

# ASSUMPTION COLLEGE

## *Behaviour Support Procedure*

*Date Modified: June 2021*



### INTRODUCTION

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Assumption College promotes safety and belonging by respecting diversity and encouraging harmonious relationships.

Learning occurs most effectively when students and staff feel safe, respected, and supported to achieve their best. All members of the College community have the right to a safe and supportive learning environment through which they can reach their full academic, emotional, physical and spiritual potential. The Gospel values promoted within our College's practice of Student Behavioural Support includes love, respect, compassion, tolerance, forgiveness, repentance, reconciliation and justice.

All behaviour has consequences that affect future opportunities and adolescents need the support of caring adults to alter inappropriate behaviours. The Student Behaviour Support Procedures values early intervention and provides students with a choice by making clear the consequences that result from particular behaviours.

If a student's behaviour undermines the College's ethos and expectations, their rights are not diminished. The College's Student Behaviour Support Procedures are to be applied in a manner that always respects the dignity of all involved. Mistakes, and at times, misbehaviour, are part of adolescent development and our response should be seen as an opportunity for personal improvement through the application of Restorative Practices. Restorative Practices help students learn from their mistakes, grown in self-discipline, take responsibility for their actions, recognise the impact of their actions on others and reconcile and resolve conflict with others. At all times, the Christian value of forgiveness should be upheld and promoted.

### PURPOSE and SCOPE

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

A calm and effective school is enhanced when the adults are themselves calm, clear and consistent in their support of appropriate student behaviours. The purpose of these procedures is to provide agreed practices for when adults to support the behavioural change of students in an agreed and uniform manner. These practices advance student support and intervention in a manner that is consistent, restorative and timely, and should not be circumnavigated for expediency.

The roles of staff at various levels of student support and management need to be respected and fulfilled. Any concerns about the implementation of this procedure should be raised by via the 'Issue Resolution Procedure'.

### GUIDING PRINCIPLES

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

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**Restorative Practice** is a way of dealing with inappropriate behaviours of offenders in a manner that requires them to take responsibility for their behaviour by acknowledging what has happened and the people who had been affected by their behaviour, and focusing on repairing the harm that had been done. It encompasses a shift in thinking from blame & punishment to addressing the impact on others, harm done and restoration of relationships, with the goal of the offender taking responsibility for their behaviour and re-joining their class or social situation respectfully and with care.

**Impartiality.** The matter will be investigated in a fair and impartial manner. No judgements or assumptions will be made, and no action will be taken until the investigation is complete. If a complaint is made against a person, their rights will be protected and they will be given an opportunity to have their side of the story heard.

**Confidentiality.** As far as is reasonable and safe, matters will remain confidential. The only people who will have access to information about the behaviour will be those responsible for bringing the matter to a reasonable outcome.

**Timeliness.** Each matter will be finalised within as short a period as possible.

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

**Forgiveness.** As a College community, we promote and build opportunities for forgiveness to arise and be expressed.

## RIGHTS AND RESPONSIBILITIES OF STUDENTS, STAFF AND PARENTS/GUARDIANS

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Every member of our College community has the right to feel safe, to build positive relationships and to attend to the matter of their day (learning and working) without harm or undue interference.

Every member of our College community has a responsibility to enable the positive growth of others, and to promote the common good by encouraging others to grow and flourish with confidence.

The College has a responsibility to ensure that student behaviour is tracked and monitored. Students and staff have a right to expect that this is done in timely, fair and respectful manner.

## Implementation Steps

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### **Disruptive behaviours in class: honour the learning**

#### *Low-level disruption*

Low-level disruption of the learning of self and others (e.g. talking, calling out, moving around the room, etc.) is unacceptable. Having used the low-level informal classroom behavioural modification techniques, (e.g.: visual contact, moving near the student, a quiet word, etc.), staff will implement the following process, intended to modify and correct the student's behaviour and allow them and others to continue their learning.

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<b>First Instance</b>	The teacher will remind the student of attending to their learning (Restorative Conversation).
<b>Second Instance</b>	Teacher will move the student to another space within the learning area (Restorative Conversation).
<b>Third Instance</b>	Teacher will warn the student that ongoing disruption of the learning environment will result in their exclusion from class (Restorative Conversation).
<b>Fourth Instance</b>	Teacher will move the student to a neighbouring classroom. SIMON Entry (Unresolved). The SIMON entry is to be completed in a timely manner and is to be specific about the support the teacher requires and should outline the strategies used before moving the student.
<b>Fifth Instance</b>	The next step would be that the student moves to the Pastoral Care Hub. A SIMON Entry (Unresolved) is required. The teacher is to be specific about the support required from the student's House Leader when completing the SIMON entry and should outline the strategies already used. The House Leader is to visit the classroom to support restorative process and provide an opportunity for the teacher to speak with the student outside the classroom. House Leader is to supervise the class. House Leader will determine if the student is required to accompany them to Pastoral Hub (Restorative Conversation) based upon the entries in SIMON and observation of the teacher's discussion with the student.
<b>Re-entry</b>	Restorative Conversation between House Leader, Teacher and student is to occur prior to the next class involving the student and teacher. The re-entry conference will usually take place in the school and will be facilitated by the House Leader.

The student will be referred to the Time Out room in the Pastoral Centre, where they will complete a Restorative Practices form (the '7 questions'). This will be emailed to the class teacher and the Learning Mentor. The teacher who sent the student must meet with the student before the next class to conduct a Restorative Conversation and discuss their return to class in the following lesson.

If a student is referred out of a class three times in a term (across any subject), the Learning Mentor and House Leader will arrange for a Behavioural Support Group (BSG) Meeting with the child, their parents, their teachers and/or any other staff that the House Leader believes may contribute in a positive manner (e.g. Learning Enhancement, Wellbeing, Careers, Koori Educator).

### ***Off-task behaviour or failure to complete work in class***

Off task behaviour that does not disrupt the learning environment is not a behavioural concern, but a learning engagement issue.

Firstly, it is the teacher's responsibility to attempt to reengage the student, which should be attempted with the assumption that the student does not understand the work, or have the confidence to complete it (which may subsequently require modification).

Should the student still not engage in their work, teachers could employ some of the initial steps mentioned above, but should not escalate to Time Out. As soon as practicable, teachers should, with the help of the

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Learning Mentor, seek to understand the needs of the student, and determine whether this behaviour is only occurring in one subject, or more broadly.

If it is only the one subject, the teacher should arrange a meeting with the student and their parents (and if necessary, with the support of the Learning Mentor, House Leader and/or Learning Enhancement Leader).

The classroom teacher is expected to enter the information on SIMON, with follow up notes added when the issue is resolved.

If one reason for ongoing sustained disengagement is the presence of various multimedia on a student's computer (e.g. games, movies), then an appropriate step would be to hold a Restorative Conversation and request that the House Leader arrange for the computer to be 'cleared'. The House Leader should inform parents that this step is being taken.

### **Behavioural Support Continuum:**

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Within the Restorative Practices framework, there are a number of strategies involved to support a student if their behaviours are beginning to cause harm, or impact other members of the Assumption College Community. These begin at an informal level, with affective statements and interactions, and move towards the formal setting where behavioural agreements and expectations are clearly outlined. The diagram below explains the support systems and processes in place to ensure that students can self-regulate their own behaviours and be provided with the appropriate support and guidance if required.

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	<p><b>High Severity / Frequency</b></p>	<p><b>Meeting with the College Principal/ Student/ Parent/ Guardian/s</b></p> <ul style="list-style-type: none"> <li>• Notes from previous BSG/s &amp; professional supports</li> <li>• Correspondence from Marist Schools Australia &amp; Melbourne Archdiocese Catholic Schools</li> <li>• Feedback from House Leader with BSG meeting notes/ correspondence from classroom teachers/ students/ House Leaders</li> </ul> <p><b>Key Outcomes:</b> Expectations outlined as to what is required to remain part of the Assumption College Community</p>
		<p><b>Meeting with the Deputy Principal Wellbeing &amp; House Leader/ Middle/ Senior School Leader/ Student/ Parent/s</b></p> <ul style="list-style-type: none"> <li>• Feedback from Personalised Learning/ Wellbeing Team</li> <li>• Previous BSG Notes/ Classroom Teacher Feedback</li> <li>• Where appropriate consultation with Marist Schools Australia &amp; Melbourne Archdiocese Catholic Schools</li> </ul> <p><b>Key Outcomes:</b> Behavioural contract outlined/ agreed upon by student/ parent/guardian/s &amp; distributed with relevant teaching staff</p>
	<p><b>HARM / IMPACT</b></p>	<p><b>Behavioural Support Meeting (BSG): House Leader/ Personalised Learning/ Wellbeing Team member/ Careers Team Member/ Student/ Parent/s</b></p> <ul style="list-style-type: none"> <li>• Discussion/ feedback gathered from classroom teacher/s to look into the reason for the behaviour/s</li> <li>• Where appropriate referral to specialist services</li> </ul> <p><b>Key Outcomes:</b> BSG notes/ agreed behaviours recorded and shared with relevant teaching staff, student &amp; parent/ guardian/s</p>
	<p><b>Low Severity/ Frequency</b></p>	<p><b>Initial Behavioural Support Meeting (BSG): Teacher/ House Leader/ Learning Mentor/ Student/ Parent/s</b></p> <ul style="list-style-type: none"> <li>• Requested assistance from Personalised Learning/ Wellbeing Team</li> <li>• Documentation of concerns/ areas of improvement raised with parents/ guardians</li> </ul> <p><b>Key Outcomes:</b> BSG notes/ agreed behaviours recorded and shared with relevant teaching staff, student &amp; parent/ guardian/s</p>
		<p><b>Managed by: Learning Mentor/ Classroom Teacher/ Yard Duty Teacher</b></p> <ul style="list-style-type: none"> <li>• All incident/s documented on SIMON throughout all steps of the behavioural continuum</li> <li>• Classroom Observations/ feedback</li> <li>• Addressed through affective statements/ interactions &amp; relevant consequence</li> </ul> <p><b>Key Outcomes:</b> - Parents notified and made aware of the concern by direct staff member involved - Removal of issue/ reason for concern/ behaviour where appropriate</p>

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### **Refusal to follow a reasonable instruction**

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Students are always expected to comply with the rules of the school and with teacher's directions. The staff member should initiate a Restorative Conversation with the student, perhaps with the support of the Learning Mentor or the House Leader to resolve the situation. Repeated instances of this behaviour will result in a Behaviour Support Group meeting being convened (at the discretion of the House Leader).

#### **'Hands-Off': Physical Violence**

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

- For Low-level breaches (e.g. horseplay) it might be necessary to remind students that we are a hands-off school, by having them undertake duties such as rubbish pick-up, or for them to be excluded from the yard for a period of time. Generally, the teacher who witnessed the behaviour would be the one to negotiate a consequence through a Restorative Conversation (although they might also consult with the student's Learning Mentor).
- Where physical violence is threatened (but does not occur), this should be referred directly to the student's House Leader, who will undertake a full investigation, and where necessary, in consultation with the Deputy Principal - Wellbeing, undertake a Restorative Conversation, which may include recommending an extended period of Time Out. A Restorative mediation may be necessary, as will a Behavioural Support Group.
- Where deliberate physical violence is employed, this will be referred directly to the Deputy Principal - Wellbeing, who will undertake a full investigation, and where necessary, in consultation with the House Leader or Principal, and having undertaken a Restorative Conversation, apply a sanction, which may include recommending internal suspension. Recommendations for external suspension or consideration of withdrawal of enrolment must be directed to the Principal. A Restorative Mediation will more than likely be employed at some point during this process, as will a Behavioural Support Group to support the student to reengage with the school community in a positive manner.
- Mediation: because we value the restoration of positive working relationships any party can request mediation between those who have become aggrieved. Alternatively, the senior staff member responsible for managing the resolution of a matter may insist mediation must take place. Where necessary, the school may employ external mediators to assist with this process.

#### **Aggressive, violent language (including swearing)**

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

- Low-level or unintentional violent language. If a student swears in a thoughtless manner (e.g. as part of a story, as an exclamation of frustration or without intention to offend), in the first instance, they should be reminded that that language is offensive and unnecessary. If the student continues to use

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the offensive language without regard for the warning, this matter should be discussed within a Restorative Conversation and a way forward determined.

- Swearing directed at a staff member, a student or another member of the community Where aggressive and violent language is directed explicitly at another person, this should be treated as a serious matter, and it should be referred directly to the student's House Leader, who will investigate the incidence, conduct a restorative conversation, and determine an appropriate response. Serious and/or Repetitive Incidents

There are, unfortunately, times when adolescents can behave in an extreme manner, causing danger and/or disruption that is outside the bounds of the abovementioned procedures. These can include

- Seriously undermining the ethos of the Colleg; and/or
- Consistently and deliberately failing to comply with any reasonable order of a principal or teacher; and/or
- Is offensive or dangerous to the physical or emotional health of any student or staff member; and/or
- Consistently and deliberately interferes with the educational opportunities of other students.

### **If you are party to a serious incident:**

The matter must be referred to a member of the Leadership Team as soon as possible. They will determine the necessary steps forward.

- Every effort must be made to ensure that calm is maintained. Students will take their emotional cues from the adults who are present.
- If it is possible, consider which students and adults should be withdrawn from each other to ensure the validity of their account of the incident (consider the pastoral implications of this before acting).
- Written accounts of what has occurred should be attended to as soon as practicable. This should be completed by all witnesses.
- If the incident is not criminal, but deemed sufficiently serious, the ACK 'Exclusion Policy' will become the guiding Policy. The Principal shall determine if this Policy is to be applied.

### **Absent from class without permission**

When a teacher realises that a student is absent from class or another activity without permission, they should quickly alert Reception, who will assist the Leadership Team in instigating a search.

When it is established that a student was absent without permission, the teacher perhaps with the assistance of the Learning Mentor or House Leader should conduct a Restorative Conversation and record the incident on SIMON.

If a student is regularly avoiding class the House Leader will discern an appropriate course of action (usually within a BSG).

### **Leaving the school grounds without permission**

When a student has left the grounds without permission a Behaviour Support Group meeting shall be convened by the House Leader to establish strict measures and procedures to ensure the safety and supervision of the student.

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### BEHAVIOUR SUPPORT GROUPS

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When it is judged by the school that a student has engaged in wrongful behaviour that requires a more significant response than a Restorative Conversation and associated consequence, a Behaviour Support Group will be established to:

- Consider the behaviour of the student and the implications for the student and the College community.
- Consider the personal and social needs of the student, and how they might be responded to
- Determine what behaviour management action is most appropriate
- Identify strategies to assist the student, following successful behaviour management, to re-establish his/her place satisfactorily in the College community
- Ensure that the decisions of the BSG are implemented
- Access relevant agencies to provide support.

Depending on the behaviours of the student, the BSG may be convened by the Learning Mentor, House Leader or Deputy Principal – Wellbeing, with each representing a more significant level of support and or seriousness. The suggested membership of the BSG is: The Principal (or their nominee, depending on the level of concern regarding the student's behaviours), the student – accompanied by a support person (nominated by the student); the parents, who may be accompanied by support person; the Learning Mentor and/or House Leader, appropriate classroom teachers, specialist staff as required (eg. Learning Enhancement, Wellbeing Team), external experts.

### Students with Special Needs

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

### Searches of Private Property

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

School staff should never attempt to search the person of a student.



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### Police Investigations

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Some wrongful behaviours of a serious nature are by definition criminal offences. These may include criminal damage of property, possession of a weapon, theft, assault, assault with weapons, use, possession or distribution of drugs, sexual assault. This list is indicative only, and not all-inclusive. When the principal determines that a serious offence of a criminal nature has occurred, the welfare needs and dignity of all parties, including the offending student(s) is paramount. The incident should be reported to the police at the earliest convenience.

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

### Challenge of the implementation of this procedure

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

### DEFINITIONS

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**Detention:** There may be times when a student will be given detention as a disciplinary measure or "kept back" to complete work (in accordance with Part 5.6 Education Regulations 1988). If the detention is during recess or lunchtime, no more than half the time allocated for any break may be used for additional work – the second half the break is to be utilized.

Where students are required to undertake additional work after school, the time should not exceed 90 minutes.

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

**Time Out Room:** A space set aside in the Pastoral Centre for students to be withdrawn until it is appropriate to return them to classes.

**Withdrawal from the Yard:** There may be times when a student is a danger and/or menace to the safety and quiet enjoyment of the recreational use of the yard. In such instances, it is appropriate for a House Leader to withdraw a student from the yard at recess/lunch for an established period of time.

**Internal Suspension:** From time-to-time it is necessary to isolate or withdraw students from their peers for extended periods of time. Students can either be placed in a supervised space, or asked to accompany and be supervised by a particular teacher or teachers in their classes. Students are provided with school work to go on with, and are expected to adhere to a different timetable (e.g. may have recess and lunch at a different time to their peers), and generally contact their teachers via email for support. Students on internal suspension do not move about the school freely. The maximum 'Internal Suspension' is for not longer than ten days, and this

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consequence can only be implemented by the Deputy Principal-Wellbeing (usually, but not always, at the recommendation of a House Leader).

**External Suspension:** Students who are asked to remain at home due to particularly inappropriate behaviour will be provided with ongoing school-work via the online learning management system. Students may be permitted infrequent access to the College to meet with the Wellbeing Team or Learning Enhancement. Students on External suspension generally contact their teachers via email. The maximum External Suspension is for not longer than 10 days, and this consequence can only be implemented by the Principal and recommended by Deputy Principal-Wellbeing.

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