrunchies in school colours [Maroon, Teal and Navy]  |  |                         |         |   |  |

| Positive Behaviour | Catch Phrase                       | Essential routines and Expectations<br>Level 0 Independent   | CONSEQUENCES   |          |   |         |  |
|--------------------|------------------------------------|--|--|----------|---|---------|--|
|                    |                                    |  | Level 1  | Level 2  | Level 3   | Level 4 |  |
|                    |                                    | <p>Hair tidy and tied back if below shoulders [boys and girls]</p> <p><b>Unacceptable items:</b></p> <p>No makeup except for foundation</p> <p>No additional items such as hoods, scarves other than school uniform, midriff wraps etc</p> <p>Tattoos</p> <p>Body Drawing</p> <p>Hair styles that draw attention including dreadlocks, (See planner)</p> <p>Obvious body piercings</p> |  |          |   |         |  |
|                    |                                    |  | Remove immediately, note in Planner 1 <sup>st</sup> and 2 <sup>nd</sup> infringement |          |   |         |  |
|                    |                                    |  |  |          |   |         |  |
|                    |                                    |  | →→→→→→→→   | →→→→→→→→ | Refer to AP for discussion with parents; rectify immediately if possible, otherwise exclude from College till rectified |         |  |
| 5. Tidy School     | <i>Bin it right the first time</i> | <b>Expected Behaviours</b>   | Incidental; collect litter while teacher on duty                                     |          |   |         |  |
|                    |                                    | Keep locker / tidy box clean   |  |          |   |         |  |
|                    |                                    | Keep classroom / learning space tidy   |  |          |   |         |  |
|                    |                                    | Use bins to place rubbish  |  |          |   |         |  |
|                    |                                    | Stay on pathways   |  |          |   |         |  |
|                    |                                    | <b>Unacceptable behaviour</b>  |  |          |   |         |  |
|                    |                                    | Moving through gardens   |  |          |   |         |  |
|                    |                                    | Playing in out of bounds areas   |  |          |   |         |  |
|                    |                                    | Playing big ball games anywhere but oval   | Confiscate ball to be collected at end of that break                                 |          |   |         |  |
|                    |                                    | Eating in computer rooms   | Sent from room till finished eating, tidy computer room                              |          |   |         |  |

| Positive Behaviour   | Catch Phrase               | Essential routines and Expectations Level 0 Independent   | CONSEQUENCES   |            |  |         |
|--|----------------------------|---|--|------------|--|---------|
|  |                            |   | Level 1  | Level 2    | Level 3  | Level 4 |
| 6. Looking after Property and Environment                      | Take care of StAC business | Eating whilst playing   | Directed to sit down   |            |  |         |
|  |                            | Eating on the oval  | Refused entry onto oval till eating finished                           |            |  |         |
|  |                            | Chewing Gum   | →→→→→→→→→→   | →→→→→→→→→→ | Community service to remove offending materials                        |         |
|  |                            | Spitting  | →→→→→→→→→→   | →→→→→→→→→→ |  |         |
|  |                            | Messing / littering toilets   | →→→→→→→→→→   | →→→→→→→→→→ |  |         |
|  |                            | <b>Expected Behaviours</b><br>Look after personal property  | Incidental   | →→→→→→→→→→ | Appropriate replacement by payment and or community service to restore |         |
|  |                            | Look after property of others   |  |            |  |         |
|  |                            | Look after school property  |  |            |  |         |
|  |                            | Report breakages  | →→→→→→→→→→   | →→→→→→→→→→ |  |         |
|  |                            | Abide by College acceptable use policy for technology   | →→→→→→→→→→   | →→→→→→→→→→ | Restriction withdrawal of usage privileges of technology               |         |
|  |                            | Tidy home group playground area   | Incidental ,home group   |            |  |         |
|  |                            | Return equipment to correct place of storage  | Incidental   |            |  |         |
|  |                            | Use equipment as directed   |  |            |  |         |
| <b>Unacceptable behaviours</b><br>Vandalism                    | →→→→→→→→→→                 | →→→→→→→→→→  | Appropriate replacement by payment and or community service to restore |            |  |         |
| Stealing   | →→→→→→→→→→                 | →→→→→→→→→→  |  |            |  |         |
| Smoking  | →→→→→→→→→→                 | →→→→→→→→→→  |  |            |  |         |
| Providing and/or drinking alcohol                              | →→→→→→→→→→                 | →→→→→→→→→→  |  |            |  |         |
| Using illegal or prohibited drugs                              | →→→→→→→→→→                 | →→→→→→→→→→  |  |            |  |         |
| Using mobile phone, iPods; personal radios during school hours |                            | 1st infringement item left @ help desk and collected by student @ 3pm; 2 <sup>nd</sup> infringement item collected by parent; 3 <sup>rd</sup> infringement item banned from school unless signed in am and pm |  |            | Major consequences – as per Level 4 issues                             |         |

| Positive Behaviour                      | Catch Phrase                                    | Essential routines and Expectations<br>Level 0 Independent         | CONSEQUENCES                                       |   |   |   |  |
|---|---|--|--|---|---|---|--|
|   |   |  | Level 1  | Level 2   | Level 3   | Level 4   |  |
| <b>7. Being organised for learning</b>  | <i>Be ready for learning</i>                    | <b>Expected behaviour</b>  | Incidental   |   |   |   |  |
|   |   | Be on time for class   |  |   |   |   |  |
|   |   | Have books / materials required for learning                       |  |   |   |   |  |
|   |   | Carry Planner  |  |   |   |   |  |
|   |   | Take newsletters and notes home                                    |  |   |   |   |  |
|   |   | Return consent forms   |  |   |   |   |  |
|   |   | Line up quietly at classroom door and enter as directed by teacher |  |   |   |   |  |
|   |   | Complete homework  | Task Completion;<br>If two Task Completions missed | →→→→→→→→  | Afternoon detention after school                                  |   |  |
|   |   | Complete assessment items  | Incidental   |   |   |   |  |
|   |   | <b>Expected Behaviour</b><br>Producing personal best work          |  |   | Recurrent incidental  | Review meeting re: progress; parents advised; possible parent/student review, goal setting and accountability interview |  |
| <b>8. Doing your personal best</b>      | <i>Do it right, do it now</i>                   | <b>Expected Behaviour</b><br>Attending class in a positive manner  | →→→→→→→→   |   |   |   |  |
|   |   | Participating in learning activities                               |  |   |   |   |  |
|   |   | <b>Unacceptable behaviour</b><br>Skipping class                    | →→→→→→→→   | First offence; recorded on data base and task completion to make up missed learning<br>→→→→→→→→ | Parent contact; After school detention to make up missed learning |   |  |
|   |   | Leaving the College rounds without permission                      | →→→→→→→→   | →→→→→→→→  | →→→→→→→→  |   |  |
|   |   | Truanting school   | →→→→→→→→   | →→→→→→→→  | →→→→→→→→  | Parent contact; After school detention to make up missed learning   |  |
| <b>9. We come here to learn</b>         | <i>When Opportunity knocks, answer the door</i> | <b>Expected Behaviour</b>  | Incidental   | Recurrent Incidental  |   |   |  |
|   |   |  |  |   |   |   |  |
| <b>10. Being personally responsible</b> | <i>Be the Captain of your own ship</i>          | <b>Expected Behaviour</b>  | Incidental   | Recurrent Incidental  |   |   |  |
|   |   |  |  |   |   |   |  |

## Use of Pastoral Centre

### Rationale

The Pastoral Centre has been designed to help students focus on how they can achieve their goals without getting in the way of teachers work and of other students who are trying to learn. It is an environment which encourages mutual respect by teaching students how to think through what they are doing in relation to the StAC Code of Behaviour. The use of the Pastoral Centre assists students to take personal accountability for their actions.

### Which students can access the Pastoral Centre?

The Pastoral Centre may be used for students across Middle and Senior Years. Some Junior Years students may also access the Pastoral Centre in particular circumstances.

### Process

The Pastoral Centre should be used after teachers have tried a number of other behaviour support strategies. Generally, the following process would be followed before a student moves to the Pastoral Centre:

- The student would be given a number of warnings within the classroom e.g. eye contact, verbal warning, move to a different area of the classroom.
- The student would be asked the *first set of questions* (in a calm and curious voice):
  - What are you doing?
  - What should you be doing?
  - Who has been affected by your actions?
  - What do you need to do now?
  - What will happen if you disrupt again?

If the student continues to display inappropriate behaviour choices which do not follow the 10PBs, teachers can proceed with the following:

- The student would be asked the *second set of questions* (in a calm and curious voice):
  - What are you doing?
  - What did you say would happen if you disrupted again?
  - What are you going to do now?

- The teacher would complete a Pastoral Centre referral form, phone the Pastoral Centre to inform them that the student is on their way and the student would move to the Pastoral Centre

### **Students who do not work with the process**

If a student will not work with the teacher as indicated by the response to the questions, then the student will need to be removed from class by a member of the Administration Team.

### **In the Pastoral Centre**

From 2008, the Pastoral Centre will be staffed by a Pastoral Co ordinator or Assistant Principal and a School Officer from Periods 1-6.

When a student arrives at the Pastoral Centre, they will be asked to complete an 'Action Plan'. The staff member in the Pastoral Centre will assist the student with any difficulties they are having and discuss their plan with them. Once their plan is completed to a satisfactory standard, the student can return to class and present their plan to their teacher. The teacher can then either:

- a) Negotiate the plan with the student immediately - the student re-enters class
- b) Ask the student to re-enter class and negotiate the plan later in the lesson at a more convenient time
- c) Advise the student of a more appropriate time to negotiate the plan (e.g. lunch time); and the student returns to the Pastoral Centre for the duration of that lesson

A student cannot re-enter the class until the plan has been negotiated with the teacher.

Once the plan has been negotiated, the student must return the signed plan to the Pastoral Centre for filing.

### **Tracking**

Any student who visits the Pastoral Centre is entered onto a database. This database can be accessed by all staff members at any time. Staff in the Pastoral Centre are required to monitor students' entries and report back to Home Room teachers, Pastoral Co ordinators and/or the Administration team where required.

All hard copies of 'Action Plans' are also kept in student files in the Pastoral Centre.

## **Task Completion**

Task completion is an opportunity for students to finish work not completed (either class work or homework) during the times of 12:30pm and 1:00pm [Task completion is not to be confused with detention which is described later in this policy]. Task completion is held in the Pastoral Centre.

Students on task completion are required to arrive in the designated area between 12:30pm and 12:40pm. Any student who arrives after this time will not be admitted and will be recorded as having missed the session and be required to attend the following day.

### **Putting Students on Task Completion**

- a. Teachers will write a note in the student's Planner for homework or class work that has not been completed and include an indication of the time required for the task.
- b. Students will attend task completion, bringing the task to be completed and their Planner.
- c. Students will remain in task completion until the task is completed to a satisfactory standard.
- d. The teacher supervising task completion will countersign the note in the planner as an indication that the student attended task completion.
- e. The teacher supervising task completion will also record the student's attendance at task completion in the appropriate document on P Drive.
- f. If necessary the supervising teacher will assist the student with the task.
- g. Home group teachers will monitor their students' referral to task completion and contact parents if this occurs regularly at any stage.

### **Failure to Attend Task Completion**

Students who fail to attend task completion 2 times in a row, will be required to attend an afternoon detention. It is the referring teacher's responsibility to inform the Help Desk of the student needing to attend afternoon detention. The Help Desk will then inform the student's parents via mail and the student will be expected to attend the first detention session in the following week.

If the student misses the detention, they will not be permitted to return to class until the session is made up.

## **Unacceptable Consequences**

In recognition of the spirit and guidelines associated with this policy, some consequences are regarded as unacceptable. These include:

- Physical punishment
- Humiliating punishment
- Sending students to unsupervised areas [e.g. outside classroom]
- Giving students write outs, lines or repeated number facts
- Name calling
- Use of sarcasm
- Lack of opportunity for a student's case to be heard



## Level 2 Management Process

### Level 2 Definition

Students who have reached Level 2 in the management process have been managed at Level 1 (classroom level) with little demonstrated improvement in their behaviour. At Level 2, students would either be referred to the Pastoral Centre to reflect on their behaviour and make a plan (JY, MY & SY) or make a plan within their classroom (EY & JY). The plan-making process would involve negotiating re-entry into the classroom with the teacher involved.

### Personnel involved in Level 2 Management

School personnel involved at Level 2 will include the student, Home Group teacher, Pastoral Co ordinator (for MY & SY), Pastoral Centre staff (for JY, MY & SY), possibly parents and other relevant staff.

### Level 2 Management Process

1. At Level 2, a student will be asked the first set of **'PB Responsible Action Process' questions**. If the student chooses not to correct their behaviour after the initial questions they will be asked the second set of questions and consequently either:
  - a. Move to a **reflection area** within the classroom to make a plan (EY & JY), or,
  - b. Move to the **Pastoral Centre** to make a plan (JY, MY & SY)
2. >>Students who have made a plan within the classroom (EY & JY) will discuss their plan with their Home Group teacher and **negotiate re-entry** into the class.
3. >>Students who have moved to the Pastoral Centre (JY, MY & SY) will discuss their plan with the Pastoral Centre staff member and return to class to **negotiate re-entry** (see 'Use of Pastoral Centre for further details).
4. If required, a **meeting will be arranged with the student's parents** to discuss his/her behaviour. This meeting would involve the parents, Home Group teacher and Pastoral Co ordinator (MY & SY). The meeting is also likely to involve the student (depending on the circumstances).
5. At Level 2, a student may also be placed on an **Individual Behaviour Plan** allowing the student to focus on a particular aspect of their behaviour and receive feedback on that behaviour. All teachers of that student as well as the Pastoral Co ordinator (MY & SY) have the opportunity to comment on the student's behaviour and work with the student to keep their

behaviour on track. Individual Behaviour Plans are stored on the College's 'P Drive' and it is expected that parents will sight hard copies.

6. Depending on the nature of the incident [e.g. persistent disregard for uniform standards] the Pastoral Co ordinator (MY & SY)/Assistant Principal (EY & JY) in consultation with the Home Group teacher may place a student on **afternoon detention**. Detention will only occur within the guidelines set down by BCE which includes clear and adequate notification to parents ahead of time and adequate supervision for the entire period of detention.
7. A student who continues to have difficulty managing their own behaviour at Level 2 will be **moved to Level 3** after consultation between the Home Group teacher and Pastoral Co ordinator (MY & SY)/Assistant Principal (EY & JY).
8. The task of **monitoring** a student's behaviour while on Level 2 is the responsibility of the Home Group teacher and the Pastoral Co ordinator (MY & SY).

## Level 3 Management Process

### Level 3 Definition

Students who have reached Level 3 in the management process have either been managed at Level 2 with little demonstrated improvement in behaviour or they have been involved in incidents such as abusive language directed at others, aggressive physical actions against others, persistent disregard for uniform. A meeting is convened to proceed to Level 3.

### Personnel involved in Level 3 Management

School personnel involved at Level 3 will include the student, Pastoral Co ordinator, Home Group teacher, an Assistant Principal, possibly parents and other relevant staff.

### Level 3 Management Process

1. Level 3 student alerted to Admin team by a Pastoral Co ordinator
2. **Meeting** is chaired by an Assistant Principal N.B: Parents may be asked to attend. If not however, they are always most welcome;
3. A staff member present will take minutes that will be signed by those present. A copy of the minutes is to be filed in the student's file;
4. The chairperson will briefly explain the Levels of Behaviour [the triangle document – a copy of which should be available]
5. The chairperson will outline the details of the incident or sequence of events that has led to the student being managed at Level 3, including details of how any investigation [if required] was conducted or retracking persistent behaviour which was not in keeping with the College values or standards
6. An opportunity is given to the parents/ carer (if present) and student to clarify any matters;
7. Depending on the nature of the incident [eg: persistent disregard for uniform standards] a student may be placed on **afternoon detention**. This includes clear and adequate notification to parents ahead of time and adequate supervision for the entire period of detention.
8. Level 3 management may also include designing a suitable **Behaviour Support Plan**. This process allows teachers and students to focus on particular aspects of behaviour and the student is given multiple opportunities for feedback on these behaviours from a range of teachers across any one day Samples of these are stored on the College P drive.[See example in Appendix section ] Parents are given feedback on these Behaviour Support Plans.
9. Some more serious Level 3 behaviours may require an immediate internal suspension.

10. **Internal suspension**: implemented as a short term [no more than one day] measure to provide space and time for a student who has made the same and similar poor choices repeatedly, or whose presence in the classroom may be causing disruption or threat to the safety of others. The student will usually serve this time in the Pastoral Centre with a reflective task to complete.
11. The more extreme types of Level 3 behaviour [eg: significant acts of vandalism] may result in short **external suspension**.
12. **External suspension – short term [one or two school days]**: generally put in place to provide a cooling off period or an opportunity for staff to put additional support measures in place. A short term external suspension is imposed only after consultation with parents / care givers who will be provided with full details of the circumstances

The task of monitoring student behaviour while on Level 3, falls to the Pastoral Coordinator and the Assistant Principal involved at the Level 3 meetings for that student.

## **Level 4 Management Process**

**[including guidelines for Suspension, Good Behaviour Bond and Exclusion from the College]**

### **Level 4 definition**

Students who have reached level 4 in the management process have either been managed at Levels 1 – 3 with little demonstrated improvement in behaviour or they have been involved in a serious infringement of College expectations and values eg bringing or using alcohol at school or to a school activity, use of illegal or prohibited drugs, serious assault, major vandalism, serious abuse of staff, carrying a weapon or bringing the College or individuals belonging to the StAC community into significant disrepute]. A meeting is to be convened as soon as practicable after a decision is made by the Principal or Head of School to proceed to Level 4.

### **Personnel involved in Level 4 Management**

School personnel involved at level 4 will include the Principal, Head of Secondary or Head of Primary, Case manager [if applicable], Pastoral Co ordinator, Home teacher as well as the student and his/her parents/ caregivers. In addition other staff such as an Assistant Principal or Guidance Counsellor may be involved.

### **Level 4 Management Meeting Process Guidelines**

1. The meeting is to be chaired by the Principal or Head of School;
2. A staff member present will take minutes that will be completed and given to all involved as soon as practicable after the meeting. A copy of the minutes is to be filed in the student's file;
3. The chairperson will briefly explain the Levels of Behaviour [the triangle document – a copy of which should be available];
4. The chairperson will outline the details of the incident or sequence of events that has led to the student being managed at Level 4, including details of how the investigation [if required] was conducted;
5. An opportunity is given to the parents/ carer and student to clarify any matters;
6. Depending on the nature of the infringement, the student may be placed on a Level 4 suspension [see note below re Guidelines for suspension];
7. Depending on the nature of the infringement, the student may also be placed on a Good Behaviour Bond. If the student is being managed for the first time at Level 4, the application of a Good Behaviour Bond may not occur. [see note below for Guidelines].
8. Strategies are to put in place to support the student. These may include:

Student Behaviour Support Policy

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St Augustine's College

- Appointment of Case manager [if the student does not already have one]
  - Implementing a Behaviour Support Plan [see in Appendix section];
  - A re-entry process for the student following a suspension;
  - Setting up a review meeting involving parents/care givers and case manager [and any other staff deemed necessary at the time];
9. As part of the discussion, the chair-person will also outline what consequences may now if the student does not make significant improvement. These would include imposing a Good Behaviour Bond and possible exclusion from the College.
  10. A memo is to be sent to all staff who work with the student outlining any action plan to be implemented.
  11. A copy of all minutes, action plans and memos to staff to be filed in the student's file.

### **Good Behaviour Bond Guidelines**

1. The imposition of a Good Behaviour Bond is considered very serious and signals to the student and parents/care givers that the student is being given a last "life line" to demonstrate that s/he can meet the expectations and values of the college. Failure to reach this expectation during the life of the Good Behaviour bond could lead to a process of exclusion.
2. A Good Behaviour Bond is normally implemented after a student has either been involved in a major infringement [see point 7 above] or when the student has failed to meet expectations developed as part of a first Level 4 management meeting.
3. A Good Behaviour Bond lasts usually for one term of approx. 10 weeks;
4. A sample Good Behaviour Bond is provided in the Appendix section
5. When a decision is made to apply a Good Behaviour bond, it should be done in the context of a meeting with his/her parents / care givers, case manager and Principal or Head of School. The meeting should be documented and included in the student's file;
6. A number of strategies to support the student during the course of the Good Behaviour bond will be put in place including:
  - Appointment of a case manager if the student does not already have one;
  - Implement a Tracking process based on the Foundational checklist [see appendix section]
  - Regular meeting of that case manager with the student;
  - Regular feedback to parents re progress;
  - Feedback to the student;

- Opportunity for referral to one of the Guidance Counsellors with an initial appointment at the earliest possible time after the GBB is imposed;
- [Depending on the nature of the infringement] possible external community service for example with the Campus Minister e.g. Canossa;
- Documentation of significant events including times and dates of direct contact with student and parents/care givers.

## Guidelines for Suspension

### Suspension may take several forms:

1. Internal suspension: implemented as a short term [no more than one day] measure to provide space and time for a student who is persistently offending in a significant matter, or whose presence in the classroom may be causing immediate disruption or threat to the safety of others. The student will usually serve this time in the Pastoral Centre and be implemented in conjunction with a Behaviour Support Plan.
2. External suspension – short term [max two school days]: generally put in place to provide a sanction for a serious or persistent offences / or cooling off period or an opportunity for staff to put additional support measures in place. A short term external suspension is imposed only after consultation with parents / care givers who will be provided with full details of the circumstances.
3. External Suspension – longer term [five school days]: a longer term external suspension is imposed only as part of a Level 4 Behaviour Management process as outlined in section 6 above. During a longer term suspension, the student will be required to complete a number of tasks related to the circumstances leading to that suspension [see Appendix section for examples].
4. All suspensions will be followed up by a re-entry process.
5. Details of all suspension will be documented on the data base and in the student's file;

## Process leading to Exclusion from the College

### Process:

In the event that a student has broken the Good Behaviour Bond and it is considered that every possible attempt has been made to support the student to behave in a manner consistent with the expectations and values of the College, a decision needs to be made whether the matter would be serious enough to proceed with an exclusion process that could lead to Expulsion or to a recommendation to the parents / care givers that they seek an alternative school for their student. The process leading to Expulsion is a formal process that is referred to the Executive Director. Details of this process are contained in a separate Brisbane Catholic Education document entitled *Suspension and Expulsion Guidelines 1994*. This policy is currently under review with a draft document *Student Behaviour Support Regulations and Guidelines Draft 5 May 2007* under consideration within the BCE school system.

### Guidelines for Meeting to discuss Exclusion of a student from the College

1. When exclusion from the College is considered, a meeting would be convened by the Principal involving parents / care givers, student, Head of School, Case manager and other appropriate staff;
2. A member of staff will take minutes;
3. The details of the infringement(s) will be outlined complete with full details of the process used to investigate the incident;
4. The conditions of the Good Behaviour Bond will be reviewed [if one has been in place];
5. The support provided for the student while s/he has been on a Good Behaviour Bond will be tabled;
6. The decision to exclude the student and reasons for that decision will be conveyed to the parents / caregivers and student;
7. Two options will be presented to the parent / care givers to consider : that the parents take the student elsewhere to make a fresh start OR commencement of a formal process leading to a recommendation to the Director of BCE that the student be expelled;
8. Should the parents / care givers choose the former, the College would offer support in finding another school or option [depending on the age of the student];



9. Should the parents /care givers choose the latter, the student would be suspended for up to 10 days, pending the outcome of the expulsion process.
10. The Principal would commence the process of recommending to the Executive Director that the student be expelled.
11. Parents are able to appeal the Executive Director's decision.

## Pastoral Case Manager

### The role of the Pastoral Case Manager is:

1. To monitor the welfare of a student in the College environment;
2. To maintain contact with the other key people concerned with the education, personal growth and welfare of the student;
3. To initiate action on the student's behalf.
4. Usually only appointed when a student is on Behaviour Level 4
5. Different from a Special Needs Case Manager [ Counsellor /ST-IE]

### Key tasks may include:

- Establishing a relationship with the student and checking in on him/her both formally and informally.
- Ensuring that all staff know that you are the Pastoral Case Manager and that all concerns about the student are to be reported to you.
- Maintaining regular contact with parents/caregivers (frequency to be negotiated with the parents).
- Maintaining regular communication with teachers of the student – proactively seeking their perceptions of the student's progress.
- Maintaining regular contact with other specialist staff involved in the case and education of the student.
- Convene meetings as needed to discuss the student's progress (socially, emotionally and academically); ensure that the current program is meeting the student's needs; and plan for the future.
- Ensuring the StAC behaviour data base information is correct and updated as necessary
- Ensuring that an appropriate plan/program is put in place for the student as needed and that this program is communicated to all appropriate people.
- Keeping the Admin Team and Guidance Counsellors informed.
- Advocate for the student when their needs are being overlooked.
- Communicate with new staff about the particular needs of the student.
- Ensure that the student's needs are considered when a change is made to the usual College program eg: camps, fire drill, socials, excursions etc.
- Be involved in monitoring any Good Behaviour Bond as needed
- Complete "Foundations for Learning" checklists twice a term [week 4 and week 8] with current teachers. and reporting this to parents.

## **Managing the behaviour of *Students with Disabilities*** *under the guidelines of relevant policies*

The **Australian Disability Standards for Education [2005]** outlines our obligations to respect the rights of these students and to explore, in partnerships with families, the most reasonable solutions that balance the interests of all parties.

The **Queensland Catholic Education Commission** Policy: *Inclusive Practices in Queensland Catholic Schools* is developed on the principles of valuing diversity. It informs us of the responsibility of ensuring reasonable adjustments are made to allow these students effective participation in college life. This must include adjustments to our behaviour management of students with disabilities.

**Brisbane Catholic Education** encourages schools to gather relevant evidence, in partnership with families and others within the broader community, regarding the student's behaviour and use it to inform educational decisions about managing behaviour. All members of the school community should seek to create and promote safe, supportive and inclusive environments for these students and their peers.

**StAC** is committed to quality inclusive teaching and learning practices, especially for those, who because of a disability, require significant adjustments to how we manage their behaviour.

In light of the above guidelines our approach to managing the behaviour of students with disabilities *may* include:

- Assigning a Special Needs Case Manager to these students
- Giving individual explanations of aspects of this policy to specific students to ensure clearer understanding and acceptance of our expectations
- Speaking to parents of these students about specific aspects of the policy so they may help us work with the student
- Speaking to peer groups about the way we manage some students differently and at the same time encouraging tolerance of the behaviour by the peers.
- Providing training for relevant staff about specific management strategies and techniques which are suited to specific disabilities.
- Seeking additional information from relevant professionals about the best way to manage a particular student.
- Using the StAC *Student Behaviour Support* policy document to provide a basic framework within which we work towards acceptable behaviour standards for these students and their peers.

- Accepting that movement through the Levels of Behaviour as set out in the StAC policy may not be the same for these students as for other students.
- Alerting relevant staff of these adjustments so all staff can work with the student consistently within agreed parameters.
- Involving Student Services team and Guidance Counsellors to include some specific behaviour skills in the student's EAP/IEP as appropriate.
- Keeping the parents and staff closely informed about new and impacting behaviours as they occur.

## Student Behaviour Support Framework and expectations

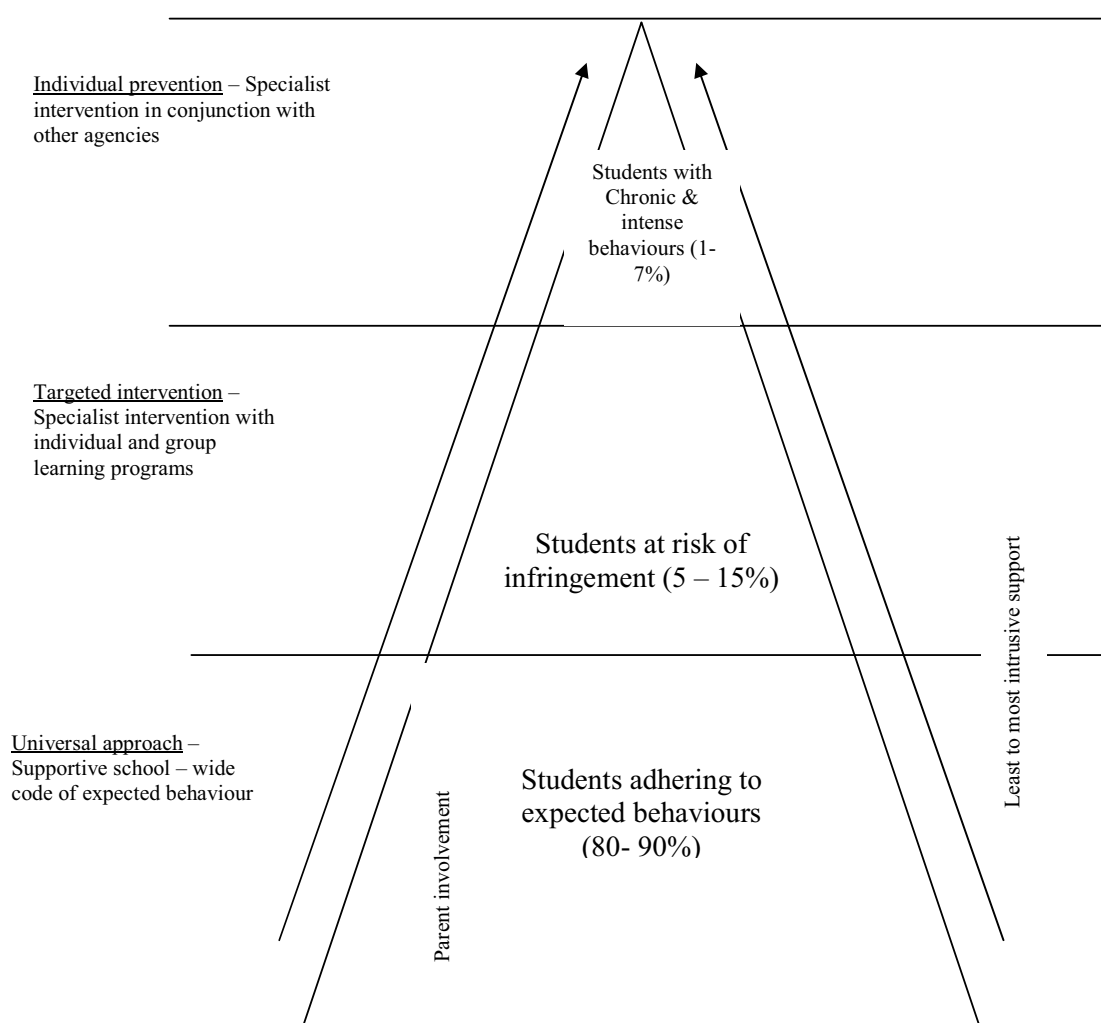


Figure 2. Support Framework

### All members of school communities are expected to:

- Conduct themselves in a lawful, ethical, safe and responsible manner that recognizes equity and respects the rights of others.

### Students are expected to:

- Participate actively in the school’s education program
- Take responsibility for their own behaviour and learning
- Demonstrate respect for themselves, other members of the school community and the school environment
- Behave in a manner that respects the rights of others, including the right to learn

Student Behaviour Support Policy

St Augustine’s College

- Cooperate with staff and others in authority.

**Parent/carers are expected to:**

- Show an active interest in their student's schooling and progress
- Cooperate with the school to achieve the best outcomes for him/her
- Support school staff in maintaining a safe and respectful learning environment for all students
- Initiate and maintain constructive communication and relationships with school staff regarding their student's learning, wellbeing and behaviour
- Contribute positively to behaviour support plans that concern him/her.

**Schools are expected to:**

- Provide safe and supportive learning environments
- Provide inclusive and engaging curriculum and teaching
- Initiate and maintain constructive communication and relationships with students and parents/carers
- Promote the skills of responsible self management.

**Principals are expected to:**

- Play a strong leadership role in implementing and communicating *The Strategic Renewal Framework (2007-2011)* in the school community, and in the development of a Whole School Student Behaviour Plan and code of expected behaviours
- Ensure consistency and fairness in implementing the school's Plan
- Communicate high expectations for individual achievement and behaviour
- Review and monitor the effectiveness of school practices and their impact on student learning
- Support staff in ensuring compliance with *The Strategic Renewal Framework (2007-2011)* and facilitate professional development to improve the skills of staff to promote responsible behaviour.

**Brisbane Catholic Education Personnel are expected to:**

- Determine policy directions and monitor the efficiency and effectiveness of resource allocations, and services, for Student Behaviour Support throughout our community of schools.

## St Augustine's College Key Roles & Relationships

|   | At the classroom level<br><b>- Home Room Teachers</b>  | At the school level<br><b>- PAR: Curriculum (TLC's)</b>   | At the Middle and Senior Years level<br><b>- PAR: Pastoral (Pastoral Co ordinator)</b>  |
|---|--|---|---|
| <b>Key accountabilities</b>   | <p>-In accord with the school curriculum plan and their view of students as learners, collaboratively develop appropriate units of work for their students within a supportive learning environment</p> <p>-To develop and implement a classroom management plan in line with St Augustine's Student Behaviour Support Policy</p> <p>- Refer/seek advice from other specialist personnel within the college (e.g. STIE, Guidance Counsellor)</p> <p style="text-align: center;"><b>-PACT &amp; Specialist Teachers</b></p> <p>-Support students' learning and behaviour using practices which align with those adopted in home rooms</p>   | <p>-Develop curriculum guidelines and connections to assist and support classroom teachers in generating units of work, which engage students through the selection of appropriate outcomes, content, pedagogy and assessment strategies</p> <p>- Gather data to support initiatives that address work performance concerns (including liaising with other stakeholders)</p> <p>- Manage implementation of curriculum related initiatives</p> <p>- Review as appropriate</p>  | <p>-Support the development of the school ethos &amp; a safe, supportive &amp; productive learning environment, particularly through fostering of precinct cohesiveness and student involvement</p> <p>-Implement St Augustine's <u>Student Behaviour Support Policy</u> to the benefit of both staff and students</p> <p>-In collaboration with TLC's, implement processes for developing individual <u>student learning pathways</u></p> <p>-Work with teachers, PAR role holders &amp; specialists (eg STIE &amp; Guidance Counsellor) to implement a <u>holistic approach to student development</u></p> <p>-Ensure that all students have an opportunity to participate in all College activities without fear of harassment, distraction or ridicule</p> <p>-Work to ensure that there is an atmosphere of mutual respect within the College community where each individual is valued &amp; values other members of the College community</p> <p>-Develop <u>positive relationships</u> with students &amp; a <b>positive tone</b> across the Middle Years &amp; Senior Years</p> <p>- <b>Gather data</b> to support initiatives that address behaviour concerns (including liaising with other stakeholders)</p> <p>-Confer with individual students to clarify issues, develop and monitor <b>behaviour and learning pathway plans</b></p> <p>-<b>Mediate</b> with teachers and/or other students as necessary</p> <p>-Provide support to <b>students identified as 'at risk'</b> (e.g. reintegration following illness, new enrolment)</p> <p>-Monitor designated aspects of <b>school performance</b> (e.g. behaviour, attendance, uniforms) &amp; <b>communicate with staff, students and parents</b></p> <p>-Request and/or participate in <b>'Wrap Aroun</b>d' for identified students.</p> <p>-Support teachers by offering <b>strategies</b> for dealing with students</p> <p>-Encourage <b>rewards &amp; positive feedback</b> to students</p> |
| <b>Characteristics of role (With respect to student, support behaviour)</b> | <p>-Set up a <b>class covenant</b> that negotiates classroom rules with students</p> <p>-Be consistent when enforcing and discussing with students whole school expectations and catch phrases</p> <p>-Employ a <b>range of management strategies</b> (subtle and more overt – e.g. 'choice' statements, rule reminders, positive reinforcement and modelling)</p> <p>-Initiate <b>partnership contact with parents</b> as a priority (particularly through use of student Planner)</p> <p>-Implement/negotiate <b>consequences</b> for inappropriate classroom behaviour (e.g. 'time out' within the classroom, individual conferencing to clarify issues, referral to Home Group teacher, Pastoral Co ordinator, member of the Administration Team as appropriate)</p> <p>-Request a <b>'Wrap Around'</b> for an 'at risk' student</p> <p>-Support and monitor individual student behaviour plans (if appropriate)</p> <p>-Encourage and reward desired classroom behaviour (e.g. SIAC good behaviour awards, individualized classroom reward system, positive feedback)</p> | <p>-Advise and support teachers with the assistance of Pastoral Co ordinators in developing and implementing their classroom management plan and setting goals for their own professional performance and learning</p> <p>-Work with other teachers in PAR roles and specialist staff (eg STIE &amp; Guidance Counsellor) to <b>implement a holistic approach to student development</b></p> <p>- Collaboratively develop and implement policies and procedures for homework, assessment and reporting</p> <p>- In collaboration with Pastoral Co ordinators, and other parties (eg students, parents, administration) implement processes for developing individual student learning pathways (<b>Student/Teacher Conferences, Parent/Teacher meetings, Strategies for modifying curriculum plans</b>)</p> |   |

Student Behaviour Support Policy

St Augustine's College

|  | At the school level<br><b>- Assistant Principals</b>   | At the school level<br><b>- Head of Secondary/Primary</b>   | At the school level<br><b>- Principal</b>  |
|--|--|---|--|
| <b>Key accountabilities</b>  | <p>Support the overall development of the College ethos and the welfare of staff and students, by fostering the development of and maintenance of a safe, supportive and productive learning environment</p> <p>Support St Augustine's <u>Student Behaviour Support Policy</u> to the benefit of both staff and students</p>   | <p>The Head of Secondary/Primary share responsibility with the Principal for the overall development of the school ethos and the welfare of staff and students, by fostering the development of and maintenance of a safe, supportive and productive learning environment</p> <p>Support St Augustine's <u>Student Behaviour Support Policy</u> to the benefit of both staff and students</p>   | <p>The Principal is responsible for the overall development of the school ethos and the welfare of staff and students, by fostering the development of and maintenance of a safe, supportive and productive learning environment</p> <p>Support St Augustine's <u>Student Behaviour Support Policy</u> to the benefit of both staff and students</p>   |
| <b>Characteristics of role (With respect to student behaviour)</b> | <p>Provide support to the Principal / Heads of College in their overall responsibility/role</p> <p>Be a facilitator/negotiator/mediator between student, parents and teacher where necessary</p> <p>Be a consultant/liaise with staff on management/ behavioural issues (e.g. determining appropriate strategies/ consequences, formulating plans of action, reviewing procedures)</p> <p>Liaise with PAR role holders in both a reactive &amp; proactive capacity</p> <p>Visit classrooms (by request, invitation, negotiation or drop in)</p> <p>Implement consequences for students displaying very serious behaviours as per the policy</p> <p>Make recommendations to the Principal / Heads of College concerning serious behaviours</p> <p>Facilitate and monitor the implementation of appropriate curriculum and pastoral care policies plans and activities</p> <p>Advise and support teachers in accessing suitable professional learning for this work</p> <p>Represent the Administration Team in 'Wrap Arounuds' as appropriate</p> <p>Be another point of contact for parents (in addition to home room teachers/PAR role holders).</p> <p>Add data to and monitor information on PAR/admin referral document on and respond to multiple entries as needed</p> <p>Provide leadership by addressing students at assemblies with regard to behaviour &amp; support issues</p> <p>Provide opportunities for rewarding appropriate behaviour &amp; attitudes</p> | <p>Support St Augustine's <u>Student Behaviour Support Policy</u> to the benefit of both staff and students</p> <p>Establish structures which provide specialist skills, information and support for the welfare of staff and students</p> <p>Communicate the school policy for supporting and managing behaviour to all members of the school community</p> <p>Monitor classroom practices</p> <p>Monitor student records and activity</p> <p>Implement consequences for students reaching Level 4 behaviours</p> <p>Engage BCE procedures and interagency support services for students who require more specialised intervention.</p> <p>Provide leadership in modelling and supporting the implementation of BCE policies aimed at the elimination of unfair discrimination and harassment</p> <p>Represent the Administration Team at 'Wrap Arounuds' as appropriate</p> | <p>Establish structures which provide specialist skills, information and support for the welfare of staff and students</p> <p>Communicate the school policy for supporting and managing behaviour to all members of the school community</p> <p>Manage all Collegal resources to respond to the school's identified needs and priorities</p> <p>Monitor classroom practices</p> <p>Monitor student records and activity</p> <p>Engage BCE procedures and interagency support services for students who require more specialized intervention</p> <p>Provide leadership in modelling and supporting the implementation of BCE policies aimed at the elimination of unfair discrimination and harassment</p> |



| Key accountabilities   | At the school level<br><b>- Guidance Counsellor</b>   | At the school level<br><b>- Support Teacher Inclusive Education</b>   | At the school level<br><b>- School Officers</b>  |
|--|---|---|--|
| <b>Characteristics of role (with respect to student behaviour)</b> | <ul style="list-style-type: none"> <li>-Offer students a relaxed, friendly and confidential environment</li> <li>-Advocate for students with appropriate individuals/agencies as necessary and in a systemic and accountable manner</li> <li>-Work with the College community in the development and <u>maintenance of a safe and supportive environment</u></li> <li>-Collaboratively plan (and teach as appropriate) units of work with teachers which support the development of personal and interpersonal skills</li> <li>-Maintain a system for <u>record keeping</u> which is secure and in the best interests of students, parents and staff</li> <li>-Identify underlying goals/needs of students exhibiting 'problem' behaviours</li> <li>-Participate in 'Wrap Arounuds' for 'at risk' students</li> <li>-Offer counselling/ support/ advice/ information to students re 'problem' behaviour/ personal concerns</li> <li>-Provide/seek specialist advice where necessary</li> <li>-Liaise/offer support to staff regarding behaviour management issues</li> <li>-Support/assist parents with student concerns</li> <li>-Support students, parents and staff to <b>reintegrate students from alternate plans</b>-Engage in appropriate <b>professional development</b> re 'problem' behaviours</li> </ul> | <ul style="list-style-type: none"> <li>-Support St Augustine's Student Support Behaviour Management Plan to the benefit of both staff and students. In accordance with their role and this policy, the Support Teacher Inclusive Education may: <ul style="list-style-type: none"> <li>• Assess students' learning needs in order to determine the level of support needed</li> <li>• Advocate for help and coordinate support for students at the interagency level</li> <li>• Provide advice and support to parents when appropriate</li> <li>• Liaise and consult with Parents/Guardians and staff about appropriate strategies/ programs to be implemented/ provided for students with individual learning needs.</li> <li>• Initiate/assist with ongoing staff development and up skilling of teachers at an individual, group or district? level</li> </ul> </li> <li>• Coordinate Equity Support Team and 'Wrap Arounuds' for 'at risk' students</li> <li>• Visit classrooms after invitation by a class teacher to observe and model effective strategies</li> <li>• Work with the classroom teacher to support students' learning needs</li> <li>• Observe, collect and analyse data about students in order to make recommendations about strategies before developing and implementing plans</li> <li>• Liaise and consult with Parents/Guardians and staff about appropriate strategies/ programs to be implemented/ provided for students experiencing behavioural difficulties.</li> <li>• Write reports when necessary</li> <li>• Provide assistance to the Administration Team</li> </ul> | <ul style="list-style-type: none"> <li>-<b>Support and liaise</b> with classroom teachers/STIE in the implementation of individual behaviour plans and behaviours of students that impact on learning</li> <li>-<b>Use initiative</b> within the parameters of the St Augustine's Student Behaviour Support Policy to manage students as they work in small groups. <ul style="list-style-type: none"> <li>- <b>Offer positive reinforcement</b> for appropriate behaviour</li> </ul> </li> <li>- Use initiative within the parameters of the St Augustine's Student Behaviour Support Policy to <b>manage the safety and well being of students</b> when being escorted to the office for intervention by Administration team</li> <li>- <b>Seek assistance from members of the Administration Team</b> in cases where students are displaying seriously inappropriate or unmanageable behaviour</li> </ul> |

Student Behaviour Support Policy

St Augustine's College

## Motivational Systems

### Guiding Principles:

- We recognise that there is a movement from a focus on **extrinsic to intrinsic motivation** as students get older;
- We will develop an **atmosphere** where students feel it is okay to be motivated, proactive and achieve highly;
- All tasks that are set should be **rigorous but achievable**;
- Students will be recognised for **effort and achievement (excellence) in all areas** (e.g. academic, service, sporting, cultural);
- We recognise that **students motivating other students** is a rich source of motivation;
- All motivational systems should be **contextual and purposeful**;
- Motivational systems may take on a **variety of forms throughout P-12**
  - Whole school;
  - Year levels – precinct;
  - Classes, levels;
- Motivational systems will be both **structured and/or informal**;
- We recognise and accept that teachers have **individual reinforcement styles**. We encourage students to accept this as it is a reflection of the diversity they will meet in their lives;
- As part of our motivational system, **staff will also be recognised** for excellence and effort;

**Affirming Strategies:** When behaviour and effort deserves to be acknowledged and congratulated

[See flow chart in this document, and displayed elsewhere]

For all students, the affirmation of good behaviour, excellence and/or effort in work and other activities reinforces the development of appropriate ways to behave. The relationship developed between student and teacher is probably the most significant factor in developing an affirming climate within the classroom.

The following list of strategies is a starting point for developing an affirming classroom climate, to be implemented in age-appropriate manner.

### 1. Informal Recognition

- Verbal and non-verbal positive feedback, support and reinforcement
- Teacher instigated awards (e.g. stickers, stars, raffle ticket etc)

- PACT Teachers issue 'green dots' to students who bring their books, Planners, hats & pencil case to class. 5 green dots = reward
- Indoor or outdoor class game
- Sharing of students' work with other classes, in Newsletter and at Celebrations of Learning
- Phone call to student's family when behaviour or effort deserves to be congratulated
- Note in Planner when effort or behaviour deserves to be congratulated

## 2. Formal Recognition Award System for Behaviour [See Table of Awards in this section]

## 3. Other suggestions for teachers to support students' achievements

- Develop positive and supportive **relationships** with a broad range of students
- Plan **interesting and challenging lessons** and units
- Spend time **getting to know each student** as an individual
- Be aware of the **characteristics of young people** and respond accordingly
- **Check students' workbooks and Planners** regularly and provide feedback
- Active involvement in **extra-curricular student activities**
- Provide activities in class with a **varying of levels of difficulty**
- Be a purposeful **role model**
- **Set goals** with classes for a particular lesson, week, unit
- Demonstrate simple **time management** by setting realistic time allocations for different elements of a lesson
- Allow some student **independent choice** in tasks or topics
- Share **your frustrations and achievements** with students
- Recognise both **effort and achievement**
- Write **positive and constructive comments** on semester reports, task feedback sheets etc
- Establish **clear classroom rules**, rights and responsibilities
- **Display** expectations, class rules, motivational **posters** around the room
- Foster and support **student initiatives/activities**
- **Model examples** of what you expect from assessment tasks
- Provide **scaffolding and structures** for different genres of writing
- Provide **clear expectations**
- Encourage **drafting** and give constructive **feedback** on drafts in timely manner
- Make sure students know exactly **what is required/expected** in any assessment task
- **Smile** often
- Be prepared to **listen carefully** and with an open mind

- Avoid getting caught up by individuals 'stirring'; rather **model mature, appropriate responses**
- Ascertain and discuss **students' out of school interests** and commitments
- **Challenge** students confidently and assertively
- **Make / take time** when necessary
- Be seen as **fair** – communicate your position
- Share **insights, strategies and resources with colleagues**
- **Display students work** in classroom, Resource Centre etc
- **Reflect on incidents** and situations – plan your strategies for response
- Visit **colleagues' lessons / classrooms**
- **Share relevant information** affecting students/classes/colleagues
- **Request a Wrap Around session with the Student Services team to address the issues of a particular student.**

## TABLE OF AWARDS

| AWARD  | TARGET GROUP  | PURPOSE  | CRITERIA  | PROCESS  | WHAT WILL BE PRESENTED  |
|--|---|--|---|--|---|
| <b>Spirit of St Augustine's Award</b>                      | One student from JY, MY and SY each term  | This is the highest ongoing award given to students during the year. To recognise students who over a consistent period of time demonstrate the true "Spirit" of a St Augustine's student. | Students nominated by staff. Awarded to students who exemplify the Spirit of St Augustine's. Students are nominated for the award for exemplary characteristics such as cooperation, persistency in tasks, getting along well with others, organisational skills, generosity and helpfulness in class and around the college, ambassadorial skills, hospitality and service to the community. | Staff nominate students to appropriate Learning Team who make final recommendation<br><u>Presented at End of term Mass, Liturgy or assembly [3<sup>rd</sup> term on St Augustine's Day]</u>                  | Perpetual Trophy with badge for each term with names of students;<br>Certificate with citation;<br>Name in newsletter |
| <b>Saint Augustine's Award for Outstanding Achievement</b> | Open to all college students  | To recognise and reward consistent outstanding effort and achievement  | Based on four foundations of Program Achieve: 1. Persistence 2. Organisation 3. Getting Along with others 4. Confidence; Based on a classroom award system; recognition of achievement of a significant personal goal   | Individual staff choose, write citation and have ready for assembly for presentation by Admin Team member [or staff member or visitor].<br><u>Presented at Assembly or in class.</u>                         | Purpose made pennant;<br>Name in Newsletter   |
| <b>Saint Augustine's "Well Done" Stickers (or similar)</b> | Open to all   | To provide a regular "on the spot" way of affirming appropriate behaviour or effort  | Significant but not necessarily long term effort or achievement<br><br><i>Eg Student X is seen to offer assistance to peer, teacher or parent without prompting</i>   | As earned and presented by any member of staff at any time. Each staff member issued with a roll of stickers. Students encouraged to place in Planner  | Specially manufactured stickers (or other age appropriate acknowledgement)  |
| <b>Student of the Week Award / Pennants</b>                | Open to all - ideally all students in each learning group would receive at least once per year. Suggested one per group / week [currently MYs groups might present on rotation basis] | To recognise the individual efforts of every student   | Could vary from group to group. Some may use the random method and focus on the child chosen that week; others may choose a student based on class criteria; M Years might use a peer nomination process  | EY / JY class or home teacher has system, writes up Certificate and gives to student just before assembly. Student read citation to assembly.<br><br>MY teachers to present pennant to students on assembly. | Pennant or Printed Certificate;<br>Name in Newsletter for EY & JY students  |
| <b>"You Can Do It" Slips</b>                               | Early and Junior Years students   | Recognise and reward positive behaviours such as placing litter in bins, taking turns, speaking politely, playing and caring for others etc.   | Awarded by any teacher who notices the positive behaviour.  | Slips given to students during class or play times. Stub of slip glued in diary. Students record name and home group on slip and place in entry box. Drawn on EY/JY assemblies.                              | Winners receive a tuck shop voucher.  |

## Guidelines for Student Protection

### Employee Responsibilities in Reporting

If a BCE employee/volunteer reasonably suspects that a student is being harmed, or is at risk of being harmed, they are to notify a (*Student Protection Contact*) within the school, outlining their concerns. Nominated Student Protection Officers are the school Principal/s, the Assistant Principal – Student Support Services, and the Guidance Counsellor/s.

The best interests of the student require that all information pertaining to them be treated **confidentially**. (Incidentally, the best interests of the suspected perpetrator of harm, and of the person making a report of suspected harm are also served by handling confidential information with due care.) Thus, voicing concerns/sharing information with additional parties must be approached with extreme caution/avoided. Any queries about what might be appropriate can be discussed with the Principal, or BCE Student Protection Officer.

Once a Student Protection Contact has been informed of concerns, they are obliged to act in accordance with Brisbane Catholic Education policy in ensuring that appropriate action is taken (see below).

### Categories of Harm

There are 4 categories of harm. These are:

- Category 1 – harm to a student by a BCE employee;
- Category 2 – harm to a student by someone outside the school setting (eg., a family member);
- Category 3 – harm to a student by another student; and,
- Category 4 – student self-harm.

### Possible Action in Response to Suspicion of Harm

Category 1 harm can take the form of physical, verbal, emotional, psychological, or sexual misconduct/abuse. Contingent upon the severity and nature of the reported harm (Level 1, 2, or 3 incident), steps will be taken to investigate the claim and deliver appropriate consequences. The person reporting suspected harm is not to investigate their suspicion as this is likely to be counter productive. Where a serious allegation is made, the Child Protection Investigation Unit (CPIU, formerly JAB) is likely to be involved. The Principal will determine which course of action is appropriate, and engage in appropriate further mandatory reporting processes as required.

Category 2 harm can result from physical abuse, neglect, emotional abuse, sexual abuse, or domestic violence. Again, the person who suspects harm is not to investigate their concerns, but rather to report them to a Student Protection Contact who will take appropriate action.<sup>7</sup> External agencies, such as the Department of Child Safety, or police may be involved.

Category 3 harm involves sexual assault, physical assault, and bullying. Again, a report to a student Protection Officer will result in further action in accordance with policy.

Category 4 harm involves self-inflicted behaviours that threaten to be, or actually are, injurious to a student's physical, emotional, or psychological health. These behaviours communicate a need. Please see further document, entitled *Protocols for Managing Incidents of Deliberate Self-Harm (DSH) in a School Setting* for detailed information about this form of harm.

Further documentation for protocols for managing incidents of deliberate self-harm (DSH) in a school setting is available from our College Guidance counsellors.

**Appendix One- Behaviour Referral Form for EY/JY**



**Behaviour Referral**

**Student :** \_\_\_\_\_ **Date** / /

**Home Group :** \_\_\_\_\_ **Time** \_\_\_\_\_ **am/pm**

**Referring Teacher :** \_\_\_\_\_

**Issue**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**What steps have you taken so far?**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Admin person who is familiar with Student \_\_\_\_\_ (optional)

Office Use Only

**Discussion with Admin / PAR Pastoral**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Follow Up**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**Appendix Two – Behaviour Referral form for Pastoral Centre**

**10 PB REPORTING FORM**

This form is to be used when a student has been observed with behaviour that is contrary to StAC 10 Positive Behaviours Responsible Action Process.

Student's Name: \_\_\_\_\_ HG: \_\_\_\_\_

Date: \_\_\_\_\_ Time observed: \_\_\_\_\_ Room/Area: \_\_\_\_\_

Reporting Staff Member's Name: \_\_\_\_\_

Which one of the following Positive Behaviours did the student not demonstrate as a result of specific behaviour? (Initial selected PB/s)

- |   |           |
|---|-----------|
| 1. Speak to staff and students respectfully                       | 1. _____  |
| 2. Respecting the personal space of others                        | 2. _____  |
| 3. Wearing uniform with pride - Hats on outside                   | 3. _____  |
| 4. Wearing uniform with pride – Personal presentation             | 4. _____  |
| 5. Respecting the school environment – Tidy School                | 5. _____  |
| 6. Looking after property and environment – care for property     | 6. _____  |
| 7. Being organised for learning                                   | 7. _____  |
| 8. Doing your personal best – “having a go” and trying to improve | 8. _____  |
| 9. We come here to learn – work completion and participation      | 9. _____  |
| 10. Being personally responsible – “owning up and making amends”  | 10. _____ |

Briefly describe the behaviour that was observed.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What did the student say when he/she was asked to think about his/her actions in relation to not following rules and procedures which reinforce StAC 10 Positive Behaviours Responsible Action Process.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Positive Behaviours Responsible Action Process Questions - Did you ask:**

The First Set of Questions                      YES / NO

The Second Set of Questions                      YES / NO

Did the student choose to leave the classroom/area and report to the PC?                      YES / NO

**A. Self Managed Action**

- No further action – dealt with by reporting staff **AND** completed form forwarded to Pastoral Coordinator (Staff Room), **OR**

**B. Student sent immediately to:**                      **Time of referral:** \_\_\_\_\_

- Pastoral Centre
- Telephone Help Desk (Ext 209)

A student cannot be sent to the PC unless:

1. You have asked the PB Responsible Action Process Questions.
2. You have completed this PB Reporting Form.

**My preferred time to negotiate a plan with this student is:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Signature: \_\_\_\_\_

Pg 2/2

**Early Years  
Let's Make A Plan!**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

Class: \_\_\_\_\_

**What Did I Do? (Draw your answer).**

**What will I do next time? (Draw your answer).**

**Student:** \_\_\_\_\_

**Teacher:** \_\_\_\_\_

**Junior Years  
Let's Make A Plan!**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

Class: \_\_\_\_\_

**What Did I Do?**

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**Which of the 10 PB's didn't I follow?**

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**Who is affected** when I don't follow that 10 PB?

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**How** are they affected?

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**What will I do next time?**

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Student's Signature: \_\_\_\_\_

Teacher's Signature: \_\_\_\_\_

**Appendix Five – Responsible Action Plan Middle Years & Senior Years**

Student: \_\_\_\_\_ Year: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher / Staff: \_\_\_\_\_ Subject /Area: \_\_\_\_\_

Describe exactly what happened.

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Does your description of what happened, match what the person in charge said or wrote?  
Yes  No  If no, how will you resolve this difference?

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What one (or more) 10 Positive Behaviours did you not follow?

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At the time that you were not following the positive behaviours/s, did you keep students from doing things that they were trying to do? Yes  No  Explain:

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In relation to this current situation, list your goals for achieving positive behaviours in the future.

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What are some of the problems you might have in the future that would make it difficult for you to reach your goals and how are you going to deal with them?

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Is there any staff members that you would like to work with to assist you in reaching your goals?

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Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

1/2

Comments: Pastoral Centre Co ordinator on duty

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### Student – Staff Agreed Plan

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Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher / Staff Signature: \_\_\_\_\_ Date: \_\_\_\_\_

or

Unfortunately I cannot negotiate your plan with you now. I will be available at \_\_\_\_\_am/pm  
(insert available time) in \_\_\_\_\_(insert room) to negotiate with you.

Copies of this form have been forwarded to:

Student                       Reporting /Referring Staff Member                       Pastoral Centre File

**\* Students – please return your plan to the Pastoral Centre once negotiated.**

**Appendix Six – Repeated Infringements Referral form to Level 3 from  
Pastoral Centre**

**REPEATED INFRINGEMENTS REFERRAL FORM  
(Form RIR)**

**Student's Name:** \_\_\_\_\_ **Home Group:** \_\_\_\_\_

**Infringement Level One – Home Group Teacher**

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Name: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Infringement Level Two – Pastoral Coordinator**

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Name: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Infringement Level Three – Administration Team Member**

Comments on Data Base

Name: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Infringement Level Four – LC, P O’C, LL**

Comments on Data Base

Name: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Appendix Seven – Letter to Parents for failure to attend Task Completion

Date

Mr and Mrs Parent

Dear Parent and Parent,

\_\_\_\_\_ has been placed on afternoon detention on Thursday of this week. Placing a student on detention is not taken lightly and comes after several attempts to assist the student to take more responsibility and complete assessment items have proven to be unsuccessful.

Failure to present assessment items is a serious matter which can have a significant impact of a student's future studies at the College. For this reason, we have made it very clear to senior students that failure to hand in assessment pieces is not acceptable.

The items required are listed below:

Science Project which was due on Tuesday 12 June

|                   |                                |
|-------------------|--------------------------------|
| Date of Detention | Thursday 21 June 3.05 – 4.00pm |
| Venue             | Admin Office                   |

We realise that placing students on after school detention will cause some inconvenience to families. However, this is a more serious consequence necessitated by the student's own choices. Should you wish to discuss the matter further, please refer to her Senior Pastoral teacher or the admin team member who has authorised this detention

At this point, \_\_\_\_\_ will be required to attend even if she finishes the work beforehand. This is an additional consequence of her having ignored several attempts by staff to assist him to complete the work required.

Should you wish to clarify any matters related to this letter, please do not hesitate to contact me.

Yours faithfully,

Leon Capra  
Principal



## Appendix Eight – Tasks included in an external suspension

### SUSPENSION TASKS (Junior Years)

**Student:**

**Home Group:**

**Reason for suspension:**

**Length of suspension:**

**Admin Team Member authorising suspension:**

While on suspension from the College, you are required to complete the following written tasks. These will be considered on your return to the College and will become part of your re-entry process. Failure to complete the tasks in a way consistent with our expectations for written work will delay your return to class.

#### Home Tasks

1. College Values:

- Look at the Statement of Values in your planner, and write neatly down our Values and what each means;
- From that list of values, list those that you have not demonstrated in the behaviour that has led to your suspension.

2. 10 Positive Behaviours

- Read the 10 Positive Behaviours chart attached and write down those Positive behaviours you need to work on to get things right and two examples of what you need to do for each;

3. Better Relationships

- Write a paragraph on how you could make better relationships with students and staff at the College [you should mention something about the way you speak to adults];
- Write a paragraph on what you will do to better to handle a situation when someone does something that you don't like.

4. Being a student at St Augustine's

- Write a final paragraph telling us whether you really want to be at StAC and what extra you will need to do show that you want to be at the College.

#### Re-entry Process

On their return to College, students will need to come to the College office where one of the Admin team will supervise the re-entry to class. This process will include reading and talking about what has been written, meeting the home teacher and returning with a positive attitude to school.

Leon Capra  
Principal

Marita Fox  
Head of Primary

## SUSPENSION TASKS

(Middle & Senior Years)

**Student:**

**Home Group:**

**Reason for suspension:**

**Length of suspension:**

**Admin Team Member authorising suspension:**

While on suspension from the College, you are required to complete the following written tasks. These will be considered on your return to the College and will become part of your re-entry process. Failure to complete the tasks in a way consistent with our expectations for written work will delay your return to class.

### Home Tasks

2. College Values:

Write a paragraph on each of the following issues:

- Look at the Statement of Values in his planner, and write down our Values and what each means;
- From that list of values, list those that you have not demonstrated in the behaviour that has led to your suspension.

2. 10 Positive Behaviours

- Read the 10 Positive Behaviours chart attached and write down those Positive behaviours you need to work on to get things right and two examples of what you need to do for each;

3. Better Relationships

- Write a paragraph on how you could make better relationships with students and staff at the College [you should mention something about the way you speak to adults];
- Write a paragraph on what you will do to better to handle a situation when someone does something that you don't like.

4. Being a student at St Augustine's

- Write a final paragraph telling us whether you really want to be at StAC and what extra you will need to do show that you want to be at the College.

### Re-entry Process

On their return to College, students will need to come to the College office where one of the Admin team will supervise the re-entry to class. This process will include reading and talking about what has been written, meeting the home teacher and returning with apposite attitude to school.

Leon Capra  
Principal

Peter O'Connor  
Head of Secondary

**Appendix Nine - Foundations for Success Checklist**

**Foundations for Success  
Habits of the Mind**

Report on \_\_\_\_\_ Compiled by \_\_\_\_\_  
Date \_\_\_\_\_

| FOUNDATION               | 1 | 2 | 3 | COMMENT  |
|--------------------------|---|---|---|----------|
| <b>Organisation</b>      |   |   |   |          |
| Planning My Time         |   |   |   | Comment: |
| Setting Goals            |   |   |   |          |
| <b>Getting Along</b>     |   |   |   |          |
| Playing by the Rules     |   |   |   | Comment: |
| Thinking First           |   |   |   |          |
| Being Tolerant of Others |   |   |   |          |
| <b>Persistence</b>       |   |   |   |          |
| Working Tough            |   |   |   | Comment: |
| Giving Effort            |   |   |   |          |
| I Can Do It              |   |   |   |          |
| <b>Confidence</b>        |   |   |   |          |
| Taking Risks             |   |   |   | Comment: |
| Being Independent        |   |   |   |          |
| Accepting Myself         |   |   |   |          |
| <b>General Comment:</b>  |   |   |   |          |
|                          |   |   |   |          |

**Appendix Ten – Individual Behaviour Support Plans**

**St Augustine’s College  
Single Day Behaviour Plan**

Name: \_\_\_\_\_ Home Group: \_\_\_\_\_

Date: \_\_\_\_\_

| Session / Period | Rating |   |   |   |
|------------------|--------|---|---|---|
| 1                | 1      | 2 | 3 | 4 |
| 2                | 1      | 2 | 3 | 4 |
| 3                | 1      | 2 | 3 | 4 |
| 4                | 1      | 2 | 3 | 4 |
| 5                | 1      | 2 | 3 | 4 |
| 6                | 1      | 2 | 3 | 4 |

**Behaviour Rating:**

1. Can do much better
2. Inconsistent effort
3. Good
4. Special Effort

**To try to fix things up I will:**

Self Monitor

Conference

Teacher Monitor

**St Augustine's College**  
**Weekly Behaviour Plan**

NAME: ..... LEARNING GROUP: ..... WEEK BEGINNING: ...../...../.....

| Time               | Monday  | Tuesday | Wednesday | Thursday | Friday  |
|--------------------|---------|---------|-----------|----------|---------|
| Session / Period 1 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4   | 1 2 3 4  | 1 2 3 4 |
| Session / Period 2 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4   | 1 2 3 4  | 1 2 3 4 |
| Session / Period 3 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4   | 1 2 3 4  | 1 2 3 4 |
| Session / Period 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4   | 1 2 3 4  | 1 2 3 4 |
| Session / Period 5 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4   | 1 2 3 4  | 1 2 3 4 |
| Session / Period 6 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4   | 1 2 3 4  | 1 2 3 4 |

Negotiated Consequences (Positive and Negative)

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**Behaviour Rating:**

1. Can do much better
2. Inconsistent effort
3. Good
4. Special Effort

**To try to fix things up I will:**

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**Review:**

|   |   |   |
|---|---|---|
| <input style="width: 100%; height: 40px;" type="text"/> | <input style="width: 100%; height: 40px;" type="text"/> | <input style="width: 100%; height: 40px;" type="text"/> |
| Self Monitor  | Conference  | Teacher Monitor   |

## Appendix Eleven – Good Behaviour Bond Template



Date

### ***Good Behaviour Bond: Joanne Bloggs (AC)***

As a result of Joanne being involved in a number of incidents where inappropriate choices were made including a serious confrontation with another student at school on Friday 13 July, she has been placed on a *Good Behaviour Bond* for the remainder of Term 3, expiring on 21 September 2007.

Provided that Joanne conduct herself in a reasonable manner as a student and member of the College community, and not show cause for the College staff to make any intervention required to address poor behaviour\*, this *Good Behaviour Bond* will expire and be deleted from her file at that time.

Achieving this goal would ensure that this record is not considered when any assessment is made of her suitability for roles within St Augustine's or for businesses or organizations outside the College.

However, should there be need to address any serious breach of behaviour by Joanne in that period\*, the *Good Behaviour Bond* will be reviewed, and may need to be extended. Of course, other further consequences may well also be part of the resolution of the subsequent matter.

-----  
Leon Capra / Peter O'Connor  
Principal / Head of Secondary

-----  
Alex Cashin  
Home Group Teacher

-----  
Joanne Bloggs  
Student

Signature(s):-----

Name(s): -----  
Parent(s) / Carer(s)

\* defined as reaching level 2 or higher intervention (i.e. Pastoral Coordinator for serious or persistent misdemeanours)

## Appendix Twelve – Outline of re-entry process after external suspension

As part of the re-entry process, the Principal or authorised delegate should convene a meeting with the student and the parent(s) to discuss the basis of maximising successful reintegration into the school before the student's return to school. The aims of the parental conference are to;

- a) Ensure that the parents understand the seriousness of the student's inappropriate behaviour and the need for disciplinary action.*
- b) Encourage a mutually supportive position between the school and the student's parents for the action that the school is taking, and*
- c) Devise a mutually acceptable plan, conditions and follow-up evaluation for the student's re-entry to school.*

Usually the re-entry conference will take place in the school and will be mediated by the principal. Sometimes, in instances where there has been a problematic relationship between a parent / care giver and the school, the principal may find it worthwhile to call upon a third person such as the Area Supervisor, a peer Principal, or Guidance Counsellor to facilitate the conference.

If, despite the school's requests, parents or caregivers are unwilling to attend a re-entry meeting, the principal should refer the matter to the Area Supervisor. Alternative steps may need to be taken to facilitate the student's return to school or the Area Supervisor in consultation with the Deputy Executive Director may consider commencing proceedings for exclusion.

## Appendix Thirteen – StAC Anti – Bullying Policy

### Rationale

Our vision at St Augustine’s College is to provide a welcoming, supportive, Christian environment which is illumed by the light of faith. Our mission is to create an atmosphere where all students feel safe and valued in a respectful environment free from bullying.

### Values

The following values from the school’s vision and mission statements have been identified as appropriate to this policy.

- A welcoming, supportive, Christian Community
- Holistic Catholic Education
- Living the Gospel values, especially those of:
  - Justice* - Each student has the right to feel equally as worthwhile a person as anyone else and to be treated in a manner that makes them feel worthwhile.
  - Respect* - Each student is accepted for who they are.
  - Care* - Each student will feel safe in a caring environment.
  - Co-operation* - Each student believes that the needs of others are equally as important as their own.

### Bullying Defined

Bullying is when a person is exposed repeatedly and over time to acts of aggression – physical, verbal or indirect/psychological – with the intent to cause embarrassment, pain or discomfort to another. Bullying usually involves an abuse of power by an individual or a group.

Bullying can take many forms all of which cause distress. We consider the following behaviour to be bullying:

#### ***Physical:***

- fighting - hitting, kicking, punching
- pushing, shoving, spitting
- making rude gestures
- standing over or invading someone’s personal space
- taking or damaging something which belongs to someone else
- forcing others to hand over food, money or something which belongs to them
- making someone do something they don’t want to
- deliberately brushing up against another person



- touching another person inappropriately

**Verbal:**

- name calling
- offensive language
- insults
- teasing
- threatening
- putting someone down
- spreading rumours
- making fun of someone because of their appearance, physical characteristics or cultural background
- making fun of someone's actions or answers
- making abusive phone calls

**Indirect / Psychological:**

- excluding others from the group or game
- spreading untrue stories about others
- writing offensive notes or graffiti about someone
- sending offensive notes, e-mails or text messages to or about someone
- making obscene drawings, gestures and rude jokes about another student

## **Victim Behaviour**

It is also important that staff, parents and students understand that victim behaviour has many forms. These forms can be broken down into several categories:

### **Classic Victim**

- One who is not responsible for being bullied (e.g. a new student).

### **Provocative Victim**

- One who provokes and antagonises and then is quick to complain when his or her peers retaliate.

### **Passive Victim**

- One who is afraid and feels helpless. This student is sometimes on the edge of friendship groups as he or she has difficulty gaining support from peers.

## **Colluding Victim**

- One who takes on the role of victim to gain acceptance and popularity (e.g. the class clown).

## **False Victim**

- One who complains unnecessarily about his or her peers.

## **Bully/Victim**

- One who takes on the behaviour of either the bully or the victim, depending on the circumstances

## **Implementation**

At St Augustine's College we will:

- Openly talk about bullying – what it is, how it affects individuals and what we can do about it.
- Provide our students with opportunities to develop skills, which will build their self esteem and empower them to take the responsibility for themselves. (e.g Program Achieve, You Can Do It!)
- Give students the opportunity to practice anti bullying skills and receive additional support (e.g. guidance counsellor) if needed.
- Encourage students to 'tell' of incidents of bullying or of being bullied. Establish 'telling' as acceptable and responsible behaviour valued in our community.
- Make all staff aware of the correct procedures on how to '*respond and report incidences of bullying*' (see section below)
- Display 'Feeling Unsafe?' posters in all classrooms which includes photos of staff members who can help

## **Responsibilities**

### ***Staff***

- To model appropriate behaviours.
- To deal with all reported and observed incidences of bullying as set out in this policy.
- To ensure that all children are supervised within the hours of our care.
- To report incidences of bullying to a member of the administration team if this is warranted.

### ***Students***

- To 'tell' if they are being bullied or if they see someone else being bullied – both at school and on the way to and from school.
- To help someone who is being bullied, where possible.
- To refrain from bullying others.

### ***Parents***

- To watch for signs that their child may be being targeted by a bully.
- To make an appointment to speak to the class teacher at the school if their child is being bullied, or they suspect that this is happening.
- To work with the school to assist their child to develop self-protective and assertive strategies.
- To instruct and encourage their children to 'tell' if they are bullied.
- To watch for signs that their child may be demonstrating bully behaviour.
- To work in cooperation with the school to address/modify any bully behaviour their child may display.

## Reporting of Bullying

Incidences of bullying can be reported to any staff member by children and their parents.

### **Responding to Reported Incidences of Bullying**

When a bullying incident is reported or observed, we will use the following strategies to deal with the occurrence.

- Give all parties the opportunity to explain their side of the story.
- Send the students involved to mediation.
- If mediation is unsuccessful, talk to the students involved about the incident and remind them that such behaviour is not acceptable. Comfort the victim and point out how he/she feels.
- Warn the bully of the consequences of further bullying.
- Inform other staff of the incident and notify the student's parents via their school diary if appropriate.
- Monitor the behaviour of the students involved. Try and give the bully some tasks to do or some responsibilities, or praise him/her for doing the right thing.
- If aggression is repeated, separate the offending student from the group (e.g. during play time).
- If the student continues to bully, make an appointment to speak to the parents/carers. Remind them of the policy and ask for their cooperation in stopping the child from bullying other children.
- Refer the 'bully' to the learning support team to work on teaching the child appropriate social skills.

The staff will be responsible for implementing this procedure and ensuring that incidences of bullying are dealt with in a manner consistent with the policy and as soon as possible after it is reported or observed.

### **Evaluation**

We will evaluate this policy yearly. It will be evaluated by:

- Noting if there has been a reduction in reported or observed incidences of bullying.
- Noting if there has been a change in the ethos of our school.
- Speaking to parents who have reported incidences to find out if the problem has been resolved.
- Taking a survey of students in relation to bullying at school (e.g. random secret order, survey of the school).

## **Review**

We will review the program by:

- Reminding students and teachers of our policy regularly
- Making a copy of the policy available for parents (e.g. College website)
- Revising the classroom activities on bullying each year
- Investigate further pro active anti-bullying programs to supplement the 'Program Achieve Program'