



<b>Policy Number:</b>	STU
<b>Policy Name:</b>	Student Behaviour Support Plan
<b>Contact Officer:</b>	Deputy Principal – Community
<b>Date Approved by Leadership:</b>	18 <sup>th</sup> September 2017
<b>Date of Next Review:</b>	September 2020
<b>Related Policies:</b>	CEOB Guidelines for Behaviour Support CECV Whole-School Approaches to Supporting Positive Behaviour All Diocesan Policy and Regulations National Safe Schools Framework Working Together Resources for Schools Cyber-Safety and Schools Resources Restorative Practices Bullying. No Way! Take A Stand Together Safe Schools Hub Health Promoting Schools Framework CECV Intervention Framework 2015 CECV Safe and Sound Practice Guidelines (Occupational Violence)

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## 1. INTRODUCTION

1.1 The St Joseph's College School-wide Behaviour Processes for all students outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our College processes, shared expectations for student behaviour are plain to everyone, assisting St Joseph's College to create and maintain a positive and productive learning and teaching environment, where all College community members have clear and consistent expectations and understandings of their role in the educational process.

1.2 Our College community has identified the following school rules to teach and promote our high standards of responsible behaviour:

- Be safe
- Be responsible
- Be respectful

1.3 Our College rules have been agreed upon and endorsed by all staff and our College Advisory Council. They are aligned with the values, principles and expected standards outlined in CEOB Guidelines for Behaviour Support.

## 2. PROCESSES FOR FACILITATING STANDARDS OF POSITIVE BEHAVIOUR AND RESPONDING TO UNACCEPTABLE BEHAVIOUR

### 2.1 Universal Behaviour Support

2.1.1 The first step in facilitating standards of positive behaviour is communicating those standards to all students. At St Joseph's College we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards all students which is designed to prevent problem behaviour and to provide a framework for responding to unacceptable behaviour.

2.1.2 A set of behavioural expectations in specific settings has been attached to each of our three College rules. The School-wide Expectations Teaching Matrix below outlines our agreed rules and specific behavioural expectations in all school settings.

SCHOOLWIDE EXPECTATIONS TEACHING MATRIX								
	ALL AREAS	CLASSROOM/ CHURCH	ONLINE	PLAYGROUND	STAIRWELL	LOCKERS	TOILETS	BUS LINES/PICK UP
<b>BE RESPECTFUL</b>	<ul style="list-style-type: none"> <li>Use equipment appropriately</li> <li>Keep hands, feet and objects to yourself</li> <li>Treat all staff and students with respect</li> <li>Respect differences</li> <li>Be patient</li> </ul>	<ul style="list-style-type: none"> <li>Walk</li> <li>Sit still</li> <li>Enter and exit room/Church in an orderly manner</li> <li>Respect others' right to learn</li> <li>Be a good listener</li> <li>Talk in turns</li> <li>Raise your hand to speak</li> </ul>	<ul style="list-style-type: none"> <li>Participate in use of approved online sites and educational games</li> <li>Be courteous and polite in all online communications</li> </ul>	<ul style="list-style-type: none"> <li>Participate in College approved games</li> <li>Wear shoes and socks at all times</li> <li>Be sun safe; wear a broad brimmed hat</li> <li>Move to class when the bell or music goes.</li> </ul>	<ul style="list-style-type: none"> <li>Rails are for hands</li> <li>Walk one step at a time</li> <li>Carry items</li> <li>Keep passage ways clear at all times</li> </ul>	<ul style="list-style-type: none"> <li>Keep your locker clean</li> <li>Wait your turn to use your locker</li> </ul>	<ul style="list-style-type: none"> <li>Respect privacy of others</li> </ul>	<ul style="list-style-type: none"> <li>Respect others at all times</li> </ul>
<b>BE RESPONSIBLE</b>	<ul style="list-style-type: none"> <li>Ask permission to leave the classroom</li> <li>Be on time</li> <li>Be in the right place at the right time</li> <li>Follow instructions immediately</li> </ul>	<ul style="list-style-type: none"> <li>Be prepared</li> <li>Complete set tasks</li> <li>Take an active role in classroom activities</li> <li>Keep work space tidy</li> <li>Be honest</li> <li>Be punctual</li> </ul>	<ul style="list-style-type: none"> <li>Report any unacceptable behaviour to a teacher</li> <li>Post only appropriate content online</li> </ul>	<ul style="list-style-type: none"> <li>Be a problem solver</li> <li>Return equipment to appropriate place at the sports bell</li> </ul>	<ul style="list-style-type: none"> <li>Move peacefully in single file</li> </ul>	<ul style="list-style-type: none"> <li>Respect the lockers of others</li> <li>Walk quietly and orderly near lockers</li> <li>Keep your locker locked</li> </ul>	<ul style="list-style-type: none"> <li>Use toilets during breaks</li> <li>Do not use toilets as part of the playground</li> </ul>	<ul style="list-style-type: none"> <li>Stay in bus /pick up area and wait quietly until bus or car arrives</li> <li>Place all rubbish in bins provided</li> <li>Keep your belongings nearby</li> <li>Have your bus pass ready</li> </ul>
<b>BE SAFE</b>	<ul style="list-style-type: none"> <li>Respect others' personal space and property</li> <li>Care for equipment</li> <li>Clean up after yourself</li> <li>Use polite language</li> <li>Wait your turn</li> </ul>	<ul style="list-style-type: none"> <li>Follow instructions</li> <li>Do not throw items in the learning space</li> <li>Use equipment appropriately</li> <li>Speak respectfully to and about others</li> <li>Report any safety issues</li> </ul>	<ul style="list-style-type: none"> <li>Respect others' right to use online resources free from interference or bullying</li> <li>Keep any usernames or passwords private</li> <li>Follow all teacher instructions about keeping private information off online sites</li> </ul>	<ul style="list-style-type: none"> <li>Play fairly – take turns, invite others to join in and follow rules</li> <li>Care for the environment</li> <li>Wear hats when required in Terms 1 and 4, but consider wearing hats all year when outside</li> </ul>	<ul style="list-style-type: none"> <li>Walk quietly and in an orderly way so that others are not disturbed</li> </ul>	<ul style="list-style-type: none"> <li>Take care to be safe in the locker area</li> </ul>	<ul style="list-style-type: none"> <li>Wash hands after using the toilet and before eating food</li> <li>Walk</li> <li>Leave toilet clean after use</li> </ul>	<ul style="list-style-type: none"> <li>Wait your turn</li> <li>Obey road rules at all times</li> <li>Keep footpath clear at all times for pedestrians to pass</li> </ul>

2.1.3 These expectations are communicated to students via a number of strategies, including:

- behaviour lessons conducted by classroom teachers and/or in Year Level activities;
- reinforcement of learning from behaviour lessons at College Assemblies and during active supervision by staff during classroom and non-classroom activities.

2.1.4 St Joseph's College implements the following proactive and preventative processes and strategies to support student behaviour:

- A dedicated section of the College newsletter, enables parents to be actively and positively involved in College behavioural expectations;
- Pastoral Care Team members regular provision of information to staff and parents, and support to others in sharing successful practices;
- Comprehensive induction programs regarding St Joseph's College Behavioural Processes for all current/new students, casual relief teachers and other new staff;
- Individual Behaviour Support Plans developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.

2.1.5 Specific policies have been developed to address:

- Student Mobile Phone Policy
- Child Safe Policy
- Pastoral Care Policy
- Harassment and Bullying Policy
- Learning, Teaching and Curriculum Policy
- Student Computer Acceptable Use Agreement
- Social Media Policy

### 3. REINFORCING EXPECTED BEHAVIOUR

3.1 At St Joseph's College, communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected College behaviour. A formal recognition and monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards.

### 4. ST JOSEPH'S COLLEGE POSITIVE COMMENDATIONS

4.1 Staff are expected to acknowledge students who are participating, achieving and contributing to the College in a positive way. Students will receive a commendation slip; the bottom of the slip is placed in the relevant House box located in the House Leaders Office by the student. Each week a student will be drawn from the box to become the House Student of the Week. Students are to keep the top part of the slip. All students who receive a commendation will be placed in the College Newsletter each week, students will also be acknowledged for receiving multiple commendations in a Term.

4.2 Following is a list of categories for Student Commendations:

- **Academic Contributions** – Student achieves strong academic results (A, A+);
- **Community Service** – Student willing to assist with College events outside normal class time
- **Concern for Others** - Student assists and cares for other students, staff or others in the College community;
- **Homeroom/Pastoral Care (Year 8) Participation** – Student actively engages in Homeroom activities and encourages others to do the same; arrives on time consistently;
- **House Involvement** – Student willingly participates and assists with House events (sports Carnivals, Feast Days, Assemblies, etc.);

- **Pride in Uniform** – Student consistently wears their uniform correctly, always has his/her hat, etc.;
- **Sporting Involvement** – Student has represented the College in a sporting event.

## **5. RESPONDING TO UNACCEPTABLE BEHAVIOUR**

### **5.1 Re-directing Low-level and Infrequent Problem Behaviour**

5.1.1 When a student exhibits low-level and infrequent problem behaviour, the first response of College staff members is to remind the student of expected College behaviour, then ask them to change their behaviour so that it aligns with St Joseph's College expectations.

5.1.2 Our preferred way of re-directing low-level problem behaviour is to ask them to think of how they might be able to act more safely, more respectfully or more responsibly. This encourages students to reflect on their own behaviour, evaluate it against expected College behaviour, and processes how their behaviour could be modified so as to align with the expectations of our College community.

### **5.2 Targeted Behaviour Support: Self-Management Plan (Homeroom Teacher/Pastoral Care Teacher - Year 8)**

5.2.1 Each year a small number of students at St Joseph's College are identified through our data as needing extra in the way of targeted behavioural support. In most cases, the problem behaviours of these students may not be immediately regarded as severe, but the frequency of their behaviours may put these students' learning and social success at risk if not addressed in a timely manner.

5.2.2 Students participating into the Self-Management Plan attend their normal scheduled classes and activities with appropriate adjustments if required. However, they have increased daily opportunities to receive positive contact with adults, additional support from check-in/check-out coaches and increased opportunities to receive positive reinforcement. Where required, adjustments are made to the Plan through academic support, adult mentoring or intensive social skills training.

5.2.3 The Self-Management Plan is co-ordinated by a school-based team with active administrator support and staff involvement. All staff members are provided with continuous professional development consisting of an overview of the program, the referral and response process, and the reporting responsibilities of staff and of the students being supported.

5.2.4 Students whose behaviour does not improve after participation in the Self-Management Plan, or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support.

### **5.3 Intensive Behaviour Support: Behaviour Support Team (Homeroom/Pastoral Care Teacher, House Leader, Head of School, Wellbeing- optional)**

5.3.1 St Joseph's College is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support. The Behaviour Support Team will:

- Facilitate a Functional Behaviour Assessment for appropriate students;
- Work with other staff members to develop appropriate behaviour support strategies;
- Monitor the impact of support for individual students through ongoing data collection;
- Make adjustments as required for the student; and
- Work with the Pastoral Care Team to achieve continuity and consistency.

5.3.2 The Behaviour Support Team has a simple and quick referral system in place. Following referral, a team member will contact parents and any relevant staff members to form a support team and begin the assessment and support process. In many cases the support team also includes individuals from other agencies already working with the student and their family, a representative from the College Administration and regional behavioural support staff.

## 5.4 Consequences for Unacceptable Behaviour

5.4.1 St Joseph's College makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our College seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. Behaviour tracking on SIMON is used to record all minor and major problem behaviour. The recording of three similar minor behaviours may constitute a major behaviour.

## 5.5 Minor and Major Behaviours

5.5.1 When responding to problem behaviour, the staff member first determines if the problem behaviour is major or minor, with the following agreed understanding:

- Minor problem behaviour is handled by staff members at the time it happens;
- Major problem behaviour is referred directly to the Pastoral Care Team.

### 5.5.2 Level One

5.5.2.1 Minor behaviours are regarded as Level One and include behaviours that:

- are minor breaches of the College rules;
- do not seriously harm others or cause you to suspect that the student may be harmed;
- do not violate the rights of others in any other serious way;
- are not part of a pattern of problem behaviours; and
- do not require involvement of specialist support staff or Administration.

Examples:

- Occasional low level disruptive behavior;
- Rudeness to a teacher that is a rarity, followed by an immediate apology;
- Occasional and low level interference to others learning;
- Occasional refusal to co-operate followed by co-operation after discussion with the teacher.

5.5.2.2 Minor problem behaviours are deemed as Level One behaviours and may result in the following consequences:

- A minor consequence that is logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restorative conversation or detention for work completion.
- A re-direction procedure. The staff member takes the student aside and:
  - Names the behaviour that the student is displaying;
  - Asks the student to name expected school behaviour;
  - States and explains expected school behaviour if necessary; and
  - Gives positive verbal acknowledgement for expected school behaviour.

5.5.2.3 Major behaviours are those that:

- significantly violate the rights of others;
- put others/self at risk of harm; and
- require the involvement of Pastoral Care Team.

5.5.2.4 Major behaviours result in an immediate referral to a House Leaders or Head of School because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour to the student and remind them of the expected school behaviour. The staff member then contacts the Student Office to request a senior staff member to escort the student to an appropriate location where the student can be supported.

### 5.5.3 Level Two

5.5.3.1 Level Two behaviour may result in time in the office, removal to a “buddy class”, alternate lunchtime activities, loss of privilege, restorative process, loss of break times, warning regarding future consequence for repeated offence, parent contact and referral to the Behaviour Support Team.

Examples:

- Continued low level disruptive behaviour
- Refusal to co-operate with staff after attempts to engage student
- Leaving class without permission
- Continued offensive language
- Aggressive language towards a staff member
- Verbal abuse or threatening language towards students or staff
- Continued use of mobile phone technology without permission
- Serious or continued breaches of the student technology use policy
- Throwing objects with intent which may cause injury to students (unlikely to cause injury)

### 5.5.4 Level Three

5.5.4.1 Level Three behaviour may involve: parent contact, referral to Education Officer: Psychologist or Special Education or Wellbeing, suspension (internal or external).

Examples:

- Major defiance to staff
- Throwing objects with intent which may cause injury to students (likely to cause injury)
- Leaving school without permission
- Constant refusal to wear uniform correctly
- Serious or continued inappropriate use of personal technology which impacts on the good order and management of the school
- Major dishonesty that impacts on the good order of the school
- Threatening language with/without threats of violence without a weapon
- Vandalism / wilful damage to property
- Major theft

### 5.5.5 Level Four

5.5.5.1 Level Four behaviour relates to students who engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs can expect to be recommended for exclusion from the College following an immediate period of suspension. Suitable counselling would be recommended and assistance offered if the student/parents are willing to support this action. Police will be informed of actions that are unlawful.

Examples:

- Serious threats or acts of violence with or without a weapon
- Possession of an illegal weapon
- Use or possession of illegal drugs or alcohol
- Engaging in serious pornography or illegal cyber safety activities
- Willful disobedience
- Deliberate defiance

5.5.6 The following table outlines examples of minor and major problem behaviours:

	Area	Minor	Major
<b>Being Safe</b>	Movement around College	<ul style="list-style-type: none"> <li>Running on concrete or around buildings</li> <li>Running in stairwells</li> <li>Not walking bike in school grounds</li> </ul>	
	Play	<ul style="list-style-type: none"> <li>Incorrect use of equipment</li> <li>Not playing school approved games</li> <li>Playing in toilets</li> </ul>	<ul style="list-style-type: none"> <li>Throwing objects</li> <li>Possession of weapons</li> </ul>
	Physical contact	<ul style="list-style-type: none"> <li>Minor physical contact (for example, pushing and shoving)</li> </ul>	<ul style="list-style-type: none"> <li>Serious physical aggression</li> <li>Fighting</li> </ul>
	Correct attire	<ul style="list-style-type: none"> <li>Not wearing a hat in playground</li> <li>Not wearing shoes outside</li> </ul>	
	Other	<ul style="list-style-type: none"> <li>Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the College</li> </ul>	<ul style="list-style-type: none"> <li>Possession or selling of drugs</li> <li>Weapons including knives and any other items which could be considered a weapon being taken to school</li> <li>Serious, or continued, inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the College</li> </ul>
<b>Being Responsible</b>	Class tasks	<ul style="list-style-type: none"> <li>Not completing set tasks that are at an appropriate level</li> <li>Refusing to work</li> </ul>	
	Being in the right place	<ul style="list-style-type: none"> <li>Not being punctual (eg: lateness after breaks)</li> <li>Not in the right place at the right time</li> </ul>	<ul style="list-style-type: none"> <li>Leaving class without permission (out of sight)</li> <li>Leaving school without permission</li> </ul>
	Follow instructions	<ul style="list-style-type: none"> <li>Low intensity failure to respond to adult request</li> <li>Non compliance</li> <li>Unco-operative behaviour</li> </ul>	
	Accept outcomes for behaviour	<ul style="list-style-type: none"> <li>Minor dishonesty (lying about involvement in a low-level incident)</li> </ul>	<ul style="list-style-type: none"> <li>Major dishonesty that has a negative impact on others</li> </ul>
	Rubbish	<ul style="list-style-type: none"> <li>Littering</li> </ul>	
	Mobile phone or personal technology devices	<ul style="list-style-type: none"> <li>Mobile phone used in any part of the College at any time without authorisation (written permission from an authorised staff member or an email by a teacher to the staff)</li> </ul>	<ul style="list-style-type: none"> <li>Use of a mobile phone in any part of the College for voicemail, email, text messaging or filming purposes without authorisation</li> <li>Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school</li> </ul>
<b>Being Respectful</b>	Language (including while online)	<ul style="list-style-type: none"> <li>Inappropriate language (written/verbal)</li> <li>Calling out</li> <li>Poor attitude</li> <li>Disrespectful tone</li> </ul>	<ul style="list-style-type: none"> <li>Offensive language</li> <li>Aggressive language</li> <li>Verbal abuse / directed profanity</li> <li>Threatening language – including threats of violence with or without a weapon</li> </ul>
	Property	<ul style="list-style-type: none"> <li>Petty theft</li> <li>Lack of care for the environment</li> </ul>	<ul style="list-style-type: none"> <li>Stealing / major theft</li> <li>Willful property damage</li> <li>Vandalism</li> </ul>
	Others	<ul style="list-style-type: none"> <li>Not playing fairly</li> <li>Minor disruption to class</li> <li>Minor defiance</li> <li>Minor bullying / victimisation/ harassment</li> <li>Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the College</li> </ul>	<ul style="list-style-type: none"> <li>Major bullying / victimisation /harassment</li> <li>Major disruption to class</li> <li>Blatant disrespect</li> <li>Major defiance</li> <li>Serious, or continued, inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the College</li> </ul>

## **5.6 RELATE PROBLEM BEHAVIOURS TO EXPECTED SCHOOL BEHAVIOURS**

5.6.1 When responding to problem behaviours, staff members ensure that students understand the relationship of the problem behaviour to expected school behaviour. One method that staff members might use to achieve this is to have students:

- articulate the relevant expected school behaviour;
- explain how their behaviour differs from expected school behaviour;
- describe the likely consequences if the problem behaviour continues; and
- identify what they will do to change their behaviour in line with expected school behaviour.

5.6.2 Should a problem behaviour be repeated, the staff member may not repeat the discussion/explanation process but simply remind the student of the consequences of their problem behaviour.

## **5.7 ENSURING CONSISTENT RESPONSES TO PROBLEM BEHAVIOUR**

5.7.1 At St Joseph's College, staff members authorised to issue consequences for problem behaviour are provided with appropriate professional development and/or training. Through training activities, we work to ensure consistent responses to problem behaviour across the College.

5.7.2 Students also receive training in how to respond appropriately when other students display problem behaviour, and the courteous way to respond when a staff member re-directs their behavior or consequences are applied for problem behaviour.

## **5.8 EMERGENCY OR CRITICAL INCIDENT RESPONSES**

5.8.1 It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

5.8.2 An emergency situation or critical incident is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action.

## **6. SEVERE PROBLEM BEHAVIOUR**

6.1 Severe problem behaviour is defined as behaviour of such intensity, frequency, or duration that the physical safety of the student or others is likely to be placed in serious jeopardy.

### **6.2 Basic Defusing Strategies**

6.2.1 Avoid escalating the problem behaviour: Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.

6.2.2 Maintain calmness, respect and detachment: Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.

6.2.3 Approach the student in a non-threatening manner: Move slowly and deliberately toward the problem situation, speak privately to the student where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge co-operation, withdraw if the situation escalates.

6.2.4 Follow through: If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.



6.2.5 Debrief: Help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.

### 6.3 Physical Intervention

6.3.1 Staff may make legitimate use of physical intervention only if all non-physical interventions have been exhausted and a student is:

- physically assaulting another student or staff member; or
- posing an immediate danger to him/herself or to others.

6.3.2 Appropriate physical intervention may be used to ensure that St Joseph's College duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

6.3.3 Physical intervention can involve coming between students, blocking a student's path, leading a student by the hand/arm, shepherding a student by placing a hand in the centre of the upper back, removing potentially dangerous objects and, in extreme situations, using more forceful restraint.

6.3.4 It is important that all staff understand:

- physical intervention **cannot** be used as a form of punishment;
- physical intervention **must not be** used when a less severe response can effectively resolve the situation and the underlying function of the behaviour.

6.3.5 Physical intervention is **not** to be used as a response to:

- property destruction;
- school disruption;
- refusal to comply;
- verbal threats; and
- leaving a classroom or the College, unless student safety is clearly threatened.

6.3.6 Any physical intervention made must:

- be reasonable in the particular circumstances;
- be in proportion to the circumstances of the incident;
- always be the minimum force needed to achieve the desired result; and
- take into account the age, stature, disability, understanding and gender of the student.

6.3.7 Each instance involving the use of physical intervention must be formally documented.

## 7. NETWORK OF STUDENT SUPPORT

7.1 Students at St Joseph's College are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour support by:

- Parents
- Teachers
- Wellbeing Staff
- Support Staff
- Staff in Positions of Leadership
- Administration Staff
- CEOB Education Officers

7.2 External support is also available through the following government and community agencies:

- Child and Youth Mental Health
- Headspace
- Department of Human Services
- Police
- Local Council
- Private Mental Health providers

## 8. CONSIDERATION OF INDIVIDUAL CIRCUMSTANCES

8.1 To ensure alignment with the CEOB Guidelines for Behaviour Support when applying consequences, the individual circumstances and actions of the student and the needs and rights of the College community members are considered at all times.

8.2 St Joseph's College considers the individual circumstances of students when applying support and consequences by:

- promoting an environment which is responsive to the diverse needs of its students;
- establishing procedures for applying fair, equitable and non-violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent;
- recognising and taking into account students' age, gender, disability, cultural background, socio economic situation and their emotional state;
- recognising the rights of all students to:
  - express opinions in an appropriate manner and at the appropriate time;
  - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation;
  - receive adjustments appropriate to their learning and/or impairment needs.

## 9. RELATED LEGISLATION

- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Australian and Victorian legislation:
  - Education and Training Reform Act 2006 (Vic.) – Education and Training Reform Regulations 2007 (Vic.)*
  - Equal Opportunity Act 2010 (Vic.)– Occupational Health and Safety Act 2004 (Vic.)*
- Child Safe Standard Requirements - <http://www.dhs.vic.gov.au/about-the-department/documents-and-resources/policies,-guidelines-and-legislation/child-safe-standards>
- Victorian Registration and Qualifications Authority (VRQA) policy requirements
- The Australian Privacy Principles, in effect as of March 2014
- Criminal Code Act 1995 (Commonwealth)
- Commonwealth Privacy Act 1988

## APPENDIX 1 – St Joseph’s College Student Commendation

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Student Commendations are awarded to students for such things as thoughtful and courteous behaviour, being generous and helpful, showing good College spirit, improved work, sustained quality outcomes and exceptional work.

Students are acknowledged in Houses for their efforts and achievements. These awards are also published in the College Newsletter.

Staff are encouraged to award Student Commendations regularly as students display the appropriate criteria for the Commendation.

## APPENDIX 2 – St Joseph’s College Exit Pass

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All teachers who Exit a student from their class to a Buddy Class must complete the Exit Pass. The bottom of the slip goes with the student to the Buddy Class teacher. The teacher removing the student keeps the top half of the slip. Both halves of the slip need to be placed in the Student Exit Pass Box in the House Leaders Office, exiting teachers and receiving Buddy teachers are to place slips in the Exit Pass Box as soon as possible after the event.

Teachers who Exit a student from class are then required to meet the student in the Restorative Room (M15) the following lunchtime for a restorative meeting. The Restorative Room will be supervised by a House Leader or Assistant House Leader who will provide assistance and support. Any student who is removed from class should also be tracked. A student must not return to the class until the restorative meeting occurs. If this does not occur before the next class you have with the student the class teacher must provide the Homeroom/Pastoral Care (Year 8) Teacher with a pass and work for the student to complete in their Buddy Classroom for the lesson.

## APPENDIX 3

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Below is an example of Behavioural Tracking.

The screenshot displays the 'Behavioural Tracking' web application interface. The main heading is 'Add Incident'. The form includes the following fields and options:

- Students:** A dropdown menu with 'Assign' and 'Remove' buttons.
- Incident Date:** A date picker set to 22/07/2018.
- Reported by:** A dropdown menu set to 'Pike, Fiona'.
- Level:** A dropdown menu set to 'L1'.
- Type:** A dropdown menu set to 'Repeatedly being asked to get back on task'.
- Incident Title:** A text input field containing 'Off Task'.
- Incident Details:** A text area containing the text: '??? Needed to be constantly reminded to stay on task today during the lesson.'
- Social Indicator Value:** A numeric input field set to '0'.
- Have you taken any action to resolve this incident?** A dropdown menu set to 'The following action:'. Below this is a text area containing: 'I have spoken to ??? about the impact of his behaviour on my teaching and the learning of others in the class. ??? was moved to a seat on his/her own at the front of the class where ??? will need to sit until his/her work ethic improves'.
- Do you require assistance to resolve this incident?** A dropdown menu set to 'Yes'.
- Can homeroom teacher please reiterate these expectations?** A text area.

At the bottom of the form is a 'Save' button. The browser's taskbar at the bottom shows the application title as 'Add Incident - CTS 3.6.0'.

### **Formal debriefing**

Formal debriefing should be led by a staff member trained in the process who has not been involved in the event. The goals of debriefing are to:

- Reverse or minimise the negative effects of physical intervention;
- Prevent the future use of physical intervention; and/or
- Address organisational problems and make appropriate changes.

For students who have language or communication difficulties the debriefing process will need to be modified to accommodate their specific receptive and expressive needs.

Debriefing should provide information on:

- Who was involved;
- What happened;
- Where it happened;
- Why it happened; and
- What we learned.

The specific questions we want to answer through the debriefing process are:

- **FACTS:** what do we know happened?
- **FEELINGS:** how do you feel about the event that happened?
- **PLANNING:** what can/should we do next?

#### Questions for staff:

- What were the first signs?
- What de-escalation techniques were used?
- What worked and what did not?
- What would you do differently next time?
- How can physical intervention be avoided in this situation in the future?
- What emotional impact does using physical intervention have on you?
- What was your emotional state at the time of the escalation?

#### Questions for students:

- What was it that you needed?
- What upset you most?
- What did we do that was helpful?
- What did we do that got it that way?
- What can we do better next time?
- Would you do something differently next time?
- What could we have done to make the physical intervention less invasive?

Notes on the discussion that occurs during the debriefing report are not required to be documented, however a note should be made that the debriefing has occurred for both staff and students involved (e.g. names, date, time and outcomes).